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Towards an Enlightened and Humane Society

NPE, 1986 — A Revision

Committee for Review of National Policy on Education, 1986

**PART 3
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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

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CHAPTER 1

GENERAL COMMENTS

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- The recommendations made by the Education Commission, 1964-66 are quite enough and only thing necessary is the determination to implement these recommendations and to provide adequate money for it.
- The real challenge of education, in the present context, is to remove illiteracy from the country and to strengthen the base of elementary education for it.
- Unless the poverty of the masses, particularly in rural areas is removed to some extent, it is not possible to bring most of the children to primary schools, and even if they join schools they will drop out soon. In order to remove poverty in the rural areas, land reforms should be effected. Programmes for removal of poverty in urban areas, particularly in slums, should also be undertaken.
- University and college students should be involved in the literacy programmes.
- Education should aim at necessary social changes in the country. It must motivate our students to work for socialist reorientation of our society.
- Education should be secular in its approach.

- Union Government should take immediate steps to drop the word 'Hindu' from the name of the Banaras Hindu University and the word 'Muslim' from the name of the Aligarh Muslim University.
- Education should be democratic in its approach and in its management too. Students of all disciplines should be taught the basic principles of democracy.
- In the management of educational institutions of all variety the principle of democracy should be maintained. There should be a majority of elective elements in boards of management of educational institutions, including universities and boards/councils of education. Teachers, students and non-teaching employees should be associated with management of educational institutions, through their elected representatives.
- In a country like India with diversity of culture in different regions education can not remain with the Centre, even in an indirect manner. The Centre should prepare only general guidelines for education which should be followed throughout the country. The details of educational policy and its implementation should be left to the States.
- Education should be nationalised Government should run all educational institutions and there should be no scope for private management in it.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- An overall view of education should be taken without dichotomies (e.g. formal/non-formal, etc.).
- Education is to be built-up as a people's movement.
- The major issue is not the policy formulation, but the policy implementation, which is not given much focus in the Perspective Paper.
- Any programme on education should be integrated with developmental programmes to make the NPE truly effective.

Prof. K. Chattopadhyay, Sociological Research Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta.

- In a country, where about 70% are illiterate and live in rural and tribal areas depending on the locally available resources for their life and living, education should adopt an ecosystemic approach. It must develop a symbiotic relationship between the locally available natural resources and human resources.
- Education must have an applied/operational value in terms of helping "each according to his/her needs". For instance, a rural/tribal mother, instead of learning 3RS, would be benefited more if she is taught the best way to care her children within the available means.

Shri G. Prabhakar, General Secretary, Bharatiya Mazdoor Sangh, Ram Naresh Bhawan, Tilak Gali, Pahar Ganj, New Delhi (8.10.90).

- The major thrust in the Educational Policy should be for a system which will foster love and admiration for our cultural heritage. And this system should be common to all schools whether run by government or private bodies.

Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)

- A national debate should be held every ten years with a view to improving upon the system of education prevailing in our country.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Schools, particularly middle schools, should be opened near villages. Wherever it is necessary, hostel facilities should be provided.
- Uniform pattern (10+2+3) be adopted and every citizen of India should have access to education.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Primary and secondary schools should be administered by public bodies. Education should be given without any discrimination. Emphasis should be given to education of girls and weaker sections of rural areas.
- In every public body there should be a full-time education officer and he should be assisted by local MLAs, educationists and officers of education departments.

- Education should be included in the central list to eliminate inequality. Education Policy cannot be implemented at State level.

Shri Ram Krishan Shastri, Lecturer, Shri Hari Ramram Gopal Sanatan Dharam Sanskrit College, 216 Uncha Mandi, Allahabad.

- Our education system be based on the ancient Indian System of education with necessary modifications.

Shri D.R. Bhowse, Bharatiya Shikshan Mandal, Poona

- The number of students in any class should not exceed 40.

Shri Jaganath Verma, 869, Dariyapur, Sultanpur

- Review Committee has suggested compulsory education of 6-14 age group. But basic necessities of life should be provided to all. Then only it will become a reality.

- Review Committee has linked education with employment. But in the absence of avenues for employment it is meaningless.

Shri Hari Balu Kausal, General Secretary, Hindi Vyawahar Sangathan, Vasant Vihar, New Delhi (27.09.1990)

- Upto higher secondary level, education should be imparted through Indian languages.

Shri A.R. Khan, Headmaster, Basic Primary School Khananlampura, Saharanpur (UP).

- 'Right to work' should be co-related to 'duty to work'. Courses should be modified accordingly. Burden of books should be reduced. Training in occupations must be an integral part of syllabus.

Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraipet, Bangalore (9.10.1990)

- An independent and autonomous machinery in the form of a National Educational Authority representing the different sections of the educational community and government should be created for the purpose of formulating and implementing the educational policy.
- The system of public schools which is leading to a duality in education must be abolished. They should be replaced by schools of excellence, admission to which should be based entirely on merit. The system of capitation fees should be abolished.
- Educational objectives must be linked with the overall strategy of national development.

Shri B.K. Srivastava, Retd. Professor, IIT Kharagpur, 27-A, Church Lane, Allahabad (11th October, 1990)

- The entire education period should be divided into the following stages.

Stage	Age (in years)	Duration (Years)
Pre-Primary	5 & 6	2
Primary:		
Lower Primary	7 & 8	2
Upper Primary	9 & 10	2

		4
Post Primary	11 - 14	4
Secondary or Vocational	15 - 18	4
University:		
Under graduate	19 - 21	3
Post graduate	22 & 23	2

Shri Gujraj Singh Sikarwar, MLA, Madhya Pradesh Janta Dal, Lalitpur Colony, Gwalior (5.10.1990)

- Library-oriented teaching should be given due importance so that the students could learn as to how knowledge is obtained from different sources and documents, besides learning from the class teaching. In order to adopt this system well equipped libraries at all the levels with enthusiastic and qualified library staff are required.
- Primary education and girls education should be given more importance.

Shri Vimal Mittal, Advocate, 26, Yashwant Niwas Road, Indore (8th October, 1990)

- Feasible suggestions only be made and they be implemented in a time-bound manner.
- Schools and colleges which have outlived their contribution to the cause of education should be closed at once. All available resources and efforts should be directed to improving the lot of existing institutions.
- A common calendar for schools/colleges for the whole country (without regional and sectional holidays) may help indirectly in generating a sense of national integration.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- A proper manpower requirement survey should be done in various trades and occupations and accordingly the manpower should be trained.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The educational system should be nationalised.
- The structure of education system should remain in three divisions viz. Primary (Junior and Senior Basic), Intermediate and Higher education. The system of 11+2+2 should be adopted instead of 10+2+3 and the primary education should be extended up to six years.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Removing the dichotomy between the formal and non-formal system and non-formalising the formal education with ungraded classes are excellent ideas worth trying. But the modalities have to be worked out in great detail and pilot projects should be undertaken in selected schools and from the experience gained the scheme can be improved upon and extended to other schools in a phased manner throughout the country.
- Rural women are mostly working women and are normally engaged in agricultural activities from morning till evening. Their children badly need baby-sitting centres and pre-schools to socialize them and prepare them for schooling. Immediate steps should be taken to start pre-schools or Anganwadis in all Villages.

Dr. Jyoti Shankar, Secretary, Teachers Association, K.A.D. College, Allahabad (5th October, 1990)

- The number of working days in schools and colleges should be increased. The timings also should be changed to morning hours.

The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)

- Make the educational goals personalized for the students, parents and community. Make the education a free system. The licensing system presently in force must be done away with.
- A consultancy service in education be organized at the national and State levels. The consultancy service should identify the aspirations of the students, teachers and the community and suggest the regional modifications needed in education.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110053 (22nd October, 1990)

- The Committee has not made any significant analysis of the reasons why we failed in the past to achieve our objectives and what should be done to succeed now.

Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

- Educational Policies should be guided by the Centre.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu (25th October, 1990)

- The problem is one not only of bad education but also of inadequate and deficient education and lack of access to education.
- The Paper talks about encouraging non-competitive environment. It is true that competition in the negative sense should be discouraged in our educational institutions but, healthy competition should be encouraged so that students are motivated to put in greater efforts and bring out their best.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The proposal to have a holistic view of education is idealistic. It may not be possible in the existing set up. It requires more resources, better planning, professionalism and commitment on the part of all those who are engaged in the task of nation building through education.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Particular stress should be laid on:
 - i) Research efforts to document innovative methods of training (both successful and unsuccessful) and the widest dissemination of such research findings.
 - ii) Reorienting teachers training to make it more relevant to our situations. Open university system should play a positive role in constantly updating the teachers knowledge and practice at all levels of education hierarchy.
 - iii) Research and information collection regarding traditional wisdom and knowledge in diverse areas and making them parts of school education.
 - iv) Significant improvements in teaching and educational processes practised generally and specifically in rural and semi-urban areas and in illequipped schools in urban metropolitan areas.
- Strengthening of educational infrastructure and resource base of schools of backward areas of the country are absolutely necessary and therefore more attention should be given to that. This will

involve 'District by District' identification of substandard resource base and poorly endowed schools, and programmes for their strengthening should be drawn up and implemented on a priority basis. Resource allocation for such programmes should also receive priority.

- The committee should lay down time-bound programmes of tasks to be accomplished by the relevant agencies of the District/State/Central educational authorities. The manner of involvement of the local community should be clearly specified by the committee.
- Changing the role of universities and institutions of higher learning in response to the needs of the regional development is highly desirable, but may not be easy. A small task force of experts be appointed to look into this aspect and submit concrete suggestions for achieving this without sacrificing academic rigour and excellence. In fact, such linkages will improve the academic quality of the programmes of the higher education in all areas.

Prof. R.K. Kakade, Nehru Institute of Social Studies, Tilak Maharashtra Vidyapeeth, Pune-411037 (28.9.90)

- Education is not an independent variable. Education is to be ably supported by social, economic and political programmes.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

- The entire education system to be truly Indian should be based on Bharatiya culture and values.
- There should be liberal provision for research in Ideology.

- The entire education is an integrated unit. All stages of education should be treated as equally important.

Shri Y.K. Gupta, Reader in English, Regional College of Education, Mysore-570006 (8th October, 1990)

- The focus of teaching-learning process should be on the development of thinking, feeling and acting abilities of students and their achievements should be evaluated in terms of the development of these abilities, rather than teaching the subjects, and conducting the activities and evaluating students' performance in relation to experiences (subject matter) only. Only then human resource development is possible.
- Free and compulsory education should be provided upto 16 years. It should be ensured that all children upto 14 years of age will be provided free and compulsory education by 1995 and upto 16 years age by 2000.
- The policy on education should incorporate professional education also to make it comprehensive.

Dr. R.P. Gupta, Assistant Director, Indian Institute of Educational Research, Saraswati Kunj, Niralanagar, Lucknow (11.10.90)

- Too much is being expected from the teachers, illequipped as they are for doing even their present jobs efficiently. Mixing up of formal and non-formal aspects of education is going to do no good. It may make matters worse. Instead firm and steady to achieve feasible targets in different sectors of education - primary, technical and vocational as well as in the areas of education of, womens and other disabled sections of society.

- Schemes should be launched with full consciousness of their implications - financial, social, academic etc. Specified accountability should be inbuilt in the programmes. Resources must be provided with guidelines for their proper utilisation. Devoted, honest and sincere personnel alone will be able to deliver the goods. The routine machinery will have to be set aside if quick results are emphasised.

Prof. S. Abdul Kareem, Member of Syndicate & Academic Council, Karnataka University, Dharwad; and Principal, Nehru Arts, Science & Commerce College, Hubli (16.10.90)

- The review committee has shown its allergy to the concept of human being as 'national resource' and hence an asset, on the premise that the whole approach is utilitarian. If the work ethos is to be inculcated in the youth through the system and the right to work to be enshrined in our Constitution, skill formation and resource development cannot be given a go by. There is nothing wrong if the educational system is to produce what the economic system demands.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- Considering that the present requirements are very large, private sector may be encouraged to open new women polytechnics. World Bank funds for this purpose can be utilised.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- To encourage education of girls Government of Maharashtra runs schemes such as free uniform and textbooks, free education for

girls upto class XII etc. The scheme of attendance allowance to tribal girls is also under consideration. The state government is liberal in granting permission to open separate schools for girls wherever necessary.

- Integration of the "head" and "heart" requires a regular interaction between the teachers and the taught and sometimes with the parents and guardians. Therefore, a good deal of personal attention is a must. This can be effectively done only if the number of students in a class is small.

Prof. Ali Ashraf, Director, Gandhian Institute of Studies, P.B.No. 1116, Rajghat, Varanasi (13th October, 1990)

- Educational institutions have suffered in the past because of political interference and control not only by the government, but also by politicians and dominant groups in the society. Educational institutions should be protected from non-academic tendencies and forces. The educational goals should be laid down by the political bodies but once they are laid down, their pursuit and implementation should be immune from political pressures and left to the academics.

Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)

- The role proposed to be assigned to voluntary agencies or organisations may give rise to more privatisation in the field of education. Education in a Welfare State should be the direct and sole responsibility of the State with autonomy for the academics in administering and running academic institutions with financial accountability. Rights of minorities should be limited to imparting

instruction in their religion or language. They should not have any special rights in the matter of running general educational institutions or IITs, polytechnics or higher professional institutions.

Shri M.R.N.Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa (24.10.1990)

- The present system of education creates an aversion for manual work. The way out is to compel the entire academic community - both students and teachers - to engage in manual work as part of education.
- At present there are far too many holidays. These may be reduced. Instructional hours may also be increased.

Dr. G. Subramonia Pillai, Prof. & Head, Department of Education, Madurai Kamaraj University, Madurai (27.10.1990)

- Proper modalities may be indicated with clear cut directions for implementation of the innovations suggested in the Paper.

Shri Ramesh Chandra Srivastava, Senior Teacher, Sainik School, Ghorakhal, Nainital (UP) (25th October, 1990)

- Surnames should not be allowed to be used in educational institutions. After the secondary stage of education, students should be transferred to other States for higher or vocational education. This will help national integration. Participation in political activities by children below 18 years should be banned by law.

Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)

- A national system of education must be established. In this system the culture of the country must be focused. Such a system should cater to the needs of agriculture and industry. National Ideals like democracy, secularism, socialism etc. should be included in the curriculum.
- Separate sports and games schools should be established.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- The development of autonomous schools should be encouraged. This will be catalytic to greater quality and innovation in education. There will also be as a consequence, greater linkages with the regions that they would be serving.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- Voluntary organisations are to be involved fully in the participative management of all educational needs of the target area.
- In every university, a department of Women's Studies must be created and research centres should be developed.

Shri T.B Govinda Rao, Project Officer, Rashtrottana Parishat Non-Formal Education Project, Kempegowda Nagar, Bangalore-560019 (Dated 10.10.90)

- Educational research must be undertaken at all levels of education. This must be a continuous process and its result should be applied in the field of education from time to time.

should be applied in the field of education from time to time.

- A common type of education should be available to all. There should not be separate curricula, syllabus and text books for different groups of people.
- Students belonging to any caste or community or language group must on no account be segregated from childhood. The same common school should facilitate all groups and the children should be allowed to mix freely and play together in the play field. This alone will inculcate national integration.
- Technical schools and colleges should cater to the needs of the society. For example a villager must be able to freely walk into an agricultural university and get his problem solved.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- While it is agreed that the present educational system can and should be improved, to assume that it is responsible to a large measure for the present state of affairs, and that by revamping it all will be well is a far fetched idea.
- Formal education the world over is an organised activity and not people's movement. In areas like adult literacy and resource mobilisation, "people's movement" has a role. But it can not have any major impact on formal education.
- Cliches such as "people's movement" integrating education with life and work", "right to work" etc. make attractive slogans, but they do not translate into action and results. The general

tendency to find fault with Mecauly. notwithstanding the fact the Mecauly's legacy produced all our national leaders and nobody has come out with a better large scale alternative system, is regrettable.

- It is true that the rich treasure of traditional knowledge and wisdom in diverse areas are ignored. The first priority here should be salvaging, codifying and documenting these treasures so that they can be drawn upon.
- While a holistic view of the entire spectrum of education is appropriate for planning at the conceptual level, it should be remembered that the needs and operation of the various areas such as academic, vocational and technical education may be different.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main,
Malleswaram, Bangalore-560 003 (8.10.90)

- The Perspective Paper does not lay stress on school democray, an important educational programme which will create a healthy atmosphere in the school community and will solve many of its ills. It will create a sense of responsibility among children which later will help in the smooth functioning of life in the community.
- School timings, holidays and vacations should be a reflection of the life of the region and the school assembly should plan the holidays adjusted to the agricultural operations. They should also take into consideration local cultural festival. The school children should actively participate in all these functions as a part of their education.

Shri D.K. Oza, Vice-Chancellor, Gandhigram Rural Institute, Gandhigram (Dindigul Distt.), Tamilnadu-624302 (20.10.90)

- The education must be a movement with emphasis on literacy at micro levels, non-formal education also at micro levels, scientifically oriented distance education and proper maintenance of standards of education. Basic education system of Gandhiji should form an integral part of the educational concept. Community colleges should also be encouraged. Environment education should be given emphasis. Social work and involvement of local community should form due emphasis in the education process. Women education should get a prominent place at all levels.

Shri R.S. Pandey, Joint Secretary, Ministry of Welfare, New Delhi (12.10.90)

- In the perspective paper there is no mention about the education of the handicapped. This is a significant omission. It would be desirable to make specific mention of the strategy to be adopted for educating the disabled.
- The population of the educatable handicapped in the 5-14 year age group has been estimated as follows:

Locomotor disability	12.20 lakhs
Visual disability	1.27 lakhs
Hearing disability	5.35 lakhs
Speech disability	7.44 lakhs
Mentally Retarded	(No reliable estimates)

- There are 280 schools for the deaf covering 28,000 students, and about 200 schools for the blind covering about 15,000 students. Besides, the scheme of integrated education covers large number of handicapped students in the normal schools. Government propose to upgrade some of the existing schools and open new schools to meet the needs of the target groups during the Eighth Plan. A mass implementation strategy for providing educational services to disabled children in an appropriate and cost-effective manner should be devised. It would be desirable to make specific mention of the strategy to be adopted for educating the disabled.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchildhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- Poor people in the rural areas do not get full advantage of the existing educational facilities. So an incentive scheme should be introduced for them.
- In order to encourage girls' education in primary and secondary schools, the government should sanction girls' hostels if they are asked for by the school management.

Shri Prayag Mehta, Director, Participation and Development Centre, C-8/8480, Vasant Kunj, New Delhi (23.10.90)

- The idea about making education a people's movement is indeed very welcome. However, we have to consider all forces operating in our socio political environment which are likely to inhibit such an idea. We would, however, need mobilisation of support of all political and social forces for such a task.

- The need for people's movement, integrated education, common school system, vocational education, empowerment of people for work etc. as are discussed in the review paper have to be considered in the context of the need for quality in education. We would have to see that all these ideas and measures are adopted with a view to improving quality in education rather than diluting it further. This would require massive efforts for building cadres, social workers and committed and competent teachers at all levels who could motivate our people for undertaking and participating in a movement for improving quality of integrated education for themselves.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- 'Community Science Centres' should be set up in every village/taluk. This will be a very effective non-formal educational group. It integrates science, education and all other activities. It will also facilitate teacher/community interaction.
- The present system of education called the 'Banking System' by Paulo Freire has completely outlived its usefulness. Here we find a situation wherein we have teachers as teaching subjects and students as learning objects. Information transfer from the teacher to the student seems to be akin to the banking concept. The student is declared better if he can have a higher depository of information as reflected in more marks in an examination. Education is a process of learning and not passing an examination. We have to have an alternative educational process. One good alternative is to switch the objective of education from teaching to learning

process. The student becomes the centre of learning process and the whole educational activity is built around him. The teacher only becomes a catalyst in the activity. The geographical centre of learning for the student will not be a fixed point such as a University department, but will be floating over the university, the industry and the society. This will enable him to stand on his feet he wants so or join the mainstream of industrial activity if he so desires. The present practice of 'training' fresh employees in industries, which in essence means 'de-educating' them shows the level to which our present educational system has fallen.

- Research is the process of generating new knowledge. By this very definition the research scientist becomes an indispensable person in the developmental process. But in almost every developing country, there has been disappointment of the role the scientist has played. The reason for this is that the scientific research in many of these countries are mere extensions of the research interests of developed countries. Research must be real. The scientist must retain his freedom and his place in society. He must tackle questions which have significance for society. These can broadly include all the problems relating to the social, technological, biological and geographical features of the society around him. He will then be able to make a distinct contribution to

the human knowledge and to the society. The scientists and technologists of a developing country must tune their activity to their surroundings and tackle problems with a pragmatic and practical approach and become vital parts in the socio-economic political structures and thereby contribute to the development of the society.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- Special care, attention and funds must be provided for girls education.
- India is a land of farmers and a large section of the society is backward. Agricultural colleges should be opened in large number and they must bring the fruits of modern science to the farmers. In agricultural colleges the instruction should be imparted in classrooms as well as in fields. This will have positive effect on agricultural production.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- Relating education to rural development should be an essential element in the education system. Institutions must be developed in the rural areas with the double objective of working and learning together. Rural universities also should be established with this objective.

Shri B.S. Gundu Rao, Sir M. Visvesvaraya Pre-University Composite College, PBNo. 1716, Konea Agrahara, Hal Bangalore (8th October, 1990)

- The governments - Central as well as State - should honestly commit themselves to give education the highest priority.
- Before implementing any change the following have to be ensured:
 - (a) Proper planning - both at macro and micro levels.
 - (b) Proper infrastructure.
 - (c) Sufficient trained personnel with zest and zeal.
- A system of comprehensive and continuous internal evaluation system is most welcome. But the reliability, validity, objectivity and accountability of the process and the tools of evaluation must be ensured. The personnel who practise them i.e. teachers need proper orientation before they try their hands in it.

CHAPTER 2

GOALS, ROLES AND VALUES

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- Education should aim at necessary social changes in the country. It must motivate our students to work for socialist reorientation of our society.
- Education can definitely play a very important role in maintaining national integration. Students should be motivated from the very beginning of their studies in the ideals of national unity.
- Education should be totally scientific in its outlook. At all levels of education, from primary to the higher stage, only what is scientifically established should be the subject-matter of studies.
- Education should be secular in its approach.
- Education should be democratic in its approach and in its management too. Students of all disciplines should be taught the basic principles of democracy.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Human, social, cultural and spiritual values should be incorporated in the curriculum.
- Basic values should be imparted through education.

Swami Sanatan Shri, Shri Sanatan Ashram, Kursi Road, Lucknow.

- Education should be more humane and nationalist. Materialistic achievement should not be the main objective of education. Courses should include responsibility towards family, society, natural environment and nation. Younger generation should be taught about morality, justice, love for humanity and nature. For balanced physical and mental growth a child should not be over burdened with books upto the age of 12 years.

Shri Ram Krishan Shastri, Lecturer, Shri Hari Ramram Gopal Sanatan Dharam Sanskrit College, 216 Uncha Mandi, Allahabad.

- Corruption is prevalent in every sphere of life including the education system. Only spiritual, moral and artistic education can eliminate these evils.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- What we need is creative education which will mean full development of the capabilities and capacities of the individual in relation to his duties towards the nation.

Mrs. Shanti Bhatnagar, Principal, R.M.M. Inter College, Railway Road, Modinagar (24th September, 1990)

- The aim of education should be the harmonious development of human personality. It should develop the qualities of 'head', 'heart' and 'hand'. The practical aim of education should never be neglected in any section of society, and society as a whole should be given equal chances of progress and development. Education must provide full knowledge of human rights and their protection. It should also

enhance the sense of duty and responsibility as well as a high moral sense among individuals.

Dr. S.N. Saraf, Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning, Presanthinilayam-515134 Anantapur Dt (A.P.) (29th October, 1990)

- Specific steps should be suggested for value orientation of higher education.

Prof. B.R.K. Raju, Programme Adviser, Department of Youth Affairs & Sports, Ministry of HRD, New Delhi (22nd October, 1990)

- During the VIII Five Year Plan, all efforts should be made to make every student at the under-graduate level opt for either NSS/NCC or sports to inculcate values of service, discipline and sportsmanship. 'Hand' and 'heart' could be integrated with 'head' only through this. This involves the deployment of a number of teachers at under-graduate level in these efforts. Serving in these organisations should be treated as part of the normal duties of teachers.

Dr. Aster Patel, C/o Sri Aurobindo International Institute of Educational Research, Auroville (9th October, 1990)

- Reality is of the nature of an organic whole, a whole of consciousness and energy; man himself is an integral part of this total reality. A consciously pursued process of the integration of personality is the avowed and only aim of education. Life and education are necessarily co-terminous in the organic 'whole' of reality.

Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

- The education should be such that it will enable the student to seek the meaning and purpose of life and not merely, the means of livelihood.
- The whole pattern of education should be **Swadeshi** oriented. It should be national in the true sense of the term.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu (25th October, 1990)

- The basic moral values should be integrated into the entire educational process and more stress should be laid on the inculcation of these high values. But it should not be forgotten that our institutions operate in a large social milieu. The influence of family and society at large on the impressionable young minds is equally great. What is required is the creation of a moral climate and moral regeneration not only in our educational institutions but also in the family and society at large. For this, our opinion makers must take the lead.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- 'Catalytic role' concept is elitist. It suggests that education helps the change process but is not affected or changed in the process. This 'neutrality of role' of education has to be properly dissected. Education is an organic part of the process of social change. The word 'Catalytic' may be replaced by a suitable substitute. 'Change agent' may be a better word.

- In transmitting right sort of value, environment, family (parents particularly) and teachers are important agents. Efforts must be made to ensure that conflicting basic values are not propagated by these agents. This will call for reorienting social priorities, media behaviour, adult education and, of course, teachers training.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- Education is an individual and social undertaking in which conditions of a particular 'time and 'place' are very important. There had to be a constant responsiveness to actual developing requirements of people. Education should be related to life. It should equip people for performing their roles as good citizens.
- Student must learn the best and the noblest of the Indian heritage in terms of the Indian social institutions and organisations and the psychology underlying the same.
- Human education should be so designed as to enable man to utilise his culture and to 'culturise' his utility. If education is concerned with 'life in all its manifestations' then we should not draw a sharp line of demarcation between liberal and technological or scientific and humanistic education. One is as useful as the other.

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- Purpose of education should be to increase the individual's capability to adapt himself with speed and economy to continual change.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8-Vijay Nagar Colony, Agra (19.10.90)

- Character building must form an integral part of the school system. Individuals must learn to do their duty and be disciplined.

Prof. Ali Ashraf, Director, Gandhian Institute of Studies, P.B.No. 1116, Rajghat, Varanasi (13th October, 1990)

- Education is much more than a passport for employment; it is also formation of individual character. It must perform the function of training for citizenship.
- It is not enough that reference has been made to democracy, secularism, socialism etc.; the participative aspects of these values will have to be emphasised.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- The purpose of education is to enable a man or a women to earn his or her living, keeping away from the dangers of world and seek happiness. To achieve these purposes, at the school stage, every child must learn language (mother tongue), Mathematics, Science, Computer Programming etc. Besides mother tongue, one other language (English) also be learned.

Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)

- Education must be oriented towards the attainment of a moral character. Teachers should play the role-model.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- Education is the process by which man is assisted to adjust to his environment and includes his adaption to and reconstruction of the same to the end that the most enduring satisfactions may accrue to the individual and to society.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- There cannot be islands of morality and idealism in a sea of greed, selfishness, violence, and immorality. To ennoble the inner man, the public life has to be cleansed of all these evils and education can do only a minor part.

Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)

- Denial of the utilitarian objective of education altogether may lead us to another blind alley. On the otherhand, we need to be clear about the ideological objective of our education.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- If education is to bring into being a humane and enlightened society, the first and foremost condition is that it should be

founded on human values. An educational system which is not based on spiritual values is of no intrinsic worth.

- Education should be conceived as the spearhead of a silent revolution. It should provide a healthy and moral basis of relationship between the classes. It should check the progressive decay of our villages and lay the foundation of a just social order in which there is no unnatural division between the haves and havenots and everybody is assured of a living wage and right to freedom.
- The spiritual values should find expression in the entire education process - not only in the content and curriculum but in every educational activity. Education must be ultimately concerned with values which are independent of time and place or a particular environment.

Shri D.K. Oza, Vice-Chancellor, Gandhigram Rural Institute, Gandhigram (Dindigul Distt.), Tamilnadu-624302 (20.10.90)

- The education must be a movement with emphasis on literacy at micro levels, non-formal education also at micro levels, scientifically oriented distance education and proper maintenance of standards of education. Basic education system of Gandhiji should form an integral part of the educational concept. Community colleges should also be encouraged. Environment education should be given emphasis. Social work and involvement of local community should form due emphasis in the education process. Women education should get a prominent place at all levels.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- The present system of education called the 'Banking System' by Paulo Freiere has completely outlived its usefulness. Here we find a situation wherein we have teachers as teaching subjects and students as learning objects. Information transfer from the teacher to the student seems to be akin to the banking concept. The student is declared better if he can have a higher depository of information as reflected in more marks in an examination. Education is a process of learning and not passing an examination. We have to have an alternative educational process. One good alternative is to switch the objective of education from teaching to learning process. The student becomes the centre of learning process and the whole educational activity is built around him. The teacher only becomes a catalyst in the activity. The geographical centre of learning for the student will not be a fixed point such as a University department, but will be floating over the university, the industry and the society. This will enable him to stand on his feet he wants so or join the mainstream of industrial activity if he so desires. The present practice of 'training' fresh employees in industries, which in essence means 'de-educating' them shows the level to which our present educational system has fallen.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- More emphasis must be given on moral education. Religious education should be made an integral part of education.

CHAPTER 3

RIGHT TO EDUCATION

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Right to education should be made a fundamental right by amending the Constitution.

Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraajpet, Bangalore (9.10.1990)

- The constitutional provision relating to the special protection for minority institutions (Art 30) must be scrapped.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- There is a suggestion to examine the feasibility of amending the Constitution to make the right to education a fundamental right. It is presumed that it refers to only elementary education and not to higher education. Considering the experience we have had so far with the Constitutional directive on the universalisation of elementary education, one finds little purpose in having right to education as a fundamental right enshrined in the Constitution.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- What is meant by making "Right to Education" a fundamental right must be explained. Does it mean that everyone has right to every type of education or does it mean everyone has right to education upto secondary level and at subsequent levels such rights are

available only according to capability of the student commensurate with needs of the society? Some clarification is required; otherwise 'right to education' may become a slogan devoid of content.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

- The Committee should also consider the case of schools run by minority communities and should recommend for constitutional amendments so as to bring these institutions in the mainstreams of the country.

CHAPTER 4

ELEMENTARY EDUCATION AND UNIVERSALISATION

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- The real challenge of education, in the present context, is to remove illiteracy from the country and to strengthen the base of elementary education for it.
- Non-formal education should act only as complementary to the system of formal education. In the sphere of adult education there is really scope for non-formal education. Non-formal or distance education is not a substitute or an alternative to formal education. There is no alternative to school.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- The paper does not discuss in any detail the modalities to deal with high drop-out rates (as high as 52% in classes I to VI and 72% in classes I to VIII in 1981-82), which neutralise the gains in gross enrolment ratio (from 42.6% during in 1950-51 to 95.6% 1986-87) at the primary level. It does not also elucidate any method for combating social evils like child marriage and the acute rural poverty which cause the low attendance at school and the high drop-out rates.

Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)

- Elementary education should be given top priority. Target of universalisation should be reached by 1995.

Dr. S.N. Sharma, Sharda Sadan, C-11/18, Model Town Delhi: 110009 (10.10.1990)

- Elementary education including adult education for the age group of 5 to 45 should be selected for concerted effort with a time frame and well-defined targets. This is necessary on account of limited resources.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- More emphasis should be given to non-formal education. Non-formal education can play an important role where there is no school.
- Non-formal education should be popularised and provided to out-of-school children and school dropouts.
- To increase attendance of students, education calendar should be adjusted to agricultural operations. School timing should be fixed according to the convenience of local people.
- Keeping in view the convenience of students local habitants should be consulted regarding timings of schools.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Free education should be provided upto 8th class.

Shri Jaganath Verma, 869, Dariyapur, Sultanpur

- Review Committee has suggested compulsory education of 6-14 age group. But basic necessities of life should be provided to all. Then only it will become a reality.

Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala,, Karnataka, 21, 6th Cross Road, Chamarajpet, Bangalore (9.10.1990)

- Effective measures should be taken to prevent drop-out at the primary level. Steps should be taken to link education to the living conditions of the people.

Dr. B. Bhattacharyya, Chairman, Bihar State Board of Homoeopathic Medicine Patna, (11.10.1990)

- More stress be given on Primary Education.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- There should be mobile schools, with all equipments and accessories to teach the drop-outs and the illiterates.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The education upto class VIII should be made compulsory. The parents who do not send their children above 6 years of age, to schools should be punished.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Removing the dichotomy between the formal and non-formal system and non-formalising the formal education with ungraded classes are

excellent ideas worth trying. But the modalities have to be worked out in great detail and pilot projects should be undertaken in selected schools and from the experience gained the scheme can be improved upon and extended to other schools in a phased manner throughout the country.

- The common schools and neighbourhood schools idea may not succeed unless the quality of education imparted in different categories of schools is more or less uniform.
- Opening of multiple entry points and exist points to allow rural children to enter formal schooling system for further education at their pace and convenience has to be vigorously implemented to make elementary education a success and prevent children from lapsing into illiteracy.

Dr. (Mrs.) R. Muralidharan, Professor and Head of the Department, Department of Educational Psychology, Counselling and Guidance, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110016 (12th October, 1990)

- The Committee has said that Early Childhood Education should be linked with primary education. This step should help to develop school readiness in young children. In addition, if the pre-school is located in the primary school, it should help to free the older sibling from child care responsibilities and thus enable more children to attend school. However, care needs to be taken to ensure that play and activity methods are used in the pre-school and that no formal teaching is done.
- It is not clear whether the Committee is suggesting to have the Anganwadi centres in the primary schools or whether there should be

pre-primary sections in addition to the Anganwadi Centres. In other words, the mode of linkage between ICDS and primary schools is not clear.

- The suggestion to 'non-formalise' formal school is most welcome. The steps required in this direction need to be spelt out.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- Elementary education should be universalised; should be compulsory and free for all; should be more interesting and attractive than is at present. It should be ensured that proper facilities are available in schools.

Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- The Early Childhood Care and Education (ECCE) must be made an integral part of primary education. It provides support service in the universalisation of primary education. In the first instance ECCE should be directed to the most under-privileged groups like SC/ST/OBC/Physically and mentally handicapped children who are still beyond the reach of formal schooling. Such a programme will motivate under-privileged children to join regular schooling.
- The Operation Blackboard as suggested in NPE - 1986 should be effectively implemented to provide basic facilities in the primary schools. This will facilitate the retention of students in school.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110052 (22nd October, 1990)

- It is not possible to have a common school system in the country as long as capitalistic order prevails.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The very idea of the common school system is practically irrelevant to the rural areas, because we do not find substantial heterogeneity among the schools within a rural locality. Hence common school system is an urban issue which affects the urban elites people and those rural who can afford sending their children to the urban elite schools. The major controls the government can exercise on school education towards achieving the common school system is through finance and recognition. With the kind of decentralisation and system of examinations envisaged in the document, government recognition may not be of much relevance to the individual schools. Secondly, if the citizens on their own initiative run self-financed schools, financial control by the government as a measure to enforce the common schools system becomes non-existent.
- The preference of parents for particularly medium of instruction is also a hindrance to the implementation of common school system. It is not clear from the Paper how legislation can be enacted to implement common school system without infringing the rights of minorities under article 30 of the Constitution.

- The proposal to make the schools flexible enough to reach out to children outside the school appears sound. If school education can be made as convenient and suitable to the children as possible without diluting quality and without substantial reduction in the content of education, it is a welcome proposal. But there has to be efficient mechanisms of supervision and inspection in order to ensure the quality of education.

- The idea of making work experience or socially useful productive work compulsory at the elementary school level and having a core curriculum of vocational component for all students at the secondary level is worth while.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu
(25th October, 1990)

- In so far as Inclusion of private schools within the ambit of the Common School System is concerned, it will neither be possible nor feasible due to resource constraint as large number of staff as well as infrastructure created by the private institutions shall have to be taken care of by the government which will require large sums of money. Moreover, if we view dispassionately, some of the private institutions are really the 'Islands of Excellence' in the 'Ocean of mediocrity'. There is a lurking danger of diluting the private institutions by amalgamating them into the "Neighbourhood Schools". We feel that the standard of these Neighbourhood Schools should be raised to that of the better run public schools.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The proposals on opening of school system would render education highly ineffective. A course of study has got to be continuous in order to yield practical and desirable results. In the existing pattern of recruitment of teachers, it is highly doubtful if even 10% of the teachers would be capable of managing such a situation.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Idea of having 'common school' to correct elitist aberration of education is a good one. We should, however, realistically assess the barriers, objections, and various difficulties that introduction of 'common school system' has to face.
- The success of proposal for ungraded classrooms will depend on teacher-student ratio. With teacher-student ratio more adverse than 1:20, this strategy will not be practicable. It has cost and resource implications. However this is absolutely essential to give a proper shape to the suggested educational reform.
- Flexible course completion (particularly by girls) may be important but it will create certain subtle dichotomy between those who finish courses on regular basis and those who complete courses in a flexible manner.
- In order to make the neighbourhood school ideas operationally feasible, the following steps should be initiated:

- a) Identification of schools in rural, semi-urban, urban and metropolitan (slum/under developed) areas which are below acceptable standards in respect of infrastructure, teaching and other resources.
 - b) Estimation of the necessary measures (including cost) for improvement of infra-structure (building, equipment, library, laboratory, etc.).
 - c) Assessment of the requirements for strengthening of teaching faculty both in terms of quality and quantity. Drawing up of a phased action programme to implement improvement programmes.
 - d) Devising a teacher exchange programme within the cluster of educational institutions and also between a number of clusters geographically closely situated.
- Only when this improvement programme has got underway and public confidence in respect of the standards of the schools are established, the appropriate time for establishing 'neighbourhood' school will come. Programme should also be undertaken to inform the public regarding the various steps taken for improvement of the existing schools and the desirability of having neighbourhood common school system. Media (television and radio) should be optimally used to generate the favourable climate towards introduction of the common-school system at primary and secondary school levels.
 - All primary education should be fully state funded.
 - Non-formal education should be funded fully by the State.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- Among the more notable recommendations made by the committee is the one in favour of neighbourhood schools. If neighbourhood schools are to be established, the problem of dual system of education - one for the poor and another one for the rich will have to be sorted out first.

Shri Omkarnath Das, Lecturer (Mech. Engg.), IIT, Chowdwar (8.10.90)

- The capacity and number of schools must be increased to accommodate every child born by 2000.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- It is proclaimed that all children should receive education in this decade. It is not explained how this is going to be achieved.
- The document admits that the "educational pyramid has no solid and strong base to stand". There is no categorical statement as to what should be the share of resources allocated to the crucial sector of primary education to make it solid and strong.
- Almost all the rural schools are neighbourhood schools and fall in the category of common schools. It should be possible to implement common school system in urban areas within a year i.e. from the coming academic session by issuing just an administrative order. One need not wait for 10 years to implement this simple reform.
- There are only 4,75,938 rural primary schools as against 5,78,682 inhabited villages and 9,79,065 habitations. Universalisation of

primary education, therefore would require much larger allocation for primary education than it is having at present. Well designed school buildings programmes and also the need innovative delivery mechanisms like part-schools/household schools/mohalla schools supported by technical and physical inputs are necessary for universalisation of primary education.

- So far only a fraction of the child population is covered by school education. For making any dent, schemes of free mid-day meal, free text-books, stationery and free uniforms need to be given as a package universally, as is done in Sri Lanka and even in States like Tamil Nadu.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8-Vijay Nagar Colony, Agra (19.10.90)

- Primary education must be effectively universalised by 1995. Resources are available if they are distributed equitably.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- The Government of Maharashtra has recently introduced the scheme of 'each one teach one' in secondary schools which itself is a step towards reaching the objective of opening up school. Development of school complexes is also another way of reaching the objective of opening-up school. Maharashtra has already launched the scheme of school complexes. It is, however, necessary to extend its scope and atleast to open one school complexe at the headquarters of every sub-block in a block.

- Universalisation of early childhood education programme is dependent upon availability of additional resources. One of the alternatives of providing school education, is to reduce the workload of classes. I and II and to utilise the services of the teacher teaching these classes for pre-primary section. This is perhaps possible in respect of single teacher schools which have been converted into two-teacher schools. The responsibility to provide support services to a school can be entrusted to the Village Panchayat as well as Local Village School Committee.
- What affects the attendance or enrolment is not the school timings but the school of six hours a day. It is necessary to examine whether six hours schooling is really necessary upto the third standard. It is significant to know that the duration of non-formal education for the age group 10-14 is only 2 hours a day.
- It may not be practicable to hold a school twice a day. This will cause inconvenience to children coming from long distances. Moreover many schools are run in shifts due to inadequate accommodation and may not be available twice a day for the same class.
- The suggestion for un-graded class rooms deserves consideration. This method will check the stagnation problem and will encourage children to continue education at their own pace. However, teacher may have to provide supplementary remedial instructions to children backward in studies. The teachers may have to be given some incentives for this extra work of remedial teaching.

- The suggestion for allowing first generation learners to join school at any time is academically not advisable. The teacher has to teach at a speed which is consistent with the average level of the class. He may not be able to attend to the educational needs of individual children who will be joining the school at any time during the year. The alternative strategy of non-formal education may have to be used for such children.
- Practicability of group learning will have to be examined. This approach will be practicable in urban areas as well as in respect of children from higher classes. But, it may not work in rural areas and amongst children from lower strata of the society. This applies in the case of peer learning.
- The concept of neighbourhood school is not practicable because in urban areas schools are not conveniently located. Moreover parents can not be forced to send their children to neighbourhood school only. The question of quality in respect of schools run by local bodies is debatable.

Shri B.R. Mutagi, Headmaster, D.Y. Chaugule Bharatesh High School, Belgaum and Chairman, The Belgaum District Headmasters Association, Belgaum (October, 1990)

- The proposal to have a common school system is a welcome one. But measures like discontinuance of state aid to the schools imparting education otherwise than in the medium of regional language need to be re-considered in the context of Constitutional protection provided to the linguistic minorities.

Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)

- The proposals on opening up of school system and vocationalisation of education raise certain questions. Firstly, whether such a school set up would be adequate to fulfil the needs of universalisation of education and secondly, whether the various aspects of structural changes necessary for the new school system have been fully considered and how the change would be effected. What happens to non-formal schools and vocational institutions has to be worked out. Modalities of multi-point entry have to be worked out. Staggering of working hours for school and responsibility for non-formalised education would require co-operation of teachers whose willing co-operation is essential for the success of the proposed scheme. While the idea to depend on the proposed school system of education in the work of universalisation of education is welcome, the field of Higher Education with its teachers and students must be utilised for achieving universalisation of education, really and truly.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- The idea of common school is a welcome one. The standard of education imparted in every school should be of a desired level. However, it will take time to reach this stage. Till then the private schools should be allowed to operate.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific and Technical Terminology, West Block VII, R.K. Puram, New Delhi 110022
(29th October, 1990)

- The Common School System was recommended by the Kothari Commission in 1966. The main reason for its failure was the poor standard of government-owned and government-aided schools besides the social bias in favour of English medium schools. Raising the standard of all such schools would require a substantially larger allocation of funds and a close monitoring system. Since, this is likely to take time, the Committee may propose an alternative model for the interim period. A network of schools for instance on the pattern of Central Schools with some modifications will be a more practical proposition.
- It is not clear how education of school hours will lead to increased learning hours. In most of the schools in rural areas, where even within the school system it is difficult to achieve a near tolerable level of achievement, monitoring of learning by the teacher outside the reduced school hours is not practical.
- Holding of class twice a day as suggested in the Paper would result in the wastage of manhours in travelling to the school twice, besides being cumbersome for the students as well as the teacher. This flexibility can be allowed only if all the three partners agree to it - the students, the teachers and the community.
- The suggestion to have integrated class rooms, system to drop in the school as per the liking of the student etc. are likely to present pedagogical problems because admitting students in the school at any point of the session would seriously affect the pace

of teaching, and its provision for remedial and supplementary instructions are to be made as a regular feature, additional teachers would be required to conduct parallel classes for those who continue to drop in all through the year.

Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O., Hazaribag Distt., Bihar (22nd October, 1990)

- The review should concentrate on one point only and that point should be 'universalisation of education'.
- The idea of opening up and non-formalizing the school system is a good one but its success will depend on whether the extension programme forms an integral part of the curricula or not. The social perception of the relative status of various subjects of study is a weakness of the existing school system. This should change and subjects relevant to life and joyful living should be accorded their due place in the system of education. The opening of the school system should, therefore, along with a radical overhauling of the syllabus.
- The proposal for a common school system will work only if the community is heavily involved and the teachers have a real sense of team work and commitment. The system should be experimented on a pilot basis in selected blocks.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- The system should be flexible enough to take into account the needs of the learner irrespective of age or subject inclination. Students

should be permitted to take subjects according to their preferences and abilities and be permitted to "float" classwise and receive remedial assistance whenever necessary.

Prof. M.M Bokadia, Retd. Prof. & Head, School of Studies in Chemistry, Vikram University, Ujjain, 118, Dashera Maidan, Ujjain, (20th October, 1990)

- The primary schools should be run in three shifts: 8:00 - 12:00; 12:00 to 16:00 and 16:00 - 20:00 hours, and the children should be free to join any shift as per their convenience. One hour in each shift should be earmarked for PT/exercise/gymnastics/sports/games. Attendance in these extra curricular activities should be compulsory.
- Primary schools in tribal areas, villages, slum areas and jughis-jhopris should have provision for free books, stationery, dress and mid-day meals.
- In classes IV and V training in one or two cottage industries should be given through mobile polytechnic units. The cottage industries should be relevant to students' family pursuits and resources available in the surrounding.

Dr. B.P. Barua, Director, Raja Rammohun Roy Library Foundation, Block: DD-34, Sector-I, Salt Lake, Calcutta (16.10.1990)

- Unless adequate resources are provided it will be difficult for the schools to open-up and non-formalise themselves or to include Early Childhood Care and Education (ECCE) in primary schools. Conceptually, these are excellent ideas, but there are practical difficulties in implementing them. Things will be easier if school

complex is developed as the principal educational and cultural complex of the community.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- ECCE is to be made an integral part, planning not only for primary education but also for secondary education.
- The neighbourhood concept of the schools is not well rooted. The government departments of education and the university departments could adopt some areas and could try out the neighbourhood school concepts.
- Teachers should be motivated through systematic and coordinated effort to cope up with opening up and non-formalising the school system; if not, the opening up and non-formalising the school system would be a failure.
- To improve the common school system, inspecting officers should be oriented towards academic inspections and not towards, routine, beauracatic administrative inspection which is prevalent in the existing school system.

Shri J.Sagar, Joint Secretary, Department of Education, Ministry of Human Resource Development, New Delhi (19.10.90)

- Our biggest single failure in the educational sphere has been the failure to universalise primary/elementary education. We should avoid diffusing our energy towards a multicplicity of desirable objectives, and we need to priorities more ruthlessly.

- While it is true that the objective of UPE can only be achieved through coordinated local efforts, it is equally true that such efforts at State and local levels have simply not been forthcoming in the past. At the local level, administration tends to get bogged down in the political and administrative management of the teaching community and similar issues, at the cost of real objectives. UPE requires a national effort involving massive commitment by the national leadership.
- The feasibility of some of the notions such as "ungraded class rooms; children at different levels setting their own pace; provision for supplementary remedial instructions, would require a degree of sophistication in our pedagogy which in our social context may be unrealistic.
- A large number of children who would otherwise get no schooling at all are in fact studying under the Non-Formal Education (NFE) programme. While too much has been made of NFE as an alternative to regular schooling, any precipitated closure of the programme would be retrograde.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- Nothing could be more damaging to the country in the long run than implementation of a common school system. Since Independence, at various levels the efforts had been one of levelling and reducing everything to the least common denominator. A country can march ahead if only there are peaks of excellence. It would be tragic if such excellence is want only destroyed. It

is also unfortunate that anything out of the ordinary is detested and maligned by labelling it as "elitist aberration". The prudent course would be to evolve a "minimum common comparable standard" and leave the freedom to the schools to excel above this minimum.

Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)

- Opening up and non-formalising the formal system may only reduce the already dilapidated formal system to debris. We need a viable alternative course of education. The Gandhian concept of 'Nai Talim' is one such course.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- The evolution of a common school system should not certainly mean uniformity of curriculum, plans and programmes all over the country for all sections of the people and for all regions but the reconstruction of education to suit the life needs of the different life styles and cultural patterns of the people without permitting elitist aberrations.
- In small villages where the regular primary schools cannot be established, non-formal education for the small numbers of children combined with adult education for the adult community should be organised along lines suggested by Acharya Vinoba Bhave in his conception of 'ek-ghanta patashala' for the domestic

work-sharing children and 'evening vidyalaya for an hour for the adults. Provided the teachers are properly trained for the practical requirements of this type of education, it is possible to provide excellent education to children and adults.

- The UEC's conception of a Rural Secondary School appears to be the best way of offering sound education to the rural children.
- School timings, holidays and vacations should be a reflection of the life of the region and the school assembly should plan the holidays adjusted to the agricultural operations. They should also take into consideration local cultural festival. The school children should actively participate in all these functions as a part of their education.

Ms. Marie Correa, All India Association for Christian Higher Education, 39, Institutional Area, D-Block, Janakpuri, New Delhi-110058 (16.10.90)

- Acceptable level of primary education should be spelt out.
- School learning should be made attractive with variety in methodology. No home-work should be given. All texts should be retained in school itself.
- The syllabus/curriculum for education from pre-primary to doctoral research stage should be planned as a whole. Phase I should be from KG to Class VII (agewise 3-12 years). The subjects should be divided into a series of units each to be completed in three months. It should include academic subjects which are relevant to life and work, arts and crafts (SUPW) and moral values. Internal assessment by the teacher concerned should be the only form of

evaluation. Thus interest would be sustained, the "drop-out" rate would drop, the link between the worlds of school and work would be maintained and there would be provision for multiple entry and exit points. At the end of this stage a form of career guidance tests should be planned to determine eligibility for specific vocational courses or specialised higher educational programmes. The second phase should be Stds VIII-XII (ages 13-17) following the same system with gradations towards more knowledge in the world of school and more practice (field work) in the world of work. Phase III should be university education for graduation, post-graduation and research which again should be inter-linked. Here the freedom of choice of modules would be significant.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchildhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- Free & compulsory education for children in the age group of 6-14 years is essential.
- In order to encourage girls' education in primary and secondary schools, the government should sanction girls' hostels if they are asked for by the school management.
- The school structure should be as under:

I to IV	Primary school
V to VIII	Middle school
IX to X	Secondary school
XI to XII	Higher Secondary School

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- Common school system has been talked about for a long time. While it has worked in rural areas, it has not been implemented in urban areas where a choice of schools is available. The common school system will work only if every school has the basic facilities like classrooms, library, laboratories, good motivated teachers and sports facilities.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- There is a shortcoming in the scheme of Early Childhood Care and Education. It is proposed to be made an integral part of planning only for primary education. It must be extended to include the age group of 14 to 16 or upto secondary education and renamed as 'Childhood Care and Education' instead of Early Childhood Care and Education, because a child wants special care upto the age of 14 to 16 which is not given specially by rural parents i.e. labourers and farmers. So about 50% of the children drop out by the age of 12.

CHAPTER 5

SECONDARY EDUCATION AND UNIVERSALISATION

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- Education should aim at necessary social changes in the country. It must motivate our students to work for socialist reorientation of our society.
- There should be general education for all upto Class X and after that arrangements should be made for most of the students, for different kinds of vocational training for two more years, mainly in schools but in other centres of vocational training too.
- Some of the students considered fit for higher technical education like engineering, medicine, agriculture etc. should be allowed to pursue their studies after the 12th class.
- Higher education, particularly in general streams, should be restricted to the meritorious few, and this is possible only when a relevant system of vocational training is made available for general students.
- The schemes for vocational and technical education should be planned in such a way that it makes the right to work real and effective.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Secondary education should be vocationalised.

Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)

- At the +2 stage of education, the vocational and general education streams should be combined in view of the poor response to the present separate vocational stream. The +2 stage of education should receive special attention. It should be de-linked from the school stage and an autonomous body should be established in each state for monitoring the +2 stage of education.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- At the secondary level, vocational education should be provided.
- There should be sound correlation between school education and employment.
- Autonomy should be given to schools. They should be kept out of the purview of inspection by education officer etc..
- There should be strong link between education and employment.
- Vocational courses should be formulated in such a way that students can join immediately after passing out from school. Apprenticeship Act may be amended for this purpose.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Neighbourhood school system should be introduced and free and compulsory vocational education should be provided to 9-12 age group.
- All students should be engaged in productive work; sale and marketing of products should also be done by the students themselves. Profits could be given to students and school.
- Some hours should be fixed for practical field work.
- Secondary education should be employment oriented so that after passing out from school they could engage in employment like photography, book binding etc.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Small scale industries should be involved in a big way in efforts to making vocational education life-oriented and achieve the goal of empowering people to work. Subjects chosen for vocational training should depend upon environment and needs of the locality.

Prof. A. Rama Rao, Sri Aurobindo Ashram, Sri Aurobindo Marg, New Delhi-110016 (14th September 1990)

- Vocational Education was given pride of place by Kothari Commission. The NPE 1986 also reiterated this position. The Review committee may formulate suitable strategies for implementing the concept of Vocational Education with practical and implementable programmes.

Shri Achyutananda Raut, Bijapur, P.O. Madhupur, Distt. Cuttack, Pin 754204, Orissa

- Vocational training should be tuned to the local conditions. Education should establish effective linkages between the world of school and world of work. Secondary education should not be fragmented into vocational and academic streams.

The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)

- A national fund for professionalizing the technical, business and commerce education should be developed. Industrial units business establishments, banks etc. should have education wings. The in-house training facilities of these institutions may be thrown open to the students.

Shri Harinder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- No doubt vocationalisation of secondary education is a must but for this, we should provide resources to the schools. More ITIs and polytechnics need to be opened to divert students towards vocational streams.

Prof. Jacob Alkara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The idea of making work experience or socially useful productive work compulsory at the elementary school level and having a core curriculum of vocational component for all students at the secondary level is worth while.

- The proposal to provide opportunities for higher education to those who follow vocational courses at the higher secondary level is in the right direction. It is likely to make the vocational courses more attractive to students.

- The proposal for involving the industries in vocational training through "work benches" and "practice schools" is a commendable one. It will not only enhance the respectibility of the vocational courses among the employers but also provide the much needed financial assistance for the vocational courses.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- Our experience of the last forty years has shown that vocational courses are merely theoretical and those who come out of it feel themselves as fish out of water when they enter the field of work. Care should be taken, therefore, to make these courses really practical in order to effect operational linkages between school and work places. Duplication of courses (Polytechnics and ITIs) should be avoided.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- It is necessary that formal pre-entry educational system (before taking up a job or entering a profession) should be integrated with post-entry educational and training systems available with various organisations offering productive employment.

- Attempts should be made (as in West Germany) to create appropriate adjustments between streams and graduation from vocational and technical education system on the one hand and the needs of the enterprises on the other.
- Education should have a common stream upto class X; in every curriculum courses there should be a compulsory component of vocational courses. Such courses should have both theory and practical parts. Actual work practice should form part of such vocational courses. Skilled mechanics and technicians should be involved in imparting vocational work experience in formal and semi organised production centres, maintenance workshops, etc. Concepts of 'work bench' and 'practice school' should be given practical shape.
- All existing ITIs should be upgraded where the initial entrants should be outputs from class X of schools. Existing diploma level polytechnics should be utilised for giving 3 year courses after +2 stage. Degree level courses should be of 4 year duration after + 2 stage. Post-graduate/research work in vocational/professional subjects should be done at University and advanced level institutions. Expenditure of such institutions should be met by the government, R&D organisations and R&D units attached to corporate organisations.
- At secondary education stage 40% of the cost should be realised through education cess and contribution of the community. The remaining sixty percent should be borne by the State.

Shri Y.K. Gupta, Reader in English, Regional College of Education, Mysore-570006 (8th October, 1990)

- Vocational education should be an integrated part of curriculum right from elementary stage to collegiate stage. Weightage to work-experience should be reasonable - at elementary level 30% to 40%, secondary level 20% to 30% and higher secondary level (academic stream) 20% in terms of time and curriculum.
- Since the courses offered by the polytechnics and under vocationalisation of higher secondary education cater to the middle level workers of the productive organisation, duplication in offering the courses should be avoided by the two systems.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- Holistic view of education necessitates close coordination between different departments dealing with education through periodical coordination meetings. However, such integrated approach at the micro level may not be possible. The scope of vocational and technical education is limited to areas having infrastructure suitable for such type of courses. Vocational and technical education, however, needs substantial inputs in terms of skilled manpower, workshop facilities, etc. Therefore, the planning of vocational and technical education at the district level or below may have to be done independently.

Shri P. Lyngdoh, Assistant Headmaster, Sokha Government High School, P.O. Sohka via Dwaki, Jaintia Hills, Meghalaya (13.10.1990)

- The incorporation of Socially Useful Productive Work in the curriculum will not serve the purpose unless job opportunities are created. Job opportunities can be created through development projects only. Therefore, coordination of all concerned connected with development would be necessary for successful implementation of proposal of SUPW.

Prof. Ali Ashraf, Director, Gandhian Institute of Studies, P.B.No. 1116, Rajghat, Varanasi (13th October, 1990)

- The Perspective Paper does not examine the causes underlying the failure of efforts on vocationalisation in the past. The vocational training in our society is part of the family trade and children learn the traditional art and craft in their own families. The problem is that, the children either grow up following their caste/family occupation without going to school or go to a school of a kind that uproots them from their traditional occupation and renders them useless. An effective method would be to combine occupational training with general education with a view to raising the status of those employed in traditional arts and crafts.
- At present higher priority is given to technical education of a higher order than that of ordinary requirements. The technical education at the maintenance and repair level will help in tackling the problem of unemployment.

Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)

- The proposals on opening up of school system and vocationalisation of education raise certain questions. Firstly, whether such a school set up would be adequate to fulfil the needs of universalisation of education and secondly, whether the various aspects of structural changes necessary for the new school system have been fully considered and how the change would be effected. What happens to non-formal schools and vocational institutions has to be worked out. Modalities of multi-point entry have to be worked out. Staggering of working hours for school and responsibility for non-formalised education would require co-operation of teachers whose willing co-operation is essential for the success of the proposed scheme. While the idea to depend on the proposed school system of education in the work of universalisation of education is welcome, the field of Higher Education with its teachers and students must be utilised for achieving universalisation of education, really and truly.

Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)

- Up to the higher secondary level education should have both general and vocational components.
- At the higher level, one-year of compulsory practical work in the designated field at the designated place should be part of the curriculum.

Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O., Hazaribag Distt., Bihar (22nd October, 1990)

- Work experience should be an integral part of the curriculum at the primary and the secondary levels. There should not be compartmentalisation into academic and vocational streams.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- Course development and training skills should be matched with the needs of the employing agencies and indeed, a significant part of the training should be desirably carried out at the user institutions.
- The system should be flexible enough to take into account the needs of the learner irrespective of age or subject inclination. Students should be permitted to take subjects according to their preferences and abilities and be permitted to "float" classwise and receive remedial assistance whenever necessary.

Dr. B.P. Barua, Director, Raja Rammohun Roy Library Foundation, Block: DD-34, Sector-I, Salt Lake, Calcutta (16.10.1990)

- Once quality of education is improved in government funded schools there will be automatic development of common school system and neighbourhood schools. One of the measures for improving the quality of education is to give more stress on learning than on teaching after the students have acquired the basic skills of learning. To facilitate self-learning every school should have a

well-equipped library with qualified staff who can not only organise the materials but also teach the students the technique of gathering desired information from various documents.

Dr. (Mrs.) Radha Thlagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- The introduction of vocational education at the higher secondary level has not achieved the desired objectives. Although the drop out rate has been considerably reduced as a result of its development of skills has not been to desired extent. The chances for vertical mobility for vocational students have become remote.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- The 'work bench' and 'practice schools' concept though laudable, is unworkable in practice considering the numbers involved. Even in higher technical education where the numbers are very small, work training programmes have not been successful by and large.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- Assessment of the SUPW should not be in terms of marks assigned to different processes but on the basis of skills learnt and the needs satisfied by individual students or in small groups. A diary of the day to day work done, the knowledge gained, production achieved with sketches and tables of statistics will more than answer the needs of assessment.

Ms. Marie Correa, All India Association for Christian Higher Education, 39, Institutional Area, D-Block, Janakpuri, New Delhi-110058 (16.10.90)

- School learning should be made attractive with variety in methodology. No home-work should be given. All texts should be retained in school itself.

- The syllabus/curriculum for education from pre-primary to doctoral research stage should be planned as a whole. Phase I should be from KG to Class VII (agewise 3-12 years). The subjects should be divided into a series of units each to be completed in three months. It should include academic subjects which are relevant to life and work, arts and crafts (SUPW) and moral values. Internal assessment by the teacher concerned should be the only form of evaluation. Thus interest would be sustained, the "drop-out" rate would drop, the link between the worlds of school and work would be maintained and there would be provision for multiple entry and exit points. At the end of this stage a form of career guidance tests should be planned to determine eligibility for specific vocational courses or specialised higher educational programmes. The second phase should be Stds VIII-XII (ages 13-17) following the same system with gradations towards more knowledge in the world of school and more practice (field work) in the world of work. Phase III should be university education for graduation, post-graduation and research which again should be inter-linked. Here the freedom of choice of modules would be significant.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- Technical and vocational education should be introduced in standards III to VIII according to the calibre of the students. Supply of equipments necessary for such courses should be ensured.
- Secondary schools should be established within a distance of five kilometres in tribal areas and seven kilometres in other backward areas.
- The school structure should be as under:

I to IV	Primary school
V to VIII	Middle school
IX to X	Secondary school
XI to XII	Higher Secondary School

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- WE/SUPW have generally not succeeded, for want of commitment on the part of the teachers. Secondary education should not be fragmented into academic and vocational streams. Ten years of common education should be provided to all.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- More vocational colleges specially suited to weaker sections of society should be opened and free education should be provided. Vocational study (specially for the students of weaker sections of society, who are unable to attend colleges) should be imparted just

after the primary school. For encouraging them, stipends should be given. Interest free loans upto Rs. 25,000/- should be given which should be claimed back within five years. Only people of weaker sections of society whose income do as not exceed Rs. 8000/- per annum should be admitted to these institutions.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- There is a large manpower in traditional skills like village midwife, carpenter, plumber, handloom weaver etc. In fact, most of them are educated in the right sense of the word. They lack only the formal stamp of "educated persons". To fulfil this they must be offered an appropriate scientific and academic base to their skills through regular courses consisting of lectures, demonstration and practice. The medium of instruction should be vernaculars. At the end of the course they must become knowledgeable carpenters, midwives etc., as the case may be and must become eligible for entry into the mainstream of the respective professionals and craftsmen.

CHAPTER 6

HIGHER EDUCATION (GENERAL AND TECHNICAL)

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- Higher education, particularly in general streams, should be restricted to the meritorious few, and this is possible only when a relevant system of vocational training is made available for general students.
- In higher education the idea of declaring some of the colleges as autonomous colleges to the exclusion of others be dropped. This is also an elitist approach. All colleges should be developed uniformly.

Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)

- Duplication of courses in the universities within the State should be avoided. While respecting the autonomy of universities, steps should be taken to monitor the activities of the universities.
- We have come to a stage when we have to evaluate our research programmes and funding agencies. A committee of experts should be constituted at the national level to look into research programmes in progress in different universities.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Academic life in colleges and universities should be reorganised.
- At the level of higher education also vocational courses should be introduced.
- Higher Education Councils should be set up at the state level to monitor the working of autonomous colleges and to help them in developing courses and study programmes. Open university system and rural university system should be strengthened.

Shri Shashi Bhushan Singh, Noomar, Dadha, Monghyr, Bihar.

- Access to higher education should be restricted and only brilliant students should be encouraged to go for the same.

Shri T.B. Govinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraipet, Bangalore (9.10.1990)

- The policy document has not made adequate provision for educational research at any level. Professional excellence depends on research.

Shri Gujraj Singh Sikarwar, MLA, Madhya Pradesh Janta Dal, Lalitpur Colony, Gwalior (5.10.1990)

- The pattern of higher education should be uniform throughout the country.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- Access to Higher education should be restricted. It should be open only to those who possess genuine aptitude and talent for pursuit of scholarship.

The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)

- A national fund for professionalizing the technical, business and commerce education should be developed. Industrial units business establishments, banks etc. should have education wings. The in-house training facilities of these institutions may be thrown open to the students.

Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- For delinking degrees from jobs, it is essential to establish a National Testing Service to conduct tests to determine the suitability of candidates for specified jobs. Such a test can also be used for further promotions.

Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

- Universities should be faculty-wise and not region-wise.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Falling standards of higher and technical education are due to the mushroom growth of sub-standard-colleges. Effective steps for curbing such growth and for revitalisation of the existing institutions should form part of the total programme of 'Educational Reorientation'.

- Changing the role of universities and institutions of higher learning in response to the needs of the regional development is highly desirable, but may not be easy. A small task force of experts be appointed to look into this aspect and submit concrete suggestions for achieving this without sacrificing academic rigour and excellence. In fact, such linkages will improve the academic quality of the programmes of the higher education in all areas.

- All admission tests to professional colleges (IITs, Regional Engineering Colleges, Medical Colleges, etc.) be abolished and seats be allocated district-wise according to the proportion of final year students in a district to the total number of such students in the country (or state). These allotted seats be then filled up strictly according to the following criteria:
 - (a) Performance of the candidates in the final year test.
 - (b) Individual choice of the candidate.
 - (c) Proximity of the institutes selected.

- All existing ITIs should be upgraded where the initial entrants should be outputs from class X of schools. Existing diploma level polytechnics should be utilised for giving 3 year courses after +2 stage. Degree level courses should be of 4 year duration after + 2 stage. Post-graduate/research work in vocational/professional subjects should be done at University and advanced level institutions. Expenditure of such institutions should be met by the government, R&D organisations and R&D units attached to corporate organisations.

- Most of the cost of higher education (professional, vocational, general) should be met by the user organisations. Further, to stop brain drain it should be made mandatory that all candidates going through vocational and professional courses (non-sponsored candidates) must serve the country for a period of 5 years after successful completion of the course.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- If education in colleges and universities is to be creative, innovative teaching methods must be introduced

Shri Y.K. Gupta, Reader in English, Regional College of Education, Mysore-570006 (8th October, 1990)

- Research is considered and practised as a prerogative of higher institutions of learning. It should find a place at the elementary stage itself: beginning in its simplest and gradually acquiring its sophisticated forms at higher stages of education. There should be close coordination between the world of education and the world of work in respect of conducting researches.

Shri Omkarnath Das, Lecturer (Mech. Engg.), ITT, Chowdwar (8.10.90)

- Higher education should be viewed as an opportunity and should be available to a restricted and deserving few only. The only way to ensure this is a national level aptitude and ability test and recommendation of school teachers. Since the students from non-formal schools cannot be ignored, such test should not have any age limit.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- UGC's scheme for setting up women's studies cells/centres in colleges and universities need professional backing and more funds.
- Considering that the present requirements are very large, private sector may be encouraged to open new women polytechnics. World Bank funds for this purpose can be utilised.

Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8-Vijay Nagar Colony, Agra (19.10.90)

- University education must be tuned to excellence. For this their elementary and basic essential requirements must be provided for. Those universities which do not come upto the mark should be closed down. University autonomy should not mean freedom not to teach.

Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)

- Higher education has received inadequate attention in the paper in as much as various aspects of University as also college governance has received no consideration, nor the question of improving the generally prevailing low standard of majority of college and quite a large number of universities. The absolute silence of the Perspective Paper on Autonomous Colleges may give rise to misgivings as to whether the Committee also considers such institutions to be a 'pace-setter' to its fortunate counterparts with its class distinction.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- At the moment higher and technical education is almost free. This is not desirable. Cost of higher education must be charged from the beneficiaries.

Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)

- The university education for various disciplines should prescribe pre-requisites, the core of which should be uniform in the whole country and different for specialisations as determined by the University. The universities could take a common entrance examination for admission which should be strictly on merit. The University's role should be dissemination of knowledge, in depth research and extension. The universities should be centres for development of educational technology. Universities should also be centres for continuing education of the more advanced type.
- At present there is duplication in advanced research as many institutions do research in the same area. This should be avoided.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- Tertiary or post-school education should be directed to the attainment of capabilities for inquiry and application. It should develop capabilities to make the fruits of science available freely through the materials and resources in the cultural setting for the benefit of society. Vocational training will be all inclusive at this level, and should include, medicine, engineering etc.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- Any kind of research done in the university departments should have practical bearing on social issues. All researches should be socially relevant. The research findings should be widely disseminated. Every university department should publish research monographs and they must be distributed among other universities for avoiding duplication and to strengthen the dissemination of knowledge.
- In every university, a department of Women's Studies must be created and research centres should be developed.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- Extensive decentralisation is needed in the higher education sector. Autonomous Colleges, and Deemed Universities must be encouraged extensively.
- Most University set ups are such as to cause a steady erosion of standards of both the teacher and the taught. The various bodies are so constituted that populist decisions are inevitable. Enforcement of a "Model University Act" and a set up for accreditation of the university/college programmes are essential for improvement of quality of higher education.

Dr. L.K. Singhal, Vice-Principal, Govt. Boys Sr. Sec. School, Badarpur, New Delhi (23rd October, 1990)

- There should be no correspondence course for university degree. Such courses add more to the rows of unemployed graduates.

Prof. B.S. Sonde, Prof. S.V. Subramanyan and others, Indian Institute of Science, Bangalore (18.10.90)

- It is preferable to link higher and technical education to the needs of the society. Feedback mechanism between higher education and social needs must operate. Extension activities by institutions of higher learning to improve school education are very important. But the number of the universities and other institutions who are doing so is very few. The experience of IISc, Bangalore in this area is very useful and relevant.

- Research is the process of generating new knowledge. By this very definition the research scientist becomes an indispensable person in the developmental process. But in almost every developing country, there has been disappointment of the role the scientist has played. The reason for this is that the scientific research in many of these countries are mere extensions of the research interests of developed countries. Research must be real. The scientist must retain his freedom and his place in society. He must tackle questions which have significance for society. These can broadly include all the problems relating to the social, technological, biological and geographical features of the society around him. He will then be able to make a distinct contribution to the human knowledge and to the society. The scientists and technologists of a developing country must tune their activity to their surroundings and tackle problems with a pragmatic and practical approach and become vital parts in the socio-economic political structures and thereby contribute to the development of the society.

- It is desirable to have greater autonomy for colleges in drawing up the detailed syllabus, teaching, conduct of examination and evaluation. The degree to the student may be awarded in the name of the college belonging to the particular university. The university shall have the control over the college in drawing up the general level of syllabus, financial allocation and staff - student strength. This will eliminate many of the evils of the present educational pattern and make the colleges accountable.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi
(23rd October, 1990)

- India is a land of farmers and a large section of the society is backward. Agricultural colleges should be opened in large number and they must bring the fruits of modern science to the farmers. In agricultural colleges the instruction should be imparted in classrooms as well as in fields. This will have positive effect on agricultural production.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- Selection of subject for the thesis to obtain Master's degree and doctoral degrees particularly in technical subjects must be based on industrial needs leading to the solutions of actual and live problems in the industry. They must be preferably product oriented.
- The thesis at master's and doctorate levels must be funded by the industry. This practice must be institutionalised so that industry is automatically and willingly involved in the growth of need based applied research work at the institutions and universities.

CHAPTER 7

EQUITY AND DIVERSITY (NAVODAYA VIDYALAYAS)

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- The idea of **Navodaya Vidyalaya** should be given up and adequate support should be given to all schools.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- A Common School System (encompassing public, private schools etc.) is to be built-up.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Common school system should be developed in a 10 year period to strengthen social unity and national integration. In due course these schools can be converted into neighbourhood schools.
- Education system should be restructured to give equality to women.
- Special attention should be given to weak students.
- Fifty per cent budget should be earmarked for education of weaker sections like women, SCs, STs, etc.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Neighbourhood school system should be introduced and free and compulsory vocational education should be provided to 9-12 age group.

Swami Sanatan Shri, Shri Sanatan Ashram, Kursi Road, Lucknow.

- Government should become the guardian of disabled and helpless children and they should be given education upto 15 years of age.

Shri Sawai Singh, Kishore Niwas, Tripolia, Jaipur (5.10.90)

- Instead of exploring the ways of including expensive private schools in the common school system, they should be abolished. This is the only way to make meaningful changes.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Rural women are mostly working women and are normally engaged in agricultural activities from morning till evening. Their children badly need baby-sitting centres and pre-schools to socialize them and prepare them for schooling. Immediate steps should be taken to start pre-schools or Anganwadis in all Villages.
- The common schools and neighbourhood schools idea may not succeed unless the quality of education imparted in different categories of schools is more or less uniform.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- The internal assessment suggested in the Paper is likely to encourage favouritism.

Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- Equal educational opportunities should be provided to all irrespective of caste, colour, creed and sex but talented students especially from rural areas should be provided with better educational facilities and so the further encouragement of Navodaya Vidyalayas is justified.
- In order to encourage enrolment and retention of girls in schools, following measures may be adopted:
 - i) In single teacher schools, the teacher should preferably be women and where there are two teachers, one of them should be a woman.
 - ii) A number of support services like drinking water, fuel fodder and health care should be made available in the villages.
 - iii) Parents and society should be educated and encouraged for sending girls in the schools.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110052 (22nd October, 1990)

- It is not possible to have a common school system in the country as long as capitalistic order prevails.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The very idea of the common school system is practically irrelevant to the rural areas, because we do not find substantial heterogeneity among the schools within a rural locality. Hence

common school system is an urban issue which affects the urban elites people and those rural who can afford sending their children to the urban elite schools. The major controls the government can exercise on school education towards achieving the common school system is through finance and recognition. With the kind of decentralisation and system of examinations envisaged in the document, government recognition may not be of much relevance to the individual schools. Secondly, if the citizens on their own initiative run self-financed schools, financial control by the government as a measure to enforce the common schools system becomes non-existent.

- The preference of parents for particularly medium of instruction is also a hindrance to the implementation of common school system. It is not clear from the Paper how legislation can be enacted to implement common school system without infringing the rights of minorities under article 30 of the Constitution.
- The proposal to make the schools flexible enough to reach out to children outside the school appears sound. If school education can be made as convenient and suitable to the children as possible without diluting quality and without substantial reduction in the content of education, it is a welcome proposal. But there has to be efficient mechanisms of supervision and inspection in order to ensure the quality of education.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu
(25th October, 1990)

- In so far as inclusion of private schools within the ambit of the Common School System is concerned, it will neither be possible nor feasible due to resource constraint as large number of staff as well as infrastructure created by the private institutions shall have to be taken care of by the government which will require large sums of money. Moreover, if we view dispassionately, some of the private institutions are really the 'Islands of Excellence' in the 'Ocean of mediocrity'. There is a lurking danger of diluting the private institutions by amalgamating them into the "Neighbourhood Schools". We feel that the standard of these Neighbourhood Schools should be raised to that of the better run public schools.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The proposal not to have schools of excellence is unsound. Certainly the backward students should be given greater opportunities to reach excellence but that should not be a ground for forcing the excellent ones to suffer. If India is to see the light of progress, we need excellence of the highest order at all levels.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Idea of having 'common school' to correct elitist aberration of education is a good one. We should, however, realistically assess the barriers, objections, and various difficulties that introduction of 'common school system' has to face.

- In order to make the neighbourhood school ideas operationally feasible, the following steps should be initiated:
 - a) Identification of schools in rural, semi-urban, urban and metropolitan (slum/under developed) areas which are below acceptable standards in respect of infrastructure, teaching and other resources.
 - b) Estimation of the necessary measures (including cost) for improvement of infra-structure (building, equipment, library, laboratory, etc.).
 - c) Assessment of the requirements for strengthening of teaching faculty both in terms of quality and quantity. Drawing up of a phased action programme to implement improvement programmes.
 - d) Devising a teacher exchange programme within the cluster of educational institutions and also between a number of clusters geographically closely situated.

- Only when this improvement programme has got underway and public confidence in respect of the standards of the schools are established, the appropriate time for establishing 'neighbourhood' school will come. Programme should also be undertaken to inform the public regarding the various steps taken for improvement of the existing schools and the desirability of having neighbourhood common school system. Media (television and radio) should be optimally used to generate the favourable climate towards introduction of the common-school system at primary and secondary school levels.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- Among the more notable recommendations made by the committee is the one in favour of neighbourhood schools. If neighbourhood schools are to be established, the problem of dual system of education - one for the poor and another one for the rich will have to be sorted out first.

Shri K. Narahari, President, Karnataka State Secondary Teachers' Association, 1357, 7th Main Road, Srirampura, Bangalore-560021 (4.10.1990)

- Concepts of Common School System and Educational Complexes are worthy to be experimented. But social cohesion and national integration as envisaged by Common School System will suffer severe set back, if the minority institutions are exempted from this as per article 30 of the Constitution.
- In the Navodaya Vidyalayas, if all the seats are reserved for rural students only then they can be continued. In such cases curriculum should be rural oriented and capable of motivating the students to serve the rural areas after their education.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

- The scheme of Navodaya Vidyalayas has to be reviewed. Our country with limited resources cannot 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 schools.

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- There should be no segregated nurturing of talent in separate schools. Even in the ordinary school it is not impossible to identify and respond to the needs of the exceptional child. For this we do need the right kind of Heads of Schools and the right type of TEACHER. We have to abolish elitism or elitist aberrations through a concerted effort, may be through legislation.

Shri Omkarnath Das, Lecturer (Mech. Engg.), ITT, Chowdwar (8.10.90)

- The Navodaya Vidyalayas must not be discarded. They are to be accepted as a standard for the schools established or being established by the State Governments.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- Almost all the rural schools are neighbourhood schools and fall in the category of common schools. It should be possible to implement common school system in urban areas within a year i.e. from the coming academic session by issuing just an administrative order. One need not wait for 10 years to implement this simple reform.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- The existing set up and structure of Navodaya Vidyalaya may be recast so as to make it more realistic and economical. The scheme can further be introduced in the remaining districts by identifying one of the existing viable secondary schools and developing the

same into a Navodaya Vidyalaya by giving some additional inputs in terms of residential facilities, better qualified staff etc.

- To encourage education of girls Government of Maharashtra runs schemes such as free uniform and textbooks, free education for girls upto class XII etc. The scheme of attendance allowance to tribal girls is also under consideration. The state government is liberal in granting permission to open separate schools for girls wherever necessary.
- The concept of neighbourhood school is not practicable because in urban areas schools are not conveniently located. Moreover parents can not be forced to send their children to neighbourhood school only. The question of quality in respect of schools run by local bodies is debatable.

Shri B.R. Mutagi, Headmaster, D.Y. Chaugule Bharatesh High School, Belgaum and Chairman, The Belgaum District Headmasters Association, Belgaum (October, 1990)

- The proposal to have a common school system is a welcome one. But measures like discontinuance of state aid to the schools imparting education otherwise than in the medium of regional language need to be re-considered in the context of Constitutional protection provided to the linguistic minorities.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- The idea of common school is a welcome one. The standard of education imparted in every school should be of a desired level. However, it will take time to reach this stage. Till then the private schools should be allowed to operate.

Dr. G. Subramonia Pillai, Prof. & Head, Department of Education, Madurai Kamaraj University, Madurai (27.10.1990)

- The idea of nurturing of talents without segregation is not practicable in the present circumstances as our teachers are not equipped for the same. Therefore, special efforts will have to be made for the education of the 'gifted'.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific and Technical Terminology, West Block VII, R.K. Puram, New Delhi 110022 (29th October, 1990)

- The Common School System was recommended by the Kothari Commission in 1966. The main reason for its failure was the poor standard of government-owned and government-aided schools besides the social bias in favour of English medium schools. Raising the standard of all such schools would require a substantially larger allocation of funds and a close monitoring system. Since, this is likely to take time, the Committee may propose an alternative model for the interim period. A network of schools for instance on the pattern of Central Schools with some modifications will be a more practical proposition.
- The Navodaya Vidyalayas enable the meritorious amongst the poorest and the underprivileged from rural areas of receive free education of the highest order. It is also an attempt at national integration. It will, therefore, be a pity if before the common school system is introduced and the common schools are qualitatively brought somewhere near an optimum standard, the Navodaya Vidyalayas are discontinued or their growth stopped. However, in view of the financial constraints, the quantitative

growth of Navodaya Vidyalayas be restricted to only one-third of the original stipulated rate of growth spread over a longer period.

Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O., Hazaribag Distt., Bihar (22nd October, 1990)

- The proposal for a common school system will work only if the community is heavily involved and the teachers have a real sense of team work and commitment. The system should be experimented on a pilot basis in selected blocks.

Prof. M.M Bokadia, Retd. Prof. & Head, School of Studies in Chemistry, Vikram University, Ujjain, 118, Dashera Maidan, Ujjain, (20th October, 1990)

- The institution of Navodaya Vidyalaya in rural areas is a novel idea and the concept is to be boosted in every respect. In fact their scope should be enlarged entrusting them with all sorts of educational activities in that region.

Shri T.B Govinda Rao, Project Officer, Rashtrottana Parishat Non-Formal Education Project, Kempegowda Nagar, Bangalore-560019 (Dated 10.10.90)

- Public schools and Navodaya Schools should must be converted into schools of excellence where extraordinarily intellegent students are brought together.

Dr. S. Unnikrishna Pillai, Principal, Regionl Engineering College, Calicut, Kerala-673601 (18.10.90)

- Nothing could be more damaging to the country in the long run than implementation of a common school system. Since Independence, at various levels the efforts had been one of levelling and reducing everything to the least common denominator. A country

can march ahead if only there are peaks of excellence. It would be tragic if such excellence is want only destroyed. It is also unfortunate that anything out of the ordinary is detested and maligned by labelling it as "elitist aberration". The prudent course would be to evolve a "minimum common comparable standard" and leave the freedom to the schools to excel above this minimum.

Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)

- Participation of vocal 'bhadraloks' in free vernacular schools would create pressure for maintaining standard in those schools. This will pave the way of a good common school system. This may be the most democratic way of achieving a common system of education to ensure equity and excellence.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- The evolution of a common school system should not certainly mean uniformity of curriculum, plans and programmes all over the country for all sections of the people and for all regions but the reconstruction of education to suit the life needs of the different life styles and cultural patterns of the people without permitting elitist aberrations.
- The suggestion that all the traditional wisdom, knowledge and experience should be integrated with the content and process of education is a move in the right direction and should be implemented with zeal and sincerity.

Shri R.S. Pandey, Joint Secretary, Ministry of Welfare, New Delhi
(12.10.90)

- In the perspective paper there is no mention about the education of the handicapped. This is a significant omission. It would be desirable to make specific mention of the strategy to be adopted for educating the disabled.
- The population of the educatable handicapped in the 5-14 year age group has been estimated as follows:

Locomotor disability	12.20 lakhs
Visual disability	1.27 lakhs
Hearing disability	5.35 lakhs
Speech disability	7.44 lakhs
Mentally Retarded	(No reliable estimates)

- There are 280 schools for the deaf covering 28,000 students, and about 200 schools for the blind covering about 15,000 students. Besides, the scheme of integrated education covers large number of handicapped students in the normal schools. Government propose to upgrade some of the existing schools and open new schools to meet the needs of the target groups during the Eighth Plan. A mass implementation strategy for providing educational services to disabled children in an appropriate and cost-effective manner should be devised. It would be desirable to make specific mention of the strategy to be adopted for educating the disabled.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- Common school system has been talked about for a long time. While it has worked in rural areas, it has not been implemented in urban areas where a choice of schools is available. The common school system will work only if every school has the basic facilities like classrooms, library, laboratories, good motivated teachers and sports facilities.
- During the school education it is not advisable to separate the talented children from the others. All the children have to be given all opportunities, while the talented could be given extra opportunities for further growth.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- There is a large manpower in traditional skills like village midwife, carpenter, plumber, handloom weaver etc. In fact, most of them are educated in the right sense of the word. They lack only the formal stamp of "educated persons". To fulfil this they must be offered an appropriate scientific and academic base to their skills through regular courses consisting of lectures, demonstration and practice. The medium of instruction should be vernaculars. At the end of the course they must become knowledgeable carpenters, midwives etc., as the case may be and must become eligible for entry into the mainstream of the respective professionals and craftsmen.

CHAPTER 8

ADULT AND CONTINUING EDUCATION

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- Non-formal education should act only as complementary to the system of formal education. In the sphere of adult education there is really scope for non-formal education. Non-formal or distance education is not a substitute or an alternative to formal education. There is no alternative to school.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Low literacy systems from poor motivation and lack of appreciation of importance of education as a tool of human resource development. A sort of "extension" work (as in the case of family welfare programme) among the masses is thus imperative in the field of education.

Dr. S.N. Sharma, Sharda Sadan, C-11/18, Model Town Delhi: 110009 (10.10.1990)

- During the next five years from April, 1991 to March, 1995 an effort should be made to achieve cent per cent literacy in the age group of 5 to 45. The operation may be called "**National Universal Elementary Education Project**".

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Illiterate adults should be encouraged to send their wards to schools. This should be a part of adult education.
- In adult education subjects it like national integration, protection of environment, cultural outlook, small family norms, equality of sexes etc. should be included.

Principal, Government School, Tarhali (Palamau), Bihar (26.9.1990)

- Child care be included in the adult education programme. Fund for adult education should be increased.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- There should be a common syllabus for all Universities with some variations in each State according to its needs.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- We must explore the immense possibilities of TV and Audio and Video Cassettes as effective tools of functional literacy.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- Multi-pronged attack will have to be made on the problem of illiteracy. Adult Education programme should be revitalised. The adult schools for labourers should be opened in every village. The people should be made aware of the evils of illiteracy. All media (Radio and TV) of mass communication should be pressed into service for this purpose.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110052 (22nd October, 1990)

- To tackle the problem of illiteracy, we should make it compulsory for university graduates to devote one year for National Service after graduation on payment of a small stipend and teach in adult schools. The scheme has to be worked out properly and supporting agencies such as organised industry, commerce and agriculture may be persuaded to share the financial burden. Trade unions and voluntary organisations can also assist. Persons employed in government and non-government agencies must volunteer to work for one month every 3 years for national service and teach in classes for adults.
- Adult education should include literacy. The concept of education for adults must be as broad and flexible as for normal school education, with special emphasis on the needs of adult-hood.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The suggestions on adult education are theoretically good ideas. But they leave many questions unanswered. It must be remembered that literacy ultimately enables the individual to acquire the type and amount of knowledge necessary for him and thus contributes to the development of the nation as a whole. The Paper is also silent about how to motivate adults to learn.
- Idea of converting 'adult literacy' programmes into 'adult education' is welcome and makes sound practical sense.

- It is very important that from now on no, more illiterates are created due to non coverage (or drop outs) of school going population. For the existing adult illiterate population a functional educational programme to be delivered by teacher, senior school students, professionals, voluntary agencies, etc. during their spare time should be designed. Media can be effectively used for functional adult education.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- We will have to develop social awareness about the value of education and create literacy level among illiterate adults especially in rural areas. This will ultimately help in their participation in the whole educational process. For this, mobile system with massive use of demonstrative measures must be involved.

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- The mass approach and the selective approach suggested by the Kothari Commission need to be analysed again. It makes Adult Education Programme a part of a teacher's job. This may thus help us to open-up our schools to the populace.
- Adult Education is by nature a voluntary activity. Role envisaged by the Committee for voluntary agencies is fairly reasonable. Let the Government give funds to VAS and leave the implementation of the programme to them. Let there be a strict supervision but not a collusion between those who give funds and those who spend.

Shri Omkarnath Das, Lecturer (Mech. Engg.), ITT, Chowdwar (8.10.90)

- To remove illiteracy, ten-year exhaustive programme of non-formal schooling/adult and continuous education is needed. This requires a dedicated pool of teachers capable of training slow learners and even morons.
- Continuing education programmes of Universities, academic institutions, professional non-profit making bodies, etc. must be closed down since a person qualified to receive such education has a right to receive the same through formal educational institutes on government's expenditure.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- The content and processes of adult education should essentially contain functional aspects and the delivery mechanism should be left more to the developmental, government and voluntary agencies imparting such education. The content should avoid theoretical objectives like democracy, eschewing casteism, communalism, gender bias etc. Such values, if at all are to be taught, should be indirectly incorporated in the functional educational programmes.

Dr. B.P. Barua, Director, Raja Rammohun Roy Library Foundation, Block: DD-34, Sector-I, Salt Lake, Calcutta (16.10.1990)

- A major objective of literacy campaigns should be to enthuse the adult illiterates to send their children for school education. A target for achieving universal primary education within 10 years will go a long way in removing illiteracy from the society.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- The content and process of adult education is to be reorganised in such a way that inputs should be the functional components of the various rural development schemes.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- If "illiterate adult" is generally an "educated adult" then the need is basically one of literacy. Hence in the case of adult education, adult literacy should remain a major component.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- We should utilize the rich experience of the illiterate in the areas in which he has plenty of experience, and conduct such adult education programme which will assist him to lead a fuller life.
- In small villages where the regular primary schools cannot be established, non-formal education for the small numbers of children combined with adult education for the adult community should be organised along lines suggested by Acharya Vinoba Bhave in his conception of 'ek-ghanta patashala' for the domestic work-sharing children and 'evening vidyalaya for an hour for the adults. Provided the teachers are properly trained for the practical requirements of this type of education, it is possible to provide excellent education to children and adults.

- The emphasis should be on adult education rather than adult literacy. The rural adult needs to be introduced and trained in scientific methods in the areas of sanitation, health care, drinking water, nutrition, employment of appropriate technology, methods of marketing and banking, organic agriculture, fruit processing, election procedures, basic knowledge of the Constitution, duties and rights of citizens, legal procedures, conduct of grama sabha, etc. according to a well-planned series of talks; Stress should be laid on Gandhiji's constructive programme as the foundation for Grama Swaraj. The need for literacy will be generated as the adults grow enthusiastic about learning new ideas about their mode of living and its needs. The present programme of conducting literacy classes in villages by teaching the alphabet through wall charts is a sham educational technique and an enormous wastage of resources.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- Adult education classes must be started in every town and village. Village primary and secondary schools should be involved in adult education programmes. The curriculum should be specially prepared to suit the needs of the adults. To make the masses literate enough funds should be made available. Adult education must be treated as a nation building activity.

Shri Prayag Mehta, Director, Participation and Development Centre, C-8/8480, Vasant Kunj, New Delhi (23.10.90)

- A review of the work of Shramik Vidyapeeths and State Resource Centres for Adult Education as well as adult education projects has

revealed an alarming gap between policy and practice. The shramik vidyapeeths which were established to implement polyvalent education for the urban poor with an integrated approach were not able to give either education or adequate vocational training to the targeted sections of population. Another equally alarming tendency noticed was stress on quantity at the cost of quality, although all policy documents emphasised the need for quality. Administrative roles seem to be favoured even by academic personnel again at the cost of creative and innovative education. Despite clear feedback, readiness to undertake mid-course corrections was almost absent in the system. Instead they tended to justify on-going programmes and performance level and showed sense of complacency regarding achievements and objectives.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi
(23rd October, 1990)

- Adult education in every village should be supervised by the District Enquiry Committee which should work under the supervision of State Education Board.

CHAPTER 9

CONTENT AND CURRICULUM

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- Education should be totally scientific in its outlook. At all levels of education, from primary to the higher stage, only what is scientifically established should be the subject-matter of studies.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Child care should be made an integral part of education.
- Quality of education should be improved at the secondary and university levels by imparting such education which is socially useful.

Swami Sanatan Shri, Shri Sanatan Ashram, Kursi Road, Lucknow.

- Education should be imparted through stories, plays and games and students should be taken to various religious places.

Shri Shashi Bhushan Singh, Noomar, Dadha, Monghyr, Bihar.

- Number of subjects of study should be reduced. Students should be made familiar with the day to day world affairs. Yoga education should be made compulsory. Biographies of great personalities should be taught.

Dr. Krishna Lal, Professor and Head, Department of Sanskrit University of Delhi (20.09.1990)

- As our ancient Sanskrit literature is full of knowledge on various subjects, it should be taught compulsorily and necessary provision should be made for the same in the syllabus.

Shri Naval Kishore Prasad Singh, Assistant Secretary, All India Federation of Elementary Teachers Organisation, Shikshak Bhawan, Arya Kumar Road, Patna (24.9.1990)

- The syllabus committee should include experienced qualified and competent teachers alongwith the concerned officers.
- Syllabus at primary level should be prepared carefully. Text books for this level should be pictorial and of high quality; subject matter should be modern; language should be simple.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- There should be a common syllabus for all Universities with some variations in each State according to Its needs.
- A child from whatever source of traditional knowledge comes, should be taught systematically that traditional knowledge which should be incorporated in the educational system.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The syllabus should not be heavy.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- Syllabus should include lessons on environment, social conditions, agriculture, industry etc. The curriculum should be such that it develops civic sense and social integration.

Dr. Jyoti Shankar, Secretary, Teachers Association, K.A.D. College, Allahabad (5th October, 1990)

- Uniform course contents should be introduced in all Universities with minor variations to suit local needs.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- It is necessary that formal pre-entry educational system (before taking up a job or entering a profession) should be integrated with post-entry educational and training systems available with various organisations offering productive employment.
- Attempts should be made (as in West Germany) to create appropriate adjustments between streams and graduation from vocational and technical education system on the one hand and the needs of the enterprises on the other.

Ms. Rupa Athreya, C/o Mrityunjay B. Athreya, A-28, Chittaranjan Park, New Delhi (9th October, 1990)

- Instead of making all students at the higher secondary level do a core curriculum, they be given choices, but not as rigidly compartmentalised as they currently are.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- Syllabi and text book should be modified to make them relevant to social and environmental conditions.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

- There should be liberal provision for research in Indology.
- Physical education should be treated as an integral part of education. Yogic education should be made compulsory upto secondary stage. It should be included in the list of optional subjects at higher level in the universities.
- Environmental education should be made an integral part of syllabi right from the pre-primary stage.

Shri Y.K. Gupta, Reader in English, Regional College of Education, Mysore-570006 (8th October, 1990)

- Education structure should be 10+2+3+2 for academic spectrum and 10+2+4+1 1/2 for professional spectrum alongwith research from 1 to 3 years. There should be uniformity with flexibility. For this purpose National Core Curriculum (for uniformity) and State Core Curriculum, District Core Curriculum and Local Curriculum (for flexibility) should be developed. For higher education (both academic and professional) national curriculum, State curriculum and local curricula should be developed. It will help in attaining decentralised system of education.

- Computer education should form a part of curriculum from elementary stage to university stage in all types of education - academic, technical, vocational and professional, since in times to come computers will be used both for personal and productive purposes.

Shri Vikas Bhatt, Acting Director, Rashtriya Manav Sangrahalaya, P.B. No. 7, E-5, Arera Colony, Tawa Housing Board Complex, Bhopal (16th October, 1990)

- Cultural heritage whether folk art, rock art, objects of daily life, or monuments should be systematically included in formal education at its different levels. In fact there is a need to create linkages between education and culture at policy level.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- Unless the content of textbooks is indigenised, designed and developed in local languages by the subject experts themselves in simple language with due regard to local environment and gender dimension, the curriculum will remain a burden, unattractive to larger population, particularly, the girls from rural areas and weaker sections.

Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)

- The students should be trained in the services of the society. The curriculum should be so oriented. NSS/Red Cross/Scout/NCC should be made compulsory right from the beginning of sixth standard.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main,
Malleswaram, Bangalore-560 003 (8.10.90)

- The present school curriculum is unrealistic and unhelpful. For one thing, the curriculum does not contribute to the integrated development of the personality of the pupil. Secondly, the curricula do not take into consideration the cultural, social and economic differences of the regions and sub-regions in any natural geographical region. Every natural region has its own life pattern in social manners and customs, economic life, farming pattern etc. A standard curriculum for the entire area will be unrealistic and without meaning.
- We have ignored in education the rich treasures and wisdom of traditional knowledge possessed by the people in the countryside in the educational system from the primary stage to the University. Our ancient literature acclaimed to be the richest in depth of thought and forms of language is a sealed book to our children and youth.
- The evolution of a common school system should not certainly mean uniformity of curriculum, plans and programmes all over the country for all sections of the people and for all regions but the reconstruction of education to suit the life needs of the different life styles and cultural patterns of the people without permitting elitist aberrations.
- Plenty of oral recitation, story telling and loud readings should be encouraged.

- The natural and social environment should be the medium of education.

Ms. Marie Correa, All India Association for Christian Higher Education, 39, Institutional Area, D-Block, Janakpuri, New Delhi-110058 (16.10.90)

- The syllabus/curriculum for education from pre-primary to doctoral research stage should be planned as a whole. Phase I should be from KG to Class VII (agewise 3-12 years). The subjects should be divided into a series of units each to be completed in three months. It should include academic subjects which are relevant to life and work, arts and crafts (SUPW) and moral values. Internal assessment by the teacher concerned should be the only form of evaluation. Thus interest would be sustained, the "drop-out" rate would drop, the link between the worlds of school and work would be maintained and there would be provision for multiple entry and exit points. At the end of this stage a form of career guidance tests should be planned to determine eligibility for specific vocational courses or specialised higher educational programmes. The second phase should be Stds VIII-XII (ages 13-17) following the same system with gradations towards more knowledge in the world of school and more practice (field work) in the world of work. Phase III should be university education for graduation, post-graduation and research which again should be inter-linked. Here the freedom of choice of modules would be significant.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- Text-books should be prepared in such a manner that they contain value-based and culture-oriented lessons which help in building good moral character.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- How to reformulate the school curricula to meet the wide range of demands of the society is a very difficult question to answer. A group of educationists and subject experts may be charged with the task to work this out.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- Science education at school level should be given much more attention and resources than are given now. It is necessary to have an integrated approach to science teaching. It must have greater emphasis on observation and experimentation. At college level it should have a close link with technology programmes.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- More emphasis must be given on moral education. Religious education should be made an integral part of education.
- Sex education must be made an integral part of education. It must be imparted in classrooms.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- Basic agricultural science must be introduced alongwith other science curricula right from the middle school courses in rural schools for rural people.
- In many states it has become almost a common practice to prescribe a single text book to be taught in all the schools in the State. This is not a good practice. Only the syllabus and the terminal behaviour (end result expected) must be prescribed by the state body. Each institution should be free to choose suitable text books.
- Sportsmanship is one of the essential qualities of a citizen of an egalitarian society. Physical education must be compulsory throughout the educational career of a student.

CHAPTER 10

EXAMINATION REFORMS

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Present annual examination system should be replaced by a comprehensive and continuous internal assessment.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Overall and continuing internal evaluation system should be introduced in place of terminal or annual examination.
- Continuing internal evaluation system should be evolved and oral examination system be introduced.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- In place of annual examinations, continuous internal evaluation system should be introduced.

Shri Jagdish Sharan Sharma, Headmaster, Nagariya Sobarni, P.O. Sahi, Distt. Bareilly, U.P.

- Progressive methods should be adopted for examination. Fear of examination should be removed from the minds of students.

Shri Shashi Bhushan Singh, Noomar, Dadha, Monghyr, Bihar.

- Present system of examination should be totally abolished, instead the quiz system should be introduced.

Dr. Krishna Lal, Professor and Head, Department of Sanskrit University of Delhi (20.09.1990)

- Internal evaluation method should be developed to discourage private tuitions.

Dr. B. Bhattacharyya, Chairman, Bihar State Board of Homoeopathic Medicine Patna, (11.10.1990)

- The system of examination which is prevailing today is satisfactory enough.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The valuation through examination has its own importance. The examination system should continue to be observed by boards and universities. The filtration method is necessary in education system.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Public examinations should be abolished within five years and in the meanwhile internal evaluation system should be refined and strengthened. Introducing Semester system will reduce the burden of rote-memory on children. Internal evaluation should be continuous and comprehensive.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- The internal assessment suggested in the Paper is likely to encourage favouritism.

Dr. Jyoti Shankar, Secretary, Teachers Association, K.A.D. College, Allahabad (5th October, 1990)

- The system of annual examination be abolished. Instead, students should be issued a certificate to the effect that he has attended the particular course on so many working days. Publication of guess papers should be banned.

Shri Alain Bernard, Director of Administration, Sri Aurobindo International Institute of Educational Research, Auroville (9.10.90)

- So long as the system of examination and the linkage of jobs and degrees will continue, there will be cramming, rote learning and real education will not be able to flourish.

Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- For delinking degrees from jobs, it is essential to establish a National Testing Service to conduct tests to determine the suitability of candidates for specified jobs. Such a test can also be used for further promotions.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The proposal to replace public examinations with internal assessment and to have entrance tests for admission into a higher stage of education and for recruitment in jobs will not do away with the certificate given by the educational institutions. Institutions of higher education and employers will continue to use certificates of education as a screening device. Hence the proposed change will not have any serious impact.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The introduction of the comprehensive and continuous evaluation and remedial work in learning is very welcome. But the elimination of the public exam within a time frame may be unwelcome, even in a situation where recruitment to government and semi-government jobs are done by special recruitment test.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Continuous evaluation is not such an unmixed blessing as it is made out to be. Students tend to learn or memorise a subject piecemeal. In continuous evaluation there is a tendency to miss the holistic view of learning. Learning is fragmented and superficiality develops. Dis-aggregating evaluation process as far as possible is reductionist in nature and is not consistent with the other declaration by the committee that 'education should be holistic'.
- Regarding the conduct of the examination at the end of the course/following modifications are suggested:
 - (i) The course per year may be divided into two semesters. Class performance - regularity, home assignments and sincerity of the students all together may contribute 15% of the credits. This is to be strictly allocated by the teacher concerned.
 - (ii) There should be a quarterly examination covering the portion covered in the first quarter of the first semester. The result of this should contribute 10% credit.

(iii) There should be 'semester'end' examination covering the course of the whole semester. This should contribute 15% of the total credit in the subject concerned. In the second semester the pattern may be repeated except that the end of the year examination should broadly cover the entire course during the whole year and should carry 35% of the credit.

- Each district should have a District Examination Board to supervise, conduct and control the 'end-of course' examinations after classes X and XII. Semester and examinations in Classes X and XII must be done in each school under the overall supervision of the District Examination Board. Every year districtwise list of candidates in order to merit should be prepared and allocation to various higher level courses (professional, medical, etc.) should be effected.
- Basic educational background required for various types of jobs in the employment market should be identified before any detailed programme for delinking can be initiated.

Ms. Rupa Athreya, C/o Mrityunjay B. Athreya, A-28, Chittaranjan Park, New Delhi (9th October, 1990)

- The committee's suggestion to scrap examinations is possibly the best thing that could happen to Indian education. If examinations are eliminated, the students can do more subjects, as the necessity of restricting the number to five, in view of the cramming required for the examination, would no longer exist. Since the assessment would be internal, it is bound to be quite subjective.

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- A provision should be made for re-evaluation of answer books.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- The time has not yet come for introduction of modular courses at the school level. However, such courses be introduced at college level.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific and Technical Terminology, West Block VII, R.K. Puram, New Delhi 110022 (29th October, 1990)

- The proposal on examination reforms is laudable as an idea. However, too much decentralisation not only of evaluation but also of formulation of syllabus would signal two dangers: lack of uniformity in standards and temptation for corruption. The suggestion to have separate entrance examinations for admission to higher stages of education is a welcome one but a degree through annual public examination should be an additional qualifying condition.

Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)

- The college/school complexes should have their own examinations. As far as professional disciplines of medicine, engineering etc. are concerned there should be national examinations for those who want to practice their profession.

Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O., Hazaribag Distt., Bihar (22nd October, 1990)

- In the matter of examination reforms the things to be taken note of are ensuring honesty and integrity in conducting examination, both internal and external, preparation of questions that test all the faculties and not just the memory and autonomy for the educational institutions.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- A system of malpractice-proof internal assessment should replace the present examination system. The progress of the student should be norm referenced with an emphasis on self improvement.
- The transition from primary to secondary and then to the tertiary levels of education should be through entrance level tests which would be a forerunner to the tests which would be provided by the user institutions or agencies later.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- Every educational institution (college or university) should have an Exam Reform Unit to monitor comprehensive and continuous internal assessment.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main,
Malleswaram, Bangalore-560 003 (8.10.90)

- Delinking degrees from jobs for all purposes is a desirable step. In fact, no degree should be awarded. In its place a certificate of personality development with details of work done should be issued at the end of the education year.

- The assigning of arithmetical numbers or symbols for performance should be scrapped as they are unreliable and in their place certificates of performance should be provided. During the academic year the pupils should prepare full monthly records of their educational time the class lectures and discussions, the books read, the notes prepared, the community service rendered, experience of the work done, contacts with peers and outside guests, learning outcomes, class tests, participation in cultural functions, games etc. This record should be serutinised by the teacher. At the end of the academic year a final documentation of the year's educational work and performance should be presented by every student. This record should serve as the basis for certification.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO
Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- The system of examination should be abolished from standards I to VIII. The final public examination should be held at the end of the VIII standard. However, some sort of monthly evaluation system should be introduced in standards I to VIII to test the students' knowledge.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- In the universities it is the usual practice to select one individual as a paper setter for each examination paper. But a group of experts must set the question paper as long as the present examination system is in vogue.
- During the first twelve years of schooling students must be awarded letter grades like 'A', 'B', 'C' etc. against evaluation of their performance. Strict procedures to classify their aptitudes for learning must be introduced. Those who are good at skills and those good at assimilating knowledge and capable of pursuing higher studies must be distinguished during the twelve years.

Shri K.L. Joshi, Ex-VC, Indore University, 'KAIIVALAYA' Suresh Society, Gulmohar Road, Erandavana, Poona (7.10.1990)

- Examination should be considered a part of the teaching process and that should be entirely left to the teachers. Questions and answers is a teaching process which cannot be dispensed with.

Shri B.S. Gundu Rao, Sir M. Visvesvaraya Pre-University Composite College, PBNo. 1716, Konea Agrahara, Hal Bangalore (8th October, 1990)

- A system of comprehensive and continuous internal evaluation system is most welcome. But the reliability, validity, objectivity and accountability of the process and the tools of evaluation must be ensured. The personnel who practise them i.e. teachers need proper orientation before they try their hands in it.

CHAPTER 11

DECENTRALISATION OF MANAGEMENT

Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)

- In the management of educational institutions of all variety the principle of democracy should be maintained. There should be a majority of elective elements in boards of management of educational institutions, including universities and boards/councils of education. Teachers, students and non-teaching employees should be associated with management of educational institutions, through their elected representatives.

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Decentralisation of education is desired.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Management and administration of school should be decentralised.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Primary and secondary schools should be administered by public bodies. Education should be given without any discrimination. Emphasis should be given to education of girls and weaker sections of rural areas.

- In every public body there should be a full-time education officer and he should be assisted by local MLAs, educationists and officers of education departments.

Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraipet, Bangalore (9.10.1990)

- An independent and autonomous machinery in the form of a National Educational Authority representing the different sections of the educational community and government should be created for the purpose of formulating and implementing the educational policy.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- The educational complexes should not come under the umbrella of Panchayati Raj or local body.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The Gram Panchayat and Block Pramukh should be empowered to look after the systematic functioning of the Primary and Junior High Schools.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- Establishment of Educational Complexes with a view to decentralise the management of the school system is a welcome idea. But detailed planning is needed before translating this into action.

Shri Alain Bernard, Director of Administration, Sri Aurobindo International Institute of Educational Research, Auroville (9.10.90)

- The idea of instituting various educational boards and committees at the levels of local bodies is certainly good if it means meaningful involvement of representatives of the population and genuine interest in the educational process. The one obvious danger is politicisation at all levels which could make of education a plaything in the complex field of local and regional politics.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110053 (22nd October, 1990)

- The idea of Educational Complexes is not new; but did not succeed in the past. Adequate analysis is necessary before the same is recommended for adoption again.

Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

- The Review Committee has suggested, establishment of District Boards of Education and block and village level Committees etc. Idea is very good but if it involves the process of election then the whole purpose will be frustrated. Good people may not contest election and normally it is unwanted elements which get elected. Therefore, some other method should be devised.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- A paradox implied in the proposal on educational complex vis-a-vis the common school system is that school education can be maintained as "Common" only within a complex. Since the educational complexes

are envisaged to be highly decentralised and to cater to the needs of local community, education in the country as a whole is going to be as varied, and presumably unequal, as ever.

- Being a vast country with diverse socio-cultural conditions, India needs a highly decentralised system of education. Thus the proposal on educational complexes appears to be an effective means of taking education to the masses. But there have to be adequate mechanisms of checks.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu
(25th October, 1990)

- Management of the schools requires to be decentralised and local community should be responsible for the management of these institutions but community participation is a very loose term and all the functions of educational planning and administration cannot be left to the local community. Local community can at the most act as watch-dog over the functioning of these institutions and contribute in the up-keep and maintenance of these institutions apart from contributing something materially. But certain functions of a specialised nature require expert guidance and intervention and these cannot be left to the local community. For these, experts in the field of education and administration shall have to be associated. Secondly, the management by locally community would mean certain chosen representatives i.e. those with power and influence.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The proposal for entrustment of educational planning and management to the local communities is fraught with danger. Local bodies mostly consist of non-academic persons who matter in society and the voice of the academicians in local councils will not have the weight it should have. As is done in England, we can have local authorities in charge of education where only academicians and professionals have the last word in fixing priorities, objectives and other modalities in education.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- The committee should lay down time-bound programmes of tasks to be accomplished by the relevant agencies of the District/State/Central educational authorities. The manner of involvement of the local community should be clearly specified by the committee.
- Community managed schools tend to be schools managed by locally dominant groups. In the agrarian hierarchy of rural society in India dominant groups are the affluent farmers and the middle class who tend to ignore the needs of the poorer sections and project an elitist bias in the management of the affairs of the school. Decentralisation, freeing schools from bureaucratic control, making them teacher-managed and encouraging local participation are laudable concepts but have to be applied with caution.

- Management of the educational institutions should vest in a committee consisting of:

- (i) Head of the concerned institution.
- (ii) A representative of the cluster.
- (iii) One teachers representative from the institute.
- (iv) One representative of the parents/guardians.
- (v) Two representatives, including one woman, of the local community.
- (vi) Two experts on education and education management selected from outside the cluster.
- (vii) One representative from the education department.

This committee should overview the administration of the educational institution. Day-to-day administration of the institute should be left to the head of the institution.

Shri K. Narahari, President, Karnataka State Secondary Teachers' Association, 1357, 7th Main Road, Sriramapura, Bangalore-560021 (4.10.1990)

- While there should be co-orientation between Panchayati Raj Institutions and Educational Complexes, special provisions are to be thought of to ensure that schools are not politicised.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

- The management and control of education should be handed over to an autonomous statutory agency at national, State and other levels,

consisting of majority of educationists. The working of this agency should be independent like the judiciary.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- The concept of local area planning has already found its deep roots in Maharashtra through Zila Parishads and Panchayat Samities. Primary education in Maharashtra has been vested in Zila Parishads on agency basis. Education has been decentralised down Block level in Maharashtra.
- It would be desirable to form separate machinery for inspection and supervision of schools and for giving more attention to quality at school level. This will reduce the line hierarchy and policing by the inspectorate system. There is also scope for strengthening institutional capabilities at the local level by way of adequate delegation of powers to District Offices.

Prof. Ali Ashraf, Director, Gandhian Institute of Studies, P.B.No. 1116, Rajghat, Varanasi (13th October, 1990)

- Educational institutions have suffered in the past because of political interference and control not only by the government, but also by politicians and dominant groups in the society. Educational institutions should be protected from non-academic tendencies and forces. The educational goals should be laid down by the political bodies but once they are laid down, their pursuit and implementation should be immune from political pressures and left to the academics.

Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)

- Community educational complexes be organised keeping in view the area development plans and the manpower requirements. These complexes could consist mostly of pre-primary, primary and adult education sections. A number of such complexes can form into a bigger complex which could include higher secondary education. This bigger complex should serve as a resource centre as well as a centre for monitoring, evaluation and guidance. It would be the responsibility of this centre to send its staff periodically to the primary complexes for teacher training, for teaching some of the subjects which the primary teacher would not be competent to take up, to assess the assignments given to students, solve their difficulties and generally make these complexes feel that they are part of the general stream of education. They can remove inflexibilities of syllabus, attendance, vacation etc. and help in preparing teaching material. On such occasions they can build up a rapport with the neighbouring community. Wherever there are colleges, they must also form part of the bigger complex.
- A separate autonomous funding agency (National Funding Authority for Education) be established. This funding agency should have regional centres which should be responsible for that area and should cut across State and Central barriers.

Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)

- Decentralisation of authority is desirable at all levels of functioning of the academic institutions. Educational institutions

should be totally free from government control. Education should be under the control of a national body of educational experts who have the interests of students as their sole concern. There should be no link between money and education. The scholarship scheme should be scrapped as there will be no need for the same when education is free. Institutional management should be segregated to relieve the heads of institutions from the administrative and financial chores.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- The development of autonomous schools should be encouraged. This will be catalytic to greater quality and innovation in education. There will also be as a consequence, greater linkages with the regions that they would be serving.
- While the decentralisation envisaged is a positive step, proper monitoring of meaningful autonomy and linkages with Universities needs to be carried out to ensure that the goals set out, are indeed, achieved.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- Voluntary organisations are to be involved fully in the participative management of all educational needs of the target area.

- To improve the common school system, inspecting officers should be oriented towards academic inspections and not towards, routine, beauracritic administrative inspection which is prevalent in the existing school system.

Shri J.Sagar, Joint Secretary, Department of Education, Ministry of Human Resource Development, New Delhi (19.10.90)

- The decentralisation of school management will achieve its desired objectives only if accompanied by effective accountability to the community. It is unrealistic to think that school education can be improved merely by removing the remnants that still exist of conventional supervision, without replacing it by some alternative, effective means of control and accountability.
- The education complex system suggested in the paper links local higher education institutions with the school system in "clusters". It may be considered whether this would not continue the present distortions in the system whereby disproportionate importance has been given to the higher education system. The skills involved in primary/elementary education, particularly in the context of any drive towards universalisation, are altogether different from those likely to be available to the Principal of a local college. The primary/elementary educational system needs to be respected in its own right. Therefore, it may be advisable to return to the original idea of school complexes.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- The system of school management may have to suit local needs. A universal system for the entire country may not be workable. Only the management should be decentralised. The actual set up must suit the needs of the region.
- Extensive decentralisation is needed in the higher education sector. Autonomous Colleges, and Deemed Universities must be encouraged extensively.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- The active cooperation of the Panchayati Raj institutions for the expansion and improvement of education for all classes of people should be welcomed. The educational curriculum, syllabus of studies, evaluation, teachers training and other educational matters should be under the advice and direction of a committee of 'elders' of the region who are known for being 'nirbhaya', 'nirvair' and 'nispaksha'.

Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathmik Shala, At&PO Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)

- There should be separate units for supervision and administration at the district and State levels. The supervision and administration should be sympathetic and tolerant.
- School-complexes should be established. There should be separate complexes - one for primary and middle schools and one for secondary and higher secondary schools. It is also necessary to

organise a separate complex for colleges and universities. The functions of each of these complexes should be clearly spelt-out and they should be provided necessary assistance for performing those functions.

Shri Prayag Mehta, Director, Participation and Development Centre, C-8/8480, Vasant Kunj, New Delhi (23.10.90)

- The paper talks about decentralised management by involving teachers. This is an oft-repeated idea and frequently stressed recommendation. However, it is linked with our wider socio-political system where centralised general administration has got entrenched in a very powerful way. These established centres of power, therefore, are likely to resist any move for decentralisation and sharing of powers.

Shri B.S. Gundu Rao, Sir M. Visvesvaraya Pre-University Composite College, PBNo. 1716, Konea Agrahara, Hal Bangalore (8th October, 1990)

- The idea of decentralised school management is laudable. But some specific performance and process objectives should be clearly spelt out.

CHAPTER 12

LANGUAGES

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Education should be imparted through mother tongue, at least at the primary stage.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Elementary education should be imparted through mother tongue. If mother tongue is different from the state language, then state language should be made medium of education after a particular level.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Education should be imparted through our national language so that we can establish our national identity.

Shri Ram Krishan Shastri, Lecturer, Shri Hari Ramram Gopal Sanatan Dharam Sanskrit College, 216 Uncha Mandi, Allahabad.

- Sanskrit has been ignored in NPE. Due place should be given to it.

Dr. Krishna Lal, Professor and Head, Department of Sanskrit University of Delhi (20.09.1990)

- Medium of education should be mother tongue/languages mentioned in the VIII Schedule of the Constitution. In primary education facilities should be given to learn any three of the languages mentioned in the VIII Schedule of the Constitution. English can be learnt after this stage as a subject.

Shri Hari Balu Kausal, General Secretary, Hindi Vyawahar Sangathan, Vasant Vihar, New Delhi (27.09.1990)

- Upto higher secondary level, education should be imparted through Indian languages.

Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraajpet, Bangalore (9.10.1990)

- Regional languages should become the medium of instruction at least upto the secondary level.

Shri B.K. Srivastava, Retd. Professor, IIT Kharagpur, 27-A, Church Lane, Allahabad (11th October, 1990)

- The timing of the introduction of the languages should be as follows: Mother tongue at the very commencement of education; regional language (in the Hindi speaking States) and Hindi (in the non-Hindi speaking States) in the fifth standard, and English in the 9th standard. A common simplified script would go a long way in easing the burden of learning Hindi and regional languages and would promote national and emotional integration.

Dr. B. Bhattacharyya, Chairman, Bihar State Board of Homoeopathic Medicine Patna, (11.10.1990)

- In secondary and Higher education the language of instruction should be that in which enough text books are available.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- The Primary and Secondary education should be in the mother-tongue.

- All Indian languages should be construed as equal and all the facilities should be given to all languages whether they are in the eighth schedule or not. In each State there should be an institution to teach at least two languages of the neighbour States.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- It is better to leave the medium of instruction to the choice of the parents. We can also think of an alternative. The idea is to have bilingual education. Science and mathematics be taught in English and the remaining subjects viz. Social Studies, Moral Science, Health and Hygiene etc. be taught in the regional languages. A similar system is already obtaining in Central Schools (CBSE).

Shri Achyutananda Raut, Bajapur, P.O. Madhupur, Distt. Cuttack, Pin 754204, Orissa

- The three language formula should be effectively implemented to help national integration.

Dr. B.D. Swami, 62/4, Shivpuri, Meerut City-250001 (26th October, 1990)

- The medium of instruction should be mother-tongue or regional language. Sanskrit should also be taught in schools.

Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.

- Mother-tongue should be made the medium of instruction at least in the initial stage. In later stages the three-language formula should be implemented.

Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110053 (22nd October, 1990)

- It is well known that mother tongue facilitates learning at early stage of growth. But there is no evidence to show that a language other than mother tongue, if taught properly, hampers learning. Children who want to study English may be provided facilities for the same.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The Paper is silent about how the proposed interaction among the regional languages can be brought about. It also does not offer any alternative to the three language formula. What is really needed to help the masses today is to have a language policy in education that makes the children of the masses equally proficient in English as well as in their regional languages.

Director, Pre-University Education and Ex-Officio Secretary to the Board of Pre-University Education, Government of Karnataka, Palace Road, Bangalore-560001 (16th October, 1990)

- The Paper does not make any reference to the position of English in the scheme of education in this country. English being a language of communication in India and world at large, it should be taught

at all levels. This can be made optional as we know that only those who go for higher Education need English as a library language. It is ideal to make available a basic minimum knowledge of this language to every one upto the secondary level.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Proposed to have mother tongue as medium of instruction is a very good idea. The problem of minority students having mother tongues different from that of the majority group (basic problem in urban/metropolitan areas) should also be addressed. While giving due attention to make "mother tongue" the medium of instruction, compulsory teaching of English must be introduced in all schools at a reasonably early stage, because learning a new language becomes easier if it is learnt in childhood. Further, quality of English teaching in all schools, but specifically in rural and semi-urban schools should be improved.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- One's mother-tongue must be recognised not as the natural medium of instruction only but as a basic form of all learning.

Shri K. Narahari, President, Karnataka State Secondary Teachers' Association, 1357, 7th Main Road, Sriramapura, Bangalore-560021 (4.10.1990)

- Urdu medium classes should be run in the same school alongwith other media classes. This will help in the intermingling of students from different backgrounds, thus promoting national integration.

Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)

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

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- The Committee's views on the use of mother-tongue as medium of instruction and also dynamic inter-action among regional languages are right. Mother-tongue as medium of instruction help learning and facilitates self-expression. Inter-action will help promote horizontal mobility and social identity.

Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)

- Unless we have higher education i.e. tertiary education, in regional languages, the development of regional languages will remain a distant dream. The concept of first developing the regional languages and then switching over the medium of instruction in tertiary education is putting the cart before the horse.
- In the past 43 years we have not been able to provide basic literacy skills even in one language. The concept of three language formula is impracticable and its trial requires a level of development where mobility etc. are at premium and people can afford such a luxury.

Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)

- The experience of Maharashtra in the matter of teaching through mother tongue, in the case of tribal people, has been that the tribal people resisted the use of tribal dialect for children at the primary level. They considered it as an instrument to widen the gap between the tribal and the non-tribal.

Shri B.R. Mutagi, Headmaster, D.Y. Chaugule Bharatesh High School, Belgaum and Chairman, The Belgaum District Headmasters Association, Belgaum (October, 1990)

- The language policy of the government should be so framed as to facilitate the migration of a student from one State to another State of his choice.
- The preference for English medium schools is not because of love for English language but on consideration of quality of education. Therefore, the quality of education in schools with mother tongue/regional language as medium of instruction should be raised.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)

- The medium of instruction should be mother tongue/regional language. English should be taught as an optional subject at the college level. Facilities should be provided for the learning of all important world languages.

Dr. G. Subramonia Pillai, Prof. & Head, Department of Education, Madurai Kamaraj University, Madurai (27.10.1990)

- There should not be any imposition of any language. The choice should be left to the students and parents.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific and Technical Terminology, West Block VII, R.K. Puram, New Delhi 110022 (29th October, 1990)

- In regard to switchover of media of instruction from English to Indian language, a time bound and phased programme is necessary. The Paper has also not indicated any directions in regard to development of Indian languages. The proposal to teach Indian Literature in regional languages with a view to promoting national integration is a welcome suggestion.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- While the mother tongue/regional language may be the first language in schools in general, the second language should be English. English medium schools should also be allowed to grow. The second language in these schools may be one from a choice of three regional languages.

Dr. B.P. Barua, Director, Raja Rammohun Roy Library Foundation, Block: DD-34, Sector-I, Salt Lake, Calcutta (16.10.1990)

- While the medium of instruction should generally be mother tongue or regional language at school level, there should be two media at college and university level to enable some advanced students to learn through the medium of English which is a rich international language. There should be provision for learning both Hindi and English at the school stage in addition to mother tongue or

regional language. This will facilitate the goals of national integration and inter-state mobility of students and teachers.

Shri T.B Govinda Rao, Project Officer, Rashtrtthana Parishat Non-Formal Education Project, Kempegowda Nagar, Bangalore-560019 (Dated 10.10.90)

- Regional language alone should be the medium of instruction at primary level, so as to enable the majority to understand the subjects easily. Those who aspire to take up higher technical courses any take the language of their choice so as to get a thorough knowledge of that subject available in that language.

Dr. S. Umnikrishna Pillai, Principal, Regionl Engineering College, Calicut, Kerala-673601 (18.10.90)

- The freedom of choice of the medium of instruction is to be left to the individual. In a free country like ours, imposing mother tongue or any language is against the democratic spirit of the country. Further, imposition of mother tongue can be regarded as a means of imposition of Hindi on the non-Hindi speaking population.
- Even countries like Japan, China and Soviet Union have realised the benefits that could accrue out of knowledge of English language and systematically encourage its learning. It will be suicidal for India to give up the existing advantage we have in this respect. For many in india, English is no more alien than some of the other Indian languages. English can no longer be considered as a foreign language in India.

Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)

- One way of dissuading people from going for expensive English schooling may be the withdrawal of all kinds of State subsidy for

the higher education of those who had their schooling in fee paying schools. State should bear the cost of higher education of only those who would come from free vernacular schools. The cost of education at IIT, IIM, Engineering and Medical Colleges is so high that majority of parents will think twice before sending their children to expensive English schools if subsidy is withdrawn.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- The foremost priority should have been long ago given to the mother tongue/regional language medium of instruction in rural education.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- Mother tongue/regional language should be chosen as the medium for school education. Even at tertiary level, the language should not become a deterrant to understanding.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- Instead of 'three-language formula' there should be a **two language formula**. Hindi and regional language should be taught in schools.

Shri K.L. Joshi, Ex-VC, Indore University, 'KAIIVALAYA' Suresh Society, Gulmohar Road, Erandavana, Poona (7.10.1990)

- In the age group 5-12 when brain cells are flexible, it is easier to learn three or four languages. We have to sustain integrity of the nation and have to teach at least four languages at the school stage. These could be Hindi, English, regional language and Sanskrit.

CHAPTER 13

TEACHERS AND STUDENTS

Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta

- Proportion of women teachers should be raised significantly.
- To combat the wilful absenteeism of teachers, an incentive scheme similar to the "non-practising allowance" for medical doctors be introduced.

Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)

- Procedures for appointments and transfers of teachers should be objective. Teachers performance should be assessed objectively. Their pay and terms and conditions of service should be in conformity with their social and professional obligations.

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Intensive and in-service training should be given to teachers after every five years, at evaluation centres.

Principal, Government School, Tarhali (Palamau), Bihar (26.9.1990)

- A code of conduct for teachers should be formulated. In the code emphasis should be given on devotion to duty, discipline, integrity, punctuality, national integration etc.

Shri Shashi Bhushan Singh, Noomar, Dadha, Monghyr, Bihar.

- All the teachers from primary to university levels should be considered as one unit and all of them should have a common designation viz. TEACHER.
- Short duration interview alone is not enough for selection of teachers. There should be at least a three-day camp, where the working methods of the candidates should be judged minutely. Women should be given preference for appointment at the primary level and only women should become Principals of primary schools.

Shri A.R. Khan, Headmaster, Basic Primary School Khananlampura, Saharanpur (UP).

- Nyaya Panchayats of students should be set up to enable students to sort out their disputes.

Shri Gujraj Singh Sikarwar, MLA, Madhya Pradesh Janta Dal, Lalitpur Colony, Gwalior (5.10.1990)

- Age of retirement of teachers should be the same throughout the country.

Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.

- Students should have right to choose the subjects of study and teachers.
- It should be compulsory for all teachers to write dissertations on any subject relevant to him after every two years. Otherwise no increment should be sanctioned.

- Teachers should not be allowed to have political activity while in service. They should not do tuitions or any other service.

The Principal, Adarsh Inter College, Shambhuganj, Jonpur (6.10.90)

- The procedure for selection of teachers should be strict. Teachers should be devoted to their profession.

Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)

- It is better to appoint teachers on contract basis keeping emoluments very attractive. Competency should be the basis for security of service.

Prof. B.R.K. Raju, Programme Adviser, Department of Youth Affairs & Sports, Ministry of HRD, New Delhi (22nd October, 1990)

- During the VIII Five Year Plan, all efforts should be made to make every student at the under-graduate level opt for either NSS/NCC or sports to inculcate values of service, discipline and sportsmanship. 'Hand' and 'heart' could be integrated with 'head' only through this. This involves the deployment of a number of teachers at under-graduate level in these efforts. Serving in these organisations should be treated as part of the normal duties of teachers.

The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)

- The teachers be made motivated, single-minded and fully involved. Presently most of the teachers are part-time workers; many engage in other occupations also. This should be stopped immediately. The agricultural land be taken away from all teachers. In rural areas

the education and agriculture both suffer from farmer teachers. Such teachers try to serve two masters and obviously without success.

Shri Alain Bernard, Director of Administration, Sri Aurobindo International Institute of Educational Research, Auroville (9.10.90)

- In any educational system the one central element is the teaching community. A "good" teacher will manage even with poor infrastructure; a "bad" (or untrained) teacher will do poorly even with the best educational setting. In terms of returns to be expected from necessarily limited resources, appropriate investments in terms of teachers' training are, what is first and most urgently needed.

Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

- It will be necessary to provide for a separate grievance machinery for solving the disputes of the teachers, students and other employees. The Tribunals at the State level and national level can be the only solution. Even the matters relating to admission etc. could be referred to the School and College Tribunals.

Shri Ashok K. Angurana, Director School Education, J&K State, Jammu (25th October, 1990)

- The vital issues regarding teachers' training and recruitment have been very peripherally touched in this paper. This should have been dealt with in greater detail.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- The Committee may like to recommend the following
 - (a) Standard of educational qualifications needed for various levels of teaching.
 - (b) Nature of attitude and behaviour expected from persons joining teaching profession.
 - (c) Manner of evaluation of effectiveness of teachers and nature of their career progression.
- There should be review of the existing teacher training system (statewise) by an expert committee. After the review, modifications, and restructuring of the existing system as needed may be undertaken.
- There should be greater use of 'Open University and distance learning system' to upgrade the quality of the teachers on a continuous and compulsory basis.
- All teachers should be oriented to link themselves to the problem of the local community. They should be encouraged and given adequate orientation in using 'local issues based knowledge' as illustration in classroom teaching.
- Teachers involved in primary and secondary Education must be concerned with the real life issues (covering the community and the neighbourhood). Specifically they should be concerned about the following areas:
 - i) Health and Nutrition
 - ii) Sanitation and Environment

- iii) Energy Resources
 - iv) Use of land/water and other natural resources
 - v) local society, social/religion, festivals, cultures, conditions of living and housing.
 - vi) Transport, Information and Communications
 - vii) Industry and technology
 - viii) Ethics and social responsibility.
- Evaluation of the teacher should be dependent on the effective discharge of the teaching and developmental responsibilities given to him/her. The evaluation process of teachers performance must ensure fairness and, desired and feasible levels of objectivity in the assessment. To ensure fairness and objectivity evaluation of teachers should be entrusted at the local level to a committee of experts.
- All fresh teachers initiated to the training/education system should take prescribed number of courses from the Open University/Distance Learning Institutions. All such prescribed courses should be completed within three semesters (18 months). During this period, the teacher should continue his/her normal teaching and related activities within the primary and secondary education systems. Existing teacher training institutions and their resources/ teachers should be utilised in designing/conducting courses through open university/distance learning systems. The entire teachers training programme education should be in the form of post - entry education.

Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidya-peeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)

- If education in colleges and universities is to be creative, Innovative teaching methods must be introduced

Prof. S. Abdul Kareem, Member of Syndicate & Academic Council, Karnataka University, Dharwad; and **Principal**, Nehru Arts, Science & Commerce College, Hubli (16.10.90)

- It is strange that the Review Committee is silent about the role of teachers and their accountability. Grievance Redressal Cells could be added to help the system to work effectively. Schools at the doorsteps of the people and the Neighbourhood Schools with Local Area Planning should give to teachers the requisite administrative function.

Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)

- The Committee may impress upon the government(s) the desirability of Implementing the proposals of the National Commission on Teachers.

Shri B.R. Mutagi, Headmaster, D.Y. Chaugule Bharatesh High School, Belgaum and Chairman, The Belgaum District Headmasters Association, Belgaum (October, 1990)

- Teacher-pupil ratio should not exceed 1:40 In view of the additional work load pertaining to internal evaluation etc.
- Vocational aspects should be given due consideration in the teachers' training.

Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)

- Teacher training is a very important aspect. The teacher not only has to have the knowledge of his subject but also has to have communication skills, skills for curricular development and preparation of teaching materials. The teacher must have in-service training - summer training for orientation and exposure for updating their knowledge. At least every 5 years a full assessment of their knowledge must be made. There should not be very great disparity in the scales and grades of teachers from pre-primary to college. The facilities necessary are accommodation and outlets for social interaction.

Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)

- In a developing country like India the most important aspect of education is teacher education. A sound programme of professional education to teachers is essential for the qualitative improvement of education. The teacher must be equipped in the subject as well as in the instructional technology. The admission of students to the teacher training course should be on a very selective basis. Perhaps separate teaching technology universities could be established.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- Grievance Redressal mechanism should be created to examine issues relating to teachers and students which will prevent strikes and other forms of breach to the educational systems.

Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)

- Teacher training should be restructured to take into account the revised educational schemes envisaged. The transition from the present system should be phased-in over a period of five years and over a definite and structured programme. Teacher reorientation courses should be held for three to six months in each region, each year, with the faculty who would be dealing with the reorientation being in charge of monitoring the change.

Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)

- With a special responsibility towards "value education", the teachers should act as role models. Best teachers who live on values should be honoured and recognised. This will have telling effect on other teachers.

Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)

- The training of teachers for our primary and high schools has been continuing along the western pattern of teacher education and is not fitted to promote our educational policy. The training institutions should be located in villages and should develop interaction between teachers and the rural community.

Ms. Marie Correa, All India Association for Christian Higher Education, 39, Institutional Area, D-Block, Janakpuri, New Delhi-110058 (16.10.90)

- In the Perspective Paper at no stage has there been any reference to the role that retired teachers can play. Most teachers in

schools and colleges retire between 55-60. This should be made uniformly 60 years. The majority are physically and mentally fit for another 10 years, besides having a teaching experience to support them. They could form a kind of "watch dog" corps to implement/supervise/advise personnel on schemes for rural education in their own districts in viable form with only TA and honorarium.

Dr. L.K. Singhal, Vice-Principal, Govt. Boys Sr. Sec. School, Badarpur, New Delhi (23rd October, 1990)

- Teacher training programmes (including refresher courses) should be such as to equip teachers for the various roles they are to play in common/neighbourhood school/school complexes.
- Holistic view of education should take into account mobility of teachers both horizontally and vertically as per their achievements.

Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)

- The selection of teachers for colleges and universities must be done with utmost care. The criterion for selection shall be the suitability of the applicant for the job. This can be judged by:
 - (a) asking the applicant to give class room lectures;
 - (b) his rapport with other teachers; and
 - (c) his overall abilities judged atleast over a period of one week.

If necessary, the selected candidate be given an orientation training.

- The teaching abilities of 'good' teachers should be made available to all the students. Such teachers should be given all facility and help so that they can also be on deputation to other institutions to offer courses. Infrastructural facilities for these persons must be fully met.
- The assessment of teachers in colleges/universities should be based on their discharging the duties and not based on additional degrees acquired. The FIP/QIP programme involving M.Phil/Ph.D. degree should be delinked with promotions. The motivated teachers in the colleges should be identified by academic bodies and must be encouraged. The teachers must be given professional allowances to enable them to purchase books, magazines, demonstration materials etc.
- In order to improve the professionalism among the teachers, the teachers' organisations based on subject disciplines must be nurtured. These can discuss the academic problems in teaching the subject and suggest remedial measures.

Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)

- Statutory bodies like AICTE UGC etc. must evolve teacher appraisals, teacher training programmes and strict enforcement procedures alongwith AICTE/UGC scales of pay. Teacher training should include training in teaching methodologies, and also general education to make him a committed man, committed to profession, to faith in the future of man, future of this country and the world. The teachers' training must be such as to make him conscientiously aware that the profession of a teacher should not be reduced to a mere trade and that it is a calling, a vocation, a mission.

CHAPTER 14

RESOURCES (CENTRALLY SPONSORED SCHEMES)

Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)

- Allocation within the education sector should be as under:
 - (a) Primary Education 40% of the budget
 - (b) Secondary Education 20% of the budget
 - (c) Collegiate Education 5% of the budget
 - (d) University Education 4% of the budget
 - (e) Technical Education 6% of the budget
 - (f) Adult Education 25% of the budget

Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).

- Budgetary provisions for various areas in education sector is imbalanced; University education is given preference over primary education.
- Six percent of GNP should exclusively be spent on education.

Shri Jaganath Verma, 869, Dariyapur, Sultanpur

- The talk of universalisation of education is meaningless in the absence of provision of adequate budget resources. It should be 10% and not 6% of the GNP.

Shri T.B. Govinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraipet, Bangalore (9.10.1990)

- The political will for change must be clearly demonstrated by providing adequate resources for education. A minimum of 10% of the plan outlay must be allocated for education at the centre and 30% at the State level.

Shri Gujraj Singh Sikarwar, MLA, Madhya Pradesh Janta Dal, Lalitpur Colony, Gwalior (5.10.1990)

- The funding pattern of educational institutions should be need-oriented to enable them to meet minimum necessities.

Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)

- The suggestion to levy graduate taxes on the users of the services of graduates is a welcome one. The suggestion to raise the fee structure for higher education is likely to meet with opposition from the students and the public. It is necessary that the public are made aware of the merit of this suggestion and prepared to accept it.

Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8, Salunke Vihar, Pune-411022 (19.10.90)

- Strengthening of educational infrastructure and resource base of schools of backward areas of the country are absolutely necessary and therefore more attention should be given to that. This will involve 'District by District' identification of substandard resource base and poorly endowed schools, and programmes for their strengthening should be drawn up and implemented on a priority

basis. Resource allocation for such programmes should also receive priority.

- Most of the cost of higher education (professional, vocational, general) should be met by the user organisations. Further, to stop brain drain it should be made mandatory that all candidates going through vocational and professional courses (non-sponsored candidates) must serve the country for a period of 5 years after successful completion of the course.
- At rural/semi-urban/urban levels all households having income above a threshold value should pay educational cess at a certain increasing rate depending on the total estimated income.
- Students involved in productive activities should generate some funds.
- All higher/professional/vocational education should be largely funded through sponsorship. Part of the costs should be met by loan scholarship given by banks/financial institutions.
- Central/State level allocations should be increased as much as possible.
- All primary education should be fully state funded.
- At secondary education stage 40% of the cost should be realised through education cess and contribution of the community. The remaining sixty percent should be borne by the State.
- Non-formal education should be funded fully by the State.

Shri K. Narahari, President, Karnataka State Secondary Teachers' Association, 1357, 7th Main Road, Srirampura, Bangalore-560021 (4.10.1990)

- To meet the developmental activities in the field of education, an additional grant of at least 6% of GNP should be earmarked apart from meeting the recurring expenses such as salary.

Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)

- Enhancement of tuition fee would force a large number of students to leave the field of higher education or prevent them from entering its portal. This is wholly impermissible in a Welfare State in which education is the responsibility of the State and not a commodity to be sold and bought. The Committee shall have to shed this outlook.
- The progressive opinion in the country is strongly in favour of restoring 'Education' to the State List as is essential in a multi-lingual State like India with varied culture to avoid strain on country's unity and integrity.
- The question of resources should be dealt with fully. The issue cannot and should not be so projected to make educational workers blameworthy for poor allotment for education which is barely sufficient to make payment to the staff after which hardly anything is left for providing minimum requirements for education. If the standard of general run of educational institutions has to be raised, considerably increased amount has to be allotted for education.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar,
University Road, Udaipur (22.10.1990)

- At the moment higher and technical education is almost free. This is not desirable. Cost of higher education must be charged from the beneficiaries.

Shri Ramesh Chandra Srivastava, Senior Teacher, Sainik School,
Ghorakhal, Nainital (UP) (25th October, 1990)

- For proper development of education in India a national intensive plan be devised. Every child should be compulsorily insured for education without payment of any premium. The government should issue educational bonds of various denominations. These bonds should be purchased by parents on amounts decided by the district authorities keeping in view their economic status. The amount thus earned should meet the expenses on the education of the child. After the child completes his education the bond may be permitted to be encashed. Every child at the age of 5 or 6 years should compulsorily be admitted in residential educational institutions

Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O.,
Hazaribag Distt., Bihar (22nd October, 1990)

- The government by putting more money into higher education at the expense of elementary education is subsidizing the richer classes. It is doubtful whether any government will have the political will to raise college fee. Even at the primary level it is psychologically unwise to have completely free education.

Shri J.Sagar, Joint Secretary, Department of Education, Ministry of Human Resource Development, New Delhi (19.10.90)

- The mechanism of the Centrally Sponsored Scheme, if properly used, is an appropriate mechanism for translating Central initiatives into local action in a participative manner involving both the Centre and the States. There is a case for reducing the number of Centrally Sponsored Schemes but a practical, realistic approach should be adopted to this question, rather than a doctrinaire one.

Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

- If resource allocation is based on backwardness there will be tendency to remain backward to attract resources. It should be noted that those States which are educationally forward remain so because they do spend a large amount of resources on education and their effort must be supported.

Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)

- One way of dissuading people from going for expensive English schooling may be the withdrawal of all kinds of State subsidy for the higher education of those who had their schooling in fee paying schools. State should bear the cost of higher education of only those who would come from free vernacular schools. The cost of education at IIT, IIM, Engineering and Medical Colleges is so high that majority of parents will think twice before sending their children to expensive English schools if subsidy is withdrawn.

Dr. L.K. Singhal, Vice-Principal, Govt. Boys Sr. Sec. School, Badarpur, New Delhi (23rd October, 1990)

- Resources at present available for education are sufficient. The assets of every school should be fully utilised. All college buildings, libraries, labs, vocational centres, auditoriums, etc. be utilised to their fullest extent.

Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)

- The percentage of GNP spent on education should be increased by 20 percent. Resources be mobilised by deducting 5 to 10 percent of the basic salary of salaried persons in the government, public and private sector companies and other agencies for the promotion or universalisation of education in India.

ANNEXURE I

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 II

1. General Comments	107
2. Goals, Roles and Values	37
3. Right to Education	5
4. Elementary Education and Universalisation	91
5. Secondary Education and Vocationalisation	54
6. Higher Education (General and Technical)	41
7. Equity and Diversity (Navodaya Vidyalayas)	51
8. Adult and Continuing Education	29
9. Content and Curriculum	39
10. Examination Reforms	36
11. Decentralisation of Management	40
12. Languages	41
13. Teachers and Students	45
14. Resources (Centrally Sponsored Schemes)	28

Total

644

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF RESPONDENTS - VOLUME II

1. General Comments	52
2. Goals, Roles and Values	24
3. Right to Education	5
4. Elementary Education and Universalisation	42
5. Secondary Education and Vocationalisation	30
6. Higher Education (General and Technical	26
7. Equity and Diversity (Navodaya Vidyalayas)	34
8. Adult and Continuing Education	21
9. Content and Curriculum	25
10. Examination Reforms	29
11. Decentralisation of Management	29
12. Languages	36
13. Teachers and Students	30
14. Resources (Centrally Sponsored Schemes)	17
Total	----- 400 -----

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RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION VOLUME II

