

COMMITTEE FOR
REVIEW OF
NATIONAL POLICY ON EDUCATION
(NPE) 1986

REVIEW ON NATIONAL POLICY
ON EDUCATION 1986

RESPONSES TO A PERSPECTIVE
PAPER ON EDUCATION

VOLUME III

NOVEMBER 1990

This volume contains the gist of the suggestions made by the participants in the meetings for interaction on the Perspective Paper with various interest groups held in IIT, Delhi on October 25-26, 29-30 and November 5-7, 1990.

Responses to A Perspective Paper on Education

Subject Classification

1.	General Comments	1
2.	Goals, Roles and Values	15
3.	Right to Education	19
4.	Elementary Education and Universalisation	22
5.	Secondary Education and Vocationalisation	33
6.	Higher Education (General and Technical)	42
7.	Equity and Diversity (Navodaya Vidyalayas)	48
8.	Adult and Continuing Education	60
9.	Content and Curriculum	65
10.	Examination Reforms	76
11.	Decentralisation of Management	83
12.	Languages	91
13.	Teachers and Students	99
14.	Resources (Centrally Sponsored Schemes)	108
ANNEXURE I : Responses to a Perspective Paper on Education: A Statistical Profile		115
ANNEXURE II: List of participants in the Interaction meeting held on October 25-26, 29-30 and November 5-7, 1990 at IIT, Delhi		119

CHAPTER 1

GENERAL COMMENTS

Shri H.R. Dutt, Research Officer, State Institute of Education, Jammu (25th October, 1990)

- The Committee should recommend an implementable policy.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- More educational facilities should be provided in backward areas in order to reduce regional disparities. More schools should be opened and the scheme of Operation Blackboard should be continued.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- The Perspective Paper has not given adequate attention to education of the disabled, culture and arts education, youth services and sports, distance education, teacher education, role and structure of DIETs, teacher's associations etc.

Shri R.S. Jambule, Director of Education, Government of Maharashtra, Bombay (25th October, 1990)

- The Perspective Paper has ignored schemes like Operation Blackboard and Educational Technology.

Shri N. Janardhana Reddi, Minister of Education, Andhra Pradesh, (25th October, 1990)

- It is too early to review the NPE 1986. Schemes which have not been properly implemented cannot be reviewed. There should be a

permanent body to review the education policy from time to time. The review should be continuous and there should be regular monitoring.

- The recommendations of this Committee should be discussed in a meeting of CABE.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- More attention should be given to the education of girls.
- Frequent changes should not be made in education policy. Major changes should not be made in the NPE 1986. However, minor changes could be suggested.

Shri K. Chandrasekharan, Education Minister, Kerala (25th October, 1990)

- NPE 1986 was fundamentally correct and there should not be any major departure from that.
- The stress should be on implementation of recommendations made in NPE 1986.
- There should be a permanent National Commission on Education to take regular stock of whatever is happening in education.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- The performance of voluntary organisations in the field of education is not satisfactory. Certain creative measures should be taken in this regard.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- In the area of school buildings, low cost building technology should be introduced. The community should also help in constructing school buildings.
- The Operation Blackboard scheme should be continued.

Shri J.S. Badan, Secretary (Higher Education), Government of Kerala, Thiruvanthapuram (25th October, 1990)

- The Committee should suggest ways on to stop braindrain. It should also evolve strategies for solving problems of unemployment.

Shri K.V. Madanan, Director of Public Instruction, Government of Kerala, Thiruvananthapuram (25th October, 1990)

- Poverty is the chief reason for drop out. Therefore, incentives like mid-day meals, free textbooks, uniform etc. should be provided to school children.

Shri Kuruvilla John, Director of Collegiate Education, Government of Kerala, Trivandrum (25th October, 1990)

- The felt need of today is to provide high quality education at a low cost.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- The NPE 1986 should have been given a fair trial before undertaking a review. It is too early to undertake the review.

Shri Krishnaji, Chairman, Maharishi Institute of Science and Technology, Maharishi Nagar (26th October 1990)

- The recommendations of the Review Committee should be implemented as package deal. Selective implementation of recommendations would create problems.

Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- Students graduating from colleges and universities should devote at least six months for service in villages to get first hand knowledge about life in villages.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)

- People who are experimenting with 'Nai Talim' should be allowed to continue to do so.

Prof. B. Ganguli, Department of Education, Science & Maths, NCERT, New Delhi (26 Oct. 1990)

- During 43 years of independence, not a single problem in education could be solved satisfactorily. There is scarcity of resources vis-a-vis the tasks. Educationists generally moot such ideas that do not work smoothly.
- Clear cut modus-operandi for implementation of each programme/scheme should be worked out at the time of its formulation.
- Right to work is an important goal to strive for. But what is more important is the right to work with dignity.

- Right to work is an issue that requires deep thinking. Such a right could not be ensured even in some advanced countries. Education facilitates right to work. It should aim at training a learner to function and become able to generate income and job.

Dr. C.J. Daswani, Department of Non-Formal Education, NCERT, New Delhi (26 Oct. 1990)

- The present education system is infested with mediocrity. Hence, it cannot be improved in its entirety. We should, therefore, concentrate on selected areas for improvement.
- It is too early to have a review of NPE 1986. It should have been given a fair trial. Educationists should have proper say in matters concerning education.

Shri S.L. Jain, Principal, Mahavir Model Vidyalaya, New Delhi (26 Oct. 1990)

- It has become fashionable to speak of sending students to rural areas for work. There is no point in sending them when almost 70 to 80% of them are already living in villages.

Prof. B.B. Mohanty, Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi (26 Oct. 1990)

- The community should have greater involvement and participation in the whole educational process. A list of skilled persons in the community should be prepared and their service utilised for the education of children.
- There is a need to link the curriculum and the educational process. The methods enshrined in 'Nai Talim' should be revived and

implemented. The Nai Talim stresses the development of values such as democracy, secularism, scientific temper etc.

- The national communication policy should be supportive of education system.

Miss Shanta Krishnan, Asstt. Director, Centre for Adult and Continuing Education, Jawaharlal Nehru University, New Delhi (26 Oct. 1990)

- The major impediment to the universalisation of education is the poverty of the people. Therefore, measures for economic development like land reforms should be given primary importance. Also incentive schemes like the ones existing in Himachal Pradesh could be tried out for attracting children and adults to education.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Women should be given equal opportunities in education.
- Regional disparities in education should be removed. For this more schools should be opened in backward regions.
- A national recruitment policy should be formulated to bring about uniformity in education and educational standards.

All India Federation of Educational Associations, (29th October, 1990)

- Voluntary educational organisations should be encouraged.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The Review Committee should have critically examined the 'Programme of Action' rather than the policy of document.

- The proposals in regard to education for women's equality needs to be elaborated. It is important that ECCE centres covering 0-6 age group children are attached to link with the primary schools and are run for the entire duration of the school hours. The paper also has not taken note of the problems of the girl children in urban areas.
- The Paper has not mentioned about distance learning and use of mass media.

Shri Lakshman Khanna, All India Secondary Teachers Federation (29 Oct. 1990)

- Education should be recognised as a productive enterprise.
- Politicians should not interfere in education.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)

- Privatisation and commercialisation of schools should be stopped.

Shri Amar Nath Jha, Lecturer, Ramahalakh Jalan College, Dambhinagar, Bihar (29 Oct. 1990)

- An integral approach for developing linkages between primary, secondary and college education should be developed. The Gram Panchayat should be made an effective instrument for implementation of educational programmes.

Mr. V.K. Manchanda, All India Federation of Teachers Associations (29th October, 1990)

- The Paper has ignored the education of the mentally retarded.
- The Paper has made no mention on Gandhiji.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- Steps like semesterisation, internal assessment, delinking of degree with jobs should go as a package for human resource development.

Sh. V.N. Wanchoo, All India Science Teachers Association, Delhi (29 Oct. 1990)

- Emphasis should change from teaching to learning.

Dr. Ashok Kumar Gupta, Reader, NCERT, New Delhi (30 Oct. 1990)

- Technological inputs should be made for improving educational system. We must be careful in selection of appropriate technology suitable for Indian conditions. The cost should be an important factor in deciding the appropriateness.
- Education should be kept free from political and religious influences.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- Review of education should take into account the reforms being made in education in other parts of the world.

- Education is closely related to economic conditions. Kerala was able to achieve universalisation in elementary education because of the land reforms implemented there in the 1950s and 1960s.
- There is a need for a study of capital mobilisation and educational centralisation.

Shri J.N. Kaul, President, SOS Children's Village India, New Delhi
(5 Nov.1990)

- The Committee should formulate strategies for implementation on the basis of existing trends of allocation. The planning should be action oriented.
- Voluntary agencies should be encouraged. The assistance to voluntary agencies should be given on government's own initiative.

Shri Mohd. Syeed Hameed, Former Vice Chancellor, Aligarh Muslim University and presently secretary, Hamdard Education Society, New Delhi
(5 Nov. 1990)

- It is too early to have a review of NPE 1986 as most of the programmes envisaged in the policy have not "taken off" The review has created a situation of uncertainty which has affected implementation of existing programmes.
- Though the Perspective Paper contains many good ideas and suggestions most of the them are too theoretical and academical and lack practical orientation. It is also devoid of clear direction.

Shri N.Satyanarayana, President, Constructive Forum, New Delhi
(5 Nov.1990)

- Separate schools should be established for boys and girls.

Smt. Nirmala Despande, Harijan Sevak Sangh, Delhi. (5 Nov.1990)

- It is too early to review NPE 1986.

Smt. Hem Lata Swarup, President, Manushni and Mahila Vikas Sangthan,
Kanpur, (5 Nov.1990)

- It is too early to review NPE 1986. The programmes initiated in it would take at least 25 years to bear fruits.
- Separate schools should be provided for the girls as parents are reluctant to send grown up girls to co-educational institutions.

Shri P.M. Tripathi, General Secretary, Association of Voluntary Agencies
of Rural Development, New Delhi (5th November, 1990)

- The assumptions like "right to work" and "democratic decentralisation" on which the Perspective Paper is based are not valid.
- We should not put too much premium on our national heritage.
- It is not appropriate to use terms like "first generation learners".
- The school is already integrated with community. It should be strengthened further.

Shri Dharam Narain Awasthi, All India Organising Secretary, Bhartiya Shikshan Mandal (5th November, 1990)

- National Education Policy should be based on Indian philosophy and culture. No special facilities should be extended to any group or community at the cost of national integration. The achievements of the country in areas like defence, medicine, science and technology should find a place in the curricula.

Shri D.N. Malhotra, President, Federation of Indian Publishers, New Delhi, (6th November, 1990)

- Book publishers have an important role to play in educational development. The paucity of teachers in rural areas can be overcome by books. There should be multiplicity of books to enable the students, parents and teachers to choose books of their interest and level. To boost publishing industry, paper at concessional rate should be made available to the publishers. If this is done, private publishers can also bring out cheap text-books.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- Private publishers should also be allowed to publish text books. However, enough time should be given to the publishers to prepare the books.
- In order to promote publishing industry in the country, the postal rates for sending books should be reduced, import of remainders from abroad should be banned and book culture should be developed in our society.

Shri N.K. Bhatt, Vice-President, INMW Federation, INTUC, New Delhi, (6th November, 1990)

- Education system should be de-politicised.
- In the programme for eradication of illiteracy voluntary organisations should be involved. The private and public sector undertakings should make special efforts for spreading literacy and should ensure that none of their employees remains illiterate. The management of such undertakings should make provision for library, play ground, debating hall etc. for school and community. They should invest on research and development related to education instead of restricting the same to their products.

Shri G. Prabhakar, General Secretary, Bharatiya Mazdoor Sangh, New Delhi (6th November 1990)

- The suggestions made in the Perspective Paper are relevant and useful for the development of education.

Shri Shukhdev Ray, Secretary, Physics Society, IIT, New Delhi, (7th November 1990)

- The social and economic conditions of our country should be taken into consideration before we think of education for all. The basic need of survival is more vital than that of education. Hence, social awareness should be developed through various social reform measures by incentives, disincentives and legislation.

Shri G.N. Saibaba, PGDTE Participant, Central Institute of English and Foreign Language, Hyderabad (7th, November 1990)

- Student belonging to other backward classes (OBCs) should be given reservation in institutions of higher learning.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- There is a need for functional interaction in the various societal processes and that legal literacy be introduced in order that an awareness is created regarding an individual's rights and duties.

Shri Shankar Vedantam, Student, Visvesvarya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- Measures will have to be taken to tackle the problem of brain-drain. This could be both financial incentives as well as legislative measures.

Ms. Suvarna Sen, Council Member, Calcutta University Students' Union, Calcutta (7th November, 1990)

- Land reforms and rate of literacy are correlated.

Shri Pargat Singh, Dehati Students Union, Punjabi University, Patiala (7th November, 1990)

- Educational facilities are still not available in most of the villages. Priority should be given to ensuring primary education for all in the rural areas.

Shri Navtaj Sharma, Student, Department of Geography, Punjabi University, Patiala (7th November, 1990)

- Instead of a uniform policy a differential approach based on different literacy level in different States should be adopted. Regional Planning is very important.

- Emphasis should be on improvement of the quality of school education rather than on quantity. In order to provide quality education in villages incentives should be provided to students and teachers.

Shri Gregory Sequeira, President, P.G. Students' Union, Mangalore University, Mangala Gangotri (7th November, 1990)

- There should be a high school in every village. Educational institutions should adopt villages for developmental activities.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- Political leaders should not be allowed to establish educational institutions.

Shri R. Chandrasekharan, Students Chairman, Research Scholars and Students Association, Bharathiar University, Coimbatore (7th November, 1990)

- Children from rural backward should be given preference in admission to the professional colleges.

CHAPTER 2

GOALS, ROLES AND VALUES

Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- The problem more important than the impoverishment of the inner man is that of economic poverty.

Dr.(Mrs.) Sarojoni Varshney, Retired Principal, Mahila Mahavidyalaya Banaras & Prof. of Education, Banaras Hindu University, Varanasi (26 Oct. 1990)

- Values cannot be taught but they would be caught. Therefore, values should be integrated into the syllabus.

Prof. M.V. Mathur, Former Vice-Chancellor, Rajasthan University and Former Director, NIEPA, Jaipur (26 Oct. 1990)

- The macro-objective of education does not match with micro objectives of children and parents. Education has been considered a vehicle to get employment. Hardly 2% students come for real education.

Dr. S.Muthu Kumaran, Vice-Chancellor, Bharatidasan University, Tiruchirapally (26 Oct. 1990)

- Religious education should be included in the school curriculum. Education should emphasize the need for religious tolerance.

Dr. H.C. Vissvesvaraiya, Vice-Chancellor, University of Roorkee, Roorkee (26 Oct. 1990)

- Development of modern technology should be interwoven with moral and ethical fabric.

Shri Y. Srinivasa Rao, Head Master, PHR Management High School, Ranganyalaya, Andhra Pradesh (29 Oct. 1990)

- The overall atmosphere in the school should be value based and capable of inculcating values.

Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)

- The aim of education should be to enable the students to become good citizens.

Dr. (Ms.) Vimla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)

- Education should aim at developing intellectual integrity and national integration.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)

- Values of national integration and national unity should be developed in children.

Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)

- Education should be free from religious biases and it should provide knowledge about the cultural traditions of the country.

Mr. V.K. Manchanda, All India Federation of Teachers Associations (29th October, 1990)

- The remark about the impoverishment of inner man is an insult to the Indians.

Shri Girwa Singh, All India Democratic Federation, New Delhi (29 Oct. 1990)

- Inclusion of religion in education will not improve morality. What is needed is inculcation of scientific temper. More periods should be devoted to science teaching.

Sh. V.N. Wanchoo, All India Science Teachers Association, Delhi (29 Oct. 1990)

- Education should promote creativity.

Ms. Purnima Mathur, Professor of Education, IIT New Delhi (30 Oct., 1990)

- Education should develop capabilities to anticipate and cope with the technological changes which are taking place.
- Work ethics should be inculcated amongst youngsters even at school stage.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Moral education is vital.

Shri J.P.B. Bhatnagar, Editor, Musalman, Madras (30 Oct. 1990)

- The moral and cultural values prevalent in our cultural tradition and practices should be included in education.

Shri S.I. Tripathi, Member, Appellate Authority for Industrial and Financial reconstruction, Ministry of Finance, New Delhi (5th November, 1990)

- Special and specific provisions should be made for value education. Values cannot be taught through literature or by teachers. The

teachers should be models for the students to inculcate the values.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- Our education should be such which enables the student for self-employment. The right to work should be linked with right to education.

Dr. Balwant Rao Satija, General Secretary, Bhartiya Shikshan Mandal, New Delhi.

- Education should develop the right attitude in the student.

Shri Harish Tyagi, Convenor, All India Democratic Youth Organisation, New Delhi (7th November, 1990)

- Integrated development of human being should be the objective and concern of education.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- Education should have a secular character to sensitize people towards character formation and developing secular attitude.

CHAPTER 3

RIGHT TO EDUCATION

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- All communities, including Hindus should be encouraged to start schools. This will lighten government's financial burden.

Shri Krishnaji, Chairman, Maharishi Institute of Science and Technology, Maharishi Nagar (26th October 1990)

- In view of resource constraints all sections of the society should have freedom to establish schools. At least six per cent of the GNP should be allocated for education.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- Right to work and right to education should be ensured for every one. However, the level of education which should be covered under right to education should be specified.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Education should be made free and compulsory.

Shri Mani Jacob, Secretary, All India Association for Christian Higher Education, New Delhi, (5 Nov.1990)

- The constitutional guarantees given to minorities should be protected.

Shri N.Satyanarayana, President, Constructive Forum, New Delhi
(5 Nov.1990)

- The central government should take full responsibility for providing education for all.
- Education should be free and compulsory.

Shri Mohammed Ashfaque Ahmed, Secretary (Education), Jamat-e-Islami Hind, New Delhi (5 Nov. 1990)

- A detailed review and analysis of the educational backwardness of Indian Muslims should be conducted.
- Special measures are required to resolve the problems being faced by Muslims such as lack of facility for learning in Urdu.

Shri Syed Yusuf, Secretary Jamet-e-Islamic Hind, Delhi (5th November, 1990)

- In order to provide universal access to education the widespread discrimination at various levels towards educational institutions run by voluntary organisations and minorities should be removed. The rules and regulations for granting recognition to schools should be simplified. The facilities being given to minority educational institutions should not be treated as appeasement of minorities. The constitutional guarantees to minorities in the education field should be protected.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- Right to work without substantive right to education will perpetuate mediocrity and hinder the introduction of a meritocratic

order in India. A substantive right to education cannot be provided at the present juncture in view of the lack of infrastructural facilities both quantitative and qualitative.

Shri Bratin Sengupta, Joint Secretary, Students Federation of India, New Delhi (7th November, 1990)

- Right to work and Right to education should not be considered as premature. These are most valid and relevant issues.

Shri D.K. Saxena, Chief Coordinator, National Coordination Committee of Young Scientists and Research Fellows, AIIMS, New Delhi (7th November, 1990)

- Right to work should be Right to gainful employment.

CHAPTER 4

ELEMENTARY EDUCATION AND UNIVERSALISATION

Shri V.P. Suri, Director of Education, Delhi Administration, Delhi (25th October, 1990)

- The proposal to have schools with reduced hours of learning is not a practical suggestion in the existing situation in cosmopolitan cities like Delhi. There is already pressure to have two shifts. The suggestion to have classes twice a day is also not practical as children would not like to go back to school again the same day. Further the suggestion is not feasible to implement in schools where two shifts are already functioning.
- The suggestion that the first generation learners may come and go as and when they like is again an impractical suggestion. This type of practice by some children would create problems of discipline.

Shri Radha Raman Shastri, Education Minister, Himachal Pradesh (25th October, 1990)

- Effective measures for improvement of primary education in the country should be taken. Early childhood education should be made an integral part of primary education.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- The burden of parents on the education of their wards should be reduced by providing free books, uniform, mid-day meals etc. to the students.

- The proposal on opening up and non-formalising the school system should be implemented in a phased manner. To begin with the scheme should be introduced in 25 percent of the schools.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- The standard of primary education throughout the country should be uniform. Common school system should be introduced.
- Non-formal Education (NFE) should be made work oriented. NFE programme should be woven around elements of general awareness. It should be linked with school subjects so that the child can link himself with the main system of higher education.

Shri R.S. Jambule, Director of Education, Government of Maharashtra, Bombay (25th October, 1990)

- Non-formal education programme should not be given up.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- Primary education is the base of educational system. Efforts should be made to provide all necessary amenities for primary education.
- The teaching of Science and mathematics should commence at the Primary stage itself. Provision should be made for laboratories and qualified teachers for teaching these subjects.
- For achieving universal elementary education (UEE), non-formal education should be integrated with formal education. Once UEE is achieved, non-formal system will automatically fade out.

Shri V. Sankara Subbaiyan, Secretary (Education), Government of Tamil Nadu, Madras, (25th October, 1990)

- Investment in elementary education is not adequate. For providing incentives, more funds are required.

Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25th October, 1990)

- The system of non-formal education has not been a success. It should be integrated with the elementary education. Shiksha Karmi schools (Lower Primary Schools) should be established in those habitations which are not served by any primary school. Such schools should act as formal education centres in the morning, as non-formal education centres in the evening and also as adult education centres and centres for recreation for the community. These centres should be integrated with upper primary schools of the area. The scheme of 'Jan Shiksha Nilayam' is not advisable.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- Non-formal education centre should be continued for some more time till the concept of 'opening up and non-formalising the school system' takes practical shape. There should not be any age limits with regard to students in NFE centres and adult education centres. These centres also should not be mutually exclusive.
- Features of early childhood education should be weaved into the primary education.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- Primary schools should be the main instrument for universalisation of elementary education.
- Doing away with the non-formal education is not a correct approach. Steps should be taken to structure NFE and train the personnel involved in it.

Shri J.S. Badan, Secretary (Higher Education), Government of Kerala, Thiruvanthapuram (25th October, 1990)

- More funds should be provided for opening and betterment of primary schools.

Shri K.V. Madanan, Director of Public Instruction, Government of Kerala, Thiruvananthapuram (25th October, 1990)

- There is a need for an effective policy of pre-primary education.
- Poverty is the chief reason for drop out. Therefore, incentives like mid-day meals, free textbooks, uniform etc. should be provided to school children.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- The concept of opening up and non-formalising the school system is a welcome one. If the educational needs and interests of students are taken into consideration by the schools, there would be no need for a non-formal system of education to work as a parallel and complementary system of formal education.

Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinash Lingam Institute for Home Science & Higher Education for Women, Coimbatore, (26th October, 1990)

- The need of the hour is removal of illiteracy. All persons involved in education should join in this endeavour. Special efforts should be made for preventing 'dropout'. Traditional and professional skills of adults should be usefully exploited in the literacy programme.
- A system of incentives and punishment should be introduced: incentives for sending children and punishments for not sending them to schools.
- English medium primary schools should be abolished.

Dr. K. Raman Pillai, Director State Centre, Thiruvananthapuram, (26th October, 1990)

- Even though opening up and non-formalising school is a laudable idea it would practically amount to dismantling the existing school system.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- The Perspective Paper has not indicated the dates by which universalisation of elementary education and universalisation of primary education should be achieved. The target for UEE should be the year 1995.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad
(26th October, 1990)

- Lower secondary stage is rightly integrated with higher secondary. Similarly pre-primary and primary stages should also be integrated.
- Article 45 of the constitution envisages that elementary education should be independent and not subservient to school education.

Dr.(Mrs.) Sarojini Varshney, Retired Principal, Mahila Mahavidyalaya Banaras & Prof. of Education, Banaras Hindu University, Varanasi (26 Oct. 1990)

- Non-formalisation of school education is a good concept. The idea of school on wheels should be experimented with.

Prof. Vijaya, IGNOU, New Delhi (26 Oct. 1990)

- The proposal to have the teachers who teach the subject as evaluators is not desirable.

Prof. G.S. Randhawa, Vice-Chancellor, GND University, Amritsar (26 Oct. 1990)

- Voluntary efforts for spreading literacy should be encouraged. If disadvantaged sections of population cannot come to school, school will have to go to them.

Dr. A.K. Srivastava, Director, Central Institute of Indian Languages, Mysore (26 Oct. 1990)

- Non-Formal Education should also be continued.

Shri R.K. Kapila, Chairman, Forum of Public Schools and Principal, Luxman Public School, New Delhi (26 Oct. 1990)

- The Committee should recommend the minimum age of admission to class I i.e. whether it should be 5 years or 6 years.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Formal education system should be non-formalised.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- It would be unrealistic to do away with Non-Formal Education keeping in view the socio-economic constraints and resource crunch. Non-Formal Education is necessary to provide education to the unfortunate children who do not get education in formal schools.
- The concept of minimum level of learning may not be conducive to the achievement of UEE. What is needed is provision of 'differential inputs' and not that of setting up differential levels of learning. However, the formal system should assist the NFE in terms of use of school buildings and other facilities.
- The proposal for non-formalisation and opening up of schools should be first experimented on pilot basis.
- ECCE should not only to be seen as an input for primary education but also to receive attention on its own merits of providing health care, nutrition and education to the children.
- The Perspective Paper has not properly examined the 10 year general education concept implemented in the 1970s. The NCERT surveys

indicate that the concept of neighbourhood school has no relevance to rural scenario. It is only the public schools in urban areas which need to be changed to neighbourhood schools. However, article 30 of the constitution is an impediment to the implementation of this concept.

Dr. K.L. Johar, Principal, M.L.N. College, Yamuna Nagar (29 Oct. 1990)

- The efforts should primarily aim at improving elementary education. The funds allocated for higher education should be diverted to elementary education.

Shri Amar Nath Jha, Lecturer, Ramahalakh Jalan College, Dambhinagar, Bihar (29 Oct. 1990)

- Primary education system should be given more funds.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- We must ensure that all children in the age group of 6-14 years are in school. The Committee should avoid entering into the dispute on private-public schools.

Dr. Ashok Kumar Gupta, Reader, NCERT, New Delhi (30 Oct. 1990)

- Incentives like mid-day meal programme should be introduced for attracting children to schools. The mid-day meal programme also helps in social integration.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Non-formal education programmes should be discontinued because of the misuse of the money involved. The funds allocated for these programmes should be diverted to elementary education sector.

Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)

- Giving equal status to formal and Non-formal education would be a wrong strategy.

Shri Pargat Singh, Dehati Students Union, Punjabi University, Patiala (7th November, 1990)

- Educational facilities are still not available in most of the villages. Priority should be given to ensuring primary education for all in the rural areas.

Shri Pratap Samal, Secretary, All India Democratic Students Organisation, New Delhi (7th November, 1990)

- Universalisation of education at primary level in villages is an essential pre-requisite for rural development. However, at present the facilities available in rural schools are very poor. Out of 1,90,000 primary schools in 1978-79, forty percent were not having school building and 33,000 were not having teachers. Primary education should be treated as priority sector.

Shri Bratin Sengupta, Joint Secretary, Students Federation of India, New Delhi (7th November, 1990)

- Universalisation of Elementary education is a must and should be implemented even through legislation.

Shri Harish Tyagi, Convenor, All India Democratic Youth Organisation,
New Delhi (7th November, 1990)

- Universalisation of education is very important. Measures will have to be devised to provide education to the large segment of child population outside school system. In order to bring these children who are from the poorer sections of society to school, financial incentives should be provided to their families. For them struggle for their existence is a more serious matter than the need for education.

Ms. Sona Satsangi, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)

- Primary education should be compulsory and accessible to all.
- Non-formal Education is essential and important.

Shri Shyam Sunder Aggarwal, Executive Member, All India Students Federation, New Delhi (7th November, 1990)

- Measures should be suggested for the education of children belonging to weaker sections of society who are at present outside the purview of schools. They should be provided free meals, free textbooks and free uniforms in addition to cash compensation for attending school. Non-formal Education cannot be considered as an alternative to formal education. It should be complementary to formal education.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- Formal and Non-formal Education are not two conflicting approaches. There is greater scope for innovation and experimentation in Non-Formal Education. As such it may be an alternative too.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- Education upto Class X should be compulsory and parents who do not send their children to school should be penalised.

Shri R. Chandrasekharan, Students Chairman, Research Scholars and Students Association, Bharathiar University, Coimbatore (7th November, 1990)

- Incentive like mid-day meal should be provided to children to attract them to schools.

CHAPTER 5

SECONDARY EDUCATION AND VOCATIONALISATION

Shri V.P. Suri, Director of Education, Delhi Administration, Delhi (25th October, 1990)

- Vocational schools should have a link with industry so that students get exposure to industries and related work situation. Vocational institutions should also have linkage with financial institutions so that such institutions can give financial support to the students for starting self-employment ventures.

Shri Radha Raman Shastri, Education Minister, Himachal Pradesh (25th October, 1990)

- Vocationalisation of education should be integrated in the curricula right from class VI. This is necessary as at a later stage children might have already developed certain pre-conceived notions about relative dignities of various occupations.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- Work experience and SUPW should be made a basic component in the teaching-learning programme. The child should be oriented towards work right from class I. Programmes will have to be devised to enable students to earn while studying.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- Vocationalisation of education has not worked satisfactorily so far. For effective implementation of this scheme, educational institutions should be linked with industry.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- Vocational courses should be begun from class IX or even earlier.

Shri K. Ramamurthy, Additional Chief Secretary, Government of Gujarat, Gandhi Nagar (25th October, 1990)

- For vocationalisation of education more funds should be allocated.

Shri V. Sankara Subbaiyan, Secretary (Education), Government of Tamil Nadu, Madras, (25th October, 1990)

- Vocational courses in Tamil Nadu are quite popular as about 95000 students, i.e. one-fourth of the total, are enrolled in them. In Tamil Nadu, these courses are linked with industries.

Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25th October, 1990)

- The past experiments to introduce uniform vocational education courses were not successful. One or two schools in a block should be identified and a selected trade introduced in them keeping in view the job opportunities in the area. The school should be fully equipped in terms of infrastructure, personnel and blocks and equipments.

Shri K.V. Madanan, Director of Public Instruction, Government of Kerala, Thiruvananthapuram (25th October, 1990)

- The SUPW is a good programme as the students produce many useful and marketable things besides acquiring skills. However, there is need to give proper training to the teacher of SUPW and Work Experience.

Shri Kuruvilla John, Director of Collegiate Education, Government of Kerala, Trivandrum (25th October, 1990)

- In the area of vocationalisation the students should be involved in matters related to school management like preparation of accounts, secretarial work etc.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- While introducing vocationalisation, the schools should start with those vocational courses for which expertise is locally available.

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- The proposal to integrate vocationalisation with general education at school level is good, but it raises many issues like competency of teachers to teach many vocations/trades, availability of raw materials for conducting such courses etc.
- Education should be job oriented and if people are convinced that employment is ensured after school education then retention rate will increase.

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Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- Introduction of SUPW activities would need lot of financial inputs and in view of the resource constraints the proposal in this regard should be reexamined.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- A number of recommendations have been made on vocationalisation of education by NCERT, the Adiseshia Committee and Prof. Kulandiswamy Committee. These recommendation should be taken into consideration. Children should be able to shift from one steam to another. The idea to make vocational education compulsory for all during the secondary stage i.e. classes IX-XII would not be handy. Vocational education should essentially be for streamling in at classes XI and XII.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)

- Vocational education should start from primary classes. It is not pedagogically sound to start it in classes VIII or X.
- Lower secondary stage is rightly integrated with higher secondary. Similarly pre-primary and primary stages should also be integrated.
- SUPW is more relevant than work experience. Vocationalisation of education should not be expensive. It should be in consonance with the life of the community.

Dr. S.Muthu Kumaran, Vice-Chancellor, Bharatidasan University, Tiruchirapally (26 Oct. 1990)

- Vocational education courses should be introduced from Class I itself.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- Vocational education should be given at all levels upto Class XII as a common subject. It needs to be integrated with the total curriculum.

Prof. Vijaya, IGNOU, New Delhi (26 Oct. 1990)

- The proposals on vocationalisation of education are significant.

Prof. B.R.K. Raju, Programme Adviser (NSS) Department of Youth Affairs and Sports, New Delhi (26 Oct. 1990)

- The SUPW integrates the hand, head and heart. This emphasis on integration helps in developing positive attitudes in students towards dignity of labour and manual work.

Shri R.K. Kapila, Chairman, Forum of Public Schools and Principal, Luxman Public School, New Delhi (26 Oct. 1990)

- The Committee should examine whether anything significant has been achieved by the 12 year school system instead of the earlier 11 year school system.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- It is not clear how the linkage of education with industries can be implemented in rural areas.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- There should be an effective link between the world of school and the world of work. The theoretical part of curriculum can be taught in the first shift and vocational education programme in the second shift. There should not be separate streams for academic and vocational courses. Vocational curriculum should be made more relevant and need based. The competence of teachers for teaching both the academic and vocational courses needs to be improved.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The Perspective Paper has not properly examined the 10 year general education concept implemented in the 1970s.
- It is not correct to say that the existing vocational education scheme has not attracted students. The data available with NCERT shows that the scheme has been well received in 9 States.
- The suggestion for vocationalisation of secondary education (classes IX to XII) through a common curriculum with vocational component raises the following issues:
 - * Will the general undifferentiated curriculum be upto class X or upto class VIII (VII in many southern states)?
 - * In what way is the suggestion different from the existing work experience (WE) component with pre-vocational bias for all students?

- * At what stage additional vocational components will be offered for those who opt for job placements or have 10+2+3 pattern of education?

Shri V.K. Manchanda, All India Federation of Teachers Associations (29th October, 1990)

- Without a proper linkage between education and industry and more jobs in the market, vocationalisation will not succeed.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- There should be strong and effective interactions between industry and education to make vocationalisation a success. The students should be able to join the apprenticeship after the +2 level and also should be able to come back and continue studies after doing apprenticeship.

Shri J.P.B. Bhatnagar, Editor, Musalman, Madras (30 Oct. 1990)

- The practice of earning while learning should be introduced. This will help in creating sense of dignity of labour.
- The talents of children should be nurtured by developing their professional skills. Every child should acquire proficiency and expertise in at least one profession, trade or occupation.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- A study will have to be carried out why vocationalisation of education has not happened in most of the States. Perhaps the poor industrial development of those states is a reason for this.

Shri J.N. Kaul, President, SOS Children's Village India, New Delhi (5 Nov.1990)

- Education should have a definite vocational bias which would enable a person to earn his/her living.

Smt.Nirmala Despande, Harijan Sevak Sangh, Delhi. (5 Nov.1990)

- Vocational Education is a must. It enables the student to find his moorings in the society.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- Designing of vocational courses should be done keeping in view the capacity and psychology of children of different stages. At lower level the teaching should be limited to the development of concepts only. It will decrease work load and will prevent the child from becoming dis-interested. In schools we must cultivate a culture conducive dignity of work. Adequate funds should be provided for vocationalisation of education.

Shri Shankar Vedantam, Student, Visvesvarya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- There is a need for involving industry in the area of vocational education. Industry should be brought to the school to run vocational courses and provide avenues for employment.

Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)

- In order to increase the productive potential of education for the service of the society, stress should be on vocational education.

Shri Pratap Samal, Secretary, All India Democratic Students Organisation, New Delhi (7th November, 1990)

- When jobs are not assured vocational education will be contradiction in terms. It would only deprive the students who opt for it from pursuing higher studies.

Shri Gregory Sequeira, President, P.G. Students' Union, Managalore University, Mangala Gangotri (7th November, 1990)

- Unless jobs are assured after vocational educational courses there wo'nt be enough motivation in students to join these courses.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- Vocational education should be treated as an independent system and not a part of general education.

Shri B.P. Khandelwal, President, Council of Boards of School Education, New Delhi (26th October, 1990)

- Adequate preparation should be made before introducing the scheme of Vocationalisation of Education. There is also need for ensuring both horizontal and vertical mobility for the students going for vocational courses. It is better to establish separate vocational schools with better infrastructure for learning of skills and also providing opportunities to vocational students to get jobs. It should be made very clear whether vocational curriculum is a terminal course or not. Vertical mobility should be provided to students of vocational courses either by modifying the conditions for admission to university courses or by instituting separate advanced courses in the fields of vocational subjects.

CHAPTER 6

HIGHER EDUCATION (GENERAL AND TECHNICAL)

Shri N. Janardhana Reddi, Minister of Education, Andhra Pradesh, (25th October, 1990)

- While at the primary stage we face the problem of inadequate enrolment, at the higher level the problem is how to restrict enrolment. At present 20% of our resources for education go to higher education but the results are poor.
- The universities should be closed for 3-4 years and students passing intermediate classes should be sent for national services.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- The public school system is not really providing education of high quality but creating a sense of elitism in the students. While the common school system is good, efforts should be made for bringing improvement in the school complexes.
- There is need for re-organisation of higher education as at present it is linked with jobs and not with developing responsible citizens.

Shri K. Venkata Sivaiah, Commissioner of Collegiate Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- The universities should adopt Distance Education system. This will solve financial problem as well as unrest among students and teachers.

- Each university should be allotted teaching of a few courses only. Every university should thus acquire expertise and specialisation in selected areas.

Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinash Lingam Institute for Home Science & Higher Education for Women, Coimbatore, (26th October, 1990)

- Number of working days in educational institutions should be increased by reducing number of holidays. Consequently the three year degree course can be reduced to one of two years.

Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- Students graduating from colleges and universities should devote at least six months for service in villages to get first hand knowledge about life in villages.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- The idea of decentralisation of higher education should be welcomed. Autonomous colleges and State Councils of Higher Education should be set up.

Prof. R.R. Singh, Department of Social Work, University of Delhi, Delhi (26 Oct. 1990)

- UGC should be disbanded and there should be a National Education Grants Commission to deal with pre-school to post doctoral education.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- The growth of private professional colleges should be checked.

Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)

- Educational research is needed for improvement of education.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)

- Colleges should not be given autonomy.

Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)

- There should be a running grade from a Lecturer to Professor in order to motivate the talented people to join the university.

Sh. V.N. Wanchoo, All India Science Teachers Association, Delhi (29 Oct. 1990)

- Good educational research is required to provide proper base for formulation of educational programme.

Shri Mani Jacob, Secretary, All India Association for Christian Higher Education, New Delhi, (5 Nov.1990)

- Higher education should be given due attention. The Committee should look into the reasons for the non-achievement of the target of the scheme of the autonomous colleges.

- The performance of UGC needs thorough review. The functioning of UGC should be decentralised and regional centres should be established in South, East and West.

Shri Shukhdev Ray, Secretary, Physics Society, IIT, New Delhi, (7th November 1990)

- General education should terminate at graduation if not at the '+2' stage. The graduate course should be of two years duration. There should be integrated under-graduate and post-graduate course.

Shri G.N. Saibaba, PGDTE Participant, Central Institute of English and Foreign Language, Hyderabad (7th, November 1990)

- Establishment of autonomous colleges would help only the privileged sections of society.
- The money spent on many of our higher education institutions and centres of excellence is a waste as the products of these institutions prefer to go abroad.

Shri Shankar Vedantam, Student, Visvesvaraya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- Measures will have to be taken to tackle the problem of brain-drain. This could be both financial incentives as well as legislative measures.
- Colleges and universities should be given autonomy and it would help to improve the quality of education in colleges and capabilities of students to compete.

Shri Vinit Kumar, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)

- The two-year degree course should be restored.

Ms. Sona Satsangi, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)

- Two year degree course should be restored. Higher education should be functional.

Shri Shyam Sunder Aggarwal, Executive Member, All India Students Federation, New Delhi (7th November, 1990)

- Open University should not be considered as an alternative to education but should be used for bringing qualitative improvement in education.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- The scheme of autonomous colleges should be applicable to all colleges. However, only functional autonomy should be granted.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- Higher education should not be free. The scheme of earning while learning should be introduced.
- To discourage brain drain compulsory provision should be made for working in the country for a minimum of 5 years after completion of education.

Shri M.S. Prakash, P.G. Students, School of Planning and Architecture, New Delhi, (7th November, 1990)

- Colleges should not be granted autonomy.

Shri R. Chandrasekharan, Students Chairman, Research Scholars and Students Association, Bharathiar University, Coimbatore (7th November, 1990)

- Children from rural backward should be given preference in admission to the professional colleges.
- The degree course should be of 3 years duration.
- All Universities in the country should have a common syllabus and curriculum.
- Autonomy for colleges is not in the interest of students.

CHAPTER 7

EQUITY AND DIVERSITY (NAVODAYA VIDYALAYA)

Shri H.R. Dutt, Research Officer, State Institute of Education, Jammu (25th October, 1990)

- The Common Schools and Neighbourhood Schools should be introduced in a phased manner. The Navodaya Vidyalayas should be continued.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- The idea of common school system is a welcome one but all educational institutions should be provided sufficient funds, infrastructure and the amenities to improve the standard of education.

Shri N. Janardhana Reddi, Minister of Education, Andhra Pradesh, (25th October, 1990)

- The Navodaya Vidyalayas are not elitist. It is through this scheme that the 'have nots' are getting quality education for the first time. They should be continued. Efforts should also be made for improving the conditions of the ordinary schools.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- The public school system is not really providing education of high quality but creating a sense of elitism in the students. While the common school system is good, efforts should be made for bringing improvement in the school complexes.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- Physical facilities in the common schools should be improved with a view to improving their quality.

Shri K. Ramamurthy, Additional Chief Secretary, Government of Gujarat, Gandhi Nagar (25th October, 1990)

- There should be no separate/special schools like the Navodaya Vidyalayas. The concept of common schools is a welcome one.

Shri V. Sankara Subbaiyan, Secretary (Education), Government of Tamil Nadu, Madras, (25th October, 1990)

- Introduction of the common school system involves more expenditure. It may be tried out in selected areas on a pilot basis.

Shri K. Chandrasekharan, Education Minister, Kerala (25th October, 1990)

- Navodaya Vidyalayas should be opened in the remaining districts also.

Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25th October, 1990)

- The concept of common school system is a welcome one.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- The Navodaya Vidyalayas should not be considered as elitist institutions. The per unit education cost is not much in the Navodaya Vidyalayas. These Vidyalayas change the outlook of students remarkably apart from contributing to national integration.

Dr. V.R. Nagpure, Director, SCERT, Pune (25th October, 1990)

- Talented students should be nurtured and Navodaya Vidyalayas should be established in every district.

Shri K. Venkata Sivaiah, Commissioner of Collegiate Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- Elitist education should not be discouraged. The elites are necessary to bring about innovations and scientific developments.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- It is difficult to operationalise scheme of common school.

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- Segregated nurturing of talent is necessary. Therefore, special schools like Navodaya Vidyalayas should be provided for gifted children.
- Ideas such as common school system and centralised national curriculum would not prove to be very effective in local specific situations. A common school system for the entire country and national core curriculum are contrary to the perspectives given in the NPE and also to the proposal for modularisation of curricular subjects.
- Public schools may continue but merit should be the only criterion for admission. However, 50% of the seats be reserved for those who can pay the fees of the other 50%.

Prof. N.K. Jangira, Professor of Special Education, NCERT, New Delhi,
(26th October, 1990)

- In the pre-service teacher training programme, pedagogy and methodology to educate the disabled should be included. It may be necessary to have an in-service training programme of sensitization of teachers which would include various components of non-formal education, vocationalisation of education and distance education to make the teachers aware of the needs of the disabled and ways and means to handle them.

Dr.(Mrs.) Sarojini Varshney, Retired Principal, Mahila Mahavidyalaya Banaras & Prof. of Education, Banaras Hindu University, Varanasi (26 Oct. 1990)

- Common school system should be established. Rich schools should adopt other schools in the vicinity having less facility.

Prof. M.V. Mathur, Former Vice-Chancellor, Rajasthan University and Former Director, NIEPA, Jaipur (26 Oct. 1990)

- Equity in education cannot be ensured in an unequal society.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- The confusion between elitist education and good or excellent education should be cleared. IITs are elitist institutions but they give excellent education. If elitist education gives quality education and they are accessible to all in the society then they should be welcomed. The navodaya vidyalaya would be an experiment in the right direction if it develops as a role model and resource centre for the region.

Shri M.P. Chhaya, Education Consultant, Navodaya Vidyalaya Samiti, New Delhi (26 Oct. 1990)

- The Navodaya Vidyalaya scheme is an exceptionally good one. It provides opportunities to the students from weaker sections of the society to compete with others on their own merit. The scheme serves the purpose of creating a classless society. In the Navodaya Vidyalayas students learn and practice the dignity of labour. The students also experience values. Some other significant aspects of Navodaya Vidyalayas are:

- * Implementation of three language formula
- * Continuous comprehensive evaluation predominantly in non-formal way
- * Activity based child centred education
- * The teachers are oriented in the methodology of teaching periodically
- * SUPW activities for about 3 hours in each day
- * Pre-vocational experiences are given to the students in classes IX and X. This provides strong base for students who may opt for vocational courses at post secondary stage.
- * 20% students from each Navodaya Vidyalaya are transferred to a Navodaya Vidyalaya in other state where the language is different. Such inter mixing of students of different states is conducive to national integration.

The Navodaya Vidyalaya Scheme should be given a fair trial of atleast 5 more years.

Prof. Vijaya, IGNOU, New Delhi (26 Oct. 1990)

- The scheme of Navodaya Vidyalayas should be given a fair trial.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific & Technical Terminology, New Delhi (26 Oct. 1990)

- The main reason for the failure of common school system in India is the poor standard of government and government aided schools. Lack of allocation of adequate funds for raising the standard of these schools is another reason. One way of improving school education is establishment of a network of schools on the pattern of central schools.

- Navodaya Vidyalayas should not be discontinued before the introduction of common school system.

Prof. R.S. Ayyar, Indian Institute of Technology, Bombay (26 Oct. 1990)

- For proper development of the country the practice of the principles of equality, excellence and nurturing of talents in every sphere of life including education is necessary. Common school system should have sufficient flexibility. Each student should get opportunity to develop his/her talent.

Dr. A.K. Srivastava, Director, Central Institute of Indian Languages, Mysore (26 Oct. 1990)

- Navodaya Vidyalayas should be continued.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- Most of our teachers in rural areas are not competent to teach even the ordinary children. They are not capable of taking care of specially talented children. The stand taken in the Perspective Paper in this regard is not practical.

Shri S.L. Jain, Principal, Mahavir Model Vidyalaya, New Delhi (26 Oct. 1990)

- The idea of common school is not bad but the private sector should be allowed to play its role. By charging fee a school does not become 'bad'. In the name of common school system good private schools should not be done away with.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Before introducing common school system qualitative improvement in government, local bodies and aided schools should be brought about.
- Navodaya Vidyalaya Scheme should not be given any further encouragement.
- The growth of private schools and public schools should be curbed.

Shri Y. Srinivasa Rao, Head Master, PHR Management High School, Ranganyalaya, Andhra Pradesh (29 Oct. 1990)

- The common school system should be implemented at the earliest.
- Segregated and nurturing of talent is not advisable. Instead, individual guidance system should be introduced.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The emphasis on creation of a non-competitive learning environment is misplaced in the present social and economic conditions of the country. Since resource constraints would not allow provision of desired level of facilities in all schools. There would be a need to nurture capable and talented children belonging particularly to the deprived segments of population in rural areas through the Navodaya Vidyalayas.
- The NCERT surveys indicate that the concept of neighbourhood school has no relevance to rural scenario. It is only the public schools in urban areas which need to be changed to neighbourhood schools. However, article 30 of the constitution is an impediment to the implementation of this concept.

Shri Labh Singh Kadian, President, Haryana Prant Adhyapak Sangh, Panipat (29 Oct. 1990)

- School education should be uniform.

Shri N.S. Mann, Secretary, All India Primary Teachers Association, New Delhi (29 Oct. 1990)

- Common School System should be introduced.

Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)

- Admission to Navodaya Vidyalayas should be based on intelligence, interest, aptitude and attitude tests and it should be open for all.

Shri S.N. Bhanot, Ex-President, Joint Council of Delhi Training Organisations, New Delhi (29 Oct. 1990)

- Common School system should be introduced.

Dr. (Ms.) Vimla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)

- The Navodaya Vidyalayas should be allowed to continue for some more time.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)

- Navodaya Vidyalaya Scheme should be discontinued. Instead, neighbourhood schools should be opened.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Segregated nurturing of talent is not proper but a special system for development of talents will have to be devised.

Shri J.N. Kaul, President, SOS Children's Village India, New Delhi (5 Nov.1990)

- Provisions should be made for the education of children with special needs such as the handicapped, orphans and those belonging to socially and economically disadvantaged groups.

Shri Shiv Samaddar, Chairman, Academic Council Gandhi Vidya Mandir, Sardar Shabna and Editor, Educational Technology, (5th Nov.1990)

- The existing Navodaya Vidyalayas should be continued.

Smt. Sudha Kaul, Director, Spastic Society of India, Calcutta (5 Nov. 1990)

- A three dimensional approach should be adopted for the education of disabled children. They could be imparted education along with other children in the ordinary school. This will prove to be pedagogically useful to them. The second approach is to provide education to the disabled in the common school with the provision for special classes for them. These special classes should be conducted by specially trained teachers with view making up their deficiencies. The third approach is to have special schools for disabled children. This is necessary in the case of those with a high degree of disability.
- Teachers should be given special training to enable them to teach children with special needs. This would mean that our B.Ed courses should have some component which should orient the teachers to teach disabled children.
- Voluntary organisations functioning in the area of education disabled should be given encouragement and financial support.

Smt. Hem Lata Swarup, President, Manushni and Mahila Vikas Sangthan, Kanpur, (5 Nov.1990)

- Though a welcome suggestion there are difficulties in implementing the common school concept and neighbourhood scheme.

Shri G.N. Saibaba, PGDTE Participant, Central Institute of English and Foreign Language, Hyderabad (7th, November 1990)

- There should be only one pattern of schools i.e. common schools.

Dr. (Ms.) Saroj Lalwani, Chief Commissioner of Guides, Bharat Scouts and Guides, New Delhi (7th November, 1990)

- There is no need to do away with good private and public schools but there is a need to raise the educational standards of all other schools.
- Instead of providing reservation, arrangements should be made to provide best education in the schools to all including the disadvantaged groups.

Ms. Suvarna Sen, Council Member, Calcutta University Students' Union, Calcutta (7th November, 1990)

- Privatisation of education should not be allowed.

Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)

- The question of continuance of Navodaya Vidyalayas should be examined realistically.

Shri D.K. Saxena, Chief Coordinator, National Coordination Committee of Young Scientists and Research Fellows, AIIMS, New Delhi (7th November, 1990)

- The dual system of education should be abolished.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- The quality of general schools should be improved by strengthening the school management system and ensuring teachers attendance.

Shri M.S. Prakash, P.G. Students, School of Planning and Architecture, New Delhi, (7th November, 1990)

- Common school system should be introduced.

Shri Ravindra Nath Roy, President, National Council, All India Students' Federation, New Delhi (7th November 1990)

- There should be only one type of schools in the country.

Prof. B.P. Khandelwal, President, Council of Boards of School Education, New Delhi (26th October, 1990)

- Common school system is laudable and all schools must ensure quality of education. The community should be actively involved and the common school should be a community school. The medium of instruction should be the mother tongue.

CHAPTER 8

ADULT AND CONTINUING EDUCATION

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- The importance of literacy in adult education programme cannot be over emphasised. Efforts should be made to create demands for education among adults.

Shri R.S. Jambule, Director of Education, Government of Maharashtra, Bombay (25th October, 1990)

- There is a need for a massive programme for adult literacy.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- The gains on account of adult education programmes were not commensurate with the expenditure. Hence, Haryana has discontinued such programmes. It should be better to spend the money earmarked for adult education on elementary education.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- Non-formal education centre should be continued for some more time till the concept of 'opening up and non-formalising the school system' takes practical shape. There should not be any age limits with regard to students in NFE centres and adult education centres. These centres also should not be mutually exclusive.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- The contents of adult education should be revamped.

Shri Krishnaji, Chairman, Maharishi Institute of Science and Technology, Maharishi Nagar (26th October 1990)

- The problem of illiteracy should be dealt with in two fronts: removal of backlog of illiteracy as a one shot activity and ensuring that present and future children do not grow up as illiterates.

Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- Development of vocational skills should be a part of adult literacy programmes.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- The Perspective Paper has not referred to the distance education. It should not be taken as the supplementary to formal education. Distance education has done more justice to the disadvantaged sections of the society than the formal education system.

Prof. Vijaya, IGNOU, New Delhi (26 Oct. 1990)

- Distance learning can play an important role in continuing education for employees, teachers, students and parents.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- Adult education programme should be given primary importance.

Prof. B.B. Mohanty, Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi (26 Oct. 1990)

- The whole content and process of adult education needs to be re-vitalised. Adult education should not be merely the teaching of the three R's.

Miss Shanta Krishnan, Asstt. Director, Centre for Adult and Continuing Education, Jawaharlal Nehru University, New Delhi (26 Oct. 1990)

- The views of the Committee on adult education are not right. The Committee has created a fear psychosis among adult education functionaries that adult education programmes are going to be wound up. A meaningful adult education programme should be mounted and illiterate labourers should be helped to acquire necessary skills needed in the performance of their responsibilities. Lessons of social justice should also be included in adult education programme.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Adult education system should be discontinued and it should be merged with secondary education and university education. Every teacher should be asked to make 100 illiterates, literates every year. For this they could be paid extra remuneration. The students could also be associated in the adult education activity and incentives in the form of certificates, prizes, scholarships etc., could be given to them.

All India Federation of Educational Associations, (29th October, 1990)

- The problem of adult illiterates should be tackled on a priority basis. Every primary school teacher should be asked to make 10 families literate. Students should also be involved in the programmes for eradication of illiteracy.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- Recognition of the importance of other components of adult education need not be at the cost of literacy which is of fundamental importance to any education, adult or other.

Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)

- Voluntary agencies should be encouraged in the field of adult education.

Shri Pratul Lahiri, Member, National Council, Communist Party of India, New Delhi (30 Oct. 1990)

- Eradication of illiteracy should be given importance and more funds should be allocated for the same. A mass movement should be started for the same.

Shri Prembhai, Director, Banawasi Seva Ashram, Govindpur, U.P. (5th November, 1990)

- Adult education programme should continue. It should be made a people's movement with the help of voluntary agencies. The voluntary agencies should be advised about the most effective ways.

Shri D.N. Malhotra, President, Federation of Indian Publishers, New Delhi, (6th November, 1990)

- Adult education programme should be based on the assumption that illiterates are not uninitiated and uneducated but they have wisdom and knowledge about basic rights.

Shri Shankar Vedantam, Student, Visweswaraya College of Engineering, Bangalore University, (6th November 1990)

- The services of educated students of urban areas should be utilised for educating the illiterates in the rural areas.
- In order to eradicate illiteracy in the rural areas, urban educated youth should be deployed as was done in Cuba.

CHAPTER 9

CONTENT AND CURRICULUM

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- The proposal to replace the text-books by "lists of reading" would not be appropriate at lower levels.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- It is necessary to develop a sense of dignity of labour and linkages of education with curricula. There should be flexibility to opt for various vocations according to needs and interests of children.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- The teaching of Science and mathematics should commence at the Primary stage itself. Provision should be made for laboratories and qualified teachers for teaching these subjects.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- The present single textbook system should be changed and students should be exposed to more textbooks. The syllabus should be uniform throughout the country.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- Syllabi should not be changed too frequently and efforts should be made to minimise the curricula load.

Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinash Lingam Institute for Home Science & Higher Education for Women, Coimbatore, (26th October, 1990)

- Schooling should be made more attractive and their programmes should be integrated with income generating activities.
- Nutrition and health may be added to the list of life oriented subjects to be taught in schools.
- Number of working days in educational institutions should be increased by reducing number of holidays. Consequently the three year degree course can be reduced to one of two years.

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- Ideas such as common school system and centralised national curriculum would not prove to be very effective in local specific situations. A common school system for the entire country and national core curriculum are contrary to the perspectives given in the NPE and also to the proposal for modularisation of curricular subjects.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)

- The idea of national core curriculum is a disastrous one.

Dr. S.Muthu Kumaran, Vice-Chancellor, Bharatidasan University, Tiruchirapally (26 Oct. 1990)

- The existing school syllabi need revision. The syllabus should include only such matters which are really necessary.
- Religious education should be included in the school curriculum. Education should emphasize the need for religious tolerance.

Prof. B.R.K. Raju, Programme Adviser (NSS) Department of Youth Affairs and Sports, New Delhi (26 Oct. 1990)

- Efforts should be made to make all students at the undergraduate level participate in NSS, NCC or sports activities so that they develop values of social service, discipline etc. The participation of teachers in such activities should be made a mandatory part of their work.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific & Technical Terminology, New Delhi (26 Oct. 1990)

- Too much decentralisation in the areas of evaluation and formulation of syllabus will lead to lack of uniformity in standards and adoption of corrupt practices.
- The proposal to have ungraded class rooms and freedom for first generation learners to drop in the school at any time may pose pedagogical problems.

Shri R.K. Kapila, Chairman, Forum of Public Schools and Principal, Luxman Public School, New Delhi (26 Oct. 1990)

- The load of school bag should be reduced.
- Instead of increasing the 'learning hours' in a day the number of working days should be increased. Increasing the learning hours in a day is psychologically unsound.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Lessons on national integration, emotional integration and communal harmony should be included in the curriculum. The curriculum should be rural based.

Shri Y. Srinivasa Rao, Head Master, PHR Management High School, Ranganyalaya, Andhra Pradesh (29 Oct. 1990)

- In the curriculum for women dance, drama and home science should be included.

All India Federation of Educational Associations, (29th October, 1990)

- Physical Education and health education should be given importance.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The suggestion to have list of readings is not easily implementable because of the difficulties in developing multiple sets of books and supplying them well intime. The proposal is academically sound but is fraught with academic, administrative and financial hurdles.

Shri N.S. Mann, Secretary, All India Primary Teachers Association, New Delhi (29 Oct. 1990)

- There should be a common curriculum throughout the country

Shri Lalit Kumar Das, Chief Design Engineer and Chairman, IDD Centre, IIT Delhi (30 Oct. 1990)

- India has a long and glorious tradition in art, crafts and handicrafts. Education should integrate these traditions and exploit the expertise available locally in them.
- ITIs and Polytechnics should be converted into Poly Craft and Designing Centres. They should provide training in a number of trades and crafts including jewellery making, stone cutting, designing, pottery etc. Art, craft and design education should be introduced at all levels from primary to university level.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Education should not make us insulated from the world. Ideas of world culture, world religion and world language should not be totally ignored.

Shri J.N. Kaul, President, SOS Children's Village India, New Delhi (5 Nov. 1990)

- Education in family welfare and planning should be an integral part of curriculum right from primary school to higher education. Such a component of health education should be value based because the aim of health education is to develop a healthy and strong human being.

Shri Vinay Chandra Maudgalya, Chairman Gandharva Maha Vidyalaya, Mandal, New Delhi, (5 Nov. 1990)

- Cultural Activities and music should be given a prominent place in education. Music can play an integrative role. It will help in the emotional development of the child.

Smt. Usha Satija, Vice-President, Bhartiya Shikshan Mandal New Delhi (5 Nov.1990)

- India has a rich spiritual heritage. The education system should integrate this heritage. Moral education should be a part of school education.
- Physical training, music and prayers should be included in the school curriculum.

Shri N.Satyanarayana, President, Constructive Forum, New Delhi (5 Nov.1990)

- Moral education should be included in the curriculum.

Smt. Nirmala Despande, Harijan Sevak Sangh, Delhi. (5 Nov.1990)

- In the general education courses science should be synthesised with spirituality.

Shri R.S. Bhardwaj, All India General Secretary, Bhartiya Shikshan Mandal, New Delhi (5th November, 1990)

- The curriculum and syllabus should develop an Indian angle. Minority communities specially Muslims should be brought to the main stream of the nation through education.

Shri Natwar Thakkar, Secretary, Nagaland Gandhi Ashram, Chu-chu-Yimlang, Nagaland (5th November, 1990)

- With a view to developing scientific temper, science and heritage museums should be established in every district. The tribal should not be labelled as aboriginals as, such categorisation would keep them away from the main stream. Their culture is part and parcel of the composite Indian culture and heritage. Books should be written to reflect on the composite national culture.
- Managerial skills should be inculcated in students right from the primary stage.

Shri Prembhai, Director, Banawasi Seva Ashram, Govindpur, U.P. (5th November, 1990)

- Lesson should be learnt from our ancient Gurukul system and incorporated in the present education system. Children should be attached to the people who practice the trade/profession which they are learning.

Shri S.W. Dhabe, Ex-MP and President, All India Physical Education and Allied Teachers Association, Nagpur, (6th November, 1990)

- The subject of physical education has been totally neglected so far. Physical education and sports activities would help in the development of physical, intellectual and moral faculties of individuals and enable them to acquire right to work and employment. It should be remembered that the 'universal declaration of human rights' states that every student has a fundamental right of access to physical education and sports.

- There should be a graded curricula for physical education for different levels or stages in education. Physical education be made an integral component of all systems of education.
- Central Advisory Board of Physical Education be set up to advise on all matters of physical education and to set uniform pattern. All India Council of Sports be revived.
- Physical Education Colleges should come within the jurisdiction and control of Education Department and not under the control of Sports Department.
- Physical education should be made compulsory subject of teaching in schools and colleges. The Government should not allow a school to be opened without adequate land for play and games.
- One Physical Education teacher should be appointed in every educational institution. There should be parity between physical education teachers and other teachers in schools and colleges in all respects.

Smt. Sudarshan Pathak, General Secretary, All India Physical Education and Allied Teachers Association, New Delhi (6th November, 1990)

- A proper policy for funding the physical education in schools system should be evolved.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- At the early stage of education, curriculum should be flexible so as to promote creativity in the child.

- Physical education should be given a prominent place in school system.

Shri N.K. Bhatt, Vice-President, INMW Federation, INTUC, New Delhi, (6th November, 1990)

- In the programme for eradication of illiteracy voluntary organisations should be involved. The private and public sector undertakings should make special efforts for spreading literacy and should ensure that none of their employees remains illiterate. The management of such undertakings should make provision for library, play ground, debating hall etc. for school and community. They should invest on research and development related to education instead of restricting the same to their products.

Dr. Balwant Rao Satija, General Secretary, Bhartiya Shikshan Mandal, New Delhi.

- Music should be included in the curricula. Sports should be made compulsory and Sanskrit should also be a compulsory subject.

Shri G. Prabhakar, General Secretary, Bharatiya Mazdoor Sangh, New Delhi (6th November 1990)

- India has a rich cultural tradition. This tradition should find place in our school curricula and text books. This is necessary for promoting national integration.

Shri Shukhdev Ray, Secretary, Physics Society, IIT, New Delhi, (7th November 1990)

- Stress should be laid on comprehensive internal assessment, sports, games and other co-curricular activities, social services, rural orientation to educational programmes by making SUPW and NSS compulsory, re-designing of the teaching methods etc.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- The curricula/syllabi especially at the secondary and higher level, should develop creativity and expression of emotion, rather than suppress it, as is the case at present.
- Students should be granted maximum flexibility to select courses or combination of courses suiting their aptitude and requirements.
- There is a need for functional interaction in the various societal processes and that legal literacy be introduced in order that an awareness is created regarding an individual's rights and duties.
- There is a need for continuous upgradation and updating of the syllabus so that it has relevance and is in tune with societal trends.
- Learning should be by doing. Students participation should be ensured in community development projects, community services, NSS, environmental awareness, cultural activities and the like to sensitize students.
- Institutions of secondary and higher levels of learning should be provided sufficient autonomy with regard to curriculum, syllabi content and process, evaluation, teacher training and the like.

Dr. (Ms.) Saroj Lalwani, Chief Commissioner of Guides, Bharat Scouts and Guides, New Delhi (7th November, 1990)

- The school curriculum should be relevant to the needs of the learners. The textbooks need to be revised and re-written to incorporate modern ideas. There is also need for proper coordination between traditional and modern knowledge.

Shri Gregory Sequeira, President, P.G. Students' Union, Managalore University, Mangala Gangotri (7th November, 1990)

- Teaching methodology needs to be changed. Seminars, workshops, debates etc. could be effectively used in teaching.
- Teachers should be involved in preparation of syllabus and development of school curriculum.

CHAPTER 10

EXAMINATION REFORMS

Shri H.R. Dutt, Research Officer, State Institute of Education, Jammu (25th October, 1990)

- In regard to the proposal for continuous and comprehensive evaluation, it must be remembered that framing objective type question paper is not easy.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- The public examination system should continue as it serves certain useful purposes. It, however, needs suitable modifications so as to keep pace with the needs of the society. If a change in the system has to be brought about it has to be in a systematic and gradual manner. In doing so equal importance should be given to both internal and external examinations. Provisions for system choice, subject-wise reading, credit accumulation facilities etc. may be introduced alongwith continuous and comprehensive internal assessment system.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- Introduction of modular courses, accumulation of credits and continuous comprehensive internal evaluation are welcome suggestions. In Rajasthan, at present there is no examination in classes I & II but there is a demand that there should be examinations. At least at the end of classes V & VIII there should

be admission tests. It may be too early to do away with the public examinations at the end of classes X and XII.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- Reform should be introduced in examination so as to curb malpractices.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- Syllabi should not be changed too frequently and efforts should be made to minimise the curricula load.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- There should be frequent examinations so that the fear of examination is removed from students. The teacher teaching the subject should not be the paper setter. It should be set by some outsider. Examination is necessary to assess the minimum level of competency achieved by the student after completion of a particular course/class.

Shri J.S. Badan, Secretary (Higher Education), Government of Kerala, Thiruvanthapuram (25th October, 1990)

- The fear of examination forces the child to drop out and stay away from the school. The teacher should be entrusted with the responsibility of objective assessment of the children. There is no need for examination up to certain stage.

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- Delinking of degrees is a good proposal but it requires modification of recruitment policy.

Dr. K. Raman Pillai, Director State Centre, Thirvananthapuram, (26th October, 1990)

- The proposal to have continuous and comprehensive evaluation in place of the present system of examination is a welcome one.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- Efforts at semesterisation and continuous and comprehensive internal evaluation have not succeeded in the past. A case in point is that of the Andhra University. The proposal means more work for teachers and they are not ready to take the same.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific & Technical Terminology, New Delhi (26 Oct. 1990)

- Too much decentralisation in the areas of evaluation and formulation of syllabus will lead to lack of uniformity in standards and adoption of corrupt practices.

Dr. A.K. Srivastava, Director, Central Institute of Indian Languages, Mysore (26 Oct. 1990)

- The experiment of replacing public examination by internal assessment was a failure in the past.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- The measures suggested for examination reform in the paper are not going to improve the situation.

All India Federation of Educational Associations, (29th October, 1990)

- Students should have the right to get their answer books re-evaluated.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The freedom of the teacher in the area of evaluation should be subject to the control, atleast of the total school faculty.
- When public examinations are replaced there should be a system to ensure comparability in standards all over the country.

Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)

- Children should be evaluated after 10 years of schooling with regard to their intelligence, aptitude and attitude.

Dr. K.L. Johar, Principal, M.L.N. College, Yamuna Nagar (29 Oct. 1990)

- The present examination system needs thorough reforms.

Dr. (Ms.) Vimla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)

- Instead of present examination system Internal assessment with some checks should be encouraged. However, teachers need orientation for this.

Shri Girwa Singh, All India Democratic Federation, New Delhi (29 Oct. 1990)

- The suggestion on examination reforms would not be very effective, since the public schools will still continue to have the same.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Evaluation system should not be mechanical. Weightage should be given to seminars, workshops, class room work attended and teachers' opinion regarding general behaviour of the pupil in the school.

Shri Shiv Samaddar, Chairman, Academic Council Gandhi Vidya Mandir, Sardar Shabna and Editor, Educational Technology, (5th Nov.1990)

- The examination system should be decentralised.

Shri Shankar Vedantam, Student, Visweswaraya College of Engineering, Bangalore University, (6th November 1990)

- The idea of modularisation and semesterisation was good but unfortunately a large number of teachers in our country do not have the competency to conduct such tests. Introducing such a reform at this juncture may lead to corruption and nepotism. Instead of periodical public examinations, aptitude test may be conducted after a particular stage of education to ascertain if the students want to continue with their education. The system of computerised multiple choice test questions should be introduced in the examinations.

- Examination should be de-linked from the degree. In its place, the students may be given aptitude tests to see whether after attaining or getting some education, he still has an inclination for further education. Alternatively the industry can also test the incumbent for a particular job.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- In order to reform the present system of examination, measures like comprehensive and continuous internal evaluation, semesterisation, system of awarding credits and suggested list of readings instead of text books should be introduced.

Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)

- Though the concept of continuous and comprehensive assessment is a step in the right direction, the introduction of entrance examination is not desirable.

Shri Gregory Sequeira, President, P.G. Students' Union, Managalore University, Mangala Gangotri (7th November, 1990)

- Examination system should be totally revamped. The measures suggested should ensure that the element of subjectivity would not be there in evaluation.

Shri Anurag Sharma, Office Secretary, All India Democratic Youth Organisation, New Delhi (7th November, 1990)

- The Committee should suggest ways and means to raise the standards of education instead of abolishing public examinations.
- Internal assessment would be very subjective and personalised.

Prof. B.P. Khandelwal, President, Council of Boards of School Education, New Delhi (26th October, 1990)

- Though there is a need to do away with the external examination at the end of classes X and XII, it has to be gradual and in a phased manner. The abolition may raise many issues of equivalence, horizontal and vertical mobility of students etc. One should look into these before abolishing public examinations. The need of the present hour is to introduce grades instead of marks, avoiding labelling of pass and fail, allowing students to accumulate credits and study at their own pace and taking examination at their own convenience.

CHAPTER 11

DECENTRALISATION OF MANAGEMENT

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- Local Area Planning and decentralised school management are welcome proposal.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- The idea of school complexes is good but an early experiment in Rajasthan in this regard was a failure. Colleges should not be included in the school complexes.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- Education management should be decentralised and implementation of schemes at the primary stage should be entrusted to the schools.

Shri K. Ramamurthy, Additional Chief Secretary, Government of Gujarat, Gandhi Nagar (25th October, 1990)

- The proposal for giving autonomy to schools should be re-examined.

Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25th October, 1990)

- The proposal for integration of school complex with Panchayati Raj Institutions needs to be reviewed.

Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25th October, 1990)

- The proposals on decentralised school management have not spelt out the funding pattern.

Dr. V.R. Nagpure, Director, SCERT, Pune (25th October, 1990)

- The concept of school complex is a good one. However, universities and colleges are not going to get involved in them. Perhaps the secondary schools should monitor the elementary schools.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- The community should be actively involved in the affairs of the schools.

Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinash Lingam Institute for Home Science & Higher Education for Women, Coimbatore, (26th October, 1990)

- All educational institutions in an area, from pre-school to post-doctoral stage should be under one roof.

Prof. V.C. Kulandaishwamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- The idea of decentralisation of higher education should be welcomed. Autonomous colleges and State Councils of Higher Education should be set up.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)

- Voluntary agencies should be encouraged to play an effective role in the decentralised education management. Autonomous colleges should be encouraged. The system of affiliating colleges should be discontinued.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- The roles of Central and State agencies need to be identified. Decentralisation is good but it is the general belief that management at state level is inferior to that at the centre. There is a need to do something to improve the situation at the state level.

Dr. H.C. Vissvesvaraiya, Vice-Chancellor, University of Roorkee, Roorkee (26 Oct. 1990)

- Decentralisation is necessary to fight some of the evils in the existing education system. It can resolve regional disparities by tackling local problems. But at the same time it will encourage too much variation and weaker units. The best approach should, therefore, be centralised decentralisation' i.e. at policy making and decision taking levels, we should follow a centralised approach of planning while for implementation at regional/local levels the approach should be decentralised.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- The idea of education complex is a welcome one but it has to be ensured that it does not lead to deterioration of school system.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Teachers should be involved in the management of school education.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The contradiction in the suggestion regarding management of education complexes should be sorted out. At one place it is mentioned that they should be managed by teachers and at another place that they should be under the Panchayati Raj institutions.

Dr. (Ms.) Vimla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)

- There should be a proper balance between centralisation and decentralisation.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- The persons managing private educational institutions should be given proper training in educational management.
- Primary education should not be entrusted to the Panchayati Raj institutions. They should be under the Government.

Sh. V.N. Wanchoo, All India Science Teachers Association, Delhi (29 Oct. 1990)

- A strong administrative set up for education should be created at the state level.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- Voluntary agencies should be treated as creative agencies and not mere implementing agencies. They should be promoted.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- The community should be involved in educational ventures. the community should provide the capital resources required for opening a school.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- Education management should adopt a middle line between democratic and autocratic set ups. Functional autonomy of educational institutions should be tagged with accountability.

Mr. Jyotibhai Desai, Gujarat, (5th November, 1990)

- Government should play a supportive role only in education and should not interfere in the day to day working of educational institutions. Education should be participative and voluntary organisations should be allowed to play a major role.

Shri Mani Jacob, Secretary, All India Association for Christian Higher Education, New Delhi, (5 Nov.1990)

- The interference of government in education should be the least. However, quality control, funding etc. should be looked after by government. Voluntary agencies should be encouraged in the educational field.

Shri P.M. Tripathi, General Secretary, Association of Voluntary Agencies of Rural Development, New Delhi (5th November, 1990)

- Voluntary agencies should be encouraged in the field of education.

Shri Natwar Thakkar, Secretary, Nagaland Gandhi Ashram, Chu-chu-Yimlang, Nagaland (5th November, 1990)

- Government should play a supportive role only in education. There should not be any State monopoly over education. Voluntary agencies should be encouraged.

Shri Lalit Kumar Das, Chief Design Engineer, IDD Centre, IIT Delhi, (5th November, 1990)

- Community participation in the education system should be encouraged at the village level. This would help in making available to the educational institutions the local resources.
- Education system should be evolved from the village level.

Dr. Balwant Rao Satija, General Secretary, Bhartiya Shikshan Mandal, New Delhi.

- There should be a Commission for School Education like the UGC.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- Institutions of secondary and higher levels of learning should be provided sufficient autonomy with regard to curriculum, syllabi content and process, evaluation, teacher training and the like.

Shri Shankar Vedantam, Student, Visvesvaraya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- Colleges and universities should be given autonomy and it would help to improve the quality of education in colleges and capabilities of students to compete.

Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)

- Education complexes is the right way to introduce decentralisation of education. It should help in removing regional disparities and improper utilisation of resources. Students should also be given participation in the management of education complexes.

Shri Bratin Sengupta, Joint Secretary, Students Federation of India, New Delhi (7th November, 1990)

- Decentralisation should be functional and not related to formulation of policy. It should mean true functional autonomy for educational institutions.

Shri Gregory Sequeira, President, P.G. Students' Union, Managalore University, Mangala Gangotri (7th November, 1990)

- Only very good institutions should be declared as autonomous.

Ms. Sona Satsangi, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)

- While entrusting management of educational institutions to local bodies it should be ensured that they are manned by committed people.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad,
New Delhi, (7th November, 1990)

- A National Education Foundation Body should be set up. It should play an important role for effective implementation of recommendations on education.

Shri M.S. Prakash, P.G. Students, School of Planning and Architecture,
New Delhi, (7th November, 1990)

- Colleges should not be granted autonomy.

CHAPTER 12

LANGUAGES

Shri H.R. Dutt, Research Officer, State Institute of Education, Jammu (25th October, 1990)

- The mother tongue is not always the easiest language for a person. For India a common link language is necessary.

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- Regional languages should be used as media of instruction upto class X.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- Mother tongue should be used for primary education. It would not be appropriate to use local dialects.

Shri K. Chandrasekharan, Education Minister, Kerala (25th October, 1990)

- Measures should be taken for proper implementation of three-language formula. Even Kendriya Vidyalayas and Navodaya Vidyalayas are not implementing this formula.

Dr. V.R. Nagpure, Director, SCERT, Pune (25th October, 1990)

- There should be a common script for all languages and that could be Devnagari.

Prof. P.V. Indresan, IIT Delhi, New Delhi (26th October, 1990)

- It is easy for children to learn three languages. A child should be provided opportunities to learn atleast one more language. Learning two languages enables corelation of expression and thus contributes to intellectual development.

Prof. S.K. Verma, Director, Central Institute of English and Foreign Languages, Hyderabad, (26th October, 1990)

- Language is a very effective component in the entire process of education. Learning more than one language does not necessarily mean that students should acquire the same level of proficiency in all of them. Mother tongue could be the medium of instruction upto the highest level of education; but mother tongue means the effective first language of the child. The child has potential to learn any language provided opportunities are made available. India being a multilingual country the three language formula should be enforced in letter and spirit. However, the choice of the third language should be left to the students. Even more than three languages may be permitted to be taught in the schools. The third language should be taught at the secondary stage (classes IX and X). If the child becomes proficient in languages at the end of the secondary stage then there is no need for further teaching of languages.

Shri Krishnaji, Chairman, Maharishi Institute of Science and Technology, Maharishi Nagar (26th October 1990)

- Education should be provided through mother-tongue. Several psychological, social and educational experiments proved that learning through mother-tongue is deeper, faster and effective.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)

- Teaching of mother-tongue has been neglected under three language formula. We should allow learning of as many languages as possible.

Prof. Suraj Bhan Singh, Chairman, Commission for Scientific & Technical Terminology, New Delhi (26 Oct. 1990)

- A time-bound and phased programme for media switchover should be suggested.

Dr. C.J. Daswarni, Department of Non-Formal Education, NCERT, New Delhi (26 Oct. 1990)

- Though mother-tongue should be the medium of education, the mother-tongue of each and every child cannot be a medium. All languages are not equal in status. Therefore, the motivation to learn a language differ from language to language and region to region.

Dr. A.K. Srivastava, Director, Central Institute of Indian Languages, Mysore (26 Oct. 1990)

- Teaching of languages should be staggered. Mother-tongue should be introduced at the primary level and modern Indian language as a second language from class VI. English should be taught as a third language.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- English should be given a prominent place as a link language.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Primary education should be given in the mother-tongue. The three language formula should be implemented. Teachers should be given training and additional allowance for teaching languages of other region.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The Perspective Paper does not say anything about the importance of Hindi as the link language. It also mentions very little about the place of English.

Shri Labh Singh Kadian, President, Haryana Prant Adhyapak Sangh, Panipat (29 Oct. 1990)

- Learning three languages is a burden for the child. The medium of instruction at the primary stage should be mother-tongue. English should not be given priority at this level.

Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)

- The three language formula should be encouraged. There should be in-built incentives for learning more than one language.

Shri Girwa Singh, All India Democratic Federation, New Delhi (29 Oct. 1990)

- English should be taught from primary classes onwards.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- The three language formula should be implemented.

Dr. John Vallamattam, Editor, Indian Currents, New Delhi (30 Oct. 1990)

- English should not be considered as a foreign language. Necessary impetus should be given for its study.

Shri J.P.B. Bhatnagar, Editor, Musalman, Madras (30 Oct. 1990)

- Indian languages should be encouraged and we should not give unnecessary weightage in fluency in English.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- Mother tongue should be the medium of instruction.

Shri Shiv Samaddar, Chairman, Academic Council Gandhi Vidya Mandir, Sardar Shabna and Editor, Educational Technology, (5th Nov.1990)

- Mother-tongue/regional language should be the medium of instruction. English, however, should have its place as a library language. The second and third languages should be introduced at early stages since learning languages is easier at a younger age.

Shri Mohd. Syeed Hameed, Former Vice Chancellor, Aligarh Muslim University and presently secretary, Hamdard Education Society, New Delhi (5 Nov. 1990)

- Mother-tongue should be the medium of education at the elementary level. Facilities should be provided to Urdu speakers for education in their mother tongue. Urdu should be included in the three languages formula.

Smt. Usha Satija, Vice-President, Bhartiya Shikshan Mandal New Delhi
(5 Nov.1990)

- Sanskrit should be taught compulsorly.

Smt. Nirmala Despande, Harijan Sevak Sangh, Delhi. (5 Nov.1990)

- The craze for English should be discouraged.

Shri Mohammed Ashfaque Ahmed, Secretary (Education), Jamat-e-Islami Hind, New Delhi (5 Nov. 1990)

- Provision should be made for Urdu medium schools of various levels.

Shri R.S. Bhardwaj, All India General Secretary, Bhartiya Shikshan Mandal, New Delhi (5th November, 1990)

- Teaching of Sanskrit should be a part of education. The importance of English should be lessened. The teaching of English should also be Indianised.

Shri Natwar Thakkar, Secretary, Nagaland Gandhi Ashram, Chu-chu-Yimlang, Nagaland (5th November, 1990)

- Tribal languages should be used as medium of instruction upto class III and for this textbooks should be developed.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- English should continue as link language.

Shri G.N. Saibaba, PGDTE Participant, Central Institute of English and Foreign Language, Hyderabad (7th, November 1990)

- Regional languages should be the medium of instruction at higher level also.

Ms. Suvarna Sen, Council Member, Calcutta University Students' Union, Calcutta (7th November, 1990)

- Mother-tongue should be the medium of instruction at the elementary stage and preferably upto the higher education level.

Shri Pratap Samal, Secretary, All India Democratic Students Organisation, New Delhi (7th November, 1990)

- English should be taught as a compulsory subject from the primary stage.

Shri Bratin Sengupta, Joint Secretary, Students Federation of India, New Delhi (7th November, 1990)

- Mother-tongue should be the medium of instruction upto higher education. There is no country in the world where students have to learn three languages in schools.

Shri Harish Tyagi, Convenor, All India Democratic Youth Organisation, New Delhi (7th November, 1990)

- The medium of education should be mother-tongue from class I. Teaching of English as a link language from early stage of education would also be desirable as most of the books on science, technology and philosophy are available in English language. Learning three languages would not be difficult for a child.

Shri D.K. Saxena, Chief Coordinator, National Coordination Committee of Young Scientists and Research Fellows, AIIMS, New Delhi (7th November, 1990)

- The medium of instruction should be regional language.

Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)

- English should not be given the undue importance which it is enjoying at all levels of education now.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- Teaching of English language should be encouraged.

Shri Anurag Sharma, Office Secretary, All India Democratic Youth Organisation, New Delhi (7th November, 1990)

- English should not be considered as a foreign language. Language is a medium and not a property of anybody. Hence learning of English should be encouraged.

Shri Ravindra Nath Roy, President, National Council, All India Students' Federation, New Delhi (7th November 1990)

- Mother-tongue should be the medium of instruction. The three language formula should be implemented.

Shri C. Balasubramaniam, Research Scholar, Bharathiar University, Coimbatore (7th November, 1990)

- No language should be imposed on any-body. Mother-tongue should be medium of instruction at the primary level but English should be continued as the medium of instruction at higher level.

CHAPTER 13

TEACHERS AND STUDENTS

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- The relationship between teacher and student should be improved. The method of recruitment and the task to be assigned to the teacher should be radically reviewed.

Shri S.N. Bajpai, Education Minister, Uttar Pradesh, (25th October, 1990)

- Teacher training should instil sense of commitment in teachers.

Shri Kishan Singh Sangwan, Education Minister, Haryana, (25th October, 1990)

- The quality of education in private schools is because of the commitment of the teachers there though their pay scales are not as high as that of government school teachers. They are also more accountable than government school teachers. The security of their jobs is dependent on their performances.

Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25th October, 1990)

- Frequent refresher courses should be organised for school teachers. More funds should be allotted for teacher training.

Dr. V.R. Nagpure, Director, SCERT, Pune (25th October, 1990)

- The innovations and experiments made in the teacher education programme in Maharashtra by Anutai Wagh should be mentioned. The SCERT and NCERT have also contributed significantly in restructuring teacher education.

Shri J.S. Badan, Secretary (Higher Education), Government of Kerala, Thiruvanthapuram (25th October, 1990)

- The teacher training programme should be restructured to produce ideal teachers. The community should respect the teacher.

Shri K. Venkata Sivaiah, Commissioner of Collegiate Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- Teacher training programme should be re-organised. Model pre-service and in-service teacher training programmes should be framed. This should be done in a phased manner.

Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinash Lingam Institute for Home Science & Higher Education for Women, Coimbatore, (26th October, 1990)

- There is no need for separate teachers' training colleges.

Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi (26th October, 1990)

- Distance education can effectively contribute in the training of teachers.

Prof. N.K. Jangira, Professor of Special Education, NCERT, New Delhi,
(26th October, 1990)

- In the pre-service teacher training programme, pedagogy and methodology to educate the disabled should be included. It may be necessary to have an in-service training programme of sensitization of teachers which would include various components of non-formal education, vocationalisation of education and distance education to make the teachers aware of the needs of the disabled and ways and means to handle them.

Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad
(26th October, 1990)

- The Perspective Paper has not given due attention to teacher education. Distance education is a viable method to train a large number of untrained teacher in the country.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- Non-formalising school system would require appointment of more teachers which would be difficult. Hence qualified persons in the society may be involved in teaching in the school on regular, part-time or voluntary basis.

Prof. G.S. Randhawa, Vice-Chancellor, GND University, Amritsar (26 Oct. 1990)

- The Perspective Paper has not focussed on the role of teachers. At present teachers are not performing their duties sincerely. The Committee should suggest ways to make teachers accountable.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- Teachers should be involved in the management of school education.
- There should not be any transfer of teachers.

Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)

- An Indian Education Service (IES) should be constituted.

All India Federation of Educational Associations, (29th October, 1990)

- Measures should be taken for improving the competence of teachers.
- Grievance Redressal Committees should be formed at different levels for educational personnel.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- The educational reforms suggested in the Paper assumes the availability of dynamic and competent teachers in large number which is not the case.
- The 'Internship Model' of teacher training suggested in the Paper needs to be spelt out clearly.

Shri Labh Singh Kadian, President, Haryana Prant Adhyapak Sangh, Panipat (29 Oct. 1990)

- Distance education is not the answer to the problem of large number of untrained teachers.
- There is no need for a code of conduct for teachers when there is none for politicians.

- Common pay scale and common service conditions should be provided to all teachers.
- The Chhotopadhyia Commission's recommendations should be implemented.

Shri N.S. Mann, Secretary, All India Primary Teachers Association, New Delhi (29 Oct. 1990)

- Uniform salary and service conditions should be provided to all teachers.
- The recommendations of NCT-I should be implemented.

Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)

- The nature and quantity of work should be the criterion for determining pay scale.

Shri S.N. Bhanot, Ex-President, Joint Council of Delhi Training Organisations, New Delhi (29 Oct. 1990)

- The teacher being the central point of the system of education, his training, status and service conditions should be improved. There should be uniformity in the pay scales. The Chattopadhyia Commission report should be implemented.

Dr. (Ms.) Vimla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)

- Teacher should be given autonomy but with accountability.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)

- Transfer of teachers should be as per a clearly laid down policy.

Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)

- Teachers should not be singled out for accountability.
- There should be a running grade from a Lecturer to Professor in order to motivate the talented people to join the university.

Mr. V.K. Manchanda, All India Federation of Teachers Associations (29th October, 1990)

- An Indian Education Service should be established.

Shri Girwa Singh, All India Democratic Federation, New Delhi (29 Oct. 1990)

- The number of students in a class should not be more than 20.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- The selection procedure for teachers should be streamlined and only those who are committed to the profession should be selected.
There should be continuous appraisal of teachers' performance.

Shri Mohd. Syeed Hameed, Former Vice Chancellor, Aligarh Muslim University and presently secretary, Hamdard Education Society, New Delhi (5 Nov. 1990)

- Teachers are the main tools for bringing about changes in education. Therefore, there is a need to reorient and train teachers to bring in the changes suggested in the Paper.

Mr. Jyotibhai Desai, Gujarat, (5th November, 1990)

- The experiment in teacher training conducted by Gijubhai should be taken note of.

Shri N.Satyanarayana, President, Constructive Forum, New Delhi (5 Nov.1990)

- Selection of teachers should be rigorous so that the best persons join the profession. Retired persons should be encouraged to join teaching profession.

Smt. Sudha Kaul, Director, Spastic Society of India, Calcutta (5 Nov.1990)

- Teachers should be given special training to enable them to teach children with special needs. This would mean that our B.Ed courses should have some component which should orient the teachers to teach disabled children.

Shri P.M. Tripathi, General Secretary, Association of Voluntary Agencies of Rural Development, New Delhi (5th November, 1990)

- There should be a mechanism for ensuring accountability in teachers.

Shri S.W. Dhabe, Ex-MP and President, All India Physical Education and Allied Teachers Association, Nagpur, (6th November, 1990)

- One Physical Education teacher should be appointed in every educational institution. There should be parity between physical education teachers and other teachers in schools and colleges in all respects.

Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)

- Training of teachers should be a four-tier system - pre-primary, primary, middle and secondary. Teachers should be given thorough training in the methods of teaching at different stages because the same method cannot apply to all the stages.

Shri Shankar Vedantam, Student, Visweswaraya College of Engineering, Bangalore University, (6th November 1990)

- An Education Manpower Base for recruitment of educational functionaries at an all India level should be set up. The pay scales and other perks of teachers should be at par with those of IAS and IPS.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- Teachers should be provided appropriate remuneration and recognition so that they are motivated enough to motivate students in turn. They should also be enabled to acquire communicational and inspirational qualities.

Shri Shankar Vedantam, Student, Visvesvarya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- At the higher education level students may be involved in the evaluation of the performance of teachers. Incentives, promotions and pay scales of the teachers should be linked with students' evaluation.

Dr. (Ms.) Saroj Lalwani, Chief Commissioner of Guides, Bharat Scouts and Guides, New Delhi (7th November, 1990)

- The status of teachers should be improved. Special care should be taken to provide residential facilities to lady teachers in rural areas.

Shri Shyam Sunder Aggarwal, Executive Member, All India Students Federation, New Delhi (7th November, 1990)

- Students should be given political training. Students Unions should be allowed to function.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- A national aptitude test should be conducted for selection of teachers.

Shri C. Balasubramaniam, Research Scholar, Bharathiar University, Coimbatore (7th November, 1990)

- Pay scales of teachers should be attractive enough to draw intelligent and dedicated people to the profession.

CHAPTER 14

RESOURCES (CENTRALLY SPONSORED SCHEMES)

Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)

- When the centrally sponsored schemes are transferred to the States, proportionate financial assistance should also be given to the States.
- In the matter of resource allocation the principle of equity and social justice should be followed. Substantially more funds should be provided for elementary education.

Shri Hari Kumar Audichya, Education Minister, Rajasthan (25th October, 1990)

- The on going centrally sponsored schemes should not be discontinued. However, the State governments should be given freedom to formulate and operate the schemes keeping in view the local needs and requirements.
- Measures like graduate tax could be considered for raising resources for education.

Shri R.S. Jambule, Director of Education, Government of Maharashtra, Bombay (25th October, 1990)

- The Centrally Sponosred Schemes should be continued in the VIII Five Year Plan.

Shri K. Ramamurthy, Additional Chief Secretary, Government of Gujarat, Gandhi Nagar (25th October, 1990)

- More funds should be allocated to States for education. A strong inspecting machinery both for academic and administrative purposes, should also be set up.

Shri V. Sankara Subbaiyan, Secretary (Education), Government of Tamil Nadu, Madras, (25th October, 1990)

- Investment in elementary education is not adequate. For providing incentives, more funds are required.

Shri K. Chandrasekharan, Education Minister, Kerala (25th October, 1990)

- Kerala does not have a strong infrastructure for higher education. The committee should recommend increased Central assistance to Kerala for opening higher educational institutions like engineering colleges.
- A National Development Fund for Education should be set up. There should be State development funds for education also.

Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25th October, 1990)

- The views expressed by the Committee on Centrally Sponsored Schemes are the right ones.

Shri T. Venka Reddy, Director School Education, Government of Andhra Pradesh, Hyderabad (25th October, 1990)

- The detailed provisions of Centrally Sponsored Schemes like Operation Blackboard are prescribed at the Central level without keeping in view the actual requirements at the school level. The

State Education Departments/Schools should be given freedom to purchase equipment as per the local needs.

Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)

- The role of private investment in education should be clearly stated. In case private investment is recommended it is to be ensured that education is not commercialised.

Prof. B. Ganguli, Department of Education, Science & Maths, NCERT, New Delhi (26 Oct. 1990)

- The resources in education are not equitably distributed with the result that a minority of students consume most of the funds. The industries should provide funds for research and development in universities.

Prof. G.S. Randhawa, Vice-Chancellor, GND University, Amritsar (26 Oct. 1990)

- The resources available for education are not being properly utilised. Every school should have double shifts to ensure full utilisation of the building and other facilities.

Shri R.K. Kapila, Chairman, Forum of Public Schools and Principal, Luxman Public School, New Delhi (26 Oct. 1990)

- More funds should be allocated for the school education even if it means reduction in the financial outlay for higher education.

Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)

- The common people may not take kindly to the suggestion to enhance the fee in higher education.

All India Federation of Educational Associations, (29th October, 1990)

- An Education Grants Commission should be established for school education.

Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)

- Centrally Sponsored Scheme does not mean centralisation. It should be a joint venture of the Central and State governments.

Shri Labh Singh Kadian, President, Haryana Prant Adhyapak Sangh, Panipat (29 Oct. 1990)

- An Education Grants Commission should be set up for funding school education.

Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

- Six per cent GNP should be earmarked for education.

Sh. A. Vijay Raghawan, MP, (30th October, 1990)

- A review should also be done about the effects of including education in the Concurrent List. After inclusion of education in the Concurrent List, funds have been given mostly to the Central universities.

University and presently secretary, Hamdard Education Society, New Delhi
(5 Nov. 1990)

- The central government should ensure that the State Governments are provided with adequate funds for implementation of the programmes approved by it.

Shri N. Satyanarayana, President, Constructive Forum, New Delhi
(5 Nov. 1990)

- Resources for education should be raised through donations from the public, property tax, educational cess etc.

Shri P.M. Tripathi, General Secretary, Association of Voluntary Agencies of Rural Development, New Delhi (5th November, 1990)

- We should think of innovative means to raise funds and resources for education like education cess.

Shri Lalit Kumar Das, Chief Design Engineer, IDD Centre, IIT Delhi, (5th November, 1990)

- Industries should be encouraged to adopt schools.

Shri Prembhai, Director, Banawasi Seva Ashram, Govindpur, U.P. (5th November, 1990)

- Funds are not distributed equitably among the different sectors of education. Elementary education has been ignored.

Shri Prembhai, Director, Banawasi Seva Ashram, Govindpur, U.P. (5th November, 1990)

- Resources for education should be found at the local level and people should not depend on government funding.

Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)

- Corporate sector should be involved in education. Not only will it help in availability of the immense resources of this sector for education but also will help in absorbing the products of education in trade and industry.

Shri Shankar Vedantam, Student, Visvesvarya College of Engineering, Bangalore University, Bangalore (7th November, 1990)

- Greater allocation of funds should be made available for primary and secondary education and the higher education may pay for it.

Ms. Suvarna Sen, Council Member, Calcutta University Students' Union, Calcutta (7th November, 1990)

- Education should be considered as a productive sector and expenditure on education should be treated as an investment. Ten percent of the GNP should be allocated for education.
- Resource mobilisation would require bold initiatives.

Shri D.K. Saxena, Chief Coordinator, National Coordination Committee of Young Scientists and Research Fellows, AIIMS, New Delhi (7th November, 1990)

- To raise resources for education taxes should be levied on the rich.

Shri Shyam Sunder Aggarwal, Executive Member, All India Students Federation, New Delhi (7th November, 1990)

- Reduction of allocation for higher education would be a step in the wrong direction.

Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)

- Higher education should not be free. The scheme of earning while learning should be introduced.
- Allocation of funds between educational institutions in rural and urban areas should be even.

Shri M.S. Prakash, P.G. Students, School of Planning and Architecture, New Delhi, (7th November, 1990)

- Resource should be distributed evenly and equitably among universities.

Shri Anurag Sharma, Office Secretary, All India Democratic Youth Organisation, New Delhi (7th November, 1990)

- Government should take full responsibility for funding education. Ten percent of GNP should be earmarked for education.

Shri R. Chandrasekharan, Students Chairman, Research Scholars and Students Association, Bharathiar University, Coimbatore (7th November, 1990)

- Industries should be involved in educational development. They can contribute funds for construction of buildings, hostels etc.

Shri C. Balasubramaniam, Research Scholar, Bharathiar University, Coimbatore (7th November, 1990)

- Government should encourage private sector in education.

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 III

1. General Comments	82
2. Goals, Roles and Values	22
3. Right to Education	13
4. Elementary Education and Universalisation	55
5. Secondary Education and Vocationalisation	42
6. Higher Education (General and Technical	33
7. Equity and Diversity (Navodaya Vidyalayas)	57
8. Adult and Continuing Education	21
9. Content and Curriculum	57
10. Examination Reforms	30
11. Decentralisation of Management	38
12. Languages	41
13. Teachers and Students	49
14. Resources (Centrally Sponsored Schemes)	39
Total	<hr/> 579 <hr/>

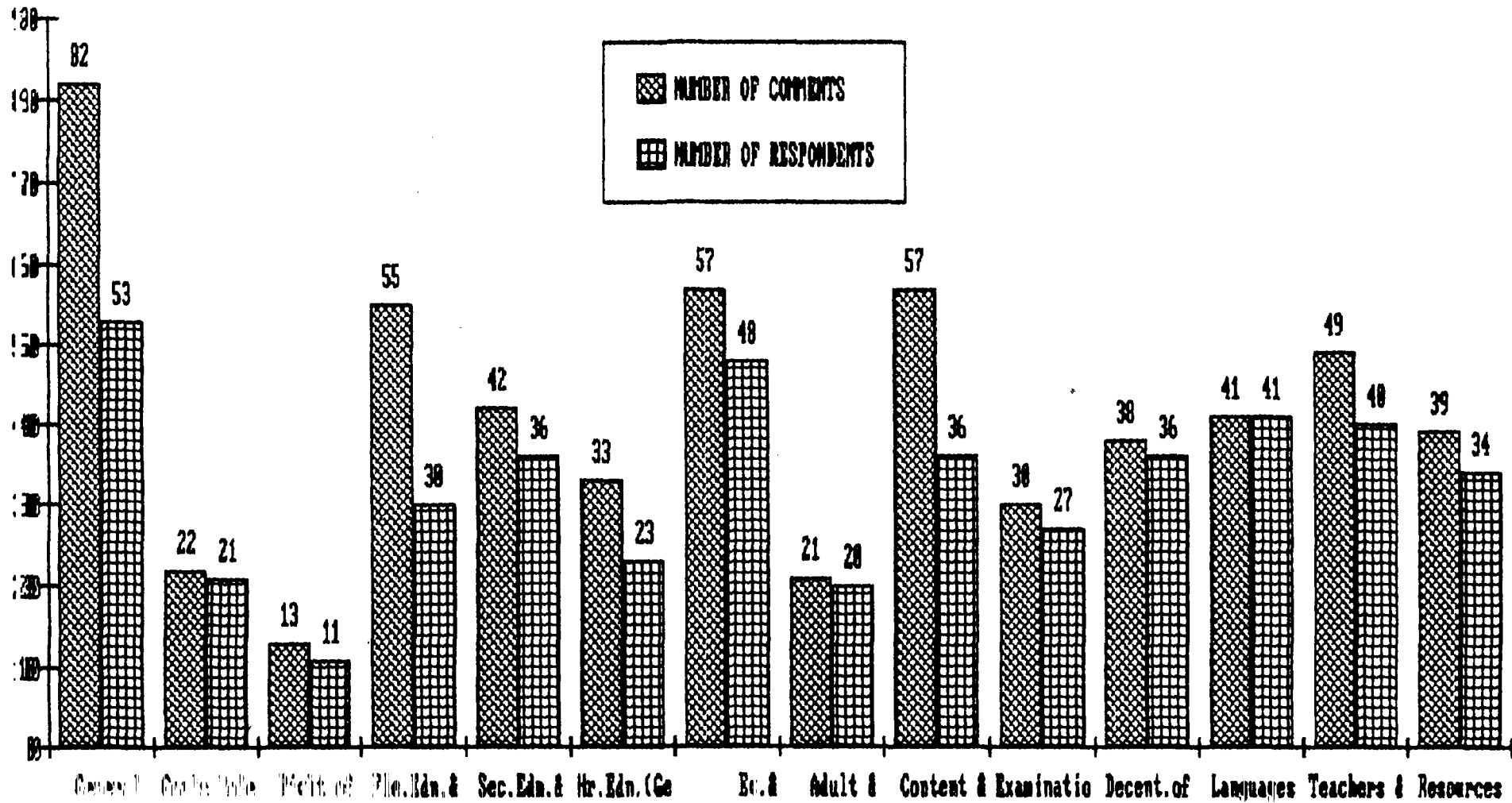
RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF RESPONDENTS - VOLUME III

1. General Comments	53
2. Goals, Roles and Values	21
3. Right to Education	11
4. Elementary Education and Universalisation	30
5. Secondary Education and Vocationalisation	36
6. Higher Education (General and Technical	23
7. Equity and Diversity (Navodaya Vidyalayas)	48
8. Adult and Continuing Education	20
9. Content and Curriculum	36
10. Examination Reforms	27
11. Decentralisation of Management	36
12. Languages	41
13. Teachers and Students	40
14. Resources (Centrally Sponsored Schemes)	34
Total	<u>465</u>

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

VOLUME III



ANNEXURE II

**LIST OF PARTICIPANTS IN THE INTERACTION MEETING
HELD ON OCTOBER 25-26, 29-30 AND NOVEMBER 5-7, 1990
AT IIT, DELHI**

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