

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

RESPONSES TO A PERSPECTIVE  
PAPER ON EDUCATION

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## Responses to A Perspective Paper on Education

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## CHAPTER 1

### GENERAL COMMENTS

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Already successful experiments have been conducted in some colleges to link curriculum with regional development. They should be evaluated and the experience gathered should be widely shared before the proposal in this regard is implemented.

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- The present education system is dominated by urban bias. It is also bereft of functional thrust and is, therefore, ill-suited to the paramount task of initiating the overall rural transformation. Therefore, a new education system which is free from urban hangover and which is suited to the needs and the nature of our villages, has to be designed and implemented. It should aim at developing and harnessing the available human and physical resources to an optimum level.
- The new education system should be related to the common needs, ethos, experiences and aspirations of the local community and should have direct relevance to their way of life. The learning experiences should be drawn from the local surroundings and environments.

- There are significant differences between rural and urban environments which should be taken into account while identifying the existing and/or establishing new educational institutions for designing and implementing the new education programmes. These programmes should be devised so as to create meeting points between the rural and urban ethos.
- The educational programmes should be flexible enough to accommodate local needs and variations from place to place. It should subscribe to the principles of decentralisation in planning, monitoring, administration, selection and transaction of curricular and developmental activities.
- The content of the educational programme should not remain confined only to the "Three R's" or upto cognitive level but it should be capable of integrating the "Three H's" (head, hand and heart) to ensure that education does not alienate the student from family and community. It should adopt an organised action based upon feasible developmental programmes visualised by the local community and such programme should become an integral part of the curriculum.
- Participation of local community should be encouraged in the instructional and organisational functions of an educational institution. The system should help the schools to grow as positive hubs of all local activities for improving the quality of community life and achieving a higher level of material and human resource development.

- The system should be founded on the principles of "learning by doing" and of "work experience" which are directly related to the day to day life of the community. The system should correlate education with productive work and social service.
- The education should take the form of mass movement with an all out government support. It should broaden the traditional functions of schools so as to make them act as GRAMODAYA Kendras/Samudayik Vikas Kendras, capable of responding to all local needs for development. The System should expose the concerned people to modern technological advancements and should help local communities in identifying and developing appropriate indigenous technologies.
- The system should lay special emphasis on education of women and other weaker sections of society and the rural people.
- Each social sub-system, such as Health, Industry, Rural Development, Co-operative, Agriculture and Scientific and Technological Research has its own potential to serve the cause of education, but, these sub-systems do not have effective interface among them. Hence, there is a pressing need for effective Inter-sectoral coordination.
- The work of well identified voluntary organisations should be given the pride of place in all future plannings and implementations of policy.
- The most fundamental caveat in conceptualising and restructuring education is that the spirit of volunteerism, community participation social action, social defence and local self-help

should be mobilised into a mass movement. Progressive professionalisation with grass-root perceptions and sensitivity should be promoted and bureaucratisation should be eschewed and avoided.

Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)

- Gainful employment should be the key factor while framing or modifying any educational policy.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Educational facilities should be provided keeping in view the population: Primary schools in every village, intermediate college in every block and post-graduate college in every district.

Shri M.B. Prajapati, Assistance Teacher, Kathara Primary School, Kathara, Surendra Nagar, Gujarat

- Residential school should be set up for tribal people. Such schools should be opened in a cluster of 4-5 villages.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- We should stop using words like Indian culture, secularism, socialism etc. which have lost meaning.

Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001 (U.P.)

- The implementation of education policy should be monitored effectively.

- For all-round development of education, political, economic and administrative assistance is necessary.

Shri Pankanj Shree, C/o Shri Ramesh Chandra, Kalam Toli, P.O. Church Road, Ranchi-834001

- Macauley's education system should be abolished.
- Every school should be co-educational.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- The Perspective Paper is silent about any monitoring system. It has also not clarified the policy regarding the common school system. The economic and industrial policy should be complementary to the education policy.

Dr.(Smt.) Kala Srivastav, Lecturer, Education Department, M.L.K. College, Bal Rampur, Gonda (U.P)

- Present education system is aimless, one-sided, defective and incomplete. It has no relation to knowledge and work. It makes the teacher helpless and reduces his status. There is too much control by government. It has divided the society into elite and ordinary classes. It has devalued man. The examination system is defective.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Education should not be divided into formal, non-formal, academic etc.



- Emphasis should be given to subjects like child care and health. Liberal financial assistance should be given to backward areas. Free boarding and lodging, textbooks, Stationery, uniforms etc. should be provided to students of backward areas. Casteism, and communalism should be kept out from education.
- Effective monitoring systems should be introduced for implementation of education policy.

Dr. Govind Singh, MLA, Block 3/86-87, Vidhayak Niwas, Bhopal

- Education system should respond to local needs and traditions.

Shri R.D. Joshi, Teacher, H.N. Intercollege, Haldwani, Nanital

- There should be a uniform pattern of elementary education.
- There should be no politican intervention in the educational institutions.
- The education officers should be held responsible for maintenance of discipline and proper management of educational institutions.
- The tendency of taking up private tutions on the part of teachers should be curbed. Similarly publication of guides, guess-papers should also be stopped.

Smt. Madhurima Singh, Govt. Quarter, Nirala Nagar, Lucknow

- The network of education has not so far reached the rural masses.

- The policy of reservation has also not been implemented properly with the result that the benefits do not reach the target groups.
- Education should be provided to those who did not have an access to education so far.
- The basis of reservation should be economic and not caste/community.
- Many schools do not have buildings.
- The mushroom growth of private educational institutions should be curbed.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- More emphasis should be laid on women's education by allocating 50% of the resources for primary education for girls.

Shri Durga Singh Rathaur, Freedom Fighter, Anand Kutir, Dhali, Shimla (19th October, 1990)

- Equal opportunities for education should be given to all children in the country.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- For any system of education to be effective it must take into account its three vital components - students, teacher and school (college/university). The main thrust of the Paper is on elementary school education but the secondary and tertiary education has not been adequately discussed. The report is silent about the ways and means which should be adopted to provide the

minimum necessary infrastructural facilities in government schools particularly in rural areas and city slums. Similarly, various aspects of recruitment, training and motivation of the teachers have largely been ignored.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Recommendations of Kothari Commission regarding educational restructure may be implemented.
- Education should be linked with industrial development and planning.
- Adequate facilities should be provided to girl students so that they do not discontinue their studies. Child care should be available in every school. Hostels also should be set up for girls.
- Private engineering, medical and training colleges should be banned.

Shri P.C. Mathur and Dr. Chandra Mouli Singh, Indian Society for Public Affairs, Lal Bhawan, Barkat Nagar, Jaipur (30th September, 1990)

- Emphasis should be on the education of economically backward classes.

Smt. K.A. Parwathy, Registrar, Sri Padmavati Mahila Visvavidyalayam, Tirupati-517502 (2nd November, 1990)

- The stress on removal of regional disparities by starting educational institutions in the backward areas is a welcome idea but incentives should be given to those people who are opting to work in such institutions.

"Saheli", Women's Resource Centre, New Delhi-110024 (27th October, 1990)

- The recommendation on women's education made by the Committee would be possible only if a network of balwadies, creches and other child care centres are attached to the schools.
- Various Committees have made a number of useful suggestions for reforms in education in the past but for want of resources and other reasons they have not been implemented. Therefore, what is required is the political will to provide enough resources for education.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The Perspective Paper has not brought out the socio-economic policy framework envisaged by the Committee while formulating the recommendations on education. In the existing socio-economic conditions many of the recommendations will remain impractical.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (and other employees) Union H.O. 19 Sewak Colony, Patiala (30 October, 1990)

- To facilitate education of weaker sections they should be given free hostel facility, textbooks etc.

Prof. Atiq A. Siddiqi, Co-ordinator, Curriculum Development Centre, Department of Urdu, Aligarh Muslim University, Aligarh-202001 (24th October, 1990)

- The trend in education universally is towards specialisation. Integration will only result in chaos.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- Private parties without any discrimination should be allowed to open schools.

Shri Vinod Pandey, Chinmaya Vidyalaya, Vasant Vihar, New Delhi

- The real need of the hour is that all the private institutions should be taken over by the government.

Dr. H.K. Jha, Namkum Bazar, Ranchi

- The education policy should be uniform through out the country.

Shri Gadadhar Bhatt, Chairman, Bhartiya Shiksha Mandal, Bhatt Sadan, Jharwar, Rajasthan (28th September, 1990)

- The pattern of Education should be uniform through out the country.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- Fifty per cent of resources provided for primary education must be earmarked for women. Gender justice should be ensured at various levels in the system of education.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- Access to education for rural children should be seen not only in terms of enrolment but from the retention angle also. This has implications for the kind of schools such children should attend. The streams - general and vocational - could be tried at school level. Alternatively, vocationalisation could be introduced at the primary level itself.
- The growing trend of nationalisation of elementary education should not stifle initiative from the voluntary sector.
- The duration of schooling should be staggered for weaker/disadvantaged sections both in terms of the total period and the number of hours per day with provision for variability in the pace of learning.

Jamia Millia Islamia, Jamia Nagar, New Delhi-110025 (Views expressed in panel discussion held on 26th September, 1990)

- The paper has not mentioned about subjects like equipping teachers for the changes envisaged, Policy Research which is an accepted science, modalities for fusing right to work and right to education etc.

Southern Regional Centre of the Council for Social Development, Hyderabad and Indian University Association for Continuing Education, New Delhi (One day discussion held at Hyderabad on 22nd October, 1990)

- Any change introduced in education should be given adequate time and institutions should be given the required autonomy for experimentation.

- Detailed recommendations should be made on education among minority communities, concept of 'qualitative bench marks' in the growth of education, role of measurement in education, role of distance education, concept of composite culture and its operationalisation and curricular reforms in higher education particularly in terms of their linkages with issues of regional development and contribution to improvement in school education.

Department of Foundation of Education, Jamia Millia Islamia, New Delhi  
(Panel discussion held in New Delhi on 26th September, 1990)

- In order to make education a mass movement, empowering of people through strengthening their marketable skills is a must.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- There should be more interaction between the community and the educational institutions. Community participation in the learning process can be not only in the syllabus making but also in teaching skills. Students should be additionally involved in literacy programmes and other extension activities.
- Early childhood care centres should be opened so as to make it possible for girls to attend the school. All possible steps including legal steps, if necessary, should be taken to make it compulsory for girls to join school. No subject should be looked upon as an exclusive preserve either of men or of women. Special polytechnics for women should be opened.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- To boost education of girls, proportion of women teachers may be increased significantly. The Tamil Nadu Model of recruiting 'only women teachers' at the primary school level is a laudable example worthy of emulation by other States.
- To remove regional disparities, preferential funding of the educationally backward regions on selective basis should be done.

University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Removal of dichotomies as between formal and non-formal academic and vocational, technical and non-technical education, is neither desirable nor feasible.
- Effective implementation strategies for the issues like non-formalisation of school education, the Common School System, decentralisation of school management, education for women's equality, removal of regional disparities, etc. should be carefully and imaginatively drawn up so that the expectations roused by them are not belied once again.
- Media in general and electronics media in particular have not contributed in any substantial way to motivate educational change. A considerable portion of the time allotted by the Radio and TV in popularising consumer culture and products of the private sector could be usefully diverted to educational programmes. The loss of



revenue to these agencies on this account will be amply compensated by the promotion of quality education of children, youth and adults of the country through these media.

Indore Discussion Group, Indore.

- Education and its planning should be organically and meaningfully linked with the larger social, cultural, economic, political and technological context.
- The gradual degradation of relationship between teacher and pupil, teacher and teacher and teacher and community should be checked at the earliest possible. Attempt should be made for the promotion of a healthy relationship.

Seminar organised by Academy of Administration, Madhya Pradesh, Bhopal

- Private initiative should be encouraged at university and technical education level.
- Education Planning should be linked with manpower planning.
- Community participation should be encouraged in education.

## CHAPTER 2

### GOALS, ROLES AND VALUES

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997  
Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- The system should lay special emphasis on education of women and other weaker sections of society and the rural people.
- Education should act as an instrument of modernisation, not merely for the sake of modernisation but for bringing about socio-economic changes aiming at bridging caste and class differences and economic disparities.

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati  
Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar,  
Lucknow-226020

- The aims and objectives of education should be broadened.

General Secretary, Divya Path Sansthan, Amar Kantak Distt. Shahdol  
(Madhya Pradesh)

- The basic aim of education should be the development of self and vocational education should be utilised for achieving that aim.

Shri Sagar Mal Sar, T.G.T.(Hindi), Govt. Girls Senior Secondary School,  
Patparganj, Delhi

- Efforts should be made for overall development of child.
- Scientific attitude should be inculcated in children.
- Education should not be job oriented but knowledge oriented.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- In the entire process of education, a culture of respect for socially useful work and productive labour should be developed.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- The need of the hour is the evolving of an egalitarian, secular, democratic and just education for all that is liberative, non-elitist and sensitive to people's problems and integrated with life and work. It should value traditional knowledge and wisdom and inculcate scientific and human temper.
- Building the value of work as an integral part of the total education set-up is essential. It should not only be part of the curriculum but all pervasive in the educational environment.
- Education needs to be understood as an instrument of social change and with present situations in the country when issues of casteism, communalism, social fragmentation etc. are raising their heads, there is need for a national core curriculum. Hence, we also need centrally sponsored programmes, though development, planning and implementation of these projects should be done on equal partnership basis.

Shri Gandrao Harwani Aldak, Headmaster, Hindi Main Board Primary School, Chhindwara (26th September, 1990)

- Primary and secondary education should be value based. Gandhian philosophy should be included in the curricula at all stages.

Shri Mukesh Kumar Sahdev, H.No. 686, Sahdev Bhawan, Urban estate II, Hisar-125 005 (Haryana) (25th October 1990)

- Schools at primary and middle level should impart more character building values, sense of obedience, devotion to work and need for discipline.

Shri D.V. Subba Rao, Retd. Principal, Razole, E.G. Dt. NC-2, I.D.P.L. Colony, Hyderabad-500037 (19 October, 1990)

- The physical, mental and spiritual development of an individual should be the aim of education and this should be achieved through the amalgamation of the Eastern spiritualism and Western humanism.

Shri Animesh Chandra Halder, K-16/1, Driver Line, P.O. Nainpur, Distt. Mandla, Madhya Pradesh

- Education should encourage creative tendencies in children.

Shri Gadadhar Bhatt, Chairman, Bhartiya Shiksha Mandal, Bhatt Sadan, Jharwar, Rajasthan (28th September, 1990)

- There should be an action plan for incorporating cultural values in the education system.

The Chairman, Akhil Bharatiya Vidyarthi Parishad, Asara Branch, Rajasthan.

- Value should be inculcated through education. Students should be apprised of Indian heritage and culture.

Jamia Millia Islamia, Jamia Nagar, New Delhi-110025 (Views expressed in panel discussion held on 26th September, 1990)

- Education certainly should develop the power to fight but to enable one to do so, the individual must be sensitive to problems with a motive and ability to mobilise.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- The holistic view of education is an ideal we may aspire for. But in practice, this may not be possible in the existing setup. It requires more resources, better planning, professionalism and commitment on the part of all those who are engaged in this colossal task of nation building.

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- The stress on value education needs certain clear definition of the values. Secularism may be expressed in terms of 'Serva Dharma Sadbhav' implying the underlying unity of all religions. Respect and regard for other cultures may be replaced by 'regard and respect for Indian culture'. Values like dignity of work, love for motherland and Indian nationalism may be included.

Department of Foundation of Education, Jamia Millia Islamia, New Delhi (Panel discussion held in New Delhi on 26th September, 1990)

- An integrated view of education would be linear. Education should aim at an integrated development of the physical, social, affective and cognitive aspects of an individual.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- A course on basic human values should be devised for all professional courses. This foundation course should be given proper

status. Process of inculcating values should start right from the primary stage by involving the students in some concrete programmes preferably by community camps. Cultural and spiritual values are not to be taught but to be caught through scientific and rational ways. Emphasis should be upon duty to work rather than upon right to work. Integral development of Head, Heart and Hand should be the goal of the course.

Dr. S. Muthukumaran, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- The need of the hour is value orientation to the educational system. The Perspective Paper does not spell out a specific action programme for this.
- A course on social history/social structure needs to be included in the curricula at all stages of education to cultivate social consciousness among the students.
- Religious education should be a part of the curriculum.
- Though in principle an integrated view on education is desirable, in practice some sort of specialisation cannot be completely avoided.
- Education should promote the values of democracy, egalitarianism and social justice, good personal, social, moral and spiritual values and sense of tolerance for other's views, languages and religions. It should prepare the younger generation to achieve a quality of life that is desirable, feasible and sustainable and to lead a useful and purposeful life.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Values such as democracy, secularism, socialism, scientific temper, equality of sexes, honesty, integrity, courage, justice, respect for all life forms, different cultures and language etc., constitute the basic mosaic of values which is vital to the unity and integrity of the country. All curricular and extra-curricular activities in schools and colleges should convey this message.

Indore Discussion Group, Indore.

- The ideal of integrated and holistic view of education is a departure having serious structural and functional implications. It envisaged retracting of some of the earlier recommendations of the Education Commission (1964-66) and NPE 1986. It will help in giving new directions and avoiding dichotomies in education.
- The entire system needs an overhauling to make value an integral part of educational process and school climate. Selection of teachers should be the point to begin with. Integrity of the character and dedication towards the profession should be considered alongwith subject competency for recruitment of teachers.

## CHAPTER 3

### RIGHT TO EDUCATION

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- Education in India should be nationalised so that uniform system of education could be implemented. Constitutional guarantees given to minorities be withdrawn to enable uniform educational system.

Shri Harbans Singh, Dy., Inspector General of Police (Retd.), 24/1, Circular Road, Dehra Dun-248001 (25th September, 1990)

- Education upto middle school level should be free.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The suggestion to make right to education a fundamental right is significant and welcome.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (& other employees) Union H.O. 19 Sewak Colony, Patiala (30th October, 1990)

- School education should be free.

Miss Madhu Batra, The Batra Store, 2581 Teliwara, Delhi (29.10.90)

- Education should be compulsory up to Class XII.



Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The scope of the freedom of minorities to run educational institutions should be defined clearly.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- The constitutionally guaranteed rights of the minorities in the country may have to be continued; but the meaning of that guarantee has to be elaborated so that the right is not misused.

## CHAPTER 4

### ELEMENTARY EDUCATION AND VOCATIONALISATION

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- Incentives like free text books, stipend etc. should be provided to educationally backward sections of society.
- To promote girls education hostels/residential schools should be established.
- Mobile schools should be set up for nomadic tribes.

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- The system should be founded on the principles of "learning by doing" and of "work experience" which are directly related to the day to day life of the community. The system should correlate education with productive work and social service.

Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)

- Elementary education should be made compulsory for all.
- There is need for new pedagogy at the elementary school level keeping in mind the difference between literacy and education and recognising the need for non-formal and vocational education. Voluntary agencies can help in augmenting governmental efforts and in reinforcing moral value system in a student which is rather difficult to achieve in a formal school education.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt. Pali (Rajasthan)

- Every school should have separate staff for child care and girls education

Shri M.B. Prajapati, Assistance Teacher, Kathara Primary School, Kathara, Surendra Nagar, Gujarat

- In rural areas children face the problem of transportation. This should be solved.

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar, Lucknow-226020

- Elementary education should be universalised.

Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001 (U.P.)

- Basic amenities should be provided in all schools. Mid-day meal scheme should also be introduced.

General Secretary, Divya Path Sansthan, Amar Kantak Distt. Shahdol (Madhya Pradesh)

- All children in the age-group 6-14 years should be given compulsory education.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- For universalisation of education necessary resources should be provided and teachers should be paid well.

Shri Sagar Mal Sar, T.G.T.(Hindi), Govt. Girls Senior Secondary School, Patparganj, Delhi

- Primary education which is the real foundation should be strengthened.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- It will be necessary to cater to the needs of the non-school children of school going age through non-formal system.
- Government alone cannot meet all expenses on universalisation of elementary education. It can only provide some basic facilities. The rest will have to come from the community. New modes of raising resources are to be explored. The fee structure for post secondary education could also be revised.

Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)

- Primary education deserves top priority. Every effort should be made to bring into reality the universalisation of primary education.
- It is not advisable to have ungraded class rooms because gradation acts as an incentive to learn. The absence of gradation will create chaos and confusion.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- The ideas expounded on "opening up and non-formalising the school system" are really relevant to Indian conditions, particularly for rural areas where education has to be approached with pragmatism.

As regards involvement of community it seems there is more emphasis on school reaching into the community. There should be a mutuality - community launching socio-economic project with school's support and school launching learning projects with community support. This process may help to incorporate traditional knowledge and wisdom into the curriculum.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- Certain proposals such as ungraded classes and freedom to "drop in" a school at any time look quite attractive on paper but may be very difficult to implement in reality. Similarly, holding of classes twice in the day - morning for written tradition and evening for oral tradition and cultural action may not be possible. The report also does not clearly spell out as to how the participative management of all education needs in an area by the community is to be ensured.

Shri J. Shukla, Director of Adult Education, Gujarat State, Dr. Jivraj Mehta Bhavan, Block No. 12, 3rd Floor, Gandhinagar-382010 (30th October, 1990)

- An autonomous body may be established at State level for universalisation of primary education by 1995.
- Summer and winter vacations should be abolished at primary level for achieving the goal of universalisation of primary education within a specified time.

- The teaching hours in primary school may be reduced from 6 hours to 3 hours and the spare hours and spare teachers may be utilised for Non-Formal Education and adult education. This system shall reduce the expenditure and unnecessary wastage of time on the part of students at primary level.
- Some incentives may be introduced for neoliterates and some minor punishment may be imposed on illiterates with pre-notice of reasonable number of years.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- The idea of ungraded class rooms is acceptable as also the common school system. The latter will, however, be difficult to be implemented when most of the schools are in private sector.
- While the need for Early Childhood Care and Education is recognised, in the absence of adequate resources for primary education it is not possible to include in it the load of Early Childhood Care and Education. What is called for is re-structuring of elementary education with an early entry age and distribution of the curriculum.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- It is doubtful whether the suggestion to have a flexible school system will be operationally feasible. Since conditions vary from locality to locality the system to come up will not have any uniformity. It will affect mobility.

Prof. Atiq A. Siddiqi, Co-ordinator, Curriculum Development Centre, Department of Urdu, Aligarh Muslim University, Aligarh-202001 (24th October, 1990)

- Unless adequate resources are provided the suggestion to have flexible school system will fail.

Fr. George Kollashany, BOSCO YUVODAYA, 91, B, Street, 6th Cross, Gandhinagar, Bangalore-560009 (3 November, 1990)

- Special measures will have to be taken for the education of the working child. The school should be taken to the working place. Voluntary organisations engaged in such efforts should be encouraged. Working children attending classes should be given all facilities available to formal school children. There should be enough flexibility in the content and curriculum to accommodate the needs and requirement of the working child.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- Opening up and non-formalising the school system is a very valuable suggestion. Much spade work has to be done before implementing it. The suggestion can be implemented over a period of time with the active cooperation of the local community.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- Non-formalisation and opening up of the school system is not practicable.

- Access to education for rural children should be seen not only in terms of enrolment but from the retention angle also. This has implications for the kind of schools such children should attend. The streams - general and vocational - could be tried at school level. Alternatively, vocationalisation could be introduced at the primary level itself.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- The situation in which students are free to come and go at their convenience would render education highly ineffective and a course of study has got to be continuous in order to yield practical and desirable results. In the existing particular of recruitment of teachers it is highly doubtful if even 10% of the teachers would be capable of managing such a situation.

University of Delhi and Indian University Association for Continuing Education (Suggestions made in one day discussion held in New Delhi on 30th October, 1990)

- It is essential to make education compulsory for children upto 14 years of age even if it involved some legislative action. However, education must not be provided through the formal system alone. The possibility of awarding credits to children for skills acquired during the course of their work should be examined. Certification of such work through proper evaluation and filling up conceptual gaps in the education and training of working children could help them to obtain better bargaining in wages as adult workers.



- Non-formal Education schemes should not be scrapped but should be further enriched. Voluntary organisations should be given more support both materially and intellectually. Efforts should be initiated to disseminate resource findings in Non-formal Education to the grass root level.

Southern Regional Centre of the Council for Social Development, Hyderabad and Indian University Association for Continuing Education, New Delhi (One day discussion held at Hyderabad on 22nd October, 1990)

- The present educational delivery system must be made appropriate to overcome problems of large scale non-enrolment and drop out.
- The present school system should be restructured in such a manner that every child, boy or girl, somewhere and somehow should be covered by the integrated learning network inclusive of local learning support to schools.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- In every village mohalla centres should be set up where the children could learn through games and other recreational activities. These centres develop their physical, mental and functional faculties. Two to three hours can be fixed for these activities.
- Food, cloth, books, stationery and other facilities should be provided to the students from the economically weaker sections.
- Schools should be opened in every locality and basic amenities should be provided there. Where no building is available, classes should be conducted in temples, mosques, and dharmshalas.

- Academic session should be arranged according to village conditions or harvesting time.

Department of Foundation of Education, Jamia Millia Islamia, New Delhi  
(Panel discussion held in New Delhi on 26th September, 1990)

- The suggestions that school timings etc. be fixed according to the convenience of the community and that classes be held twice a day are contradictory. To have classes twice a day is neither practical nor feasible.
- Linkages of ECCE facility with primary schools will create problem of space. Besides, separate 2-3 years pre-school education enables smooth transition from home to school and better performance and reduces drop-outs.
- Opening up and non-formalising the school system will be possible only if teachers are trained and are willing for the same.

Dr. S. Muthukumaran, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- Even if formal school system is more flexible, the non-formal system will have to continue for some more time to help the target groups.
- School children should be involved in a large measure in non-formal/adult education. In this context, the practice of involving senior students in teaching the juniors which had been in vogue in Tamil Nadu before the British school pattern came into existence,

could be revived with great profit to the students, as a majority of the students in such system will be both teaching and learning at the same time.

- The pre-primary stage should be so structured as to integrate the physical health and mental growth of the child. The education at the pre-primary stage may preferably be taken care of by the primary schools, so that the transition from pre-primary to primary may be smooth.
- In order to effectively implement the non-formalisation of school system, the teacher should be preferably from the same locality or from the close neighbourhood.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- The main goal should be universalisation of elementary education. The higher education system should actively respond to the need for attaining this goal. Non-formalising the school would enable the school to reach out to the learners in all age groups in the area. Removal of the dichotomies should help in arresting the drop out rate. Elementary education should receive the highest priority as a national commitment to expanding the base for the growth of the learning society. In the rural areas even compulsion fails to enforce universal elementary education. The parents should be compensated for loss of resources when they send their children to schools. Resources from the adult education programmes could be diverted to elementary education.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Universilisation of elementary education ensuring both universal enrolment and universal retention and covering all boys and girls and working children in the age group 6-14 should be achieved by 1995. All needed physical facilities, teaching personnel and equipment as envisaged in the Operation Blackboard Programme of NPE-1986 and any other facilities needed should be provided to all elementary schools.
  
- The non-formal stream of education should be continued as a supplementary and supportive channel to the formal system so that those who dropped out of the school or who did not enter the school at all may have education at their own pace and time. This should not be treated as a parallel system nor should its quality be diluted. Those qualifying in the non-formal institutions should be permitted to join/return to the formal school at the appropriate stage.

One day discussion organised by the Centre for Adult Education and Extension, University of Kerala in collaboration with the Indian University of Association for Continuing Education at Thiruvananthapuram on 27th October, 1990

- It is absurd and incorrect to claim that a primary school exists within one kilometre of every habitation. The POA of NPE-1986 indicated that 1,90,000 communities did not have access to schooling and other development services. The NPE-86 tried to wriggle out of the national responsibility of UEE by advocating UPE and NFE. The Common School System advocated by the Review Committe

could transform the entire social system by giving support for sustained neighbourhood/community action for development.

- The issue of pre-school education must be viewed as a pre-condition for UEE. The present training base of the ICDS workers must be expanded to include school readiness as a content area.
- Three folk media-folk rhymes, folk tales and folklore - could be very effectively utilised at the pre-school and primary school levels of education.

Indore Discussion Group, Indore.

- Universalisation of elementary education should be the 'top priority'.
- Schools must make attempts to reach out to all children.
- Early Child-hood Care and Education (ECCE) must become an integral part of primary education. Each School must include it. Introduction of formal school curriculum at this level should be avoided. Physical, mental, emotional and social development of the child should be the focal point.

Shri K.N. Nigam, Teacher, Hindu Inter College, Rudauli, State Bank Colony, Rudauli, 225411, Distt Barabanki (30th October, 1990)

- Education be made compulsory for the children of age group 6-14. Some statutory penalty be imposed on those parents who do not send their children to school.

## CHAPTER 5

### SECONDARY EDUCATION AND VOCATIONALISATION

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Students and parents view the secondary education today as preparation of entrance into professional and degree colleges. In such an atmosphere there is danger that attempts to integrate work experience and SUPW into the academic curriculum may result in ritualistic allotment of a few hours for the same. The idea of empowering people for work, though attractive calls for a radical change of attitude on the part of the academic community.

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- Vocational education programme should ensure that directly or indirectly it should not perpetuate traditional occupations. Vocational education should lead to introduction of modern technology in production.

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- After receiving general education for ten years, the system should selectively make about eighty per cent of students eligible to be provided better opportunity for professional/vocational education.

Smt. Shakuntala Saxena, Headmistress, Junior High School, Uttarkashi  
(5th October, 1990)

- More funds should be provided for vocationalisation of education.  
It should be introduced from Class IX.

Shri Rajpal Tyagi, All India Democratic Teachers' Organisation, Joya-  
Distt. Moradabad, Pin-244222

- Vocationalisation should be given more importance. After 10 years school education students be given formal training in vocational trades. On completion of one/two year vocational course diploma/certificate be awarded. More technical colleges should also be established.
- Employment agencies should intimate their manpower requirement to the institutions imparting vocational or professional training. The courses should be organised on the basis on this requirement.
- Literature and social sciences should be made compulsory alongwith other subjects in the vocational and professional institutions.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-  
306115, Distt. Pali (Rajasthan)

- Practice schools and work benches may not be available in every area. Vocational education should be such that it enables the student to start his own employment venture in the village.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's  
Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Vocational education courses at the secondary stage should be so organised as to suit the future plans of students i.e. those who

want to discontinue studies after class X should be taught such skills which will earn them a livelihood. After completion of the course they should be awarded diplomas.

- Literature and social science should also be taught to the students of vocational/industrial technical training institutes.

Shri Kameshwar Prasad Bahuguna, Camp - Takkar Bappa Chhatravas Tehri-Tehri Garwal

- Vocationalisation of education is unrealistic. Concept of practice school and work benches is not clear.

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar, Lucknow-226020

- Entire education system should be vocationalised.

Shri Pankanj Shree, C/o Shri Ramesh Chandra, Kalal Toli, P.O. Church Road, Ranchi-834001

- Emphasis should be given to employment oriented education.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Vocational education should be introduced at the secondary stage.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- More I.T.Is should be set up to popularise vocational education. Right to work should be made a fundamental right.



Dr. Govind Singh, MLA, Block 3/86-87, Vidhayak Niwas, Bhopal

- Vocational education should be provided.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- Vocational education has not been accepted as part of the school curriculum anywhere in the world with the exception of USSR. The trend is back to basics.
- While introducing integrated vocational education courses, it should be ensured that the academic content is not reduced.
- In the entire process of education, a culture of respect for socially useful work and productive labour should be developed.

Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)

- Vocational education should not be separate from general education. It must, however, be borne in mind that vocationalisation of education will be an expensive affair.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- The Committee's detailed suggestions on the implementation of the programme of education through SUPW as medium of education are very important. This programme of education through SUPW (i) can help the student to discover his potentials of the hand, head and heart, quite early in life, develop them to the fullest, choose his own vocation in life and thus empower him for work; and (ii) provide meaningful and purposeful situations for the development of moral

and spiritual values both personal and social. This will automatically provide a situation for continuous and comprehensive evaluation by the student himself and by the teachers also about the progress of the student.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- If work is made the medium of education, there will be very few dropouts as the working class children will find the school programmes meaningful will and stay in school for a longer period.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- The issue of work "Empowering" is somehow confusing. The emphasis on integral or organic nature of work in education system is very important. The approach adopted to defragmentise academic and vocational stream is an important focus for school education.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- Although the Paper emphasises vocationalisation of education particularly at secondary level it does not clearly spell out various vocations which can be easily adopted. Since more than 2/3rd of the population lives in villages and is largely dependent on agriculture, it may be appropriate to introduce various agricultural vocations at this stage. This may not require major infrastructural expenditure but will serve the purpose of creating dignity of labour among the students.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Vocational courses should be formulated in such a manner that they become relevant to both organised and unorganised sectors. These courses should also be according to the local requirements.

Shri P.C. Mathur and Dr. Chandra Mouli Singh, Indian Society for Public Affairs, Lal Bhawan, Barkat Nagar, Jaipur (30th September, 1990)

- Vocationalisation was a failure in the past.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- Secondary education including higher secondary education should function as one unit. There should also be no separate streams like vocational or academic. It should be possible to have vocational subjects alongwith other academic subjects.

- The idea of introduction of modular courses to allow maximum flexibility and idea of multiple entry and exit points and operational linkages between the world of school and the world of work and work-benches is welcome. However, this would involve additional outlay on secondary education which should be considered for funding through a Centrally Sponsored Scheme.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- Vocational courses should be so designed as to take into consideration the need of both the organised and the unorganised sectors. User institutions might be asked to design the courses and also impart instructions.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (& other employees) Union H.O. 19 Sewak Colony, Patiala (30th October, 1990)

- Schooling beyond class VIII should be vocationalised.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- In order to implement the idea of socially useful productive work, colossal investment of money is needed. Besides lakhs of teachers have to be given orientation training in order to equip them for this new experiment. The necessary infrastructure for giving training to the teachers has to be built up in a phased manner. If adequate attention is not devoted in this regard, the whole experiment would be a failure.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- Vocationalisation has not attracted good responses on account of lack of recognition from the employment sector. May be legislation could be made for recognition of vocational training by all.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The proposals on decentralised management are good but the modalities of operation should be legally defined to protect good academic efforts from being rejected by vested interests.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- All efforts should be made to empower people to work. But our experience for the last forty years has shown that our vocational courses are merely theoretical and those who come out of it feel themselves as fish out of water when they enter the field of work. Care should be taken, therefore, to make these courses really practical in order to effect operational linkages between school and work places.

University of Delhi and Indian University Association for Continuing Education (Suggestions made in one day discussion held in New Delhi on 30th October, 1990)

- There seems to be no academic justification in suggesting a preponement of the introduction of vocationalisation. The very decision to introduce vocationalisation would have implications for a new process of curriculum construction. The Committee needs to explain if vocationalisation would be in addition to the existing academic courses. Studies relating to the conditions critical for a meaningful implementation of the concept of vocationalisation should be undertaken. Excessive emphasis on vocationalisation should not reduce education to the level of a mere trade. Educational institutions can train the young but cannot get them jobs. The emphasis, therefore, should be to make the young trainable, not trained for specific occupations since waiting period for specific occupations tended to be long. The Committee needs to think in terms of an innovative curriculum content for a programme "readiness for vocationalisation". "Educational capital"

is largely underutilised in India; buildings of schools and colleges were used only for a few hours. Vocationalisation of education could be facilitated by measures aimed at enhancing the hours of use of "educational capital".

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- The vocational component should be included at the secondary stage in the form of work-experience/SUPW as an integral part of curriculum, but not as a separate subject. At the plus two stage vocationalisation of education should commence, which should include additional vocational component for job placement to prepare the pupils for self or wage employment. The vocational education under academic umbrella had not been a successful experiment in the past. Vocationalisation of education at plus two stage, therefore, should be imparted in separate institutions, fully equipped and manned by skilled and technical personnel.

Southern Regional Centre of the Council for Social Development, Hyderabad and Indian University Association for Continuing Education, New Delhi (One day discussion held at Hyderabad on 22nd October, 1990)

- Vocationalisation of education must equip young people for work readiness, rather than training in specific vocations in view of the uncertainty in the job markets.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- Vocational education should be imparted from classes X or XII. In rural areas vocational subjects should be in keeping with their local traditions and needs.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- Vocational education and grant of fundamental right to work are good concepts but there should be enough job opportunities in the economy before these could be done. Role specifications need to be defined for every job opportunity so that degree is not taken as a sine qua non for every vocation. Vocationalisation will be a success only if its objectives at different stages of education are defined in clear terms.
- The higher education system must become open and flexible to permit entry and exit at various levels to facilitate higher education of students who are in the vocational stream. Vocationalisation in the higher education must be conceived in the context of the core disciplines as applications of theory to practice for specific techniques and production needs, and with the advancing phases must aid in developing an increasing attainment of professionalism.
- Right to work and vocationalisation at all levels will call for a much greater share of the GNP to education at least for the next 30 years, say to an extent of 10%.

Dr. S. Muthukumaran, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- An intensive specialised vocational training may not be impartable to every student, given the resource constraints; vocational schools/technical institutes may have to be sustained on strong footing as distinct entities.

- The very concept of vocationalisation needs a re-interpretation. Vocationalisation must help develop the potential skills in the students; these potential skills may include skills of not only professional interest in the conventional sense, but also the artistic skills such as fine arts and performing arts.
- All the students need not be put through the same mill. A minimum core content of academic and vocational inputs may be prescribed for all; over and above that, the students be given option to choose any further mix of academic and vocational inputs.
- The local user agencies/potential employers may be involved in the management of the schools.
- Amendment of Apprenticeship Act be introduced as early as possible, with a view to providing for apprenticeship to the students at secondary stage and also after passing the secondary stage.
- At the tertiary level also, appropriate vocational component involving higher scientific and technical skills can be introduced and provision may be made for apprenticeship for such students in the Apprenticeship Act.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- Vocationalisation should be given much greater support than it is having at present.
- Degrees should be delinked from jobs; employment must be seen through independent assessment of knowledge and skills. The scheme



of "empowering people for work" under which every student is expected to undergo work experience and learn SUPW is the best recommendation of the Perspective Paper.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The implementation of vocational programmes has not yielded the desired results. Besides, in the absence of reliable data on manpower requirements, particularly in the predominantly unorganised sector, the vocational courses are liable to become irrelevant as is happening now. Therefore, there is a need to undertake systematic and scientific manpower studies in all sectors-industrial, agricultural and services - for making vocational programme relevant and meaningful and enabling the products to become employable. Then alone these courses become acceptable to people.

Shri K.N. Nigam, Teacher, Hindu Inter College, Rudauli, State Bank Colony, Rudauli, 225411, Distt Barabanki (30th October, 1990)

- After passing class VIII examination, students should be admitted to vocational courses on the basis of psychological and aptitude tests.
- Management training should also be given as part of vocational education.

## CHAPTER 6

### HIGHER EDUCATION (GENERAL AND VOCATIONAL)

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- At present, the research being undertaken in our universities are with the sole purpose of acquiring a degree - M.Phil and Ph.D. "Social Relevance" should be one of the criteria for undertaking research.

Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)

- An overhauling of the IIT system is necessary since the present system leads to brain drain. This could be partly due to the unwillingness of the Indian industries to absorb the talent available in the country and utilise it meaningfully. The standards of other technical institutions should be raised to a satisfactory level so that IITs can concentrate on P.G. programmes only.

Shri Rajpal Tyagi, All India Democratic Teachers' Organisation, Joya-Distt. Moradabad, Pin-244222

- A university should be established in every district.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt. Pali (Rajasthan)

- Admission to higher education should be restricted to the talented children only.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Literature should be a compulsory subject in higher technical education courses.

Dr. Rajendra Kumar Awasthi, Secretary, Teachers' Association, Janta College, Bakewar, Itawa

- The scheme of autonomous colleges should be wound up.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- Education has two functions - integration and differentiation. The aim of school education is integration of the people of a country and that of higher education to encourage development of specific talents through self-discovery and self-efforts. The wrong notion that higher education is for all has led to the dilution of the quality of higher education.
- The method of semesterisation of the courses, self-learning through reference work in libraries, creative thinking and research, inculcation of social and moral values, social commitment and accountability of persons of higher education, etc. suggested by the Committee are quite welcome.

Shri Harbans Singh, Dy., Inspector General of Police (Retd.), 24/1, Circular Road, Dehra Dun-248001 (25th September, 1990)

- At completion of Intermediate (10+2) stage, fitness of students for further academic education should be assessed. This should be done by College Boards who have personal knowledge about the calibre and conduct of students. Out of students who obtain a fixed minimum of qualifying marks, such Boards should assess and decide who should

be issued certificates of eligibility towards joining Universities for graduate and later post-graduate studies and who are fit for joining technical institutes.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- There should not be any restriction on entry to higher education institutions. At present only about 4.6% of the student population goes for higher education. This percentage is far below the global and Asian (even African) percentages which are 17.10 and 5.6 respectively.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur, Rajasthan-313001 (1st November, 1990)

- Only talented boys should be allowed to pursue higher studies in the colleges. The rest should have higher education through correspondence courses. At least 50% of the cost of higher education should be recovered from the students.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- Degrees should be delinked from employment. Once this is done, all higher education colleges should be made autonomous and should have freedom to design their educational practice and content provided they adhere to a minimum core requirements in the national interest.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- The suggestion to have flexible college timings will create practical problems in metropolitan cities. Besides, where more than one shift are functioning in a single building, it will not be

feasible. May be, to enable students who are engaged in part-time jobs a system of assignment may be evolved instead of the present rigid attendance system. In rural areas, the college calendar may be adjusted according to the agricultural activities and local needs. Universities which have colleges in rural as well as urban areas will have to adjust sports and cultural activities, examinations, elections etc. accordingly. Rural colleges may consider having their academic year from October to June instead of June to March.

- College teaching hours can be reduced and teaching supplanted by more library work, field work etc. Teaching methods will have to be changed accordingly and teachers will require orientation programmes in the new methods.
- The higher education system must become open and flexible to permit entry and exit at various levels to facilitate higher education of students who are in the vocational stream. Vocationalisation in the higher education must be conceived in the context of the core disciplines as applications of theory to practice for specific techniques and production needs, and with the advancing phases must aid in developing an increasing attainment of professionalism.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The impression that disproportionately large amounts have been spent on higher education is not correct.

- Tribunalisation of justice in the higher education system is likely to lead to much litigation.
- The Perspective Paper has not examined the issue of management of hostels. Studies on management of university hostels reveal that the hostels have become the breeding ground for campus indiscipline. Therefore, improvement of hostel management is a matter of concern.
- The implementation of vocational programmes has not yielded the desired results. Besides, in the absence of reliable data on manpower requirements, particularly in the predominantly unorganised sector, the vocational courses are liable to become irrelevant as is happening now. Therefore, there is a need to undertake systematic and scientific manpower studies in all sectors-industrial, agricultural and services - for making vocational programme relevant and meaningful and enabling the products to become employable. Then alone these courses become acceptable to people.
- Research in the centres of higher learning needs to be given a new national orientation, to make it socially relevant and useful and directed towards development of indigenous technology so as to make the nation self-reliant. Educational research should be relevant to and have an impact on what happens in educational institutions at all levels.

## CHAPTER 7

### EQUITY AND DIVERSITY (NAVODAYA VIDYALAYA)

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Common School System cannot be adopted without violation of certain constitutional safeguards provided for the protection of minority institutions. Therefore, the better strategy would be to strengthen the resources of the government, local body and aided schools through provision of better infrastructural facilities and teacher training so that the common school system of education adopted by these schools is perceived by the people to be qualitatively equal if not superior to that offered by the elitist private institutions.

Shri B.K. Pal, F-207, Neyapalli, IRC, Village, Bhubaneswar-751012 (4th October, 1990)

- The public school system should be abolished and education upto the higher secondary level should be uniform throughout the country. Urgent measures should be taken to introduce the common school system.
- A tax be imposed on those who send their children to the public schools and resources thus raised should be spent on the education of the poor people

Smt. Shakuntala Saxena, Headmistress, Junior High School, Uttarkashi  
(5th October, 1990)

- Access to education should be provided to all children. Only by ensuring equal opportunity to all can education development be achieved.
- Uniformity in education system is necessary to ensure social justice. The low quality of many schools hamper the development of talents of bright children. Navodaya Vidyalayas should be encouraged.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Under the common school system, private educational institutions should be taken over by the government. Government grants should be withdrawn from those schools who do not pay prescribed salaries to teachers.

Shri Kameshwar Prasad Bahuguna, Camp - Takkar Bappa Chhatravas Tehri-Tehri Garwal

- Navodaya Vidyalayas system should be abolished at once.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Education should be uniform throughout the country and for all.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Navodaya Vidyalayas should not be continued. However, special arrangements could be made for talented students.



Shri Anand Ram Sahu, Publicity Secretary, Sewa Stambh, Distt. Branch, Raipur, Shiv Chowk, Dr. Rajendra Nagar. P.O. Ravigram Raipur, M.P.

- There should be a uniform pattern of education throughout the country.

Shri R.D. Joshi, Teacher, H.N. Intercollege, Haldwani, Nanital

- There should be a uniform pattern of elementary education.

Shri Balbir Singh, General Secretary, Bhartiya Kissan Union, Kanjhawala, Delhi (23rd July, 1990)

- There should be a uniform pattern of education all over the country.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- The Navodaya Vidyalayas should serve as "magnet" schools with larger catchment areas than the common schools. They may exist side by side with common schools but with more facilities.

Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)

- Common school system as recommended by Kothari Commission is a must in promoting social cohesion and national integration. The system should extend to the secondary education stage also.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- The present Navodaya Vidyalayas should be converted into Model Navodaya Grameen Vidyalayas with a view to (i) evolving a new system of education that will be in tune with rural life, work,

culture and the socio-economic problems; and (ii) developing leadership that will be seized with these problems and feel committed to solving them.

- Common school system is desirable at least upto the end of primary education to bring about national integration by inculcating common ideas, code of conduct and social interaction, amongst children of all communities and classes. This can be done by: (i) nationalising the primary education throughout India with a common core syllabus with provision for local variations, (ii) improving the quality of education in the high schools run by governments and local boards by upgrading their infrastructure and teacher competency through strict supervision and guidance; and (iii) making the school curriculum relevant to the learner's needs and capacities at various stages and the needs of the society.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- The Paper seeks to phase out public and missionary schools in a period of 10 years through a combination of incentives, disincentives and legislation. In reality it is not possible at this stage to have only a certain type of common school system. It is too late to regulate the proliferation of missionary and private schools especially when the government schools are not measuring upto the expectations of people. Instead of nationalising such schools the standard of government schools should be improved so that they can compete with the private schools.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Navodaya Vidyalaya System is harmful for the society. This system should be converted into common school system.

Shri M.J. Baby, Headmaster, St. Augustine's High School Ramapuram, Mattathil, Velliyepally P.O. Arunapuram 686 574 (19th September, 1990)

- There should be a two track system of education - an advanced curriculum for the gifted and a general curriculum for the rest. National schools should be established for the gifted. Talented children of the age group 9 - 10 should be identified selected and admitted in the national schools. They should also be provided higher education in a separated university.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- Schemes like Navodaya Vidyalayas should be part of pilot projects or individual innovations and need not be a regular programme.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The acceptance of the Kothari Commission's common school system and abandonment of Navodaya Vidyalayas are welcome suggestions.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- We must have all over the country only one type of school to give quality education to all without any discrimination. Let pace setting schools grow out of regular schools instead of starting them separately.

Mrs. Rajam P.R.S. Pillay, Director, Balavikas Institute, Trivandrum-695005

- Education of the handicapped should be given special attention. Voluntary agencies should be encouraged to start special schools for them.

Fr. George Kollashany, BOSCO YUVODAYA, 91, B, Street, 6th Cross, Gandhinagar, Bangalore-560009 (3 November, 1990)

- Special measures will have to be taken for the education of the working child. The school should be taken to the working place. Voluntary organisations engaged in such efforts should be encouraged. Working children attending classes should be given all facilities available to formal school children. There should be enough flexibility in the content and curriculum to accommodate the needs and requirement of the working child.

Shri Gadadhar Bhatt, Chairman, Bhartiya Shiksha Mandal, Bhatt Sadan, Jharwar, Rajasthan (28th September, 1990)

- It is not appropriate to spend so much money on Navodaya Vidyalayas.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- The idea of a common school system is very good indeed but it is very difficult to implement it in the Indian conditions because of the stranglehold of vested interests in the field of education at different levels. Phased and time-bound implementation of the common school system within a ten year time-frame can be attempted.

At the same time it would be difficult to include the expensive private schools in the common school system.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- The common school idea needs to be pursued with a sense of vision and backed up by common curricula and syllabi throughout the country. May be a common education service could be established at an all India level.
- Navodaya Vidyalayas should not be abolished; instead they should be established in the remaining districts, but only in the rural areas.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The Navodaya Vidyalayas are necessary to encourage excellence in the rural areas. It does not have an elitist bias. It is too early to judge the merits of the scheme.
- The idea of a common school system and the concept of neighbourhood school are utopian. Merely by pumping more resources the quality of government schools cannot be raised and unless that is done neighbourhood schools will not become a reality.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- While the backward ones should be given greater opportunities to reach excellence, excellence should not be forced to suffer. It is to see the light of progress, we need excellence of the highest order at all levels.

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- The process of converting and integrating the existing schools into the common school system should be accelerated. However, under the common school system the quality of education, quality of teachers, teacher training programme, curricular contents, medium of instruction, fee structure and other physical and academic support facilities should be ensured, so that the society does not feel the absence of elite schools.

Department of Foundation of Education, Jamia Millia Islamia, New Delhi (Panel discussion held in New Delhi on 26th September, 1990)

- Resources will be a major constraint in the implementation of neighbourhood school concept.
- Before concrete measures are taken for introduction of common school system, at least the target of Operation Blackboard should be achieved. The introduction should be in a phased manner after some pilot experiments.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- The concept of common school system would require decentralisation of management as a pre-requisite. It should be implemented in a phased manner.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- Equal opportunities should be given to all in the matter of educational development, so that an egalitarian social order is ensured. In this context, the Navodaya school concept is not justified.
- The concept of Common School System is not acceptable because in a vast country like ours with wide regional diversities, the common school system, implying a single system of education may not work and is not educationally advisable.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The common school system should be introduced in a phased manner within a time-frame. The existing institutions at all levels should be developed to the optimum level so that people will have confidence in the credibility of common school system.
- The Navodaya Vidyalayas which are residential schools, instead of being closed, may be set apart exclusively for students belonging to weaker sections in order to provide the much needed climate conducive to serious study under the constant supervision of the teachers.

Indore Discussion Group, Indore.

- 'Talent' should be redefined transcending all sorts of parochialism and sufficient care should be taken to identify it from all the divergent walks of life. Talent must be nurtured.
  
- Divergent talents at all levels of education, including elementary must be encouraged. Appropriate pedagogy and mechanism should be evolved. Additional institutes for diversified talents should be opened.



## CHAPTER 8

### ADULT AND CONTINUING EDUCATION

Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001 (U.P.)

- Adult education system should be broad based.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Instead of adult education, parents should be encouraged to send children to schools. Illiterate people should be encouraged to learn new techniques of their profession. Teachers should regularly visit villages.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- The content and process of adult education should be reorganised to interweave it with development. Literacy should become an integral part of the total organised socio-economic and political sector.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- The Paper does not lay sufficient stress on adult literacy without which the proposed social transformation cannot be effected.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Navodaya Vidyalaya System is harmful for the society. This system should be converted into common school system.

- Public schools and private schools should be banned at once.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The assumptions on which the suggestions on adult education are made are not tenable. The goal of universalisation of education may remain unrealised if the programme for adult literacy does not receive its due weightage.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- A separate one time massive programme of literacy is needed as an integral part of education.

Mrs. Rajam P.R.S. Pillay, Director, Balavikas Institute, Trivandrum-695005

- Students should be involved in literacy programmes by asking them to spend one month every year for literacy programmes.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangaloré on 3rd Novémber, 1990)

- The suggestion regarding adult education needs to be re-examined recognising the significance of literacy skills.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The problem is of adult illiteracy. Therefore, removal of illiteracy should be given due importance in the adult education programmes.

Southern Regional Centre of the Council for Social Development, Hyderabad and Indian University Association for Continuing Education, New Delhi (One day discussion held at Hyderabad on 22nd October, 1990)

- The adult education programme needs to be redesigned in a manner that literacy and awareness become jointly shared responsibilities of instructors, development agencies and the mass media.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- A community centre comprising of Anganwadi, primary school, secondary school and other organisations should be set up at the lowest possible level. These centres should be well-equipped for carrying out field work and other activities. They should be located at easily accessible places. All the concerned organisations should function through these centres. The centre should provide facilities for study, cultural activities, games, cultural programmes, and other socially useful activities as also a marketing unit. The hours of work should be flexible and adjusted according to the needs of the community.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- School children should be involved in a large measure in non-formal/adult education. In this context, the practice of involving senior students in teaching the juniors which had been in vogue in Tamil Nadu before the British school pattern came into existence, could be revived with great profit to the students, as a majority of the students in such system will be both teaching and learning at the same time.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- In the programme of adult and non-formal education, a special thrust needs to be given to educate the women with due emphasis on child care and nutrition, family planning and home-based vocations.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Adult education of all men and women in the age group of 15-35 should be achieved by the end of the century such that they attain irrelapsible literacy by that date. This programme should be area specific and gender specific.
- The programme of adult education should not be exclusively a government managed affair. All sections of people including voluntary organisations, social activist groups, teachers' and students' organisations, trade unions, educational institutions and the political parties should be involved in it. The educated unemployed youth may be employed in adult education centres after necessary training and they be paid remuneration on the basis of the number illiterates made literate.

Onê dâÿ discùssion organised by the Centre for Adult Education and Extension, University of Kerala in collaboration with the Indian University of Association for Continuing Education at Thiruvananthapuram on 27th October, 1990

- Adult education should be linked to felt needs of the people in the area. Adult literacy should be given first priority in adult

education followed by development of skills relevant to the problems faced by the learners. All employing agencies should have an inbuilt system for providing educational facilities to all categories of their employees as a continuous process.

- Voluntary services should be encouraged for eradication of illiteracy. Every person should devote an hour a day for the removal of illiteracy.

Indore Discussion Group, Indore.

- Adult literacy should not be equated with adult education. The two must be distinguished and adult education should be encouraged rather than adult literacy.

## CHAPTER 9

### CONTENT AND CURRICULUM

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Already successful experiments have been conducted in some colleges to link curriculum with regional development. They should be evaluated and the experience gathered should be widely shared before the proposal in this regard is implemented.

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- Social work and sports should become an integral part of education.

Shri Lalit Kumar Das, Chief Design Engineer, IDDC, IIT Delhi, New Delhi-110016 (31st October, 1990)

- Art, craft and design be made an integral part of the education at the primary and secondary level and specialised creative vocational courses in Design and Crafts be introduced at the post-secondary stages. At the primary and secondary levels the nature of courses could differ between urban schools and rural tribal schools.
- At the primary school level the students could be introduced to drawing and craft based on local readily available material like clay, leaf, cow dung, bamboo, etc. At the middle school level the children could be introduced to other crafts like cooking, embroidery, tailoring, wood carving, stone carving, house building and metal craft, etc. While it is important that these classes be

approached with the object of integrating hand, head and heart, it is equally important that crafts should be used as a means to introduce creativity and problem solving to the students. Craftsmanship requires not only skill but also an attitude of mind. This can only be picked up from a master craftsman only. It is, therefore, necessary to involve master craftsmen in the education process itself.

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Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)

- There is need for new pedagogy at the elementary school level keeping in mind the difference between literacy and education and recognising the need for non-formal and vocational education. Voluntary agencies can help in augmenting governmental efforts and in reinforcing moral value system in a student which is rather difficult to achieve in a formal school education.

Smt. Shakuntala Saxena, Headmistress, Junior High School, Uttarkashi (5th October, 1990)

- The load of books at primary level should be reduced.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt. Pali (Rajasthan)

- Core syllabus should be formulated after careful discussions and keeping in view that every student will not become an engineer or a doctor.
- Load of school bag should be reduced.
- At the primary stage apart from mother-tongue and basic arithmetic,

social practices (in place of social science) should be taught. Other subjects should be introduced only at the secondary level. Only subjects relevant and useful in the day to day life of the student should be taught.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Dialects and their literatures should also be taught.

Shri M.B. Prajapati, Assistance Teacher, Kathara Primary School, Kathara, Surendra Nagar, Gujarat

- The existing school timings are convenient for rural areas and it should not be altered.

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar, Lucknow-226020

- Education system should be Indianised.

- Contents of education should be spritualised.

- Indian culture and heritage should be a compulsory subject in every class.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- To strengthen national integration, authentic history of the country, history of freedom movement and India's achievement in the field of education, science and arts should be included in the syllabus.

Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001



- A uniform syllabus and core structure should be introduced throughout the country. Only one language should be used as medium of instruction in the entire country.
- Students should be taught not only Indian history and geography but also world history and geography. Patriotic contents should be incorporated in the textbooks. Students should be taught about all religions.
- Basic amenities should be provided in all schools. Mid-day meal scheme should also be introduced.

Shri Pankanj Shree, C/o Shri Ramesh Chandra, Kalal Toli, P.O. Church Road, Ranchi-834001

- From primary classes onwards students should be taught about environment and family planning. Sex education should commence from class VIII. Ancient Indian classics should also be taught in schools.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Academic session and timings of schools should be adjusted according to the local needs.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Moral education should be an integral part of primary education.
- There should be only faculties of Science, Humanities and Commerce.

- Load of the books should be reduced.

Shri Durga Prasad Purohit, Secretary, Bhartiya Shikshan Mandal, C-25, Vikas Marg, Jaipur-4

- True history of the country and heritage should be taught in schools.
- Moral education should be included in the curriculum.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- The suggestion of the Committee to make curriculum relevant to the socio-cultural and economic needs of the country is quite opportune.
- The curriculum of girls should invariably include Home Science at appropriate levels.

Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)

- The school children at all levels are burdened with knowledge. The books are heavily packed with information and are unreadable. But the Paper does not emphasise the need to have books and other reading materials which employ various innovative and interesting approaches to attract the attention of students. The Paper does not make even a passing reference to the fact that the present system of "rote learning" should be replaced by "learning to think".

Shri Gandrao Harwani Aldak, Headmaster, Hindi Main Board Primary School, Chhindwara (26th September, 1990)

- Entire education should be work-based. It should be kept in mind while formulating syllabus. Casteism and communalism should have no place in textbooks. Our text books should encourage secularism, socialism and equality.

Shri Mukesh Kumar Sahdev, H.No. 686, Sahdev Bhawan, Urban estate II, Hisar-125 005 (Haryana) (25th October 1990)

- Sports should be made a part of school curriculum
- Publication of textbooks should not be a monopoly of NCERT. Private publishers should be allowed.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (& other employees) Union H.O. 19 Sewak Colony, Patiala (30th October, 1990)

- Publication of help books and private tuition should be made a cognisable offence. Textbooks should be carefully prepared.

Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur, Rajasthan-313001 (1st November, 1990)

- Curriculum for classes X-XII should have three streams - Science, Commerce and Arts. Vocational education should not be a part of the curriculum. Opportunities should be provided at the end of the school education to get training in various vocations.

Mrs. Rajam P.R.S. Pillay, Director, Balavikas Institute, Trivandrum 695005 (30th October 1990)

- There should be a national syllabus and a state syllabus. Children

should not have to carry books between school and home. There should be very little home work. If necessary, school hours be extended and vacations curtailed.

Shri Vinod Pandey, Chinmaya Vidyalaya, Vasant Vihar, New Delhi

- There should be uniform pattern and syllabus of education throughout the country.

Dr. H.K. Jha, Namkum Bazar, Ranchi

- Moral science should be a part of the syllabus.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- Science education should not be limited to class. It should spread to the community through community science centres which can be set up at village, taluka and block levels. This would facilitate a more meaningful understanding of the roles of technology. More resources are also required for science education at school level.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- Social, cultural and other activities and functions should be organised by students.
- Yoga and meditation should be introduced in schools and colleges. Principles and practices of various religions and spiritualism should be included in the syllabus.

Seminar organised by Institute of Education and Culture, Hyderabad, the

University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Traditional creative arts and crafts like music, painting, dance sculpture and architecture should be brought into the main stream from school level to the highest level of education. Specialisation should start from the plus two level.
- The Perspective Paper does not make any mention about strengthening physical education and promoting sports and games. In view of the deteriorating standards in this area and the dismal performance of our sportsmen and athletes in the national and international competitions, there is an urgent need to promote these programmes effectively.
- The problems of ecology which have assumed threatening proportions due to population explosion, deforestation, massive industrialisation and urbanisation should be concern of the education system at all levels.

Indore Discussion Group, Indore.

- The load of school bag and the number of subjects at school level should be reduced. Emphasis should be on the 'Joy of Learning' to be realised through interaction.
- The ideas of intermediary technology and technology with a human face have remained merely concepts and are yet to be realised. Special care should be taken for proper and adequate use of educational technology i.e. TV, Radio, Computers and other self-learning materials.

Shri K.N. Nigam, Teacher, Hindu Inter College, Rudauli, State Bank Colony, Rudauli, 225411, Distt Barabanki (30th October, 1990)

- Literacy, cultural activities, games, extra curricular activities etc. be encouraged in schools.

Seminār organised by Academy of Administration, Madhya Pradesh, Bhopal

- At national level minimum levels of competency should be prescribed.

## CHAPTER 10

### EXAMINATION REFORMS

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997  
Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- A complete decentralisation of the examination system may not always be conducive to the maintenance of a certain level of competence and may also pose the problems relating to inter-institutional mobility for the students.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt. Pali (Rajasthan)

- The proposal for examination reform should be implemented.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Teachers themselves should develop evaluation techniques. Fifty per cent marks should be awarded by the teacher according to the evaluation technique developed by him and fifty per cent be earmarked for the annual examination.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Degrees should be delinked from employment.

Shri Sagar Mal Sar, T.G.T.(Hindi), Govt. Girls Senior Secondary School, Patparganj, Delhi

- Examination system should be improved.

Shri R.D. Joshi, Teacher, H.N. Intercollege, Haldwani, Nanital

- The system of annual examination should be done away with.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- The examination reform suggested should first be tried on a pilot basis.

Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)

- Examinations need to be made more meaningful and effective. However, the suggestion to have "lists reading" in place of text books is not conducive to the growth of education.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- Our exam system suffers from two ills - lack of validity and reliability and malpractice. Firstly, the marks awarded do not represent the real worth of the student. Secondly, our exams have given scope for cheating and falsehood, in which the students, teachers, examiners and parents are involved and thus, vitiating the moral fabric of the society.

The following measures of examinations reform are suggested:

- Strengthening teaching-learning process by making the content relevant to the learners and by reducing the load of discrete information and relating the content to direct learning experiences and thus reducing the load on rote memory.



- Mass copying can be reduced by changing the nature of questions from recall to comprehension, problem solving, analysis and synthesis. Open book examination should be encouraged for reducing the load on memory. Consequently, minimum for passing to be raised to 50%, for 2nd class to 70% and for first class to 80%.
- Over emphasis on the results of public examination and its certificates for selection for jobs or higher education should be avoided. The certificate should indicate the attainment of the student in various areas of learning. The appointing bodies and institutes of higher education should evolve their own criteria for selection.
- Annual examination should be replaced by continuous and comprehensive evaluation of students' progress, throughout the year. It should be based on direct observations, tests and home assignments.
- The ultimate objective should be to replace the public examination, at school level, by certification by the schools.

Smt. K.A. Parwathy, Registrar, Sri Padmavati Mahila Visvavidyalayam, Tirupati-517502 (2nd November, 1990)

- The examination reforms suggested are quite scientific in their objective but frequent workshops should be conducted to train teachers to evaluate in an objective way the performance of students.

Shri D.R. Ghorpade, Journalist, Miraj 416410

- The existing methods of imparting education and evaluation should

be changed.

Shri J. Shukla, Director of Adult Education, Gujarat State, Dr. Jivraj Mehta Bhavan, Block No. 12, 3rd Floor, Gandhinagar-382010 (30th October, 1990)

- There should not be any detention upto the end of primary level. But there should be a compulsory public examination at the end of primary level to evaluate not only the student's performance but also the teacher's performance.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- The idea of replacing public examination at all stages of education is a welcome one.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The earlier attempt at introducing modular courses and semester examination system at university level have not been successful. As such it is doubtful whether it will succeed at the school level.
- The proposal to replace public examination system through comprehensive and continuous evaluation is certainly desirable but there should be enough infrastructure facilities available for the same before it is introduced. Besides the public examination system provides for equity and uniformity. Institution-wise evaluation exposes the students to discriminatory treatment.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (& other employees) Union H.O. 19 Sewak Colony, Patiala (30th October, 1990)

- Instead of annual examinations there should be terminal evaluation. Instead of marks a student should be given grades with option to improve within a specified period.

Prof. Atiq A. Siddiqi, Co-ordinator, Curriculum Development Centre, Department of Urdu, Aligarh Muslim University, Aligarh-202001 (24th October, 1990)

- The attempts at introduction of the system of internal assessment in university had been a failure. The system does not seem workable in Indian conditions.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- The idea of abolishing a centralised public examination at the end of various stages of education from primary to tertiary and its replacement by a system of comprehensive and continuous internal assessment is worth trying. Students should to be freed from the tyranny of examination. What is needed is a confidence-building effort in the whole system of education. Once this is restored, it would not be difficult to introduce measures like modularisation and semesterisation and credit accumulation. By abolishing the public examination system we would be saving crores of rupees which could be utilised profitably for making education purposeful and meaningful.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

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

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- At the primary stage the text book cannot be replaced by reading material and for the transition of the pupils from one terminal stage to another, there may be some sort of common evaluation system to ensure the acquisition of minimum levels of learning and uniformity of standards.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- At primary and secondary level examination should be discontinued. Students should assess themselves. Group discussions should be conducted. Admission to universities and technical institutions should be made through aptitude tests.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- The internal assessment system practised within the bounds of existing pattern has not proved successful mainly because of the disproportionate ratio between students and teachers. The switch over to the new pattern should be done after establishment of proper norms, checks and counter checks.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- The changes proposed in the system of evaluation are theoretically ideal, but wrought with too many practical difficulties. The personal/subjective factors and mutual mistrust among the teachers and the taught affect objective internal/continuous assessment by the teachers. Perhaps, instead of complete internal evaluation by the teacher concerned, an equitable mix of both internal and external evaluation could be introduced with inbuilt checks. The present system of common examination at the X and XII Standards may be continued, as they serve, at least partly, as screening tests for higher education. At other levels, district level common examinations may be tried by way of external monitoring. Since the degree can be considered as a mark of eligibility to compete in the entrance tests conducted by user agencies, complete withdrawal of recognition to the degree should not be contemplated.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- Ideally, there should be no public examination upto class VIII. Instead, there could be continuous internal assessment. However, the concept of internal assessment needs to be clearly spelt out in greater detail since public examination has acquired credibility of a large extent as compared to the internal assessment by the teacher. Abolition of examinations could result in larger non-performance on the part of the teachers. Continuous internal assessment in practical form would require recurring reorientation of teachers and school administration.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The suggestion of examination reform should be first tried on a pilot basis.

Seminar organised by Academy of Administration, Madhya Pradesh, Bhopal

- Instead of the existing pattern of certification a system of continuous assessment should be developed. The internal evaluation should be done by the teachers themselves. For admission to specific courses entrance tests be conducted.

## CHAPTER 11

### DECENTRALISATION OF MANAGEMENT

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Our past experience of bringing educational institutions under such non-academic agencies as Panchayati Raj institutions/local bodies has not been a happy one. The jurisdiction of such agencies had led to politicisation of the administration and the academic community and the institutionalisation of corruption. It is more desirable that "the education complexes" should evolve their own internal auditing and monitoring systems with appropriate checks and counter-checks.
- Freedom of institutions to experiment and innovate at different levels is a "must" for implementing the reforms suggested in the paper.

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- Education should be left to local bodies alone. At district and State levels there should be supervisory bodies.
- There should be an apex body at the national level to coordinate the activities of organisations like NCERT, NIEPA, UGC etc.
- A statutory National Commission for Education should be established.

Dr. S.N. Tripathi, Secretary, Teachers Association, Ajitmal, Etawa (U.P)

- Private management in higher education should be abolished. The system of autonomous colleges should also be abolished. The management of universities and colleges should be democratised. The recommendations of the Gnanam Committee regarding management of colleges and universities should be rejected.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Democratic decentralisation is required in educational management. Management of schools, colleges etc. should be handed over to an organisation of teachers, parents and students.

Shri Kameshwar Prasad Bahuguna, Camp - Takkar Bappa Chhatravas Tehri-Tehri Garwal

- Education Sector should be free from government control.

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar, Lucknow-226020

- Control of education system should be decentralised.
- Administration of education should be degovernmentalised.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- An autonomous high power institution should be set up for bring improvement in education.



Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Education should be decentralised.

Dr. Rajendra Kumar Awasthi, Secretary, Teachers' Association, Janta College, Bakewar, Itawa

- The management of universities and colleges should be entrusted to elected governing bodies.
- Gnanam Committee recommendations about management of universities should be rejected.

Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)

- Involvement of community in planning and financing the system of education is to be welcomed but community management is likely to politicise the entire system. Hence, management of educational institutions should be by the government.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- Although decentralised planning is suggested there is need to create systems so that allocation of funds cannot be manipulated. There may be a need to create a Directorate for Education for Tribal Areas. We may have to institute an education cadre, may be called "Rural Education Service" with other provisions to improve the quality. More funds may be needed to develop facilities within such backward areas - i.e. school buildings, laboratories, teachers quarters etc.

- Decentralised school management is an important idea which needs to be developed with the teacher community as well as community at large in phases. This may revolutionise the education enterprise. Academic inter-relationship within and among different educational organisations with limited resources at hand may provide quality education.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Education clusters be formed with one college, one high school or a complex of high schools, middle schools and primary schools. It should be the responsibility of the cluster to manage and develop these institutes. Government should bear the financial burden.

Shri Gandrao Harwani Aldak, Headmaster, Hindi Main Board Primary School, Chhindwara (26th September, 1990)

- Administration should be decentralised but Panchayats should not have direct control over educational institutions.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- It is not true to say that there has been increasing tendency to centralise and bureaucratise initiatives. It is necessary to distinguish between mass educational programmes and individual programmes. In the field of elementary education, for instance, which is a mass education programme, a repetitive and recognised administrative procedure ensuring that the routines are also observed is absolutely necessary and need for inspecting machinery therefore should not be minimised.

- The question of participative management needs further study as a subject since certain aspects of education and administration are autonomous in nature and should not be left to the mercy of populism.

Shri Anil Biswas, Editor, Ganashkti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The idea of decentralisation is correctly be upheld. But operational aspects of the model have not been worked out. The effectiveness of the model "educational complex" thus remains indeterminate.
- The idea of autonomy to colleges and school complexes is preposterous and should be abandoned.

Prof. Atiq A. Siddiqi, Co-ordinator, Curriculum Development Centre, Department of Urdu, Aligarh Muslim University, Aligarh-202001 (24th October, 1990)

- The idea of decentralisation of schools management is quite attractive but experiences have shown that the school managed by the local bodies are the worst.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- The entire management and control of educational institutions should be with local people including women.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- The educational complexes proposed to be developed must come under the control of local government institutions and be accountable to them. The management of educational institutions must be the job of professionals in the locality

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- It is doubtful whether the Panchayati Raj Institutions can help in decentralisation in any way because their role should to be clearly restricted to certain areas of management.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The proposals on decentralised management are good but the modalities of operation should be legally defined to protect good academic efforts from being rejected by vested interests.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- We have to be cautious in implementating the recommendation on decentralised planning and management. Local bodies mostly consist of non-academic persons who matter in society and the voice of the academicians in local councils will not have the weight it should have. As is done in English, we can have local authorities in charge of education but only academicians and professionals should

have the last word in fixing priorities, objectives and other modalities in education.

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- Before transferring the responsibility and accountability of management of education to the local bodies, their competence to manage the affairs need to be developed and strengthened so that the experiment becomes a success. Decentralisation should be done in a phased manner.
- Proper care should be taken in identifying the heads of the educational complex institutions and their training for discharging the additional responsibility envisaged in the Paper. A special cadre of heads of institutions should be developed. This will add to the success of decentralisation at the implementation stage.

Southern Regional Centre of the Council for Social Development, Hyderabad and Indian University Association for Continuing Education, New Delhi (One day discussion held at Hyderabad on 22nd October, 1990)

- In the context of decentralisation, community participation, teacher participation and learner participation in education become critical. The community must itself fix its targets and work towards their achievement.
- The local community must finance, man and manage schools. Local institutions of self-government must be involved in the planning and management of schools. Teachers and homes have not been sharing the burden to the extent they should; learning transactional

interaction between the pupil, the teachers and the home should not be disadvantageous to the pupil.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- At village level schools be managed by Education Committees. Representatives of panchayats, mohalla samities, students, parents and government departments should be the members of these committees. The terms of members should be 5-6 years. Such committees should be constituted at block levels for secondary education and at district levels for college education. These committees should have the power to open new institutions and to grant them recognition.
- Autonomous educational councils should be set up in States for development of higher education.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- The concept of decentralisation is very good in principle. However, institutions would require additional resources to respond to decentralisation.

One day discussion organised by the Centre for Adult Education and Extension, University of Kerala in collaboration with the Indian University of Association for Continuing Education at Thiruvananthapuram on 27th October, 1990

- A role differentiation process must be evolved for sharing of roles between centralisation and decentralisation. The process of raising community assets must be handled in a decentralised manner through

a monitoring role only to the central agency. State could be the basic unit of decentralisation, rather than the district. The state could pioneer a culture of decentralisation at district or block and Mandal levels.

Indore Discussion Group, Indore.

- The school curriculum should be managed by local area planning/ educational complexes. However, university personnel should have the academic leadership in a democratic manner in the decision making process in establishing educational complexes.

Seminar organised by Academy of Administration, Madhya Pradesh, Bhopal

- Decentralisation should be effected in all sectors of education, namely, academic, administrative and financial.
- To achieve decentralisation, autonomous education clusters be set up. The Principals of the included schools/colleges, representatives of teachers and organisations engaged in administrative and developmental work in the area, representatives of public and representatives of government and autonomous organisations engaged in education in the area should be included in the management body of the cluster. While autonomy should be given to the clusters, norms should be laid down so that they work in the interest of the society. Provisions should be made for monitoring the work of the clusters. Zila Parishad should give financial assistance to the education cluster and the District Education Board should work as intermediatry between Zila Parishad and State Government. Transfer of teacher should be within the cluster.

- The education cluster should prescribe courses keeping in view the competency of teachers and the local conditions.
  
- Like education cluster at school level, clusters of colleges should be established at higher education level.



## CHAPTER 12

### LANGUAGES

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- While efforts should be made to promote the adoption of the mother tongue/regional language as the medium of instruction at all levels, innovative and efficient methods of teaching the English language are to be tried out at different levels taking into account the heterogeneous ability levels of learners in different parts of the country.

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- The mother-tongue and regional languages should be effectively used as medium of learning. English should continue to remain as the library language.

Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)

- Elementary education should be made compulsory for all.

Dr. Kailash Nath Pandey, P-25/104, SPDC Colony, Mankhurd, Bombay-400088 (27th September, 1990)

- The Committee has only repeated the recommendations of the previous Committees in regard to languages and has not made any fresh recommendation. The medium of instruction upto class XII should be the mother tongue or regional language. English should not be

allowed as a medium of instruction. The Committee should also identify the reasons for non-imparting of instruction through regional languages in higher education.

Smt. Shakuntala Saxena, Headmistress, Junior High School, Uttarkashi (5th October, 1990)

- Primary and secondary education should be imparted through mother tongue/regional language. Higher education could be either in national or international language. This will strengthen social unity and national integration.

Smt. Subhadra Jain, Marudhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt. Pali (Rajasthan)

- Education at the primary stage should be through the medium of mother-tongue.
- English medium schools should be closed down as they are elitist. However, Hindi and English should be the link languages of the country.

Shri Kameshwar Prasad Bahuguna, Camp - Takkar Bappa Chhatravas Tehri-Tehri Garwal

- Recognition of English medium schools should be withdrawn.

Shri Viswabhar Prasad "Gupt Bandhu", B/154, Lok Vihar, P.O. Rani Bag, Delhi-110034

- Mother-tongue should be the medium at the primary stage. In addition, a language included in the Eighth Schedule should also be taught at the primary stage. At the senior secondary stage any Indian language included in the 8th Schedule of the Constitution

should be the medium. At this stage, Hindi or another Indian language should also be taught. From class VI to VIII Sanskrit should be taught as part of the main Indian language. In classes IX to XI Sanskrit should be taught as third language. The medium of instruction for university and higher technical education could be any Indian language. English or any other foreign language should be taught as a separate subject after class XII. In policy document the expression "regional languages" should be replaced by the expression "languages mentioned in Eighth Schedule".

Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati Kunj, Nirala Nagar, Lucknow-226020

- Sanskrit should be included in the three language formula.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- Three language formula should be implemented strictly. Under the three language formula mother-tongue, Hindi and one other Indian Language should be taught. English should be taught as a subject only.

Dr.(Smt) Swarnaprabha Agrahari, Hindi Department, D.R. College, Delhi University, Delhi

- Medium of instruction should be mother-tongue upto class V and any Indian language mentioned in the Eighth Schedule from class V to XII. Hindi should be second language and where Hindi is the first language, another language included in the Eighth Schedule should be taught as second language. Sanskrit should be taught as third language from class VI. Medium of instruction at University level

and also of technical education should be a language mentioned in the Eighth Schedule. English or any foreign language should be taught as an additional subject after class XII. English should not be allowed either as medium of education or as medium of examination. Instead of the expression "regional language" or "modern Indian Language", the expression "language mentioned in the Eighth Schedule of the Constitution" should be used.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Three language formula is useful. It should be implemented fully. Primary education should be imparted in regional language and higher education in Hindi. Sanskrit should be included in the curriculum.

Shri Durga Prasad Purohit, Secretary, Bhartiya Shikshan Mandal, C-25, Vikas Marg, Jaipur-4

- Sanskrit should be made compulsory.
- Education should be imparted through regional languages.

Shri Balbir Singh, General Secretary, Bhartiya Kissan Union, Kanjhawala, Delhi (23rd July, 1990)

- Teaching of English should not be compulsory.

Smt. Madhurima Singh, Govt. Quarter, Nirala Nagar, Lucknow

- The medium of education should be a modern Indian languages mentioned in the Eighth Schedule to the Constitution of India.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- Because of the undue emphasis on English both as a subject of study and medium of instruction right from the pre-school stage in the prestigious institutions the study of Indian languages is suffering. This is an unhappy state of affairs which needs to be changed.

Prof. B.H. Krishnamurti, Vice-Chancellor, University of Hyderabad, Central University PO, Hyderabad. (22nd October, 1990)

- The regional language medium should be extended to the university level including professional courses like medicine and engineering. However, there should be an adequate component of English right from the undergraduate level with increasing proficiency to facilitate post-graduates who want to go into research and also to facilitate inter-State mobility. As an incentive for opting for regional language medium, graduates from regional language medium courses should be given preference in public and private employment. Bridge courses should be evolved to help linguistic minorities to switch over from the mother tongue to the regional language at the pre-primary level. The Three-Language Formula, as proposed by the Education Commission 1964-66 should be implemented throughout the country, particularly in the Hindi speaking areas. The third language in the Hindi speaking areas should be one of the literary languages of South India, Bengali or Gujarati, but not Urdu or Sanskrit.
- The proposal to have a fresh linguistic survey of India is a welcome one. The Survey should be a permanent department of the

Central Government like the Geological Survey of India. The decision of the Census Commissioner to drop the enumeration of languages spoken by 10,000 speakers or less should be changed.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- Use of mother tongue should be considered and applied from several angles and should not be handled as an emotional issue.\*

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Medium of instruction should be as per the wishes of the society. Three language formula should be implemented strictly and special pay or additional annual increments should be given to the teachers who teach South Indian languages.

Shri P.C. Mathur and Dr. Chandra Mouli Singh, Indian Society for Public Affairs, Lal Bhawan, Barkat Nagar, Jaipur (30th September, 1990)

- Paper has not come out clearly on language policy and medium of instruction. English should not be compulsory. Sanskrit should be included in the three-language formula.

Fr. Percival Fernandez, Secretary, C.B.C.I. Society for Medical Education, St. John's Medical College, Bangalore 560034 (3rd November, 1990)

- For higher education in technical subjects, it is of paramount importance that a language used internationally is made use of for the important reason that the wealth of material required in training is available only in such a language and we Indians, with all the sentiments we pour into the regional languages issue,

cannot just afford to be behind the times in meeting the challenges of world. Hence instead of restricting the training of our children in their mother-tongue we should from the child's early education train him/her in an international language to open up the child's mind to the world at large and to the available knowledge and skills in whatever area the child will eventually specialise in the future.

Shri Mukesh Kumar Sahdev, H.No. 686, Sahdev Bhawan, Urban estate II, Hisar-125 005 (Haryana) (25th October 1990)

- Primary education should be in mother-tongue. Other languages should be introduced later.
- Primary education should be universalised and it should ensure that the basic learning needs of all children are satisfied and take into account the cultural, needs and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling provided they have the same standards of learning imparted in schools.

Miss Madhy Batra, The Batra Store, 2581 Teliwara, Delhi (29.10.90)

- English should be a compulsory subject from class I even if the medium of instruction is retained as Hindi.

The Chairman, Akhil Bharatiya Vidyarthi Parishad, Asara Branch, Rajasthan.

- Hindi should be compulsorily taught in all schools.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- At the primary and secondary levels mother tongue and/or regional language should be the medium of instruction. Even at the tertiary level students must be given the option to choose the medium of instruction which may be regional language/national language/English. No language should be imposed on the students. The three language formula should be implemented all over the country so as to facilitate interaction among students of various States.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- The question of medium at lower levels should be left to the option of parents.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- English being a language of communication in India and world at large, it should be taught at all levels. This can be made optional since only those who go for higher education need this as a library language. It is however, ideal to make available a basic minimum knowledge of this language to every one upto the secondary level.

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- Mother-tongue should be the medium of instruction at the primary stage. The teaching of regional language, where it is different



from mother-tongue, should commence from Class VI. The three language formula should be implemented in true sense and spirit. Teaching of Sanskrit should be part of mother-tongue/regional language.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- Centres should be set up where the students could learn various Indian and foreign languages.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- Colleges should undertake special/non-formal classes for upgrading language skills. Modern technology and research results should be availed of in the language teaching.
- The status of the regional language should be elevated. It should be the medium of instruction at the pre-primary, primary, secondary and tertiary levels of education. There should be uniform language policy for all the States. Hindi and English should be taught from Standard V onwards. The students should learn one of the modern Indian languages where Hindi is the regional language. Sanskrit should be taught as one of the additional subjects from Standard VIII onwards. It should not be taught at the expense of the other three languages. Passing SSC should not be linked with passing in English. At the undergraduate level one paper in language should be made compulsory.

Dr. S. Muthukumar, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- The medium of instruction must be the regional language/mother tongue not only at the primary and secondary stages but also at the tertiary stage of education; of course, English language may be offered as a course to facilitate those who interact with researchers in other countries.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- The medium of instruction should be mother-tongue. There is, however, a need to develop excellent books in Indian languages.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- Mother-tongue/regional language must be the medium of instruction from primary to the highest level of education as has been proposed by the Kothari Commission. English should not be made compulsory for competitive examinations for recruitment to public services. The three language formula should be implemented earnestly in its letter and spirit in all states, particularly in the Hindi-speaking states. At least one South Indian language must be studied as second or third language in the Hindi-speaking states. The introduction of different languages in school education should be staggered as has been recommended by the Education Commission.

Indore Discussion Group, Indore.

- Mother-tongue should be the medium of instruction at elementary level and regional language at secondary level. Till Hindi is accepted all over the country English should continue as medium of instruction at tertiary level.

## CHAPTER 13

### TEACHERS AND STUDENTS

Shri B.K. Pal, F-207, Neyapalli, IRC, Village Bhubaneswar-751012 (4th October, 1990)

- The procedure for selection of teachers should be streamlined and measures should be taken to improve the efficiency of the existing staff. The best talents available in the country should be attracted to the teaching profession.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Teachers should be recruited in two categories - one for primary schools and another for secondary schools. The minimum age of recruitment should be 50 years. They should be paid honorarium keeping in view the classes being taught and not pay.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- Service conditions of teachers should be uniform in all States. The number of pay scales for teachers should be reduced. The participation of teachers in restructuring education system and educational administration should be made compulsory.

Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001 (U.P.)

- Only competent and able teachers should be appointed.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- Teachers pay should be proportionate to the results achieved. If the result is 75%, they should be paid only 75% of their pay. Book allowance @ of Rs. 200/- per month should be paid to teachers on production of cash receipts.

Dr. Govind Singh, MLA, Block 3/86-87, Vidhayak Niwas, Bhopal

- Teacher should be well paid and they should be given necessary facilities to enable them to re-establish the old traditions of Gurukul system of education.

Dr. Rajendra Kumar Awasthi, Secretary, Teachers' Association, Janta College, Bakewar, Itawa

- All teachers including those in the minority institutions should be given constitutional protection.

Shri R.D. Joshi, Teacher, H.N. Intercollege, Haldwani, Nanital

- The tendency of taking up private tuitions on the part of teachers should be curbed. Similarly publication of guides, guess-papers should also be stopped.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- To improve the quality of teachers, the duration of teacher training courses should be increased. For primary school teachers it should be four years after SSLC instead of two years after two year PUC. For secondary school teachers it should be four years

after PUC or two years after bachelors degree. Admission should be made strictly on the basis of tests and aptitude for the teaching profession. A new curriculum should be evolved. For in-service teachers summer schools should be conducted.

Shri Shatrughna Prasad Singh, MLC, General Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9th October, 1990)

- Indian Education Service should be established. Teachers should be transferred from one school to another. Training should not be a pre-condition for recruitment of teachers. They should be given in-service training. Existing training colleges should be converted into in-service training institutes.
- Teachers' participation in management, planning and development of educational institutes should be made legally mandatory.

Shri M.J. Baby, Headmaster, St. Augustine's High School Ramapuram, Mattathil, Velliyepally P.O. Arunapuram 686 574 (19th September, 1990)

- In order to promote national integration a scheme for adoption of teachers of different States by State Governments should be formulated. Each State should adopt every year one primary school teacher and one secondary school teacher from every other State. These teachers should be settled in different villages. They should marry from the villages in which they are settled. In this way in a few years every Indian village will have at least one person from another State spreading the message of national integration.

Shri D.R. Ghorpade, Journalist, Miraj 416410

- Teachers should be dedicated and committed and not mere mercenaries.

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- The need for placing the teachers at the centre stage is accepted. The logistics thereof need to be worked out in greater detail so that the teaching functions do not get a back seat.

Shri K.K. Tandon, Secretary General, Punjab State Recognised School Teachers (& other employees) Union H.O. 19 Sewak Colony, Patiala (30th October, 1990)

- There should be common scale of pay for teachers in all the States. They should be encouraged to suggest innovations.

Shri H.P. Biswas, Programme Officer, Deptt. of Adult and Continuing Education, University of Delhi, Delhi (One day discussion held at Bangalore on 3rd November, 1990)

- Teachers should be paid greater attention in terms of their training, recruitment and continuing education.
- Teacher education should be re-oriented and made more professional. The duration should be at least four years.

Human Resources Development Centre for Teachers, Rashtreeya Vidyalaya Teachers College, Jayanagar, Bangalore-110011 (Discussion held on 8th October, 1990).

- Teacher education programmes should be reorganised into (i) a technical diploma course in education for primary school level 3

year duration after class X and (ii) a professional course for high school level of 4 year duration after class XII.

- Too much of security without accountability in teachers is not conducive to good education.

Rajya Vidwat Parishad, Rajasthan, Adarsh Vidya Mandir, Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14th October, 1990)

- The teachers training programmes at the national and state level need to be reorganised. The following components may be included:
  - Area specific planning of education.
  - Organising WE/SUPW as an integral part of the course content, its planning, implementation and testing.
  - Monitoring of curriculum stabilisation.
  - Development of modules.
  - Comprehensive and continuous evaluation to replace annual examination.
  - Involvement of local community in the educational planning and management.
  - Judicious use of academic autonomy.

Shri Ranjeet Singh, General Secretary, Bhartiya Shikshan Mandal, Uttar Pradesh, 2-A/411-A, Azad Nagar, Kanpur

- Opportunity should be given to teachers for improving their qualifications as well as for vertical movement.
- Teachers should not be appointed on regular basis. They should be appointed on contract basis. They should be paid according to the results, they produce.



Dr. S. Muthukumaran, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- To boost education of girls, proportion of women teachers may be increased significantly. The Tamil Nadu Model of recruiting 'only women teachers' at the primary school level is a laudable example worthy of emulation by other States.

University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)

- Teacher education programmes need to be reorganised to prepare the teachers for the reforms suggested in the Paper.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The Review Committee has not focussed adequate attention on teacher welfare, their recruitment, training and transfer policy, salary structure, grievance redressal mechanism, their right to participate in the formulation and implementation of educational policies and a code of professional ethics for them. The proposal to give statutory status to the National Council for Teacher Education has also been ignored. These should be considered by the Committee. Internship of adequate duration should be made an integral part of the pre-service training of teachers and continuous in-service education of teacher should be an integral part of the school system.

Indore Discussion Group, Indore.

- Teacher education in general and DIET in particular must become more relevant and strong. More financial and material support should be given. Autonomy should also be given to them.

Shri K.N. Nigam, Teacher, Hindu Inter College, Rudauli, State Bank Colony, Rudauli, 225411, Distt Barabanki (30th October, 1990)

- It should be the responsibility of the teacher to guide the students to choose the appropriate subjects suited to their aptitude.

Seminar organised by Academy of Administration, Madhya Pradesh, Bhopal

- Tribunals should be established to settle grievances of teachers.

## CHAPTER 14

### RESOURCES (CENTRALLY SPONSORED SCHEMES)

Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)

- Greater allocation of funds to certain priority areas as envisaged in the Paper is a must. These areas are primary education, women's education, education of the tribals and the disadvantaged sections, and improvement of the infrastructural facilities in government/local body and aided schools.

Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)

- To raise resources, educational tax should be imposed. Seventy-five per cent of the education budget should be spent on rural education.

Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)

- Adequate resources - financial, human and material - should be made available for educational programmes. A minimum of 6% of GNP should be allocated for the education sector. The government should identify additional resources and modalities to finance educational programmes. An educational cess may be levied. The nationalised banks and other financial institutions like NABARD, LIC, UTI and indigenous trade and industry should be required to

statutorily contribute a certain amount for the cause of education. The government may seek funds from the World Bank, NRIs and other international agencies.

Dr. S.N. Tripathi, Secretary, Teachers Association, Ajitmal, Etawa (U.P)

- The system of capitation fee should be abolished. Six per cent of GNP be allocated for education.

Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012

- Ten per cent of the GNP and 20% of the State budget should be allocated for education.

Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/1, South Tatyatope Nagar, Bhopal

- Ten per cent of the central budget and 35% of the State budgets should be spent on education.

Shri Pankanj Shree, C/o Shri Ramesh Chandra, Kalal Toli, P.O. Church Road, Ranchi-834001

- Forty per cent of the national budget should be spent on education.

Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar

- Six per cent of GNP should be spent on education.

Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan

- At least 30% of state budget and 10% of central budget should be earmarked for education.

Shri Malkhan Singh Shakyavar, House No. 7, Inside Lakshmi Gate, Jhansi

- Education should be nationalised.

Shri Anand Ram Sahu, Publicity Secretary, Sewa Stambh, Distt. Branch, Raipur, Shiv Chowk, Dr. Rajendra Nagar. P.O. Ravigram Raipur, M.P.

- Education should be nationalised.

Dr. Rajendra Kumar Awasthi, Secretary, Teachers' Association, Janta College, Bakewar, Itawa

- Privatisation of higher education should not be allowed. The system of capitation fee should be abolished.
- Six per cent of plan outlay should be earmarked for education.

Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (8th November, 1990)

- Government alone cannot meet all expenses on universalisation of elementary education. It can only provide some basic facilities. The rest will have to come from the community. New modes of raising resources are to be explored. The fee structure for post secondary education could also be revised.

Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka, and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)

- As recommended at least 6% of the GNP should be set aside for education. Primacy in allocation of funds should be for primary education. Next priority should go to secondary education. At this stage, the education should be self-supporting partly.

University education should be supported by private agencies and by those who are going to employ the university graduates in commerce, administration, communication, defence, etc.

Shri Om Shrivastava, ASTHA Sansthan, 109 Kharol Colony, Udaipur, Rajasthan (27th October, 1990)

- The suggestion to have allocations for education multi-sectorally is in line with the whole concept of organic link of education to the larger socio-cultural, economic and political context.

Shri D.R. Ghorpade, Journalist, Miraj 416410

- Fee should be charged from those who can afford to pay

Shri K. Ramamoorthy, Additional Chief Secretary, Government of Gujarat, Education Department, Sardar Bhawan, Sachivalaya, Gandhinagar-382010 (26th October, 1990)

- The idea of pitching the education budget to a percentage has no relevance when it is possible for government to fix certain norms for specific education services. Individual norms for levels of expenditure per student at the various stages be laid-down.
- The problem of funds for elementary education in particular, commensurate with the actual needs can be solved only if the budget for elementary education is made as a charge on the consolidated fund so that limited education budget does not get affected by sectoral percentages.

Shri Anil Biswas, Editor, Ganashakti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016 (27th October, 1990)

- The suggestions to enhance the fee structure for higher education, to arrange for student loan facilities and alternatively to impose graduate taxes on the users are likely to lead to privatisation of higher education which will not be in the interest of education. Commercialisation of education cannot be encouraged.
- Expenditure on education should be treated as an investment. The rate of social return from such expenditure is really very high.
- There have been serious distortions in the allocation of resources between elementary and higher education. During the plan periods, allocation for elementary education declined from 56% to 29% whereas for university and general education the percentage went up from 18 to 44. It should also be noted that even in the higher education sector the bulk of the funds is going to the central universities and the State Universities are given step motherly treatment. This distortion should be corrected.
- Education should be brought back to the State list.

Prof. Krishnaji, Chairman, Indian Institution of Maharishi Vedic Science and Technology, Maharishi Nagar 201 304 (1st November 1990)

- Unless the government decided to raise allocation of funds for the development of education to at least 6 per cent of GNP, it would be futile to carry on the exercise by the Committee.

Mrs. Rajam P.R.S. Pillay, Director, Balavikas Institute, Trivandrum-695005

- A national fund for education should be set up and every parent should be asked to pay one rupee per child per month.

Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)

- At least 10 per cent of the GNP should be earmarked for education. Besides State Governments, corporations, Municipalities and Panchayats must be able to provide funds for running the educational institutions.

Bangalore City South District Secondary Schools Head Master's and Pre-University College Principal's Association, Kalasipalayam, Bangalore-560002 (Recommendations made in a special Committee meeting held on 11.10.90)

- A minimum of 6% GNP should be allocated to education.

University of Delhi and Indian University Association for Continuing Education (Suggestions made in one day discussion held in New Delhi on 30th October, 1990)

- While percentage allocation of resources for education had been declining after the first five year plan, in substantive terms desire to have six percent of GNP for education amounted to asking for more than Rs. 20,000/- crores in the Eighth Five Year Plan. The Committee should indicate the timeframe within which six percent resources could be had for education.
- At present, 78 percent of the funds come from the government: the community resources accounted for only 22 percent of resources for education. The Committee should devote some thought to the entire



question of resource raising and consider avenues like raising tuition fees, attracting endowment, community contributions, etc.

- The South Canara experiment of community funding of schools at the time of their inception could be tried in other parts of the country.

Workshop organised by the University of Bombay at Bombay on 26th September, 1990

- The share of education be raised to 6% of GNP immediately and progressively to at least 7.5% by the end of this decade. Fees should be raised to meet a major portion of the cost. It could be linked to the "ability to pay". Faculty variation could also be introduced. A nominal on the fee be introduced on the basis of the age of the college. Those who cannot pay the increased fees may be given deferred payment facilities in the form of vouchers/ coupons, loans or insurance policy. The educated people who settle and earn abroad for a period of five years be asked to pay the cost of their education.

Dr. S. Muthukumaran, Vice-Chancellor, Bharathidasan, University, Tiruchirapalli, Tamil Nadu.

- Education should be restored to the State list. The Centre's role should be specified in clear terms. It should 'coordinate' but not control.
- While it is the constitutional obligation to provide for free and compulsory education up to the secondary level, there is no constitutional compulsion for subsidising the tertiary education of

all students irrespective of their economic conditions. To those students who can afford to pay, the subsidy and concessions need not be doled out. The fee structure should be rationalised. The students may be provided with scholarships or loans depending upon their social and/or economic status.

Seminar organised by Institute of Education and Culture, Hyderabad, the University of Hyderabad and the Osmania University, Hyderabad at the Central Institute of English and Foreign Languages, Hyderabad on 20th-21st October, 1990

- The strategies to augment resources and distribution of the same among different sectors have to be carefully planned and worked out for short-term and long-term ends. Short-term measures would call for a re-allocation of resources to the various sectors in the light of their priorities. The long term measures would necessitate a thorough review of economic and social policies. School education in its entirety should be funded by the government. The scholarship policy should take care of SCs/STs/Women/BCs as also OBCs. Studies in the field reveal that there is a dire need to streamline the existing scholarship policy as well as its implementation. The suggestion to raise fee structure in higher education will amount to denial of access to education to weaker sections.

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

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## RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

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12. Languages	34
13. Teachers and Students	24
14. Resources (Centrally Sponsored Schemes)	26
Total	----- 361 -----

# RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION VOLUME IV

