

COMMITTEE FOR
REVIEW OF
NATIONAL POLICY ON EDUCATION
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REVIEW ON NATIONAL POLICY
ON EDUCATION 1986

RESPONSES TO A PERSPECTIVE
PAPER ON EDUCATION

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Responses to A Perspective Paper on Education

Subject Classification

| | | |
|-----|--|-----|
| 1. | General Comments | 1 |
| 2. | Goals, Roles and Values | 30 |
| 3. | Right to Education | 36 |
| 4. | Elementary Education and Universalisation | 38 |
| 5. | Secondary Education and Vocationalisation | 50 |
| 6. | Higher Education (General and Technical) | 58 |
| 7. | Equity and Diversity (Navodaya Vidyalayas) | 66 |
| 8. | Adult and Continuing Education | 80 |
| 9. | Content and Curriculum | 84 |
| 10. | Examination Reforms | 93 |
| 11. | Decentralisation of Management | 99 |
| 12. | Languages | 109 |
| 13. | Teachers and Students | 116 |
| 14. | Resources (Centrally Sponsored Schemes) | 123 |
| | Annexure | 130 |

CHAPTER 1

GENERAL COMMENTS

Dr. Pradip N. Khandwalla, L&T Professor of Organisational Behaviour, Indian Institute of Management, Vestrapur, Ahmedabad: 380056 (19th September, 1990)

- We must work on the motivation and ability of our teachers. For example, develop supplementary teaching materials for each subject taught and mail it to them free of charge; develop a correspondence course for teachers to acquire higher qualifications so that they can take on higher responsibilities; provide funds for study leave, travel for educational purpose, research etc.; form in each school a teachers' council which would take all academic decisions; provide financial incentives for extra-curricular, non-formal teaching/training, etc.
- Mount a really major effort for TV based education, something on the lines of a national open school, where village based children can pick up the basics of usable knowledge, such as related to village handicrafts, agriculture operations, availing of government facilities, citizenship skills, civic sense, etc.
- Work hard on children's ability to learn, their motivation to learn, and their creativity and innovative spirit.
- Set up district educational councils that are run by elected members of the teaching community, with representation from panchayats, voluntary organisations, district collectorate, etc. All the funds relating to primary and secondary education should be turned over to these councils. I do not think turning education

over to panchayat institutions is going to work because these have got highly politicised and seem to operate on a spoils system.

Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bungalows, Versova, Bombay-400061 (20th September, 1990)

- The 10 + 2 + 3 structure is good as a common base and should be continued.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- The Review committee has not made any departure from the beaten track which is characterised by the well known sequence of political change - renewed concern over education - Review Committee - poor implementation.
- The Review Committee has taken into consideration two documents - Challenge of Education (1985) and Policy Paper of 1986. There is little evidence that a third document: Programme of Action (POA), 1986 has also been closely examined. In fact, even a cursory look at POA would have shown that in spite of our best desire why no improvement has taken place in our country.
- In the entire discussion paper, most of the paragraphs need further elaboration. Otherwise, each and every individual or group of individuals will interpret them in their own ways. And obviously all of them will not be right in their interpretation.

- Before making any fresh recommendations, it is necessary to identify why was it not possible to implement the earlier recommendations.
- Those who are responsible for planning, development and implementation of educational programmes are yet to prove that they are really working for the improvement of education per se. If three actions, namely, democratisation, qualitative improvement and total planning for all levels (literacy to higher education), are taken up simultaneously, then only our education can be meaningful. The present discussion paper does not show any hopeful sign towards that direction.
- It is necessary to note that India is not the only country which is having educational problems. In fact not a single country of the world including USA, USSR, etc. have been able to evolve a satisfactory educational system. In the last two years, radical changes have been made in the school education of USA, UK, USSR and Japan.
- The 'Asset' or 'Resource' are concrete terms and would be possible to attain. If it becomes possible to improve human beings as asset or resource, it would take care of all aspects. Otherwise aim towards abstract attainment will lead us no where.
- What is required today is the value judgement. In order to attain this, only change in the content of the textbook only will not suffice. Education must be free from authoritative teaching. It

must encourage them to thinking and questioning, which are the only two tools of learning. Without these tools, learning will never be possible and attainment of values will remain far off.

- It is better that academics concentrate on academic matters and show concern about the society. At present the majority of them are not doing that.
- Only "Right to Work" is not enough. One should attempt for "Right to Work with dignity". In our country, most of the people do not have any work. Some professions are considered more respectable than others. In a village or a city, a bad lawyer or a poor doctor of a locality will be invited in the school or college functions, but skillful farmers, cobblers and carpenters will never be asked to enter.
- The para on Empowering People for work is full of contradictions. It is hoped that members will give some more details about their thinking. The 10 years general education is recommended after considering the physical and mental growth of the child. Mere lack of resources should not get priority over the pragmatic reasons.

Prof. K.M. Bahauddin, Ashyana, Vennala P.O., Cochin-682025, letter dated 25.9.1990.

- The defect is not in the Policy presentations, but in the implementation. The 'input' 'output' model being followed by the country has failed. An example is the Adult Education Centres. Instead of input-output model, a target-based implementation strategy and area-approach is required. Lessons are not being learnt from the achievements of Kerala and Lakshadweep in the

education field. Instead we are borrowing educational indicators from outside. In Kerala as well as Lakshadweep, efforts for social changes preceded demand for education. If UEE is to be achieved, a component to initiate social changes should also be associated with it.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur-812007 - letter dated 29.9.90

- Among the Indian educationists, alongwith Tagore and Gandhi, Shri Aurobindo, Shri Krishna Murthy and Syed Ahmed Khan also should be remembered.
- It is almost impossible to evolve a system of education for work and employment without effecting radical changes in the economic policy of the Government. We have witnessed the fate of WE/SUPW and even courses on Basic Education in the past. Our managers, teachers and students do not have faith in the dignity of labour. Hence, nothing short of a cultural revolution and a ruthless demolition of desk-dominance can establish effective linkages between the 'World of School and the World of Work'.
- The Committee's demand of 6% of GNP on education can hardly solve the problem of illiteracy. Educational bureaucracy alone cannot remove illiteracy. Hence the committee feels the need of a "People's movement". But it has not as yet spelled out the dynamics of such a movement.
- Universal Literacy can be achieved in four months by involving teachers and the students of the universities for literacy work.

The loss of four months' study can be made up by having classes on holidays and Sundays in the rest of the year. The personnel, who could be called 'education army', be given one week's training and honorarium, but no salary.

Shri Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79, 2nd Main Road, Gandhi Nagar, Adyar, Madras-600020 (20th September, 1990)

- Considerable financial wastage is taking place under the existing financial allocations in the educational system. A financial audit like the one carried out by the Tamil Nadu Financial Review Committee in 1976, may be undertaken every five years by every unit of the system as well as by each State to identify the financial wastage and redeploy it on the priorities of the system.
- The inclusion of education in the Concurrent List was an anti-education action taken during the emergency. Similarly the concept of 'national core curriculum' is a denial of the 1:1 relationship on which all education is based.
- The section on basic moral values ignores two important variables. As long as we have an unjust, inequitable, and exploitative society, education will mirror this society. Second there is the "hidden curriculum" which is life example of the teacher and the parent, which sets the tone to the learning of basic moral values by the student.

Shri Siddharam Swami, S.S. Kottalagi Building, Gnyanayogashram Road, Bijapur-586101 (15th September, 1990)

- The problem with education is one of implementation and not in policy making. The Kothari Commission Report be implemented faithfully instead of wasting time in policy drafting. Education should be compulsorily character-building. Students should devote at least three hours daily for social work. The Perspective Paper should have mentioned about Acharya Vinoba Bhave, Aurobindo Ghosh, Swami Vivekananda, Ramana Maharshi etc.

Shri A. Machwe, Wiley Eastern Ltd., Publishers, 4835/24, Ansari Road, Daryaganj, New Delhi-110002 (24th September, 1990)

- The Proposals put forward in the Policy paper will never be implemented through the existing agencies. Besides will and perserverence at the highest level, what is required is a team of highly motivated workers who will put in sustained effort without cynicism or despair. Implementation of the Policy could be handed over to a dedicated task force which could be selected from within the existing infrastructure.
- Preparation of reading material, educational aids and other learning kits must be given due importance. The State is incapable of producing the material that will be needed. Simultaneously, the Government will have to bring in curbs on unrestricted import of remainders into India and make available low cost paper so that Indian scholarship can find a platform for free expression. A committee could be created for evolving policy guidelines on creation of materials.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8, Vijay Nagar Colony, Agra-282004 (25th September, 1990)

- The immense problem of growing illiteracy among the upcoming youth has not been tackled. Its solution is dependent upon effective primary education which caters to the 30 crores people below the poverty-line and is linked up with a total Indian development.
- Creative training has been given no place. It is not value education. It is the development of devotion to duty and discipline epitomised by a strong will.

Shri Ishwar Dayal, Professor Emeritus & Head of Research, Management Development Institute, Post Box. No. 60, Mehrauli Road, Gurgaon-122001 (21st September, 1990)

- I think non-formalising the School System, emphasis on common school system, reforms in examination, language, removing regional disparities etc. are appropriate areas of concern.

Prof. K.L. Chopra, Director, Indian Institute of Technology, Kharagpur-721302 (1st October, 1990)

- The concepts propounded in the Paper are notable but the main issue is that of implementation. It is the lack of financial resources, political willpower and flexible and effective management which has not allowed the series of reports of committees and commissions on the subject to see the light of the day.
- The implementation of the policy would require massive financial inputs for setting infrastructure and for training of an army of a new breed of teachers who can appreciate and implement the document. A massive, national, autonomous, secular and apolitical organisation/corporation is required for the purpose.

- The document has not dealt with a very serious matter of politics in, and politicization of education, and trade unions in schools. Let us learn from the experience of West Bengal. The Chief Minister of West Bengal has now proposed political activity among students in schools.
- National integration on emotional plane being a very fundamental role of the new education policy, lateral movements of teachers and taught should be encouraged. Clearly, a link language must be mandatory requirement. And, the "Neighbourhood School" concept must be enforced. Further, universalisation of education should automatically imply common standards/principles for the educational system in the whole country. Management of this system could still be localized but it must adhere to nationally agreed politics.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad-224229, Letter dated 20.9.90

- In the field of education focus should be on providing equity and bringing quality and relevance in education. It may be necessary to provide enough opportunity and resources to weaker institutions to come up nearer to those institutions which are well established.
- Regarding maintenance of quality of education, it would be necessary to re-orient our education system on need base. In doing so, probably we may have to think about vocationalisation in all the types of education so that middle level technicians are produced to be employed by the different agencies and also such students getting self-employed.

Dr. N.N. Goswami, Dean & Joint Director (Education), Indian Agricultural Research Institute, New Delhi-110012 (Letter dated 26th September, 1990)

- The perspective paper has emphasised School Education, but equal emphasis should be given to higher job-oriented education. Education is linked to larger socio-economic cultural issues, which must be taken into account to plan any meaningful education. Priority areas also need to be identified. Norms for determining manpower requirement have to be developed so that need/employment based education can be planned. The reasons for failures (or shortcomings) of the earlier programmes should also be analysed and critically discussed so that 'mistakes' of the past can be avoided.
- In planning education the close inter-action/coupling between science, technology and productivity must be taken into account. They should be integrated with the developmental process.

Prof. G.S. Mudambadithaya, Senior Assistant Director, Department of Pre-University Education, Technology Education Buildings, Bangalore - Letter dated 1.10.90

- Imparting value based education is under played in the paper. Teaching of literature has not been mentioned at all.
- Although the Committee has recommended people's participation in the management of education, it has not been able to resolve the dilemma as to what should be the nature of organisation for management of the educational institutions. We suggest that a committee be formed with members from all institutions under a particular educational complex including the university that may be associated with the complex and suggest concrete means so that the

real power for management of the complexes can be transferred to the community concerned.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Calcutta, Letter dated (1.10.90)

- A Committee may be constituted to suggest how the different levels of teaching from elementary to the University level be coherently connected, what should be the course curriculum at different levels keeping in mind the regional requirements and the need for identification of talent, how the language formula can be implemented and how the universalisation of education can be achieved without sacrificing quality.
- Instead of delinking of degrees from jobs, a reverse approach will be in keeping with the spirit of the review paper. Agencies will inform the educational institutions their needs so far as the job is concerned. The institutes will suggest the type of personnel (that is students with a certain combination of modular courses) they need. If a particular user feels that special training programmes are needed for the required job, it will ask the educational institute to introduce such training programmes.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- Some of the measures that could be considered for delinking degrees and jobs are the following:
 - (a) Abolition of declaration of students' as 'pass' or 'fail'.
 - (b) Abolition of the declaration of results in terms of divisions based on aggregates.

- (c) Declaration of subject-wise results of students in terms of grades rather than marks.
- (d) Opportunity to students to clear examinations in parts.
- (e) Opportunity to students to improve upon their grades through subsequent attempts.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- It is not clear how the so-called dichotomies referred to in Chapter VI "inhibit attempts at radically overhauling the system". Dichotomies like academic and vocational, technical and non-technical, etc. are inherent in any system of education which has to cater to a wide variety of target groups.

Dr. Viswanatham Kanithi, M.P. (LS), 39, North Avenue, New Delhi - Letter dated 12th September, 1990.

- In order to improve educational standards and to bring in equity, either the Government may run residential schools for all upto 10th class failing which 12-hour day-schools or government may aid schools maintaining the prescribed standards.
- After the 10th class, students may be selected for the following courses depending on their grades and aptitudes:
 - (a) Self-employment course.
 - (b) Apprenticeship for selected career.
 - (c) Plus courses.

- After the 12th class an all India test be conducted to select candidates for various professional courses, which should not be of a duration less than five years.

Dr. (MS.) L.S. Saraswathi, 118, Usman Road, Madras - Letter dated (26th September, 1990)

- Educational research or the research related to learning and teaching should be examined carefully. The present position of over-emphasis on identifying and exaggerating deficiencies in the tradition and culture that is Indian should give way to a position of emphasizing identification of assets of the tradition and culture and finding ways of integration of these in the teaching/learning process in the system. Studies on the teaching and learning processes in oral culture especially in the process of socialisation could help to lay the foundation.

Dr. R.G. Prabhune, Head Master, Tilak High School, Karad, Pune - Letter dated 5th October, 1990

- We must create proper atmosphere to solve the educational problems. For that three terms are very important - Attitude, Approach, Atmosphere. Our thinkers and administrators must administer with proper approach so that the proper atmosphere will be created.
- Rural education is not given proper consideration. It must be a separate stream. The educational system should be flexible to cater to the separate needs to urban and rural population.
- The suggestions of providing "Hidden Curriculum" and "Value based Education" at various stages of Education require still more emphasis. The fast inflow of western consumerism be checked and Gandhian Philosophy be sprouted through curricula.

- "Award and Punishment Method" should be adhered to, at all stages of Education, without prejudice and partiality.

Prof. D.P. Barooah, Vice-Chancellor, Gauhati University, Guwahati - Letter dated 2nd October, 1990

- Degrees cannot be delinked; for different types of jobs in Government, Industries, Banks, etc., a national or regional test service minus conventional degrees may be provided for.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- Free residential schools for all is the best way of giving equal education from root level.
- Education for all can easily be given on cheap lands i.e. in outskirts by gradually disposing of the urban educational properties. The process will fetch thousands of crores of rupees, which can be utilised for free residential schools in outskirts.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The school hours need not be reduced. What is needed is to make every moment educative. This can be done by reducing the class size, by enriching the school climate, and by frequent retraining of the teachers.
- It is possible to involve the community and alumni in formal teaching as well as building up links between the school and community in a number of ways. School adoption by corporate bodies, industries and business is an untapped resource.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Our programmes or systems of formal schooling should truly concentrate on educating people i.e. helping people to bring their best potential to fruition. This will necessarily involve imparting of productive skills; focussing on values and self development; and bringing national and universal concerns of man including aesthetics, civic sense and environmental harmony.
- To make such education a people's movement will need very bold action. The one year school and college closure for mass literacy and education action proposed by the group led by Prof. Yash Pal could become a good start. The present bureaucratic stranglehold on all education has to be removed.
- The incorporation of traditional knowledge and wisdom is an excellent suggestion. But before we even talk about it, let steps be taken to prepare and select proper reading material in these areas. This is most important.
- The idea of "Local Area Planning" and cluster of educational institutions is excellent. Detailed procedure and management style must be specified by concrete examples for each geographical region. These concepts of management and planning have to be made permanent features of the education system. Too frequent changes in management styles must be avoided.
- Night school system prevailing in United Kingdom for hundreds of vocational skills must be introduced in India.

Shri M.C. Nanavatty, Consultant, Social Welfare and Development, S-173, Greater Kailash-II, New Delhi-110048 - Letter dated 1.10.90

- It would be desirable to reflect on the concept of a Growth-centred education through teachers' training centres. Each Primary Teachers' Training Institute in Tehsil can be placed incharge of developing primary schools in its area of jurisdiction. Each Primary Teachers' Training Institute will look after 30 to 40 primary schools in the Tehsil. It will help the schools, through training of teachers, academic and field training, refresher courses and seminars, research and studies of field practices, guidance and supervision and creation of educational atmosphere in village through educational "melas" and festivals.
- Each village school should be developed as a community school, under the Panchyati Raj system of democratic decentralisation, giving responsibility of spreading education in the village community. The School Education Committee under the guidance of school head master and teachers should be entrusted with the responsibility of promoting education for children, youth, women and illiterate adults.
- The Secondary Teachers Training College in each district could be developed as a third tier of growth for education, giving responsibilities of helping Primary Teachers Institutes in the district for their development.

Dr. M.A. Gode, Coordinator, M.P.F.L. Unit, University of Bombay,
Letter - dated 28th September, 1990.

- In our country there is no dearth of creative ideas and innovative approaches as regards education. Every report for that matter aims at revolutionalising education with a view to making education an effective 'Change Agent'. However, the whole difficulty seems to be creeping up when it comes to the implementation of the creative ideas and the translation of innovative approaches into actual programmes. The creativity and innovative urges fizzle out due to various factors such as (a) resource constraints, (b) attitudinal barriers as regards teacher and parent communities, and (c) lack of political will.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- While rightly recognising the present age as one 'of science and democracy', the paper does not give much emphasis on science education (particularly at college/university levels) in terms of modalities and does not caution us on the possible abuse of a decentralised management of the educational system by unscrupulous but vocal representatives of our public life.
- While existing books have been branded as unreadable, no steps have been suggested for preparation of suitable learning materials (including non-book materials) for different levels of education in different regional languages.
- Reduction of school hours (with the majority of children having no facilities for learning outside schools), ungraded class rooms (to

be looked after by few heavily loaded teachers), flexible school timings, relating content and process of learning with community life (not always in consonance with scientific temper, democratic values and secular ideas) etc. may be easier said than done.

- Decentralised school management seems to be a confusing and vague idea. The educational complex will be managed by the community while management of education will be the job of teachers. The flexibility in syllabi and curricula, content and process, evaluation and monitoring envisaged in the paper may defeat the objective of Imparting school education of comparable standards throughout the country. It is apprehended that involvement of too many agencies in running the educational complex may complicate matters. The relationship of colleges and any university in the area/region with an educational complex has been left vague.
- The paper should suggest some concrete steps (not like the STEP) to link education (in technical schools/colleges/universities) with employment. The BITS, Pilani model may be examined for this purpose.

Shri G.D. Sharma, Secretary, Bharatiya Shikshan Mandal, Orissa,
Letter dated 2.10.90

- The education policy should be such that the interference by politicians of ruling party is nil in affairs of educational institutions. The local people should be entrusted with the management of institution.

- The planning of entire education in a district should be done at district level. The recruitment of teachers in schools should be done by district recruitment board and preference be given to people of the locality in employment as teachers. This will solve most of the problems in development of schools education.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- The paper is titled as "Perspective paper on Education" but perspective seems to be missing from it. Neither does the paper give any future educational scenario which may emerge after a certain length of time, nor does it indicate any specific goals to be achieved. It states that it is desired to build an enlightened and humane society, but that is only one of the important objectives of education. Any education which does not achieve this objective is no education.
- Instead of only local area planning, we should have multi-level planning of which local area planning is an important element.

Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

- The operational style of College/University campuses has to change considerably so that both teachers and students actively engage themselves in developmental activities of local priority and needs. Extension function at the appropriate levels has to be clearly chalked out and implemented.

Dr. A.C. Banerjee, Profesor of Chemistry & Head, Department of Science, Regional College of Education, Mysore (26th September, 1990)

- The concept of comparable quality of education to be provided to all students cannot be feasible for a country of our size with very high illiteracy and different socio-economic and cultural background. Even the most developed countries have not ventured into this proposition. Then what should perhaps be attempted is a minimum standard of education which would be specified and efforts should be made to have the minimum standard in all our educational system. The Government should have political will and sufficient financial resources to provide minimum acceptable standard of education to all sectors particularly for school education.

- Genuine efforts should be made to identify institutions of excellence (not pockets of excellence), to provide all facilities to these institutions, nurture talents and provide enough educational facilities and finance for projects like 'research for excellence'.

Prof. R.S. Trivedi, Chairman, Higher Secondary Education Board, Gujarat State, Ahmedabad (19th Sept., 1990)

- The main points yet to be stressed are: (a) the relevance of the curriculum and its actual modus operandi; (b) balancing of the curriculum in respect to liberal education and vocational education and the quality to be achieved. Detailed clarifications are also required on a number of suggestins made in the paper.

Shri Kshetna Mohan Giri, At&PO Mayurbhanj, Orissa (2.10.90)

- Higher educational institutions in India should be managed by the Government of India - so that national integration is promoted.
- Government of India should create Indian Education Service (IES) for implementation of National Education Policy.

Shri P.N.V. Narayan, Principal, Jnanodaya School, 135, I Block East, Jayanagar, Bangalore (27.9.90)

- Avoiding dichotomies is not practicable. There can be certain amount of blending between Formal and Non-formal and Academic and Vocational. But separate Non-formal and Vocational units are to be maintained, if any significant level of achievement is to be attained in the objectives of the two factors.
- Improving the quality of Government Schools, Reservation Policy in appointment and stringent economy measures are contradictory factors. If quality is to be improved teachers should be appointed purely on merit basis. There can be five years contract. Renewal of appointment should be on merit and performance. Teacher-student ratio should be kept at 1:40 and 1:50 at primary and secondary levels respectively.
- The process of recognition by the Government is a big hindrance to build up Education as People's movement. This can be achieved only when the concept of permission and recognition by the Government is removed.

Shri Deepak Kumar Barua, Dean, Faculty Council for P.G. Studies in Education, Journalism & Library Science, University of Calcutta, Calcutta (26th September, 1990)

- The two words used in the title are significant - the first one enlightened meaning "elevated by knowledge and free from prejudice as well as superstition", while the second word humane signifying having the feelings proper to man; tender; merciful, humanising, as human letters, i.e. classical, elegant and polite". In short, both these terms appeal to and refine the head and heart of a human being who is expected to become a "total being" with his education in traditional subject as well as in fine arts including performing arts. But the perspective paper does not reflect these aspects of the enlightened and humane society of the future.
- The idea of a school which will "open-up and non-formalise in creative ways", though conceptually an ideal one, but it is very difficult to achieve because of the need for maintaining a uniform standard of school education throughout the country.
- It cannot be expected that all the people belonging to Scheduled Castes and Tribes, other backward communities and minorities should always live in the so-called "educationally and socially backward areas". Such groups of people may reside in the sophisticated cities for livelihood, of course with all sorts of deprivations. The discussion paper has not dealt with the problems of the urban people belonging to these groups.

The Chairman, Consumer Protection Council, 1/38, Housing Unit (Old), Thanjavur (5.10.1990)

- Consumer education should be recognised as a right. Lessons on consumerism at various levels of regular educational system may help the consumers to be knowledgeable. It will lead to consumer cautiousness and protection of their rights.

Shri B.N. Raghurama, Organising Secretary, Bharatiya Shikshana Mandals, Kaveri No. 21, 6th Cross Chamaraipet, Bangalore

- An autonomous National Education Authority should be established. It should be manned by educationists and educators without any sort of governmental interference. State and district units of the same authority will decentralise its functions. The Government will have the responsibility of financing the Authority only.

Shri M. Shatrugna, HIG/B-1/F13, Housing Board Flats, Bagh Lingampalli, Hyderabad (9th October, 1990)

- The Perspective Paper fails to locate the social, economic and political reasons that inhibit the weaker sections to enter the portals of the school, whether it is formal or non-formal. Experience has shown that even token incentives like mid-day meals, supply of dresses etc. had attracted the weaker sections into the school. An all India plan of such nature to attract the weaker sections be recommended.
- The concept of "De-linking degrees from jobs" is un-workable. In a society where caste, kinship relations, gender and parochialism are so dominant, the lower castes and the vulnerable sections like the women will be the worst sufferers in the proposed setting. In fact

that will be the best way to perpetuate the upper class-upper caste hegemony in all spheres of activity. On the other hand we should aim towards "better quality degrees" which in turn should lead to the abolition of all sorts of "entrance tests".

- Academic autonomy combined with administrative autonomy should be tried at the school level as it is assumed that finances are provided by the State in Government and Aided Institutions. But egalitarianism is possible only when we do away with private schools.

Prof. A.M. Paramasivandam, Founder President, Valliammal Education Trust, E-9, Anna Nagar, East, Madras-102 (7.10.90)

- Degrees must be given to the candidates, only after rendering one year social service in Villages. They may be asked to select some villages in groups and they must to stay there and do services in the field of education, sanitation, co-operation, national integration, unity and in other local level needs.
- In the matter of establishment of non-formal education centres, each village or slum is to be taken as unit since most of the illiterates are living in those places. The aim of the centre should not only be for teaching the three. 'R's, but should be improving the capability work. The basic aim should be to establish effective linkage between the world of school and the world of work.

Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401, Ponda-Goa (30.9.90)

- Education should be free and compulsory only upto age 14. After that it should be free only to the talented and not for all. Those who are not talented should after the age of 14 be compelled to join the vocational courses of their own choice.
- No job should be given to any person in private or public sector until and unless he makes minimum three illiterates, literate (of the age group from 15 to 45 years). This will solve the problem of illiteracy. Literacy missions, classes and centres in many places appear to be a farce. Those who are in service should not be allowed to cross the efficiency bar until and unless they make minimum three illiterates literates.
- Small residential schools with less than 500 students in each should be encouraged. It should be compulsory for the students and teachers of these schools to do manual labour for two hours every day.

Shri M. Srinivasa, Hony. Secretary, Dr. B.R. Ambedkar Educational Trust, No. 37, 9th Cross, Sampangi Ramanagar, Bangalore - 560027 (4.10.90)

- The Education Policy should ensure the equal employment opportunities without any discrimination for all.

Dr. N.K. Oberoi, Director, Centre for Professional Development in Higher Education, University of Delhi, Delhi-110007, (8.10.90)

- There is no mention of the role of politicians in educational system, politicisation of education teachers unions and students

unions. Unless the role of politics and politicians in the educational system is clearly defined, no NPE or its review will serve any purpose.

Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9

- It is our observation that policies contain good ideas but all these fail at the implementation stage.
- We can make it obligatory for a secondary school and college going child to make at least two persons literate every year.
- Social backwardness should not be caste based. The benefit of reservation and special facilities should go only to those who are first generation learners and whose economic condition is below the average national income.

Shri Jyotibhai Desai, Gandhi Vidyapith, VALOD, Gujarat-394641
(October 3, 1990)

- "Development" as viewed by the Committee's present paper seems leaning on the popular 'welfare' model. The drawback with this model is that it is a government controlled one which does not give enough scope for voluntary sector. It also does not give due place to individual initiative.
- In the curriculum, environmental aspects and need for preservation of environment should be stressed. Education should aim at development of 'Village Republics'.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- In order to promote national integration and mutual harmony, the system of education should be Indianised by the following steps:

Constitution of an All India Education Service, non-discrimination of individuals/groups and abolition of special privileges to any group, introduction of a national core curriculum and introduction of regional languages as the media of instruction.

- The administration of education should be degovernmentalised by involving voluntary agencies more in educational administration. Wherever voluntary initiative is not forthcoming or is insufficient, government should set up autonomous organisations and should not run educational institutions on its own. All existing government institutions should be handed over to the autonomous bodies.
- If education has to be related to environment and help in removal of regional disparities, the present teacher training programme has to be changed. At present it does not prepare the teachers for tribal, rural and environmental education.
- Past deprivations of the people of minority groups can not be compensated by allocating additional funds and personnel. The funds and personnel have to come from within these groups otherwise backwardness will become a vested interest.
- There are many impediments in the smooth working of voluntary organisations. They should be allowed to have their own syllabus,

teaching - learning methodology and evaluation with a compulsory core subject on national heritage. These organisations should have power to issue certificates.

Shri Prabhakar Singh, Rtd, Field Advisor (NCERT), 574 Munfordgarj,, Allahabad - 211002 (October 1, 1990)

- Many a suggestion made in the Perspective Paper require clarifications. These include education complex, language etc.

Shri S.N. Bhanot, Member, National Co-ordination Committee of Indian Teachers' Organisations, L-8A, Malvia Nagar, New Delhi (October 10, 1990)

- Making education a fundamental right, provision of basic infrastructure to all government and local body schools, allocating more money for Operation Blackboard and vocationalisation of secondary education are some schemes which must get priority over others as short-term measures.

Shri Dhirubhai Manibhai Desai, Jeevan Shanti, 50, Swastik Society,, Ahmedabad - 380009 (October 2, 1990)

- The major problem in educational reforms is not shortage of funds but improper implementation. Two of the big handicaps in the implementation are the lack of good, devoted and committed teachers and the interference and pressure of politicians.

Shri P.N. Panikker, Kerala Association for Non-formal Education and Development (KANFED), Post Box No. 433 - Saksharatha Bhavan,, Trivandrum-695010 (September 22, 1990)

- Education system should be encouraging hard work as well as dignity of manual labour. To achieve this, stress should be given to the non-formal adult education programme proposed by Mahatama Gandhi.

Prof. Kamalini H. Bhansali, Former Vice-Chancellor, SNDT Women's University and President, Indian Association for Women's Studies, 92-B, Maker Towers, Cuffe Parade, Bombay (5.10.1990)

- Specific programmes for women's education are to be suggested in formal and non-formal education. Preference be given to women in the matter of employment, and admission to polytechnics, higher educational institutions etc. Separate educational institutions be set up for them. In co-education institutions 30-35 per cent seats be reserved for women.

Shri B.N. Bhatia, 286, Adarsh Nagar, Jaipur 302004 (5.10.90)

- The cost of school education is a deterrent factor in the case of rural poor. Measures have to be suggested to overcome this. The educational calendar should be re-adjusted to the convenience of the rural people.

CHAPTER 2

GOALS, ROLES AND VALUES

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- The 'Asset' or 'Resource' are concrete terms and would be possible to attain. If it becomes possible to improve human beings as asset or resource, it would take care of all aspects. Otherwise aim towards abstract attainment will lead us no where.
- What is required today is the value judgement. In order to attain this, only change in the content of the textbook only will not suffice. Education must be free from authoritative teaching. It must encourage them to thinking and questioning, which are the only two tools of learning. Without these tools, learning will never be possible and attainment of values will remain far off.
- Only "Right to Work" is not enough. One should attempt for "Right to Work with dignity". In our country, most of the people do not have any work. Some professions are considered more respectable than others. In a village or a city, a bad lawyer or a poor doctor of a locality will be invited in the school or college functions, but skillful farmers, cobblers and carpenters will never be asked to enter.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- From the point of view of making education rooted in our culture and for the unity and integrity of the nation, the committee must emphasise the need of greater appreciation of the need of synthetic culture of India. Students should know the basic and common elements of all religions. In a multi-religious and multi-racial country, the knowledge of synthesis of different strands of Culture is necessary. Indian culture is a culture of peace. The perspective paper should have thrown light on the role of Education for Peace. There is a great need of directing our efforts to generate and strengthen forces of understanding, harmony and peace.

Shri Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79, 2nd Main Road, Gandhi Nagar, Adyar, Madras-600020 (20th September, 1990)

- The section on basic moral values ignores two important variables. As long as we have an unjust, inequitable, and exploitative society, education will mirror this society. Second there is the "hidden curriculum" which is life example of the teacher and the parent, which sets the tone to the learning of basic moral values by the student.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8, Vijay Nagar Colony, Agra-282004 (25th September, 1990)

- Creative training has been given no place. It is not value education. It is the development of devotion to duty and discipline epitomised by a strong will.

Prof. K.L. Chopra, Director, Indian Institute of Technology, Kharagpur (1st October, 1990)

- National integration on emotional plane being a very fundamental role of the new education policy, lateral movements of teachers and taught should be encouraged. Clearly, a link language must be mandatory requirement. And, the "Neighbourhood School" concept must be enforced. Further, universalisation of education should automatically imply common standards/principles for the educational system in the whole country. Management of this system could still be localized but it must adhere to nationally agreed politics.

Prof. G.S. Mudambadithaya, Senior Assistant Director, Department of Pre-University Education, Technology Education Buildings, Bangalore - Letter dated 1.10.90

- Imparting value based education is under played in the paper. Teaching of literature has not been mentioned at all.

Dr. (MS.) L.S. Saraswathi, 118, Usman Road, Madras - Letter dated (26th September, 1990)

- Educational research or the research related to learning and teaching should be examined carefully. The present position of over-emphasis on identifying and exaggerating deficiencies in the tradition and culture that is Indian should give way to a position of emphasizing identification of assets of the tradition and culture and finding ways of integration of these in the teaching/learning process in the system. Studies on the teaching and learning processes in oral culture especially in the process of socialisation could help to lay the foundation.

Shri B.V. Moghe, Adarsh College, Shivajinagar, Hingoli-431513 - Letter dated 28th September, 1990

- The suggestions of providing "Hidden Curriculum" and "Value based Education" at various stages of Education require still more emphasis. The fast inflow of western consumerism be checked and Gandhian Philosophy be sprouted through curricula.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- Stress should be made in the policy on the human values by effectively incorporating the histories and stories of our great leaders (especially Indian) in the text books of the students so that they can learn and imitate their great leaders.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- It is possible to involve the community and alumni in formal teaching as well as building up links between the school and community in a number of ways. School adoption by corporate bodies, industries and business is an untapped resource.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- The incorporation of traditional knowledge and wisdom is an excellent suggestion. But before we even talk about it, let steps be taken to prepare and select proper reading material in these areas. This is most important.

Shri Kalayanbhai T. Shah, 18 New Brahma-Kshatriya Society Ellis bridge, Ahmedabad (26th September, 1990)

- In primary education curriculum, insertions about some basic values of life could be included in the form of stories, poems etc. in the text books. This will serve as seeds for the development in total growth. It should also be desirable to include imparting of Indian cultural values by adding lives of saints, seers, great national leaders, poets, musicians, artists etc.
- In view of the change in national, political, economic and social policies, it would be advisable to impart basic knowledge of democracy and decentralisation of power to students and also to make them aware of their role as citizens, their rights, responsibilities and duties in the holistic perspective.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- Aims of education should be all round development of child, development of national mind, self-reliance, scientific out-look, social transformation, appreciation and enrichment of Indian culture, and spiritual and moral development.

Dr. Veeramani Subramoniam, B-1/14, Mahavir Shikhar, Lal Bahadur Shastri Marg, Mulund West-400080 (30.9.90)

- The need of the hour is an education system based on the Gandhian values.

Shri A.K. Panda, Harijan Adibbasi Dina Daridra Nari Seba Sangh,
Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th
September, 1990).

- Value orientation and character reflection in education is still a pious and not a pragmatic policy concern. Education has to take effective measures to check the total erosion of values and break down of character.

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CHAPTER 3

RIGHT TO EDUCATION

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- Right to education be made a fundamental right. The expenditure on education needs to be increased significantly. At least 6% of the GNP be spent on education.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Right to education is a fundamental right. But merely enshrining this in the Constitution is not going to change much. Let the country first act vigorously to make it a reality. People view vague ideas cynically because results are not forthcoming.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- 'Right to Education' and 'Right to Work' are fundamental for the progress and unity of any country. The first aim can be realised by universalisation of elementary education with the total and active involvement of the community. The second aim can be achieved by making vocational education as the core of our educational system.
- The Committee should also consider the case of schools run by minority communities and should recommend for constitutional amendment to bring these institutions in the mainstream of the country.

Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401,
Ponda-Goa (30.9.90)

- Education should be free and compulsory only upto age 14. After that it should be free only to the talented and not for all. Those who are not talented should after the age of 14 be compelled to join the vocational courses of their own choice.

Shri S.N. Bhanot, Member, National Co-ordination Committee of Indian Teachers' Organisations, L-8A, Malvia Nagar, New Delhi (October 10, 1990)

- Without including 'Right to Education' in the fundamental rights, the 'Right to Work' will remain on paper only.

CHAPTER 4

ELEMENTARY EDUCATION AND UNIVERSALISATION

Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bungalows, Versova, Bombay-400061 (20th September, 1990)

- The 10 + 2 + 3 structure is good as a common base and should be continued.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- Is there any model of OPENED-UP AND NON-FORMALISED school any where in the world? If it is there, then the detail of the working mechanism of such schools should be given as an Annexure in the report. The question of survival, development and justice depends upon economic, social and political forces operating in the society. Education is an extremely weak force and ineffective against the three powerful forces mentioned above. If socio-economic and political forces drag the country to one direction, then education is extremely weak to pull it towards the opposite direction.
- The rise of literacy increases the efficiency of developmental sectors. Therefore, all the developmental sectors should be responsible for literacy programmes not only for their workers and their families but also in the adjoining areas of their sector.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought,
Bhagalpur University, Bhagalpur - letter dated 29.9.90

- As a practical measure, the empowering people for work must start at the pre-primary level and at the Secondary level, the student should be made to acquire atleast one skill so that he can earn his livelihood. At the University level, education of arts must be discouraged and engineering, medical and other technical students should be tagged with concerned industries, workshops and hospitals as far as possible to lessen the financial burden of the Government as well as to make their education practically more perfect.

- Universal Literacy can be achieved in four months by involving teachers and the students of the universities for literacy work. The loss of four months' study can be made up by having classes on holidays and Sundays in the rest of the year. The personnel, who could be called 'education army', be given one week's training and honorarium, but no salary.

Shri S.S. Kalbag, Hony. Director, Vigyan Ashram, Pabal, Distt.
Pune-412403, (18th September, 1990)

- Introducing WE/SUPW from elementary school level as an integral part of the curriculum would need a lot of effort in reorienting teachers. Voluntary groups will need to be involved. Without the effort it will fail. But this should not be allowed to fail for want of effort.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad (Uttar Pradesh), Letter No. 10480/N-11/PA-VC, dated 20.9.90

- There is a need to strengthen non-formal education and distance education in a country like ours where literacy percentage is still around 35-36%. This has a great relevance in agriculture as such training to farmers would have direct bearing on agricultural production.

Shri V. Kanjayan, Headmaster, Panchyat Union Primary School, Mallanginar, 626109 - Letter dated 1.10.90

- Due importance may be given to Pre-Primary education. In every school there must be a lower Kinder Garten class for the children of age-group 3-4 and an upper Kinder Garten class for the children of age group 4-5 years. The curriculum/syllabus should be framed by the expert and specialist teachers of Kinder Garten classes. Expenditure on Kinder Garten classes should be borne by the Central and State Governments at the ratio of 8:2.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- The suggestion to have a common school system will be difficult to implement in the Indian conditions. The first and the most important attempt in this regard should be the improvement of poorer schools to bring them at par with the better/public schools.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- Universalisation of basic education is the paramount task before the country today. The biggest drawback of the Perspective Paper

seems to be that it does not view this task in a holistic, integrated fashion, nor attempts to spell out a comprehensive strategy for achieving it in a time-bound manner.

- The suggestion to open up and non-formalise school system is an academic/educational approach to the problem of universalisation which does not adequately take into account the fact that there are also major socio-economic community based factors which inhibit universalisation. It also leaves out the crucial areas of motivation.
- "Opening up and non-formalisation" of roughly 5.5 lakh primary schools of the country is a massive task which will require enormous effort and considerable time. A lot of thought needs to be given to its logistics i.e. to working out how this could be achieved quickly. It needs to be borne in mind that the formal system has not succeeded in non-formalising itself despite four decades of strong advocacy in favour of such a transformation. The reasons for this failure, the modalities now, and the chances of future success need to be carefully assessed before the present intervention in favour of the disadvantaged are discarded. Otherwise the recommendation could lead to a further increase in the absolute number of un-enrolled children by the time of the next such Review.
- The third and fourth features of a flexible school system as mentioned on page 18, Chapter III, are not very clear and need to be spelt out with greater clarity. In the context of the fourth feature, the Committee should consider whether it would instead be

worthwhile to recommend a two-shift school in disadvantaged areas,, both so that children who cannot attend in one shift are able to attend in the other, and so that the teacher-pupil ratio improves.

- If the rigidities of the formal school system are likely to take considerable time to be removed, then there would be justification to continue the non-formal system in the interim period. During this time to ensure that the disadvantaged segments are not given second-rate education, the non-formal education system should have the same minimum levels of learning as the formal school system.
- Practical implications of the recommendations to make ECCE "an integral part of planning for primary education", and "link an effective programme of ECCE with every primary school of India", need to be worked out and clearly spelt out.
- It also needs to be examined whether clubbing with Primary Education might not result in dilution of the integrated nature of ECCE, and if so, how this could be prevented.
- The recommendation of a 10 year time-frame, to achieve common school system appears somewhat arbitrary in the absence of an analysis of the reasons for non-implementation of the system so far and an assessment of the required resources to implement it now. The exercise regarding requirement and availability of resources should precede laying down of a realistic time-frame.
- The problem presented by unaided schools would need to be dealt with thoroughly if definite action for a common school system is to

be taken. Some of the modalities suggested do not adequately take into account the existing situation. For instance, it is to be recognised that schools imparting education "otherwise than in the medium of mother tongue" are generally the English medium ones, urban-based and un-aided. Again, factors such as "early selection process, tuition fee, capitation fee, etc." are not true of Government or local body schools' they exist mainly in the un-aided schools which are outside the pale of existing legislation, and will in all likelihood continue to remain unaffected by the intended legislation. Legislation will not in other words, prove an easy or implementable answer.

- It is not clear whether the Committee seeks a common school system upto the secondary level; this seems to be implied when it talks of teaching in regional languages at the secondary level. It may be more practical to limit implementation of the common school system to the elementary stage, in the foreseeable future.

Shri Mandhusudan Mishra, Rashtriya Sanskrit Sansthan, Delhi -
Letter dated 2.10.90

- Our first and the only task during the 8th Five-Year Plan should be to give prime place to Primary Education, allowing the middle (VI-VIII), Secondary (IX-XII), Higher and Technical Education to mark time. Thus each of the 7 lakhs of villages of India should be provided with a primary school with proper building.
- Our lower primary education should be nothing more (or less) than a tool for making a child literate with respect to mother tongue/regional language. Everybody should be atleast literate. An

illiterate man must be considered as uneducated in spite of his skill in certain art.

- After every village is provided with a primary school, the common school system will evolve itself at least in the rural and backward areas, because we cannot guarantee the abolition of the public schools.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The E.C.C.E. should be integrated with primary education in feasible cases in respect of rural areas, slums in urban areas and those localities where weaker sections reside. This pattern should be made optional for other areas, particularly where the private and voluntary agencies operate separate organisations.
- The Common School System be kept as a distant goal. No legislation need be made to enforce this ideal as it would be neither feasible nor desirable. What we should do is to make our (i.e. Government or Government-aided) schools quality institutions. At the most, the private schools be forced to earmark a certain percentage of seats for children of weaker sections. Even in U.S.A. there is a move to modify, if not do away with, the neighbourhood idea.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Let the common school system be brought to the existing level of elitist schools and not vice-versa. Thereby, private schools will easily get merged with common school system.

Shri M.C. Nanavatty, Consultant, Social Welfare and Development, S-173, Greater Kailash-II, New Delhi-110048 - Letter dated 1.10.90

- The idea of neighbourhood schools in the social context of Indian society is fraught with many constraints and limitations. Where the social stratification is caste and class based and where social values are conditioned by religious teachings, the neighbourhood by its very nature becomes an association of people belonging to similar caste or religion. The upper class society live in one centrally situated neighbourhood or in the suburbs and the poor, the deprived and the untouchable, live on the periphery of the village or city areas. Thus by the very nature, the neighbourhood schools become caste or religion based or reflect economic stratification of the rich, the middle and the poor class population. The objective of providing equality of relationship among students and conditioning their out-look to an egalitarian ideal, by sharing the process of learning through neighbourhood based relationship thus, gets defeated.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- The Common School System be implemented by a massive effort to augment facilities for study and work available in state-aided (or State run) schools and not through disincentives and legislation against the better-equipped public schools. The populist identification of the so-called elitist aberrations in the existing educational system should not be used to cover up deficiencies in 'common schools' created and continued by vested interests.

- Reduction of school hours (with the majority of children having no facilities for learning outside schools), ungraded class rooms (to be looked after by few heavily loaded teachers), flexible school timings, relating content and process of learning with community life (not always in consonance with scientific temper, democratic values and secular Ideas) etc. may be easier said than done.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- It appears to be doubtful whether it would be appropriate to do away with Non-Formal Education by branding it as a parallel channel. As is well known, most of the schools are ill-equipped and there is lack of adequate motivation on the part of teachers to put in extra work. To expect that formal school teacher can take care of out-of-school children by working all the hours seems to be an impractical proposition. Those schools which are competent to reach out may do so but to expect all schools to take this responsibility may not be feasible.
- The 1968 Policy was more realistic in its approach to equity in education. It gave birth of neighbourhood schools and asked public schools to admit children on merit and provide prescribed proportion of free-studentships to disadvantaged students. That promoted quality education and facilitated integration of students from different sections of society. The present proposal to do away with Public Schools through legislation and other disincentives would be a retrograde step. Most of the public schools are providing quality education and serve the needs of transferable

children. They promote national integration and are not a burden on the exchequer. But certainly commercialisation of education should not be allowed.

- The Centre has really to provide leadership in educational development. Both Central and State Governments have to find additional resources if it is considered that education is a vital area of development and is an investment in future. There are various ways by which additional resources could be mobilised. Levying fee for higher education is one such way. Equally important is the optimum utilisation of available resources.

19th Annual Conference of Council of Boards of School Education in India, 23, Ashiana Apartments, Pitam Pura, Delhi - (11.10.90)

- Strengthening the common school system can be achieved by (a) ensuring minimum school facilities in all the schools, (b) ensuring community's participation and school becoming accountable to community, (c) ensuring use of mother tongue/regional language as medium of instruction, (d) continuously upgrading the quality of teachers. The concept of school complex and neighbourhood school should considerably strengthen the present schools, thus enabling us to move to a common school system.

Shri Deepak Kumar Barua, Dean, Faculty Council for P.G. Studies in Education, Journalism & Library Science, University of Calcutta, Calcutta (26th September, 1990)

- The idea of a school which will "open-up and non-formalise in creative ways", though conceptually an ideal one, but it is very difficult to achieve because of the need for maintaining a uniform standard of school education throughout the country.

Prof. A.M. Paramasivandam, Founder President, Valliammal Education Trust, E-9, Anna Nagar, East, Madras-102 (7.10.90)

- In the matter of establishment of non-formal education centres, each village or slum is to be taken as unit since most of the illiterates are living in those places. The aim of the centre should not only be for teaching the three. 'R's, but should be improving the capability work. The basic aim should be to establish effective linkage between the world of school and the world of work.

Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9

- When we talk about common school system, special schools provide minimum essential facilities to rural poor should be established at least one in each taluk instead of the present one navodaya school for each District. This school should help rural poor who are economically and socially backward. First generation learners and women should be given priority. Caste should not be the criteria. These schools should serve as sources to develop talents of rural poor in all walks of life. The idea of common school system will not be successful unless Article 30 of the constitution is removed.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- Common school system is not necessary, nor is it feasible because of the non-accountability of teachers and rigidity of syllabus in the government controlled schools.

Shri B.N. Bhatia, 286, Adarsh Nagar, Jaipur 302004 (5.10.90)

- For promoting common school system and for universalisation, we must introduce an integrated course for the first five years of education and this should be common to all schools and programmes whether formal or non-formal.

CHAPTER 5

SECONDARY EDUCATION AND VOCATIONALISATION

Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bungalows, Versova, Bombay-400061 (20th September, 1990)

- The 10 + 2 + 3 structure is good as a common base and should be continued.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- The para on Empowering People for work is full of contradictions. It is hoped that members will give some more details about their thinking. The 10 years general education is recommended after considering the physical and mental growth of the child. Mere lack of resources should not get priority over the pragmatic reasons.

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- The CBSE faculty is in full agreement with the stand of the Review Committee on Work Experience. It has, however, its reservations on non-streaming of the secondary schools. The latter if implemented would imply considerable time being spent on vocational subjects by students who are bound for Universities. It will also create problems of implementations like lack of teachers, equipments and resources in general. The experience of the Board with vocationalisation of education is not very happy and it would like to have a pragmatic approach towards the introduction of vocational

courses which are directly linked with the economic needs of the community. The formulation as given in the Paper is too theoretical and may create serious problems.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- As a practical measure, the empowering people for work must start at the pre-primary level and at the Secondary level, the student should be made to acquire atleast one skill so that he can earn his livelihood. At the University level, education of arts must be discouraged and engineering, medical and other technical students should be tagged with concerned industries, workshops and hospitals as far as possible to lessen the financial burden of the Government as well as to make their education practically more perfect.

Shri S.S. Kalbag, Hony. Director, Vigyan Ashram, Pabal, Distt. Pune-412403, (18th September, 1990)

- Introducing WE/SUPW from elementary school level as an integral part of the curriculum would need a lot of effort in reorienting teachers. Voluntary groups will need to be involved. Without the effort it will fail. But this should not be allowed to fail for want of effort.
- Concept of work benches/practice schools, may work in big towns and cities; but most villages have no workshop or farms where this could be made to work. Therefore, the school should set up these "work benches" and give service to the community. If services are promised, the community will raise the funds for the equipment. If we want to move ahead of what we are today, then setting up new facility is imperative. This is particularly true of villages.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad (Uttar Pradesh), Letter No. 10480/N-11/PA-VC, dated 20.9.90

- Regarding maintenance of quality of education, it would be necessary to re-orient our education system on need base. In doing so, probably we may have to think about vocationalisation in all the types of education so that middle level technicians are produced to be employed by the different agencies and also such students getting self-employed.

Shri V. Kanjayan, Headmaster, Panchyat Union Primary School, Tamil Nadu - Letter dated 1.10.90

- At the Secondary and Higher Education stages much more importance than is given at present should be given to Physical Education and Moral Education. This is necessary to build a healthy generation with men of character.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Calcutta, Letter dated (1.10.90)

- Instead of delinking of degrees from jobs, a reverse approach will be in keeping with the spirit of the review paper. Agencies will inform the educational institutions their needs so far as the job is concerned. The institutes will suggest the type of personnel (that is students with a certain combination of modular courses) they need. If a particular user feels that special training programmes are needed for the required job, it will ask the educational institute to introduce such training programmes.

- Integrating vocational and general education will develop a work culture and respect for work. The provision for horizontal transmission from vocational to general course and vice-versa will eliminate the elitist bias of general education.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- Vocationalisation for all is a new concept and will need to be examined more thoroughly both from academic and feasibility point of view.
- Some of the measures that could be considered for delinking degrees and jobs are the following:

- (a) Abolition of declaration of students' as 'pass' or 'fail'.
- (b) Abolition of the declaration of results in terms of divisions based on aggregates.
- (c) Declaration of subject-wise results of students in terms of grades rather than marks.
- (d) Opportunity to students to clear examinations in parts.
- (e) Opportunity to students to improve upon their grades through subsequent attempts.

Dr. Viswanatham Kanithi, M.P. (LS), 39, North Avenue, New Delhi - Letter dated (12th September, 1990).

- After the 10th class, students may be selected for the following courses depending on their grades and aptitudes:
 - (a) Self-employment course.
 - (b) Apprenticeship for selected career.
 - (c) Plus courses.

- Secondary educational centres must be located in centrally located places in each and every Mandal.

Shri Mandhusudan Mishra, Rashtriya Sanskrit Sansthan, Delhi - Letter dated 2.10.90

- At the middle school stage we must introduce some of our items of traditional learning. They should be introduced in an integrated form with modern learning.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The present school curricula should be revised and infrastructures be provided to make W.E./S.U.P.W. a genuine educational component in place of the present token, ritual and sham place given to it. The curricula of higher education must also have an integral component of productive work, particularly in "soft" faculties.

- At both secondary and tertiary stages the curriculum should be automatically supported by schemes of funding by corporate financial institutions to graduating students to launch self-employing ventures in agriculture, business industry, services, etc. Every school/college must have guidance-cum-placement-cum-coordination services for the purpose.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Night school system prevailing in United Kingdom for hundreds of vocational skills must be introduced in India.

- The private sector is doing very well in popularising vocational courses needed by the market. These must be encouraged. States must organize similar units and provide healthy competition.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- It is proposed that Secondary Education may not be compartmentalised into lower and higher stages. It is not clear whether it is intended that all students who gain class IX must go upto class XII and whether class X should cease to be a terminal stage. Is it proposed to upgrade all High Schools into Senior Secondary Schools? Implications of such a proposal need to be worked out fully.
- To ask all students of secondary stage to pursue a vocational course does not appear to be proper. Vocational courses of secondary education can only prepare for middle level jobs. We also need scientists, journalists, engineers, doctors and persons who can man various professions. Humanities, Sciences and Social Sciences are as important as Vocational courses. The choice should rest with schools and students.

Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

- SUPW is currently just a ritual. It does not offer work experiences. It can't lead to employment either. It would be better to make vocationalisation compulsory for all in Standards X to XII but opportunities should be provided to pursue courses based on ability, aptitude, aspiration etc. The hand-head-heart

collaboration is a must and is advocated. A work culture has to be evolved in the Community to facilitate parental cooperation.

19th Annual Conference of Council of Boards of School Education in India, 23, Ashiana Apartments, Pitam Pura, Delhi - (11.10.90)

- Strengthening the common school system can be achieved by (a) ensuring minimum school facilities in all the schools, (b) ensuring community's participation and school becoming accountable to community, (c) ensuring use of mother tongue/regional language as medium of instruction, (d) continuously upgrading the quality of teachers. The concept of school complex and neighbourhood school should considerably strengthen the present schools, thus enabling us to move to a common school system.
- The conference was strongly in favour of introducing vocationalisation at secondary/higher secondary stage. It, however, felt that it will succeed in this if (a) the students are enabled to have horizontal and vertical mobility; (b) industry/trade/agriculture are made to participate in making it more realistic in terms of job requirements; (c) beneficiaries are assured of jobs or facilities to start their own entrepreneurship.
- The participants were of the opinion that separate vocational schools will be more successful as they will be fully equipped to meet the infrastructural requirements of different vocations. One of the problems which is haunting the introduction of vocationalisation is the lack of infrastructural facilities in schools.

- The continuation of Socially Useful Productive Work (SUPW) as a pre-vocational education programme was strongly advocated. The need to reflect students' performance in SUPW in our evaluation system in a realistic manner was considered as important precondition for the success of SUPW. The overall thrust was for ensuring that vocational education is integrated in all sectors of school stage.

Shri J.A. Ryan, Director of Education (Retd.), No. 3 Rosern, III Street, Nandanam Extension, Madras (1st October, 1990).

- What we plan in school should integrate the academic competence and vocational aspects of education in the general school system, the aim of which will be to equip students with a good general education together with a basic familiarity with two or more vocational opportunities available to them. This should not mean any reduction in the academic content. What it means is that the materials taught and the whole process of teaching will have meaning for the student and will give them the needed self confidence to embark upon a vocation when he or she leaves the school system. What we give must be graded to suit the age and ability, covering such wide areas as: art & music, agriculture and animal husbandry, commerce and business, industry and engineering, health and nutrition, home life and needs, and social and integrated life.
- Manpower in firms, farms, factories, trade and business are broadly required at three levels - top, middle, bottom. The approximate proportion of these three levels is of the ratio of 1:10:100. Of course, this will vary with different organisations. Can we not plan for a system of education that would look after the interest of the third category?

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- Vocational education should be made more comprehensive to include all types of occupations and should be called occupational education. It should be a separate stream. All occupation courses at various stages should include a component of general education. Teacher training programmes should be remodelled to prepare the teachers for conducting occupational courses.

Shri B.N. Bhatia, 286, Adarsh Nagar, Jaipur 302004 (5.10.90)

- Vocational training be given after five years of school instead of introducing it only at higher secondary stage.

Prof. Srinivasa Narayanaswami, Faculty of History, Rajah Serfoji Government College, Thanjavur-613005, (1.10.1990)

- In the case of vocational education, work and theory should be closely linked. At present vocational/technical/professional education is very costly. Cheap alternatives will have to be suggested. It should be remembered that vocational education is to facilitate enhancement of employability. Accordingly suitable policy will have to be devised. Vocational training should be given in actual work situation.

Shri A.K. Panda, Harijan Adibbasi Dina Daridra Nari Seba Sangh, Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th September, 1990).

- The perspective paper has not given any lead as to how the dichotomy between education and production will be removed. The details of vocationalisation are not available in the Paper.

CHAPTER 6

HIGHER EDUCATION (GENERAL AND TECHNICAL)

Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bungalows, Versova, Bombay-400061 (20th September, 1990)

- The 10 + 2 + 3 structure is good as a common base and should be continued.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- Recommendation regarding common school system is a typical example to show that we often recommend something knowing fully well that this would not materialise.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- As a practical measure, the empowering people for work must start at the pre-primary level and at the Secondary level, the student should be made to acquire atleast one skill so that he can earn his livelihood. At the University level, education of arts must be discouraged and engineering, medical and other technical students should be tagged with concerned industries, workshops and hospitals as far as possible to lessen the financial burden of the Government as well as to make their education practically more perfect.

- It is a poor reflection on the Committee and the education system that even after 43 years of independence it talks of a phased strategy for switching over to mother tongue on the higher levels of education. This infatuation for English at the upper level is the root cause of the growth of English medium commercial institutions all over India. The absence of a reference to Hindi in the perspective paper shows an undue fear.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8, Vijay Nagar Colony, Agra (25th September, 1990)

- Excellence in University Education has not been concretely tackled. It is the key note of University Education. At present 90 per cent of our universities do not deserve the name of a university.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad (Uttar Pradesh), Letter No. 10480/N-11/PA-VC, dated 20.9.90

- As far as higher technical education is concerned, elevating the status of agricultural education to technical education, it would be necessary to link the manpower development with the manpower requirement in different fields. If this is not done, the technical graduates would be in over supply and they would face frustration because of unemployment.

Dr. Viswanatham Kanithi, M.P. (LS), 39, North Avenue, New Delhi - Letter dated 12th September, 1990.

- After the 12th class an all India test be conducted to select candidates for various professional courses, which should not be of a duration less than five years.

Shri B.V. Moghe, Adarsh College, Shivajinagar, Hingoli-431513 -
Letter dated 28th September, 1990

- In the field of Higher Education the system of Distance Education should be introduced. The Orientation and Refresher Courses to the College Teachers be made obligatory through Distance Education only.
- Distribution of Cheap "Ph.D." degree be carefully checked.
- The decentralisation of UGC is an urgent need to check its further deterioration.
- Immediate provision of a "Personnel Cell" and an "Audit Unit" at every college having a standing of more than 10 years, be made. "Central Tribunal" in the field of higher Education be suggested to be established, as early as possible.

Prof. D.P. Barooah, Vice-Chancellor, Gauhati University, Guwahati-781014 - Letter dated 2nd October, 1990

- Higher Education should be open for all, making provision for 'Learning while earning' in relevant cases. Universities should continue to be centres for teaching, research and training in professional jobs where technical knowledge is required as in teaching, engineering, medicine, law, management, etc.
- Degrees cannot be delinked; for different types of jobs in Government, Industries, Banks, etc., a national or regional test service minus conventional degrees may be provided for.

- The University Court (Senate) ought to be the Supreme policy making body in the University; It should be left to the Court (Senate) to initiate the appointment of the Vice-Chancellor.
- Barring Central Universities, Universities are generally starved of funds. To remedy this a University Grants Committee in the manner prescribed by the Radhakrishnan Commission ought to be set up in every State. In this regard, the point made in Education Reform Commission Punjab, 1985 regarding autonomy of the University ought to be accepted.
- Autonomous colleges as recommended by the Kothari Commission should be established in appropriate places in each State.
- The University Acts are to be amended in the light of suggestions from University bodies to provide for effective autonomy and democratisation of University structure by providing for representation of different sections of the University Community in the statutory bodies on the lines of the recommendations of the Kothari Commission.
- Every teaching Department in a University should have a Management Committee with adequate administrative and financial powers.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The Review Committee is unfortunately ambivalent regarding its stand on the medium of instruction at the tertiary level. Except the national level institutions like the I.I.T., the I.I.M. etc., nowhere do we find "teachers and students joining higher

educational institutions from all over the country." Hence, in these national-level institutions the medium of instruction should be, as it has been, English. In the rest, it may be the regional language supplemented by Hindi or English as Library languages.

- At both secondary and tertiary stages the curriculum should be automatically supported by schemes of funding by corporate financial institutions to graduating students to launch self-employing ventures in agriculture, business industry, services, etc. Every school/college must have guidance-cum-placement-cum-coordination services for the purpose.
- An equitable formula for restructuring the fees for higher education is over-due. Taxes on users of educational products should also be tried. Public donations should earn exemption from income-tax, wealth tax, etc. Schemes of educational vouchers also can be tried out. Special cess and surcharges must also be levied selectively. Educational institutions should also be encouraged to earn through avenues like investment, real estate, productions in their installations, consultancy etc.

Dr. Hari Govind Singh, Vice-chancellor, Govind Ballabh Pant University of Agriculture & Technology, Pantnagar, Letter dated the 27th September, 1990

- The structure and organisation of a university should be re-examined and reviewed with a view to enabling them to undertake the responsibility of educational planning and implementation in the area. The university should be provided with complete functional autonomy. All selections must be based on merit and merit alone and this should start right from the selection of the Vice-chancellor.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- The structure and functions of a university system, its financing and administration, its relationship with the state administration and the UGC have to be clearly stated - may be in terms of drastic changes.

Shri G.D. Sharma, Secretary, Bharatiya Shikshan Mandal, Orissa, Letter dated 2.10.90

- The higher education should be relevant not only to present society but also to the society to be formed in future. It should be fitting the need of our people and country. The curriculum in colleges and universities should be related to regional development of that area.

Justice C.S. Dharmadhikari (Retd.), Dhantoli, Nagpur - Letter dated 6.10.90.

- In my view the Universities should be facultywise and not regional. For example there should be a technical University for all the technical colleges.

Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

- R&D has to be strengthened in all fields. The quality of higher and technical education has to be improved considerably allowing only the fittest to pursue such courses. Comparability with International Standards should be the aim.

- The operational style of College/University campuses has to change considerably so that both teachers and students actively engage themselves in developmental activities of local priority and needs. Extension function at the appropriate levels has to be clearly chalked out and implemented.

Shri Kshetna Mohan Giri, At&PO Mayurbhanj, Orissa (2.10.90)

- Higher educational institutions in India should be managed by the Government of India - so that national integration is promoted.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- The present college structures have to be changed from faculties of humanities, commerce, science etc. to ones based on professions or vocations such as college of accountancy, planning, biomedical technology etc.

Shri Pabitra Kumar Sarma, Professor of Chemistry, Department of Chemistry, Gauhati University, Guwahati-781014, (5.10.1990)

- All universities should be divested of the affiliated colleges by legislation. Autonomous colleges should be the central institutions which will be the guiding spirit behind all schools and vocational institutions. UGC should be converted into a grant giving body only.

CHAPTER 7

EQUITY AND DIVERSITY (NAVODAYA VIDYALAYAS)

Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bungalows, Versova, Bombay-400061 (20th September, 1990)

- Policy states "Access to education of comparable quality without discrimination on grounds of Caste, Creed, Location or Sex". The grounds should include faith also.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- A proper environment needs to be created for a teacher to do the task of identifying and encouraging talented children. The teacher must be mentally prepared to accept some of his students as more talented than him. Talents go waste because within the family, in the community and in the school they are treated with all conceivable discouragements. Authoritative education, which does not encourage pupil to think and question will never be able to identify or nurture talents.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- Before passing judgement about Navodaya Vidyalayas, it is presumed that members of the Review Committee have visited these schools. Such visits alone can judge whether it is egalitarian or not. Review Committee may kindly see that NVs are not politically victimised.

- Recommendation regarding common school system is a typical example to show that we often recommend something knowing fully well that this would not materialise.
- If we really plan EDUCATION FOR ALL, there is no need to take separate action for women or minorities or SC/ST.

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- The suggestion to introduce common school system in a phased manner within 10 years is commendable. However, special schools as for example Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik Schools, Armed Forces Schools etc. should be kept outside the system.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- The number of public schools has increased because of the deteriorating standards in Government schools. The commercialisation of education by charging high fees and taking donations for admission, etc. should be removed by legal measures. Special schools set up by Government, also do not fit in with common school concept. Separate denomination schools must not be encouraged.

Prof. K.L. Chopra, Director, Indian Institute of Technology, Kharagpur (1st October, 1990)

- National integration on emotional plane being a very fundamental role of the new education policy, lateral movements of teachers and taught should be encouraged. Clearly, a link language must be

mandatory requirement. And, the "Neighbourhood School" concept must be enforced. Further, universalisation of education should automatically imply common standards/principles for the educational system in the whole country. Management of this system could still be localized but it must adhere to nationally agreed politics.

Dr. (Ms.) A. Chandra, Professor, Department of Education & Extension, Faculty of Home Science, The Maharaja Sayajirao University of Baroda, University Road, Baroda-390002 (28th September, 1990).

- A variety of measures are required to achieve women's equality through education. There can be more schools for girls or every school can be mixed/co-education school. All girls' schools should be closely watched to maintain them at par with boys' schools in terms of performance and resource allocation. To implement the ideas put under "Education for women's equality" a separate infrastructure may be necessary; at least existing structure will have to be strengthened. Programmes on TV and advertisements should be censored from the angle of gender bias, sex stereotyping and sex violence.

Dr. D.N. Jangira, Professor Special Education, NCERT, Sri Aurobindo Marg, New Delhi (18th September, 1990)

- Education of disabled children which remain neglected for long, has not been included in the Perspective Paper. The situation at present is that the percentage of enrolment of disabled children to total enrolment at the elementary stage is 0.07. It reflects the neglect of education to these children during the last four decades.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad-224229, Letter dated 20.9.90

- In the field of education focus should be on providing equity and bringing quality and relevance in education. It may be necessary to provide enough opportunity and resources to weaker institutions to come up nearer to those institutions which are well established.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- The suggestion to have a common school system will be difficult to implement in the Indian conditions. The first and the most important attempt in this regard should be the improvement of poorer schools to bring them at par with the better/public schools.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- The third and fourth features of a flexible school system as mentioned on page 18, Chapter III, are not very clear and need to be spelt out with greater clarity. In the context of the fourth feature, the Committee should consider whether it would instead be worthwhile to recommend a two-shift school in disadvantaged areas, both so that children who cannot attend in one shift are able to attend in the other, and so that the teacher-pupil ratio improves.
- The recommendation of a 10 year time-frame, to achieve common school system appears somewhat arbitrary in the absence of an analysis of the reasons for non-implementation of the system so far and an assessment of the required resources to implement it now. The exercise regarding requirement and availability of resources should precede laying down of a realistic time-frame.

- The problem presented by unaided schools would need to be dealt with thoroughly if definite action for a common school system is to be taken. Some of the modalities suggested do not adequately take into account the existing situation. For instance, it is to be recognised that schools imparting education "otherwise than in the medium of mother tongue" are generally the English medium ones, urban-based and un-aided. Again, factors such as "early selection process, tuition fee, capitation fee, etc." are not true of Government or local body schools' they exist mainly in the un-aided schools which are outside the pale of existing legislation, and will in all likelihood continue to remain unaffected by the intended legislation. Legislation will not in other words, prove an easy or implementable answer.

- With regard to the language issue, a factor that has to be kept in mind is the widely perceived advantage of a familiarity with the English language. This would necessitate a discussion of the provision for more effective teaching of English as a second language in the common schools to make them attractive vis-a-vis un-aided English medium schools.

Shri Mandhusudan Mishra, Rashtriya Sanskrit Sansthan, Delhi -
Letter dated 2.10.90

- After every village is provided with a primary school, the common school system will evolve itself at least in the rural and backward areas, because we cannot guarantee the abolition of the public schools.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- Free residential schools for all is the best way of giving equal education from root level.
- Education for all can easily be given on cheap lands i.e. in outskirts by gradually disposing of the urban educational properties. The process will fetch thousands of crores of rupees, which can be utilised for free residential schools in outskirts.
- Man and woman are two sides of a coin. So no unwanted and uncalled for argument such as women's equality, women's participation etc. should be encouraged. The concept of gender bias is not understood. But there should never be co-education. Co-education is a negative, destructive and misleading system.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- On an experimental basis selected schools can undertake reaching out functions for drop-outs and left-outs. This experiment, if successful may on the one hand, obviate the need for a special non-formal system, and on the other, add a vital, progressive component to the formal system which has hitherto been untried.
- To encourage gifted students to realise their potential, there should be an in-built provision in the ordinary schools in the form of enrichment courses, better trained teachers, additional material resources and incentives. Whatever Navodaya Vidyalayas have been established, should be subjected to rigorous evaluation and only those be continued as 'Model/Experimental Schools' that

have shown worth. The rest be converted into ordinary schools. The so-called public schools as well as the central schools should be thrown open for pupils from all sections of people, if need be with reservation of seats and liberal funding.

- The Common School System be kept as a distant goal. No legislation need be made to enforce this ideal as it would be neither feasible nor desirable. What we should do is to make our (i.e. Government or Government-aided) schools quality institutions. At the most, the private schools be forced to earmark a certain percentage of seats for children of weaker sections. Even in U.S.A. there is a move to modify, if not do away with, the neighbourhood idea.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Let the common school system be brought to the existing level of elitist schools and not vice-versa. Thereby, private schools will easily get merged with common school system.
- Even with the best care taken the merit of students in a common examination may reflect the present social and caste divisions. Therefore, all bright students in large numbers from socially backward sections shall have to be put through special schooling and groomed for competitive examination separately.

Shri M.C. Nanavatty, Consultant, Social Welfare and Development, S-173, Greater Kailash-II, New Delhi-110048 - Letter dated 1.10.90

- The idea of neighbourhood schools in the social context of Indian society is fraught with many constraints and limitations. Where the

social stratification is caste and class based and where social values are conditioned by religious teachings, the neighbourhood by its very nature becomes an association of people belonging to similar caste or religion. The upper class society live in one centrally situated neighbourhood or in the suburbs and the poor, the deprived and the untouchable, live on the periphery of the village or city areas. Thus by the very nature, the neighbourhood schools become caste or religion based or reflect economic stratification of the rich, the middle and the poor class population. The objective of providing equality of relationship among students and conditioning their out-look to an egalitarian ideal, by sharing the process of learning through neighbourhood based relationship thus, gets defeated.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- The Common School System be implemented by a massive effort to augment facilities for study and work available in state-aided (or State run) schools and not through disincentives and legislation against the better-equipped public schools. The populist identification of the so-called elitist aberrations in the existing educational system should not be used to cover up deficiencies in 'common schools' created and continued by vested interests.

Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

- Navodaya Vidyalaya have certain merits but demerits and operational malpractices outweigh them. As such expansion of the programme is

not warranted. A fair trial may be given to the existing ones before a final decision to abandon the scheme is taken.

19th Annual Conference of Council of Boards of School Education in India, 23, Ashiana Apartments, Pitam Pura, Delhi - (11.10.90)

- Strengthening the common school system can be achieved by (a) ensuring minimum school facilities in all the schools, (b) ensuring community's participation and school becoming accountable to community, (c) ensuring use of mother tongue/regional language as medium of instruction, (d) continuously upgrading the quality of teachers. The concept of school complex and neighbourhood school should considerably strengthen the present schools, thus enabling us to move to a common school system.

Dr. A.C. Banerjee, Professor of Chemistry & Head, Department of Science, Regional College of Education, Mysore (26th September, 1990)

- The concept of comparable quality of education to be provided to all students cannot be feasible for a country of our size with very high illiteracy and different socio-economic and cultural background. Even the most developed countries have not ventured into this proposition. Then what should perhaps be attempted is a minimum standard of education which would be specified and efforts should be made to have the minimum standard in all our educational system. The Government should have political will and sufficient financial resources to provide minimum acceptable standard of education to all sectors particularly for school education.

- Genuine efforts should be made to identify institutions of excellence (not pockets of excellence), to provide all facilities to these institutions, nurture talents and provide enough educational facilities and finance for projects like 'research for excellence'.
- It is stated in the perspective paper that the teachers in our present education system are capable to identify talented and creative students. I have definite doubts about this and I am of the opinion that our present school system is meant mainly for the average school children.
- The Navodaya Vidyalayas have been set up with considerable amount of manpower and financial inputs and the Navodaya Vidyalaya should be used as a centre for educational developments of the district/region and the concept of school to "Open up and Non-formalise itself" should be put into practice in the Navodaya Vidyalayas itself. The Navodaya Vidyalayas were created with the idea of identifying and nurturing talents of children from rural background. Hence, these institutions could be developed as institutions of excellence for the rural sectors and which could be used to open up and non-formalise other schools in the region.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- Even the expansion of education will not solve the problem of children of weaker sections. So we will have to think how the children of disadvantaged sections be encouraged to enrol into the schools. Will the strategy of shifting school hours, reduction in

school hours, creating ungraded classrooms etc. will be able to solve the problem? Should not the elementary education be made free for all, with provision of free books, free uniform, and free school lunch for children of weaker sections of society?

- Adequate serious thought has not been given to ensuring uniform standard in education. Proposed decentralisation of school management and emphasis on internal assessment especially when viewed in the context of country's diversities, may further accentuate the level of education from school to school, district to district and State to State.

Shri Deepak Kumar Barua, Dean, Faculty Council for P.G. Studies in Education, Journalism & Library Science, University of Calcutta, Calcutta (26th September, 1990)

- The idea of a school which will "open-up and non-formalise in creative ways", though conceptually an ideal one, but it is very difficult to achieve because of the need for maintaining a uniform standard of school education throughout the country.
- It cannot be expected that all the people belonging to Scheduled Castes and Tribes, other backward communities and minorities should always live in the so-called "educationally and socially backward areas". Such groups of people may reside in the sophisticated cities for livelihood, of course with all sorts of deprivations. The discussion paper has not dealt with the problems of the urban people belonging to these groups.

Shri M. Shatrugna, HIG/B-1/F13, Housing Board Flats, Bagh Lingampalli, Hyderabad (9th October, 1990)

- The Perspective Paper fails to locate the social, economic and political reasons that inhibit the weaker sections to enter the portals of the school, whether it is formal or non-formal. Experience has shown that even token incentives like mid-day meals, supply of dresses etc. had attracted the weaker sections into the school. An all India plan of such nature to attract the weaker sections be recommended.
- Academic autonomy combined with administrative autonomy should be tried at the school level as it is assumed that finances are provided by the State in Government and Aided Institutions. But egalitarianism is possible only when we do away with private schools.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- The scheme of Navodaya Vidyalayas has to be reviewed. Our country with limited resources can not afford to spend huge amounts of public finances on a few talented students, while thousands have to go without even teaching and reading material and other basic needs of the school even at the elementary stage.

Prof. A.M. Paramasivandam, Founder President, Valliammal Education Trust, E-9, Anna Nagar, East, Madras-102 (7.10.90)

- At all the stages of schooling, special preference should be given to the girls, handicapped, down-trodden and backward communities. They must be given liberal grants for book, free education, uniform

and mid-day meals along with free coaching class for them, during morning and evening. Night schools or evening classes may be started in all important centres for the children of the poor people.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- Past deprivations of the people of minority groups can not be compensated by allocating additional funds and personnel. The funds and personnel have to come from within these groups otherwise backwardness will become a vested interest.

Prof. Kamalini H. Bhansali, Former Vice-Chancellor, SNDT Women's University and President, Indian Association for Women's Studies, 92-B, Maker Towers, Cuffe Parade, Bombay (5.10.1990)

- Specific programmes for women's education are to be suggested in formal and non-formal education. Preference be given to women in the matter of employment, and admission to polytechnics, higher educational institutions etc. Separate educational institutions be set up for them. In co-education institutions 30-35 per cent seats be reserved for women.

Shri B.N. Bhatia, 286, Adarsh Nagar, Jaipur 302004 (5.10.90)

- The cost of school education is a deterrent factor in the case of rural poor. Measures have to be suggested to overcome this. The educational calendar should be re-adjusted to the convenience of the rural people.

- Vocational training be given after five years of school instead of introducing it only at higher secondary stage.
- All girls should receive free education at government expense and those from weaker sections should be given a monthly stipend of Rs. 10/15, along with two sets of clothing every year.

Shri A.K. Panda, Harijan Adibasi Dina Daridra Nari Seba Sangh, Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th September, 1990).

- The Perspective Paper has not attempted to redefine merit nor has it tried to rectify a very wrong notion about talent and talent search now in vogue. It has not questioned the logic of the policy of searching for talent instead of directing efforts to develop talent. Instead of talent search, talent developing should be the aim.

CHAPTER 8

ADULT AND CONTINUING EDUCATION

Shri L. Mishra, Joint Secretary, Department of Education, Shastri Bhawan, New Delhi (17th September, 1990).

- Although an illiterate person is not necessarily an uneducated person, literacy has its advantages. Literacy provides an access to the world of letters and through the print medium access to the wider world of information, communication, innovation, modernisation and skills. Literacy is a passport to the world of empowerment for many sections of society. The National Literacy Mission attempts to combine and synthesise adult literacy with adult education. Adult education and literacy programmes are necessary because it is not possible to achieve 100 per cent literacy through school system. There are social and economic compulsions which prevent enrolment and continuous retention of children in the school system.

Shri Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79, 2nd Main Road, Gandhi Nagar, Adyar, Madras-600020 (20th September, 1990)

I do not agree with the way in which the Paper down-grades adult literacy. Literacy is a tool of learning and no group of persons should be deprived of it. Literacy is not education but it is the sole key to education.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad (Uttar Pradesh), Letter No. 10480/N-11/PA-VC, dated 20.9.90

- There is a need to strengthen non-formal education and distance education in a country like ours where literacy percentage is still around 35-36%. This has a great relevance in agriculture as such training to farmers would have direct bearing on agricultural production.

Dr. (MS.) L.S. Saraswathi, 118, Usman Road, Madras - Letter dated (26th September, 1990)

- In Adult Education, it is true that the disproportionate emphasis on literacy is to be avoided. At the same time it cannot be said that educational programmes for adults should not be part of the development programme. The objective of enthrusting adults to send their children to school can be really achieved only when adults feel that education is important. This is possible only when they personally experience the process. It is also necessary for them to understand through experience that education is not merely learning literacy. For this purpose, at least in the present context, adult education has its special place.
- Modalities discussed in Chapter III do not include the how of adult education. Probably creation of a learning atmosphere through functional information and capacity building units in the villages might serve the purpose.

Prof. D.P. Barooah, Vice-Chancellor, Gauhati University, Guwahati -
Letter dated 2nd October, 1990

- There could be an 'each one, teach one' movement as part of development education, resources and facilities in formal education sector remaining unutilised after class hours may be made available to non-formal education. It may be examined whether there could be more flexibility in formal education so that it responds to the needs of non-formal and adult education. Students at adult and non-formal education centres may be given incentives by provision of material inputs and services from various development projects.

Dr. M.A. Gode, Coordinator, M.P.F.L. Unit, University of Bombay,
Letter - dated 28th September, 1990.

- The National Literacy Mission is already launched in the country and all said and done it has certainly created an environment for literacy efforts in the country. It was during 1980 that the Kothari Committee was appointed to review the National Adult Education Programme (NAEP) which observed that "A preliminary review of the NAEP, as operating at present, shows that it has evoked an encouraging response. Nothing should be done to undermine this".
- As is known, literacy is a basic tool for individual and national development. Hence concerted efforts are needed for giving this tool into the hands of illiterates. Moreover, since illiteracy is basically the problem of huge numbers, mass campaign is a must. The contention of the Perspective Paper of "letting literacy coming in organically in the process when, and if it becomes the felt need of the adult learners" is an attempt to put the cart before the horse.

Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

- Undue emphasis on campaigns, Gyan Vigyan Jathas, Cultural programmes etc. should be curtailed. These are only show pieces. They are not even adequate to motivate the beneficiaries (current and prospective). Instead of attempting such 'eyewash' programmes, literacy linked with development may be offered to all needy and interested people. The Freirian principle of dialogue, liberation and conscientization and breaking the culture of silence can be followed in India with caution and necessary preparation. An educated parent will definitely be a support to the school system. Continuing education/community education facilities may be made available at their doorsteps. Strategies have to be worked out and implemented in this direction.

Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401, Ponda-Goa (30.9.90)

- No job should be given to any person in private or public sector until and unless he makes minimum three illiterates, literate (of the age group from 15 to 45 years). This will solve the problem of illiteracy. Literacy missions, classes and centres in many places appear to be a farce. Those who are in service should not be allowed to cross the efficiency bar until and unless they make minimum three illiterates literates.

Shri Jyotibhai Desai, Gandhi Vidyapith, VALOD, Gujarat-394641 (October 3, 1990)

- The campaigns for adult education should be scrapped. People should be involved more in Adult Literacy Programme.

CHAPTER 9

CONTENT AND CURRICULUM

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- School curriculum should be constantly reviewed with the possibility of adding newly emerging concepts and weeding out dead wood. It is, however, felt that the impression about curriculum load which seems to be symbolised many a time by the load of the school bag seems to have been generated by recent changes in curriculum and the emphasis on textbooks as the main tool of teaching. The CBSE faculty, therefore, feels that it is only one of the educational myths based on the banking concepts of education. The student's mind is very flexible and can absorb any curriculum provided it is properly planned and taught. The Committee, should therefore, lay greater emphasis on improvements in teaching and on enhancing professionalism among teachers.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- As a practical measure, the empowering people for work must start at the pre-primary level and at the Secondary level, the student should be made to acquire atleast one skill so that he can earn his livelihood. At the University level, education of arts must be discouraged and engineering, medical and other technical students should be tagged with concerned industries, workshops and hospitals as far as possible to lessen the financial burden of the Government as well as to make their education practically more perfect.

- As a starting measure, I would suggest introduction of half-half system as practised in Mao's China or on a small scale at Acharya Rama Murti's Shram-Bharati. The practice of the method of correction may also be combined as far as possible. But the course must contain half of theory and half of work.

- From the point of view of making education rooted in our culture and for the unity and integrity of the nation, the committee must emphasise the need of greater appreciation of the need of synthetic culture of India. Students should know the basic and common elements of all religions. In a multi-religious and multi-racial country, the knowledge of synthesis of different strands of Culture is necessary. Indian culture is a culture of peace. The perspective paper should have thrown light on the role of Education for Peace. There is a great need of directing our efforts to generate and strengthen forces of understanding, harmony and peace.

Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad (Uttar Pradesh), Letter No. 10480/N-11/PA-VC, dated 20.9.90

- Regarding maintenance of quality of education, it would be necessary to re-orient our education system on need base. In doing so, probably we may have to think about vocationalisation in all the types of education so that middle level technicians are produced to be employed by the different agencies and also such students getting self-employed.

- To make education and specially agricultural education, relevant to life, the courses need to be re-framed. Such courses which do not

have much relevance to the present day need may be withdrawn and new courses which have great relevance to the needs of the society and the need of the employers may have to be included.

Shri V. Kanjayan, Headmaster, Panchyat Union Primary School, Tamil Nadu - Letter dated 1.10.90

- At the Secondary and Higher Education stages much more importance than is given at present should be given to Physical Education and Moral Education. This is necessary to build a healthy generation with men of character.

Prof. G.S. Mudambadithaya, Senior Assistant Director, Department of Pre-University Education, Technology Education Buildings, Bangalore - Letter dated 1.10.90

- The suggestion regarding replacing prescribed textbooks by lists reading is not very practicable.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Calcutta, Letter dated (1.10.90)

- Letting users, Government agencies etc. to conduct tests might have a serious negative effect on the course material itself. They might try to influence the contents of the course material towards their needs ignoring the need of the society.
- Instead of delinking of degrees from jobs, a reverse approach will be in keeping with the spirit of the review paper. Agencies will inform the educational institutions their needs so far as the job is concerned. The institutes will suggest the type of personnel (that is students with a certain combination of modular courses) they need. If a particular user feels that special training

programmes are needed for the required job, it will ask the educational institute to introduce such training programmes.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- The suggestion about the replacement of textbooks by a list of 'readings' is something which will require a closer examination from the practical point of view. At present even one single book for a course is sometimes not available to the students and as libraries are almost non-existent in many schools the implementation of this suggestion without adequate preparation may create many problems.

Dr. (MS.) L.S. Saraswathi, 118, Usman Road, Madras - Letter dated (26th September, 1990)

- Educational research or the research related to learning and teaching should be examined carefully. The present position of over-emphasis on identifying and exaggerating deficiencies in the tradition and culture that is Indian should give way to a position of emphasizing identification of assets of the tradition and culture and finding ways of integration of these in the teaching/learning process in the system. Studies on the teaching and learning processes in oral culture especially in the process of socialisation could help to lay the foundation.

Shri Mandhusudan Mishra, Rashtriya Sanskrit Sansthan, Delhi -
Letter dated 2.10.90

- At the middle school stage we must introduce some of our items of traditional learning. They should be introduced in an integrated form with modern learning.

Shri B.V. Moghe, Adarsh College, Shivajinagar, Hingoli-431513 -
Letter dated 28th September, 1990

- The suggestions of providing "Hidden Curriculum" and "Value based Education" at various stages of Education require still more emphasis. The fast inflow of western consumerism be checked and Gandhian Philosophy be sprouted through curricula.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- Stress should be made in the policy on the human values by effectively incorporating the histories and stories of our great leaders (especially Indian) in the text books of the students so that they can learn and imitate their great leaders.
- Burden of curriculum in school should be lessened. For this histories of foreign nations and individuals may be introduced mainly in higher classes only.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The present school curricula should be revised and infrastructures be provided to make W.E./S.U.P.W. a genuine educational component in place of the present token, ritual and sham place given to it.

The curricula of higher education must also have an integral component of productive work, particularly in "soft" faculties.

- At both secondary and tertiary stages the curriculum should be automatically supported by schemes of funding by corporate financial institutions to graduating students to launch self-employing ventures in agriculture, business industry, services, etc. Every school/college must have guidance-cum-placement-cum-coordination services for the purpose.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- School activities should comprise Curricular, Co-curricular and Extra-curricular activities. Co-curricular activities (CCA) should be specially designed teacher-student interaction programmes to achieve the goal of creative thinking, innovation, and inculcation of moral and ethical values.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- While existing books have been branded as unreadable, no steps have been suggested for preparation of suitable learning materials (including non-book materials) for different levels of education in different regional languages.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- There is a need to make drastic changes in the curriculum. It should be more practical-oriented. The students should be taught about the richness of our culture so as to develop an attraction

towards the motherland rather than teaching them about the far away countries.

Shri Kalayanbhai T. Shah, 18 New Brahma-Kshatriya Society Ellis bridge, Ahmedabad (26th September, 1990)

- In primary education curriculum, insertions about some basic values of life could be included in the form of stories, poems etc. in the text books. This will serve as seeds for the development in total growth. It should also be desirable to include imparting of Indian cultural values by adding lives of saints, seers, great national leaders, poets, musicians, artists etc.
- In view of the change in national, political, economic and social policies, it would be advisable to impart basic knowledge of democracy and decentralisation of power to students and also to make them aware of their role as citizens, their rights, responsibilities and duties in the holistic perspective.

Shri B.N. Raghurama, Organising Secretary, Bharatiya Shikshana Mandals, Kaveri No. 21, 6th Cross Chamarajpet, Bangalore

- Too much importance is given to science and technology, and the study of humanities, arts and classics is being ignored and even neglected. There ought to be balance between the two areas of knowledge. Serious thought has to be given to popularise the study of these subjects i.e. humanities, etc.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- Physical Education should be treated as a part of overall education. Environmental education should be made an integral part of syllabi right from the pre-primary stage.

Prof. A.M. Paramasivandam, Founder President, Valliammal Education Trust, E-9, Anna Nagar, East, Madras-102 (7.10.90)

- Lessons pertaining to the living personalities, however, great they may be, should not find a place in the text books. The language text book must deal only with the languages, their importance, their history, their literary works, their explanations and the purpose of them to the mankind.

Shri Prabhakar Singh, Rtd., Field Advisor (NCERT), 574 Mumfordganj, Allahabad - 211002 (October 1, 1990)

- The proposal regarding special emphasis on the study of classics appears to be an anachronism - a hang over of the old order. Their study as objects of past is to be advocated but the suggestions to disseminate their value system will lead to perpetuation of old social order and privileges which can no longer be encouraged.

Shri Amar S. Pandey, Bhusawar, Bharatpur, 321406 (28.9.1990)

- The subjects, agriculture and commerce be included in secondary school curricula.

Shri Pabitra Kumar Sarma, Professor of Chemistry, Department of Chemistry, Gauhati University, Guwahati-781014, (5.10.1990)

- NCERT, SCERT and other publication departments of the State Governments should publish model text-books and other reference materials. There should not be any compulsion on using text books by the teachers. Teachers should be encouraged to write text books of their own. No centrally sponsored machinery should have any influence in recommending text books for block level educational institutions.

Shri A.K. Panda, Harijan Adibbasi Dina Daridra Nari Seba Sangh, Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th September, 1990).

- The curriculum should include topics of operational history like the political-social and economic conditions prevailing in the community which cause social unrest. This sort of social engineering is necessary to acquaint future citizens with the intricacies of statecraft and governance.

CHAPTER 10

EXAMINATION REFORMS

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- The suggestion to replace annual public examination at all stages of education by continuous internal assessment has been made by various Commissions and Committees, but it is too idealistic in the social and academic atmosphere in which schools and colleges are functioning in India, to be implemented. Universities that had introduced internal assessment had generally to withdraw it. What is in need in the present situation in India is a judicious combination of internal assessment based on comprehensive and continuous evaluation in certain aspects which are not amenable to group testing and traditional public examinations in major scholastic areas.

- The monstrosity of public examinations may be reduced by innovations like giving restricted autonomy to schools to rank order the students in each subject and to standardise the marks on the basis of a norming test administered by the Board to a selected sample from each school.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Calcutta, Letter dated (1.10.90)

- The perspective paper had adopted the suggestions on examination reforms contained in the NPE, 1986 model. Evaluation is a part of teaching. If properly conducted it can help evaluate the degree of

success of teaching also. Whether this should consist of continuous assessment and/or public examination will depend upon the grades of the students and the nature of the curriculum.

- Starting from the high school level there should be public examination conducted jointly by a group of schools under a particular community complex. At the college level, a group of colleges from different community clusters may as well combine to conduct the examination. Different groups will however be free to decide their own methods of evaluation.
- Letting users, Government agencies etc. to conduct tests might have a serious negative effect on the course material itself. They might try to influence the contents of the course material towards their needs ignoring the need of the society.

Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990

- The implications of the suggestion to have semesterisation and modular courses will have to be critically examined. If this is accepted the curriculum, the syllabus and the instructional material will also have to undergo a drastic change which will not only be physical, but also conceptual. Courses of study which could stand out as independent units will be required to be designed and also the instructional material developed for them.
- One of the conceived purposes of semesterisation and modular courses is facilitation of mobility to enable students to complete course requirements at their own pace and not necessarily in a fixed time. In view of the concept of compulsory general

education for all up to the class X level, there is in fact no need for any mobility to be ensured at this stage.

- The suggestion regarding continuous comprehensive evaluation needs to be clarified much more liberally.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- The suggestion made in the report that the examination "reform package may be tried out on pilot basis to begin with" is not appropriate. It is desirable to discuss the package with all and seek some minor modifications. Then the system must be changed in one go.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- The existing system of examinations (which takes the form of continuous evaluation in some cases) has been dubbed - somewhat wrongly - as totally unreliable. And the system suggested in clause (f) on page 11 may make the learning process assessment - ridden and may invite many administrative problems to colleges/universities which do not currently conduct any entrance tests. Also some measures should be suggested for developing reliable tests for this purpose.

Shri G.D. Sharma, Secretary, Bharatiya Sikhan Mandal, Orissa, Letter dated 2.10.90

- In National Policy of Education - 1986 suggestions were made for valuation throughout the year in unit system. Training was imparted

to teachers for this. But it was not made effective. It appears it is difficult to implement this method of examination with a corrupt system that we have in the field of education. So this is to be examined carefully. How far it is desirable to hand over the teachers the responsibility of valuation of students?

19th Annual Conference of Council of Boards of School Education in India, 23, Ashiana Apartments, Pitam Pura, Delhi - (11.10.90)

- Boards of School Education should work towards the abolition of public examinations eventually, but this cannot be done unless Continuous Comprehensive Internal Evaluation (CCIE) is institutionalised and the credibility of this is ensured. CCIE should include both scholastic and non-scholastic areas of curriculum. Before one reaches that situation, the present examination system has to be improved. One of the most important reforms which may be introduced by all the Boards by 1995 is the introduction of grading system, disaggregated declaration of examination results and doing away with the system which declares results in the form of pass and fail.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- Whereas semesterisation of course of study is good, an internal-cum-external system of assessment will be better.

Shri M. Shatrugna, HIG/B-1/F13, Housing Board Flats, Bagh Lingampalli, Hyderabad (9th October, 1990)

- Though a system of comprehensive and continuous internal assessment, both oral and written, is to be welcomed at the school

level, one single examination at the end of the school leaving stage is necessary as that will enable the school leavers to go either for a job or higher education. Entrance test at every (or some) stage(s) of education is unscientific and out dated. Experience especially at the professional course admission level has shown that the procedure is used more as an elimination process rather than as a test to select the best.

Ms. Anita Mathew, President, Navy Wives Welfare Association, INS Mandovi, Verem, Goa-403109 (4.10.1990)

- There should be a far more fair system evolved to the present day exam system that encourages all children to be 'robots' rather than individuals. It is better to follow the credit system as is done in American Schools which gives scope for the flowering of individual talent and which will also automatically lead to weeding out those who are vocationally oriented and those who can go on to academics.

Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9

- The idea of comprehensive and continuous evaluation is really a welcome feature. But the effectiveness and implementation depends on the enforcing personality that is the teacher. It is our experience that many teachers who have been recruited have come without any aptitude and in many cases merits have been ignored. There should be a system wherein teachers who do not do justice would be punished and those who show excellence would be rewarded.

Shri L.N. Sharma, T.G.T. (Sc.A), GSS Camp. School, Raj Garh Colony, Gandhi Nagar, Delhi 110031 (September 28, 1990)

- The suggestion to have the teacher himself evaluate as-well-as prepare the syllabus is a dangerous proposition because it will affect uniformity of education standard and the entire educational process will be concentrated in a single person which is undesirable.

Shri A.K. Panda, Harijan Adibbasi Dina Daridra Nari Seba Sangh, Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th September, 1990).

- It has not been able to offer a suitable alternative to work as a fool proof safeguard against all the vices of public examination system. Its proposal for introducing internal assessment in place of distance assessment of public examination is fraught with far more serious danger than that involved in public examination system. Impression - fixation and the willful marking up to cover up the lapses and failures of the authorities at the institution level will greatly defeat the very purpose of the system.

CHAPTER 11

DECENTRALISATION OF MANAGEMENT

Dr. Pradip N. Khandwalla, L&T Professor of Organisational Behaviour, Indian Institute of Management, Vestrapur, Ahmedabad: 380056 (19th September, 1990)

- Set up district educational councils that are run by elected members of the teaching community, with representation from panchayats, voluntary organisations, district collectorate, etc. All the funds relating to primary and secondary education should be turned over to these councils. I do not think turning education over to panchayat institutions is going to work because these have got highly politicised and seem to operate on a spoils system.

Prof. B. Ganguly, Head, Department of Education In Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- The establishment of Educational Complexes is the best recommendation in this Perspective Paper. For Its implementation, the present day managers of education are to be trained how to delegate power with authority and functionaries of school complexes are to be trained how to use power with authority. It would be worthy to take up one or two pilot projects under the direct control and supervision of the Review Committee members.
- Voluntary organisations should also be a part of the educational complexes. The present practice of converting voluntary agencies into government departments should be abandoned.

Dr. H.S. Singha, Chairman, Central Board of Secondary Education,
New Delhi - (24th September, 1990)

- The Review Committee's suggestion that entire schools system should be managed by the community which should be accountable is very commendable. Decentralisation should be applicable to all areas of educational activities, like curriculum planning and examinations. Educational complexes could be used as a strategy in implementing this concept. The CBSE is already working on this idea in a limited way. It has decided to decentralise its working by setting up Regional Offices. It is also trying to set up Sahodaya School Complexes. To date over 50 of them are working actively.

- The concept of school autonomy is a commendable one and this has been a cardinal principle with the CBSE. To begin with, it would be advisable to make distinction between academic autonomy and administrative autonomy. A beginning may preferably be made with the former.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought,
Bhagalpur University, Bhagalpur - letter dated 29.9.90

- The Committee has hardly a word about the growing erosion of educational autonomy except quoting "Sa Vidya Ya Vimukatyā" and that too in a different context. The Committee should suggest real autonomous boards for management of educational policies and administrations, at the Central, State and District levels.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Ashutosh Building, College Street, Calcutta-700073, Letter dated (1.10.90)

- Although the Committee has recommended people's participation in the management of education, it has not been able to resolve the dilemma as to what should be the nature of organisation for management of the educational institutions. We suggest that a committee be formed with members from all institutions under a particular educational complex including the university that may be associated with the complex and suggest concrete means so that the real power for management of the complexes can be transferred to the community concerned.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- In the matter of decentralisation of educational planning, by and large, the approach of the N.D.c. for 'Local area planning' should be the guiding principle. However, there should be no blanket ban on centrally sponsored schemes. Such schemes should in course of time, say five or seven years, be transferred to local control after due preparation. However, new, innovative central schemes should continue to be initiated and the spiral of development should be encouraged.
- Instead of assigning the powers to the thoroughly politicised Panchyati Raj institutions, let's try the POA (1986) idea of a political Boards of Education as in U.S.A. and U.K.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- The idea of "Local Area Planning" and cluster of educational institutions is excellent. Detailed procedure and management style must be specified by concrete examples for each geographical region. These concepts of management and planning have to be made permanent features of the education system. Too frequent changes in management styles must be avoided.
- Educational management must be the concern of teachers. Indian Educational Service may be constituted for the purpose. Teachers with experience of fifteen years may be recruited to the service through national competitive examination.

Shri M.C. Nanavatty, Consultant, Social Welfare and Development, S-173, Greater Kailash-II, New Delhi-110048 - Letter dated 1.10.90

- Each village school should be developed as a community school, under the Panchyati Raj system of democratic decentralisation, giving responsibility of spreading education in the village community. The School Education Committee under the guidance of school head master and teachers should be entrusted with the responsibility of promoting education for children, youth, women and illiterate adults.
- The Secondary Teachers Training College in each district could be developed as a third tier of growth for education, giving responsibilities of helping Primary Teachers Institutes in the district for their development.

Dr. Hari Govind Singh, Vice-chancellor, Govind Ballabh Pant University of Agriculture & Technology, Pantnagar, Letter dated the 27th September, 1990

- The village education complex should form the nucleus for the development and all village development schemes must be merged into the education complex which should belong to the community and be supervised and controlled by it. All school system must be merged and all the resources channelised to this village education complex which should be able to impart quality education at village level itself. Well trained staff must be provided with satisfactory school buildings and environmental facilities, making it compulsory for all children upto the age of 14 to attend the schools. Timings of the school should be adjusted according to the season and according to availability of the children in the village.
- The village education complexes should be clustered into groups and for each group there must be a quality higher secondary school which should form the nucleus for planning education and human resources development activities of the group of villages in its jurisdiction. There must be an advisory committee for the same. Higher secondary school should supervise, update and revise the curricula and technical contents of the education at the village level from time to time.
- At the divisional level there should be a university in each division of the state which should ultimately be responsible for all educational planning and implementation of those plans in the division.

- The structure and organisation of a university should be re-examined and reviewed with a view to enabling them to undertake the responsibility of educational planning and implementation in the area. The university should be provided with complete functional autonomy. All selections must be based on merit and merit alone and this should start right from the selection of the Vice-chancellor.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- Decentralised school management seems to be a confusing and vague idea. The educational complex will be managed by the community while management of education will be the job of teachers. The flexibility in syllabi and curricula, content and process, evaluation and monitoring envisaged in the paper may defeat the objective of imparting school education of comparable standards throughout the country. It is apprehended that involvement of too many agencies in running the educational complex may complicate matters. The relationship of colleges and any university in the area/region with an educational complex has been left vague.

Shri G.D. Sharma, Secretary, Bharatiya Shikshan Mandal, Orissa, Letter dated 2.10.90

- The administrative machinery located in state capitals are very much indifferent to educational institutions located in backward regions and rural areas of the State. So concrete suggestions may be given to rectify this defect. One of the proposals is that capable and efficient persons of these backward regions be entrusted with the affairs of education of that areas.

- The education policy should be such that the interference by politicians of ruling party is nil in affairs of educational institutions. The local people should be entrusted with the management of institution.
- The planning of entire education in a district should be done at district level. The recruitment of teachers in schools should be done by district recruitment board and preference be given to people of the locality in employment as teachers. This will solve most of the problems in development of schools education.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- Instead of only local area planning, we should have multi-level planning of which local area planning is an important element.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- Adequate serious thought has not been given to ensuring uniform standard in education. Proposed decentralisation of school management and emphasis on internal assessment especially when viewed in the context of country's diversities, may further accentuate the level of education from school to school, district to district and State to State.

Shri B.N. Raghurama, Organising Secretary, Bharatiya Shikshana Mandals, Kaveri No. 21, 6th Cross Chamarajpet, Bangalore

- An autonomous National Education Authority should be established. It should be manned by educationists and educators without any sort

of governmental interference. State and district units of the same authority will decentralise its functions. The Government will have the responsibility of financing the Authority only.

Shri M. Shatrugna, HIG/B-1/F13, Housing Board Flats, Bagh Lingampalli, Hyderabad (9th October, 1990)

- Academic autonomy combined with administrative autonomy should be tried at the school level as it is assumed that finances are provided by the State in Government and Aided Institutions. But egalitarianism is possible only when we do away with private schools.

Ms. Anita Mathew, President, Navy Wives Welfare Association, INS Mandovi, Verem, Goa-403109 (4.10.1990)

- In education we must as has been rightly thought allow the local management to run the system as they feel best under the circumstances they are functioning in with less of interference from central authorities.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- The management and control of education should be handed over to an Autonomous Statutory Agency at the National level as well as at state and other levels, in which educationists should have majority. The working of this agency should be independent like judiciary.

Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401, Ponda-Goa (30.9.90)

- Educational Clusters should be formed in different areas having minimum 25 high schools, one to three higher secondary schools, a college and all the primary and pre-primary school from that area. These clusters should really become the community centres.

Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9

- Educational Administration should be separate from local panchayat and other organisations. The local administration should restrict itself to providing finance and other facilities.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

In order to promote initiative, dynamism and experimentation, the control of education should be decentralised by the establishment of National Councils of Education at national, state and district levels. The councils of education should deal with all matters concerning education including planning and development, finance supervision and administration, content, curriculum. The national council may lay down the national education policy, national core curriculum and general guidelines for education development.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- The administration of education should be degovernmentalised by involving voluntary agencies more in educational administration. Wherever voluntary initiative is not forthcoming or

is insufficient, government should set up autonomous organisations and should not run educational institutions on its own. All existing government institutions should be handed over to the autonomous bodies.

Shri L.N. Sharma, T.G.T. (Sc.A), GSS Camp. School, Raj Garh Colony, Gandhi Nagar, Delhi 110031 (September 28, 1990)

- In the name of decentralisation, schools should not be at the mercy of local politicians. It will do more harm to the education process.

CHAPTER 12

LANGUAGES

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- Switching over from one medium to another is not mechanical process. If any one is affected, it is the learner. The last sentence of para x is an escape route for continuation of English by the privileged class which is at present monopolising higher education.

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- The Three Language Formula is the most reasonable approach to the teaching of languages in a multilingual society like India and it should be implemented energetically and purposefully as recommended in the National Policy on Education - 1986. The CBSE faculty would be happy if the Review Committee could endorse this stand of NPE-1986 and if it could clarify its stand on the issues of the teaching of Sanskrit as a part of the Three Language Formula.

Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- It is a poor reflection on the Committee and the education system that even after 43 years of independence it talks of a phased strategy for switching over to mother tongue on the higher levels of education. This infatuation for English at the upper level is

the root cause of the growth of English medium commercial institutions all over India. The absence of a reference to Hindi in the perspective paper shows an undue fear.

Prof. G.S. Mudambadithaya, Senior Assistant Director, Department of Pre-University Education, Technology Education Buildings, Bangalore
- Letter dated (1.10.90)

- While highlighting the role of Indian languages, it is most unfortunate that no reference has been made to English and its place in the scheme of education. It is a suicidal step at this stage.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- With regard to the language issue, a factor that has to be kept in mind is the widely perceived advantage of a familiarity with the English language. This would necessitate a discussion of the provision for more effective teaching of English as a second language in the common schools to make them attractive vis-a-vis un-aided English medium schools.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- The Review Committee is unfortunately ambivalent regarding its stand on the medium of instruction at the tertiary level. Except the national level institutions like the I.I.T., the I.I.M. etc., nowhere do we find "teachers and students joining higher educational institutions from all over the country." Hence, in these national-level institutions the medium of instruction should be, as it has been, English. In the rest, it may be the regional language supplemented by Hindi or English as Library languages.

- The Review Committee should explicate what it means by "Nehru's assurance" and unequivocally recommend that the three-language formula should be implemented with all honesty and courage. It should clarify its stand on English as a library language. This is necessary in view of the English bashing phenomenon that has recently cropped up in Indian polity.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- It is suggested that every State capital should have a modern, well equipped, language Institution for teaching of other regional languages. Goethe Institutes of the Federal Republic of Germany provide excellent models for such language schools.

Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.

- While existing books have been branded as unreadable, no steps have been suggested for preparation of suitable learning materials (including non-book materials) for different levels of education in different regional languages.
- At the primary level mother-tongue should be the medium of instruction. Besides mother-tongue children should learn the regional language right from Class-I and English from Class-II/IV. At the secondary and partly at the tertiary levels, regional language should be the medium of instruction. A student can offer any major Indian language (including his mother-tongue, if different from the regional language) as a subject of study upto the higher secondary stage. College teaching can be in the regional language.

Shri G.D. Sharma, Secretary, Bharatiya Shikshan Mandal, Orissa,
Letter dated 2.10.90

- The medium of instruction in schools of a state should be the regional language of the state. The children of Central Government employees may be imparted school education either in English or in Hindi in Central Schools. But rest of the population should read in State language. In college level education may be imparted in English or regional languages as per desire of students. Sanskrit should be a compulsory subject.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- The paper is silent on three-language formula. The formula has not worked so far. It is not practicable. Apart from political and emotional implications, it is too expensive to implement it throughout India. We need to be more pragmatic and straightforward on this issue.

Dr. A.C. Banerjee, Profesor of Chemistry & Head, Department of Science, Regional College of Education, Mysore (26th September, 1990)

- The concept of imparting education through the mother tongue/regional language is not feasible for a large section of population living in other states/regions of the country and particularly in cities with large and medium levels of population. Provision for medium of instruction in English and the national language, Hindi, should also be made available in a large number of schools in all the States and particularly in all towns and cities.

The provision of imparting education only through the regional language has already created major problems for people coming from other states and migrating to another State. All such efforts of language restriction will go against the concept of national integration.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- English should continue as language of instruction for higher levels of technical education. Compulsory introduction of Hindi as a medium of instruction for technical education may prove counter-productive.

Shri P.N.V. Narayan, Principal, Jnanodaya School, 135, I Block East, Jayanagar, Bangalore (27.9.90)

- The medium of instruction at the Primary level is a Gordian knot. People have realised the advantage of English medium at primary level. Those advocating mother tongue only as medium are a double-faced; they want mother tongue for others' children but English for their own children.

The question of medium is better left to the parents.

Shri Deepak Kumar Barua, Dean, Faculty Council for P.G. Studies in Education, Journalism & Library Science, University of Calcutta, Calcutta (26th September, 1990)

- While the use of mother tongue is ensured as the medium of instruction at the initial stage, the language "at the tertiary level has not been spelled out. Besides, the paper does not mention the need for studying the Classical Languages like Sanskrit, Pali,

Prakrit, Arabic and Persian at any stage, the literatures of which help a person to become humane.

Shri B.N. Raghurama, Organising Secretary, Bharatiya Shikshana Mandals, Kaveri No. 21, 6th Cross Chamarajpet, Bangalore

- Regional language learning has to be boosted. The child is more exposed to it than its mother-tongue. Upto the end of the secondary stage the medium of instruction should invariably be the regional language. Higher education may be either in the regional language or in Hindi. English shall not be compulsory language at any level. It may be an optional language. The study of Sanskrit may be encouraged.

Ms. Anita Mathew, President, Navy Wives Welfare Association, INS Mandovi, Verem, Goa-403109 (4.10.1990)

- Language is the basis of all education; if man is unable to communicate his thought he will soon cease to want to think, thus defeating the very purpose of working towards an 'enlightened society'. It is wiser **NOT** to replace English totally as is being emphasised all the time by our educational policy makers, or do away with public schools. It is better to allow the rural population to learn their mother tongue in the primary level then English should be taught in a graded manner.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- The medium of instruction should be mother tongue at the elementary stage and at the higher level either mother tongue or regional language. English can be studied as an optional language. Sanskrit should be made compulsory upto secondary level.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- In the Three Language Formula, Sanskrit should be included.

CHAPTER 13

TEACHERS AND STUDENTS

Dr. Pradip N. Khandwalla, L&T Professor of Organisational Behaviour, Indian Institute of Management, Vestrapur, Ahmedabad: 380056 (19th September, 1990)

- We must work on the motivation and ability of our teachers. For example, develop supplementary teaching materials for each subject taught and mail it to them free of charge; develop a correspondence course for teachers to acquire higher qualifications so that they can take on higher responsibilities; provide funds for study leave, travel for educational purpose, research etc.; form in each school a teachers' council which would take all academic decisions; provide financial incentives for extra-curricular, non-formal teaching/training, etc.

- Work hard on children's ability to learn, their motivation to learn, and their creativity and innovative spirit.

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- A proper environment needs to be created for a teacher to do the task of Identifying and encouraging talented children. The teacher must be mentally prepared to accept some of his students as more talented than him. Talents go waste because within the family, in the community and in the school they are treated with all conceivable discouragements. Authoritative education, which does not encourage pupil to think and question will never be able to identify or nurture talents.

Shri S.S. Kalbag, Hony. Director, Vigyan Ashram, Pabal, Distt. Pune
(18th September, 1990)

- Nowhere is the student to teacher ratio considered. For activity based education, that we are contemplating, this has to be specified. I feel that it should be preferably 10 but not more than 15 for activity lessons. Otherwise it will become a sham.
- Teachers' salaries will be a major cost component in this reform. The teachers' salary scale should be reviewed, along with grade, working hours and place of residence. While at one time the teacher was poorly paid, now the school teacher in a small village is among the highest earning and compared to small farmers, works less but only "bosses" over. Often he is absent, given to drinking and spends time elsewhere; he cannot be questioned by poorer farmers/parents. This imbalance has to be corrected. He must stay in the village and must have 48 hours work/duty per week. Otherwise there will be no work culture among students.
- A new category of trainee teachers should be started who will be trainee for two/three years. After training and evaluation they will be appointed as regular teachers. Trainee teachers will be fresh students after SSC or who are very good in working with hand. Good students who opt to work as trainee teachers, should be given preference in selection/facilities for higher education of their choice after a three year stint as trainee teachers in a village school. Trainee teachers may be paid Rs. 500 p.m. (consolidated) rising to Rs. 800 in three years.

Shri Ishwar Dayal, Professor Emeritus & Head of Research,
Management Development Institute, Post Box. No. 60, Mehrauli Road,
Gurgaon (21st September, 1990)

- The area of concern is improving the quality of teachers. Most people have neither job satisfaction nor social recognition. There is little effort, or even desire on the part of individuals to upgrade their knowledge. In most cases, individuals have low self-image. Realistic measures to develop self-respect, desire for upgrading knowledge, feeling of being useful to society etc. are necessary to improve the quality of teachers, and therefore teaching.
- Teaching material development is an area of concern. The insistence on standard syllabus, uniform text-books, centralised text-book preparation etc. have deprived teacher initiative to develop and prepare teaching material. Individual initiative at the institution level is needed to develop teaching materials.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- The paragraph on teachers calls for fresh examination. It is to be borne in mind that payscales and service conditions of teachers are decided by State Governments.

Dr. (MS.) L.S. Saraswathi, 118, Usman Road, T. Nagar, Madras-600017
- Letter dated (26th September, 1990)

- Specific modalities should be worked out regarding teachers and teacher-training. Total remodelling of teacher training institutions in terms of curriculum and teaching practices should be done. The underlying attitudes and values of the educational and

social system which require all attention have to be internalized by the teacher if all that is said in the document is to be practised in reality. This would mean a lot in operational terms.

Shri B.V. Moghe, Adarsh College, Shivajinagar, Hingoli-431513 - Letter dated 28th September, 1990

- Strict steps to develop and maintain "True Professionalism" in teachers, be suggested. Membership of teachers in the Professional Bodies should be encouraged and rewarded.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- At the time of selection of teachers, besides other qualifications it must always be ensured that the aspiring teachers should possess dedicative, constructive and moral minds.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- Educational management must be the concern of teachers. Indian Educational Service may be constituted for the purpose. Teachers with experience of fifteen years may be recruited to the service through national competitive examination.

Justice C.S. Dharmadhikari (Retd.), Dhantoli, Nagpur - Letter dated 6.10.90.

- It will be necessary to provide for a separate grievance machinery for solving the disputes of the teachers, students and other employees. I feel that the Tribunals at the State level and national level can be the only solution.

Shri Kshetna Mohan Giri, At&PO Mayurbhanj, Orissa (2.10.90)

- Government of India should create Indian Education Service (IES) for implementation of National Education Policy.

Shri P.N.V. Narayan, Principal, Jnanodaya School, 135, I Block East, Jayanagar, Bangalore (27.9.90)

- Improving the quality of Government Schools, Reservation Policy in appointment and stringent economy measures are contradictory factors. If quality is to be improved teachers should be appointed purely on merit basis. There can be five years contract. Renewal of appointment should be on merit and performance. Teacher-student ratio should be kept at 1:40 and 1:50 at primary and secondary levels respectively.

Shri B.N. Raghurama, Organising Secretary, Bharatiya Shikshana Mandals, Kaveri No. 21, 6th Cross Chamarajpet, Bangalore

- Teacher education should be given more importance. The teacher training courses should be rigorous. Only persons with aptitude for the professions should be selected for the course.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- Code of conduct for teaching community is a factor which must be taken into consideration. A Special training facility should also be provided to them regarding the code of conduct apart from the academic and professional training.

Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401, Ponda-Goa (30.9.90)

- A special scheme should be launched to attract first class graduates and post graduates to the teaching field.

Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9

- The status of teachers should be high both economically and socially. They should be IES persons. The entry into teachers training institutions must be strictly based on aptitude. The teacher must undergo updating refresher courses at least once in 3 years and he/she should develop innovative projects every year.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- If education has to be related to environment and help in removal of regional disparities, the present teacher training programme has to be changed. At present it does not prepare the teachers for tribal, rural and environmental education.

Shri S.N. Bhanot, Member, National Co-ordination Committee of Indian Teachers' Organisations, L-8A, Malvia Nagar, New Delhi (October 10, 1990)

- The Policy must make clear recommendations about the status and emoluments of teachers. A New Education Policy and a new deal for teachers go hand in hand.

Shri L.N. Sharma, T.G.T. (Sc.A), GSS Camp. School, Raj Garh Colony,,
Gandhi Nagar, Delhi 110031 (September 28, 1990)

- In order to properly implement the suggestions made in the Perspective Paper we would require a properly trained and motivated teaching community.

Shri Pabitra Kumar Sarma, Professor of Chemistry, Department of Chemistry, Gauhati University, Guwahati-781014, (5.10.1990)

- Strict guidelines should be framed to select and appoint teachers at all levels specially at the primary stage.

Shri Babubhai I. Patel, "BALI", Plot No. 26, Sector-19, Gandhi Nagar 382019 (27.9.1990)

- Measures should be devised to attract committed and self-less persons to teaching profession. Then only the policies will be implemented properly.

CHAPTER 14

RESOURCES (CENTRALLY SPONSORED SCHEMES)

Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)

- It is said that resource is the most important constraint. It is true, but resource will never be enough, if we continue to waste whatever little is available. If actions are taken honestly and earnestly, it is possible to tackle our educational problems with the resources from within the country. We should not and must not borrow money from any external agency for the improvement of our education.
- Education should not depend upon mere allotment of GNP or loan from foreign sources.
- We should accept that it would never be possible for the government to provide the resources required for the improvement of education. For this reason, we should think about other mechanisms of collecting resources. Who gets the benefits of education? -- individuals, community, different developmental sectors (public and private). The developmental sectors enjoy the benefits of research and of higher education. Therefore, they should totally fund the research activities. For this reason, better linkages between universities and the developmental sectors are needed.
- The rise of literacy increases the efficiency of developmental sectors. Therefore, all the developmental sectors should be

responsible for literacy programmes not only for their workers and their families but also in the adjoining areas of their sector.

- It is a well known fact that 10% of the population enjoys 80% of the country's economic development. Why should they not be compelled to part with 10% of their monthly income for the education of their own children at all levels?
- Once some stability is attained through minimum developmental programmes, the community itself will demand for its further improvement. At that time expenditure will have to be shared by the community.
- Government must provide fund for scholarships to all meritorious students and subsidies to the economically and educationally deprived sections of the society.

Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)

- Right to education be made a fundamental right. The expenditure on education needs to be increased significantly. At least 6% of the GNP be spent on education.

Dr. Ranjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur - letter dated 29.9.90

- Either education be made self-supporting or atleast 10% of the GNP should be set apart for education.

Shri Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79, 2nd Main Road, Gandhi Nagar, Adyar, Madras-600020 (20th September, 1990)

- Considerable financial wastage is taking place under the existing financial allocations in the educational system. A financial audit like the one carried out by the Tamil Nadu Financial Review Committee in 1976, may be undertaken every five years by every unit of the system as well as by each State to identify the financial wastage and redeploy it on the priorities of the system.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8, Vijay Nagar Colony, Agra-282004 (25th September, 1990)

- No indication of resource mobilisation has been given. Why cannot black money be mopped up and earmarked solely for Primary Education? It has been suggested for Housing provision.

Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Calcutta, Letter dated (1.10.90)

- We feel that education should really be accorded the highest priority in providing adequate financial resources.

Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90

- In the absence of clear-cut decision regarding continuance of Centrally sponsored schemes, there has not been much activity under these schemes during the last year and the current year. Hence, in order to have fruitful results of the schemes, it would be necessary to continue them upto the end of the eighth five year plan, if it is decided to continue the same.

Prof. D.P. Barooah, Vice-Chancellor, Gauhati University, Guwahati -
Letter dated 2nd October, 1990

- Barring Central Universities, Universities are generally starved of funds. To remedy this a University Grants Committee in the manner prescribed by the Radhakrishnan Commission ought to be set up in every State. In this regard, the point made in Education Reform Commission Punjab, 1985 regarding autonomy of the University ought to be accepted.

Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.

- Education for all can easily be given on cheap lands i.e. in outskirts by gradually disposing of the urban educational properties. The process will fetch thousands of crores of rupees, which can be utilised for free residential schools in outskirts.

Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.

- In the matter of decentralisation of educational planning, by and large, the approach of the N.D.c. for 'Local area planning' should be the guiding principle. However, there should be no blanket ban on centrally sponsored schemes. Such schemes should in course of time, say five or seven years, be transferred to local control after due preparation. However, new, innovative central schemes should continue to be initiated and the spiral of development should be encouraged.

- It is possible to involve the community and alumni in formal teaching as well as building up links between the school and community in a number of ways. School adoption by corporate bodies, industries and business is an untapped resource.
- An equitable formula for restructuring the fees for higher education is over-due. Taxes on users of educational products should also be tried. Public donations should earn exemption from income-tax, wealth tax, etc. Schemes of educational vouchers also can be tried out. Special cess and surcharges must also be levied selectively. Educational institutions should also be encouraged to earn through avenues like investment, real estate, productions in their installations, consultancy etc.

Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90

- It is agreed that financial allocations for education should be enhanced. The final recommendations should define a national norm in terms of number of primary schools, high schools, vocational schools and industrial training institutes in a given local area based on population size and geography. Financial allocations shall be based on similar norms.
- Most parents are willing to pay for good education. The idea of free education must be restricted to children of poor parents only. Others must pay for Common School Education to some extent.

Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.

- The Centre has really to provide leadership in educational development. Both Central and State Governments have to find additional resources if it is considered that education is a vital area of development and is an investment in future. There are various ways by which additional resources could be mobilised. Levying fee for higher education is one such way. Equally important is the optimum utilisation of available resources.

Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)

- The amount which presently we spend on law enforcing agencies can be diverted for improving educational system because properly educated masses pose very few law and order problems.

Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)

- Nearly 10% of the national budget and 30% of the state budget should be allotted for education.

Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)

- Additional funds for education should not be spent on salaries alone.

Shri Pabitra Kumar Sarma, Professor, Department of Chemistry,
Gauhati University, Guwahati-781014, (5.10.1990)

- Government alone will not be able to meet the cost of education. As such, fee should be charged from class VIII upwards. However, education up to class VII should be free and compulsory. Scholarships should be made available to the needy and deserving students.

- Fifty per cent of the fund of the State Government budget earmarked for education should be for infrastructure development of educational institutions. Educational institutions should be able to raise funds for further expansion including payment of salaries to the teachers.

RESPONSES TO A PERSPECTIVE PAPER ON
EDUCATION: A STATISTICAL PROFILE

The "Responses to a Perspective Paper on Education" contains the gist of the suggestions on review of education policy received from individuals, organisations etc. in response to the Perspective Paper entitled "Towards an Enlightened and Humane Society" brought out by the NPE Review Committee on September 6, 1990. Statistical Profile of the respondents is presented in the following pages along with graphic exhibition of the data.

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF COMMENTS - VOLUME I

| | |
|---|-----|
| 1. General Comments | 115 |
| 2. Goals, Roles and Values | 18 |
| 3. Right to Education | 6 |
| 4. Elementary Education and Universalisation | 37 |
| 5. Secondary Education and Vocationalisation | 32 |
| 6. Higher Education (General and Technical | 30 |
| 7. Equity and Diversity (Navodaya Vidyalayas) | 46 |
| 8. Adult and Continuing Education | 11 |
| 9. Content and Curriculum | 30 |
| 10. Examination Reforms | 18 |
| 11. Decentralisation of Management | 31 |
| 12. Languages | 20 |
| 13. Teachers and Students | 25 |
| 14. Resources (Centrally Sponsored Schemes) | 26 |

Total

445

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF RESPONDENTS - VOLUME I

| | |
|---|-----------------------|
| 1. General Comments | 49 |
| 2. Goals, Roles and Values | 15 |
| 3. Right to Education | 5 |
| 4. Elementary Education and Universalisation | 19 |
| 5. Secondary Education and Vocationalisation | 21 |
| 6. Higher Education (General and Technical | 17 |
| 7. Equity and Diversity (Navodaya Vidyalayas) | 29 |
| 8. Adult and Continuing Education | 9 |
| 9. Content and Curriculum | 22 |
| 10. Examination Reforms | 13 |
| 11. Decentralisation of Management | 22 |
| 12. Languages | 18 |
| 13. Teachers and Students | 21 |
| 14. Resources (Centrally Sponsored Schemes) | 15 |
| Total | ----- 275 ----- |

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION VOLUME I

