

COMMITTEE FOR  
REVIEW OF  
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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

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- The Review Committee should clearly identify the elitist aberrations and suggest ways to remove them. The policy on education should aim at the building up of a truly secular, democratic and scientific society.
- A few sweeping remarks like - "Educational institutions are infested with communalism and casteism etc." and also "Books are unreadable and examinations totally unreliable" should be deleted.
- A strong social reform movement backed by economic restructuring and betterment of their position in society is a precondition to ensure education for women, scheduled castes, scheduled tribes and other backward communities.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- The new policy on Education should give specific attention to teaching secularism and to projecting history in a secular context.
- Education should form part of the totality of social planning in which a family should be given due attention.

Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)

- To encourage girls' education, child care centres (cradle houses) should be established with every primary school. This will enable girls to attend the schools apart from giving them valuable experience in nurturing children.

Dr. M.A. Abdulla, General Secretary, Kerala State Association of Muslim Institutions, Calicut and President, The Muslim Educational Society, (17th November, 1990)

- The Perspective paper has ignored the problem of education of backward minorities specifically Muslims. Although the Programme of Action, 1986 had made various suggestions for the educational upliftment of minorities, these programmes have not been implemented. The Committee should look into this aspect and suggest remedial measures like making mandatory provisions for implementation of the programmes by the State Governments. Bridge courses should be conducted for backward minority children to enable them to join higher educational institutions. The procedures for sanction and recognition of schools and colleges for minorities should be simplified.
- Admission of backward and minority community children in Navodaya Vidyalayas should be ensured. Special measures should be introduced to maintain a high standard of education in the minority run institutions.

Shri Amrik Singh, Article in the 'Hindustan Times', New Delhi dated 3rd October, 1990

- The kind of educational system that has grown up over the years is designed to help the model of development which was being followed. The problem of the Review committee is that its model of development is different from the one accepted by the rest of the society. In consequence, though the educational model that they recommend is based on sound principles of justice and equity internally consistent and development oriented, it conflicts with the model of development which is already being followed. And hence it will not be implemented.

Shri B.M. Bhatia, Article in the 'Hindustan Times', New Delhi dated 10th October, 1990

- Although the Committee has suggested various reforms, there will be resistance to the implementation of these recommendations. The elite has developed vested interests for perpetuating the Macaulay system. They are going to create problems in the implementation of the reforms suggested. The educational system itself, particularly at the university level, will oppose any change.

The 'Deepika' (Malayalam Daily), Kottayam, dated 13th September, 1990 (Editorial)

- Urgent measures should be taken to provide better education facilities to the backward sections of the society.

Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990

- It is too early to review NPE 1986.

Shri Tapan Mishra, Article in 'Samaj' (Oriya Daily), dated 16th October, 1990

- Most of the suggestions made in the Perspective Paper are extremely valuable but in the Indian context are not practicable. The teachers as well as the students in our country are not yet mentally prepared for the changes suggested.

Shri K.N. Ganesh, Article in 'Chintha' (Malayalam Weekly) dated 26th October, 1990

- Education is closely linked with development. Hence without a clear cut development policy, the education policy cannot be formulated. The Perspective Paper is silent on linking education with development.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- Experience of other advanced countries and of States like Kerala testifies to the direct link between women's education and reduction in birthrate. And this is the most natural, decent and effective population control programme for any country to adopt. Women will be motivated to educate themselves when they can get gainful employment. Hence the efforts of States like Tamil Nadu to reserve 30 percent of jobs for women should be encouraged. Similar reservations for women in Central Government and private sectors also should be made.
- Though reservation of seats for women in educational institutions is not necessary, there are some admission procedures in higher technological institutions like IITs which have a covert bias

against women. The syllabus for the entrance examinations of these institutions are set at such a high level that plus two level students aspiring for admission to these institutions have to undergo extra coaching in the evening hours away from their homes. Because of the cultural bias against women being out during these hours they are not able to avail themselves of such extra coaching. It is necessary to do away with such discriminatory admission procedures.

- It is necessary to continue the policy of reservation in educational institutions for SC/ST students as at present many State Governments have made reservations for backward classes also in the State-controlled institutions. This has definitely helped in educational advancement of these communities who form 60 per cent of the total population. It is necessary that Central Government institutions also make reservation of seats for backward class students.
- In the allocation of subjects in the Central Ministries the subjects of apprenticeship and craftsmen training in industrial training institutes are allocated to the Ministry of Labour. It will be good if these subjects are transferred to the Ministry of Human Resource Development.

Shri T. Rajagopalan, Article in the 'Hindu', Madras dated 12th September, 1990

- The policy on Education should aim at combining Indian sensibility with a modern scientific outlook.

'The Hindustan Times', New Delhi dated 16th September, 1990 (Editorial)

- The biggest draw back in the education policy has been its inability to establish an optimum relationship between education and other social and economic variables. Although many Commissions have stressed the need for vocationalising secondary education, vocationalisation has progressed in a desultory fashion. Struggle for survival is more urgent for many than educational needs. In view of this greater emphasis should be given on vocational education than on liberal education. Through vocationalisation the pressure on the higher education could also be reduced.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- The Paper acknowledges that literacy is linked with larger socio-economic, cultural issues but does not spell out how the problem can be resolved.

Prof. Maqbool Ahmad, President, All India Muslim Majlise Musharat, 93 Park Street, Calcutta (21.11.1990)

- Politics should be kept out of educational institutions. Politicians should have nothing to do with education.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

- Literacy programmes have not succeeded because of socio-economic conditions. Poor parents are not interested in sending their wards to schools; instead they send them for work to earn their livelihood.



- Education should be linked with development. It should be oriented to the needs of the local society. Development centres should be set up for a cluster of villages where training in agriculture, farming, spinning, weaving etc. could be imparted.
- We must discontinue the western system of education. Our education should be based on Indian tradition and culture

Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

- The western system of education is spreading consumerist culture. Education should aim at a productive culture. The western system of education is also responsible for the disparities in society and in education. Gandhiji's philosophy of basic education should be encouraged in place of the present western system of education.
- Schools should be centres of development.

Dr. Remy Y. Denis, Reader in Mathematics, Gorakhpur University, Gorakhpur-273009

- Special emphasis should be laid on the education of SCs/STs and women as they form a majority of the illiterate population.

Special Correspondent, News Item in the Hindu Daily dated 12th November, 1990

- The Perspective Paper is far too generalised, at times confusing and tends to recycle old ideas.

## CHAPTER 2

### GOALS, ROLES AND VALUES

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- Education is a cultural process and not a political one. It should encourage a sense of society and not of trade unionism.
- The notion of a national policy on education is anti-thetical to the very purpose of education and to cultural and intellectual needs of our people. The centrality of the immediate neighbourhood, geographical, social and cultural - of the student should be supreme, as also the cultural authenticity and authority of the village and locality.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- Among the major goals of education policy, productive employment should be emphasised as one of the primary objects, even if human beings are not to be treated as mere assets. For the development of individuals as well as society, education has to be linked with employment. This concern has to be reflected in the scheme and content of education. Secondly, value orientation in education is a constitutional imperative which has to be addressed with specific proposals at every level of educational system. Thirdly, excellence has to be a primary goal and it needs continuing emphasis. Excellence should not be put in opposition to equality as such a perception is perverse and unwarranted. In any case it is better

for the Review committee to articulate and reiterate the specific goals of education generally and school education in particular.

Prof. Maqbool Ahmad, President, All India Muslim Majlise Musharat, 93 Park Street, Calcutta (21.11.1990)

- The process of education starts from birth and continues till death. In this process the environment of the child's home has a lasting impact on his/her up-bringing. The purpose of education is inculcation of moral values, upliftment of the spirit, service to man kind and the building up of a moral character.
- Education should be linked with some kind of vocation. It should ensure employment but care should be taken that it does not become a means for making money only.
- The course content of school and college syllabus should include Indian heritage and India's composite culture. Through religious instruction we should teach the difference between good and evil.
- Education should create individuals of character who can rise above narrow parochialism in the large interest of the unity of the national.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

- Education should aim at productivity.

Shri Ramashray Roy, Article in the "Hindustan Times", New Delhi dated 7th November, 1990

- Education must cultivate attitudes and orientations capable enough to curb the individual's tendency towards self-aggrandizement. The need to acquire information and skill necessary for specific jobs must get recognition in education. But it should not be at the cost of the needs of the society. Education cannot replace society, nor can transform it; education can only serve it.

## CHAPTER 3

### RIGHT TO EDUCATION

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- It should be categorically declared that education is a birth right of a child and "Right to Education" should be recognised as "Fundamental Right".

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- Access to education has to be treated as a basic right of every individual. It is closely inter-linked with the right to information and right to work.

Prof. Khetramohan Satpathy, Article in the 'Samaj' (Oriya Daily) dated 4th November, 1990

- Right to work will be meaningless without the right to education.
- The education system should be such that it develops the mental and intellectual faculties of children.

## CHAPTER 4

### ELEMENTARY EDUCATION AND UNIVERSALISATION

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- Appropriate steps should be suggested for introduction of free, universal elementary education within a target period.
- The line of demarcation between formal and non-formal education should be clearly stated. The idea of opening up and non-formalising school programme in creative ways is welcome. The non-formal education system is for taking care of children outside the school system. So non-formal system is needed as a temporary mechanism.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- There should be a national campaign for abolition of fees at the nursery level.
- It would be wrong to divide primary and secondary education into two separate stages. Instead, there should be integrated primary and secondary education of 7 to 8 years.

Dr. J.K.P. Sinha, Indian Institute of Public Administration, Bihar Regional Branch, Kadamkuan, Patna-800003 (Seminar held at Patna on 9th November, 1990)

- Primary education be universalised and it should be made free and compulsory to ensure equal opportunities to children of different economic strata. The neighbourhood school concept should be integrated with universalisation of primary education.

Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)

- To encourage girls' education, child care centres (cradle houses) should be established with every primary school. This will enable girls to attend the schools apart from giving them valuable experience in nurturing children.

Shri Sanjeev Ghotge, D2, Indra Raj, Near Sheetal, Fergusson Road, Shivajinagar, Pune (2nd November, 1990)

- School education should be free and compulsory.

Dr. K.D. Paliwal, Article in the 'Jansatta', New Delhi dated 11th October, 1990

- The existing non-formal education does not suit working children. Hence, a new system be evolved.

Shri Manas Joardar, Article in the 'Telegraph', Calcutta dated 15th October, 1990

- Even if quality education is made available to all, the desired universalisation cannot be achieved unless economic reforms are simultaneously implemented.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- All advance countries in the world at a certain point of time in their history had taken the crucial step of enforcing compulsory primary education. It is necessary to have an Act that makes it compulsory for all children in the age group 6-14 to attend schools and that makes the parents/guardians and their abettors transgressing the rule punishable by law.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- The Paper has ignored the question of provision of basic infrastructure to primary schools. The Operation Blackboard Scheme should have been given priority and strengthened.



## CHAPTER 5

### SECONDARY EDUCATION AND VOCATIONALISATION

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- General education up to class X with adequate provision of vocational component with a view to providing opportunity to the student to develop a proper attitude towards productive-work and ability to link the world of knowledge with the world of work is preferable to vocationalisation of all stages of education.
- In addition, facilities for separate vocational courses should be provided. Dovetailing of general education with technical and vocational education is also an important necessity. The need of different sectors like agriculture, industry, services etc. should be realistically assessed before designing vocational and technical courses.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- "Work Experience" should be replaced by "Socially Productive Work". both are not synonymous.
- Every student should be involved in vocational training. By offering, right at the beginning, separate streams for vocational training its scope has been restricted. However, there should be separate facilities, other than the common one, for such students who would prefer special training after completing the normal stream.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- Vocationalisation should begin at the primary level itself and there must be vertical mobility in the vocational channel of education up to the university level.
- The vocationalisation programme should be culturally appropriate.

Dr. J.K.P. Sinha, Indian Institute of Public Administration, Bihar Regional Branch, Kadamkuan, Patna-800003 (Seminar held at Patna on 9th November, 1990)

- Secondary education should be vocationalised and degrees be delinked from jobs. The programme of vocational education should be in tune with the requirement of society both qualitatively and quantitatively.
- University education should be totally de-politicised and universities should be centres of excellence. The tenure and service conditions of Vice-chancellors should be statutorily defined. The tenure must be for a minimum period of 5 years. Eminent men of outstanding academic achievements should be made the Chancellors of the Universities.

Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)

- Vocational education should be a separate subject.

Shri Sanjeev Ghotge, D2, Indra Raj, Near Sheetal, Fergusson Road, Shivajinagar, Pune (2nd November, 1990)

- Vocational training should not be limited to class room, but should be given on an on-the-job situation. It should also be necessary to create textual material in regional languages for the different vocations.

Shri Manas Joardar, Article in the 'Telegraph', Calcutta dated 15th October, 1990

- The concept of the right to work or the incorporation of socially useful productive work in the curriculum will remain slogans only, unless adequate job opportunities are created. Indigenisation is a correct step in this direction, but nothing tangible can be expected unless industrial and economic policies help to promote it.

Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990

- Vocational education is necessary to tackle the unemployment problem. Of course, more job opportunities will have to be created. Expansion of higher education institutions and vocationalisation of education cannot go together. In order to encourage the students to take up vocational studies all efforts should be made to strengthen the SUPW programmes in the secondary schools. In order to extract real economic benefit from the vocational studies there should be qualitative change in our employment policy as well.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- Educational systems should be so organised as to identify for each child the most suitable vocation and hence the particular educational stream that he has to follow. The earlier this is done in the educational career of the child the better.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

- The standard of vocational education at the secondary stage is so low that it does not enable students to get a job.

## CHAPTER 6

### HIGHER EDUCATION (GENERAL AND TECHNICAL)

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- Concepts of autonomous colleges, accreditation councils etc. should be dropped; modularisation is to be recommended for higher education courses.
- Restriction of further expansion of higher education is in no way beneficial to the country. Development and expansion of higher education should not be counter-posed with universalisation of school education. In the present context higher education should not be geared to a self-financing programme; so increase in tuition fee, etc., at this stage is not welcome.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- Autonomy of universities must be recognised and respected. It is also important from the point of making them more sensitive and responsive towards and developmental needs of the region.
- Universities should be given endowment funds through which they should be run. Their dependence on annual governmental grants should thus be ended.
- In order that higher education becomes responsive to the developmental needs of the region it is suggested that

\* Development agencies be linked to the universities.

- \* Expansion of technical education must be in rural areas
  - \* Rural Institutes must be run as community colleges wherein all important rural vocations should be reflected.
- Teachers, students and university administration should be encouraged to solve their problems at their level itself through dialogue, arbitration, tribunals etc.
  - Institutions conducting research in social sciences and natural sciences outside of the University framework should be encouraged.
  - The system of affiliated colleges must be abolished forthwith so that they become autonomous.

Dr. J.K.P. Sinha, Indian Institute of Public Administration, Bihar Regional Branch, Kadamkuan, Patna-800003 (Seminar held at Patna on 9th November, 1990)

- University education should be totally de-politicised and universities should be centres of excellence. The tenure and service conditions of Vice-chancellors should be statutorily defined. The tenure must be for a minimum period of 5 years. Eminent men of outstanding academic achievements should be made the Chancellors of the Universities.

Shri Sanjeev Ghotge, D2, Indra Raj, Near Sheetal, Fergusson Road, Shivajinagar, Pune (2nd November, 1990)

- Vocational training should not be limited to class room, but should be given on an on-the-job situation. It should also be necessary to create textual material in regional languages for the different vocations.

Shri T. Rajagopallan, Article in the 'Hindu', Madras dated 12th September, 1990

- The concept of autonomous colleges is quite a good one but the way in which it has been implemented in the past especially in Tamil Nadu, it serves little purpose except that of teachers union.

Shri Furgan Qamar,, Article in the 'Hindustan Times', New Delhi, dated 16th November, 1990

- The attitude adopted by the Review committee with regard to higher education is damaging. It has adopted the erroneous attitude that higher education is a rival to primary education. The Paper highlights that over the past 30 years or so the share of primary education has come down from 56% to 29% while the share of higher education has increased from 18% to 44% of the education budget. The Committee has taken into account the education budget of the Union Government only. If we take into account the total expenditure on education by the central and State Governments, the share of primary education works out to be around 45% while higher education gets not more than 15%. The expenditure on higher education has been rising at the rate of 8% per annum only which has not even neutralised the effect of inflation. Therefore, the overall expenditure on higher education in real terms has come down. Less than 1% of the GNP is spent on higher education. Only 5% of the population in the relevant age group has access to higher education and it is only 10% of this who is able to receive professional and technical education.

- The proposal to raise fees at the level of higher education and to make higher education institutions self-sufficient and entirely dependent on the purchasing power of their consumers i.e. (students) is a violation of the principles of social justice and equity. Instead, since the industry and services in private sector happen to be the major beneficiaries of the educated manpower they should be made to bear a substantial portion of educational expenses.



## CHAPTER 7

### EQUITY AND DIVERSITY (NAVODAYA VIDYALAYAS)

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- Categorical recommendation should be made to discontinue and abolish the Navodaya System of Education forth-with and those establishments should be used for other educational purposes like teacher training.
- Restriction of further expansion of higher education is in no way beneficial to the country. Development and expansion of higher education should not be counter-posed with universalisation of school education. In the present context higher education should not be geared to a self-financing programme; so increase in tuition fee, etc., at this stage is not welcome.
- To introduce the common school system, education of comparable quality has to be ensured for all. Improvement of quality of learning/teaching process through the participative mechanism, ensuring participation of teachers, guardians and representatives of local bodies in educational management and formation of school complexes, and, above all, strengthening of the system of academic supervision from district and state level are the means through which education of comparable quality can be extended. Further a radical land reform programme along with a pro-people public finance system is to be executed throughout the country. Industrialisation and equitable distribution of wealth have to be ensured.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- The educational programme should give adequate attention to the rights of disabled and handicapped children. Special attention needs to be given to the poorer sections of handicapped people. The vocationalisation scheme has to be so organised as to serve the interests of both seriously disabled and less seriously handicapped children.

Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)

- Navodaya Vidyalayas should be discontinued and in their place common neighbourhood schools should be opened. However, in case Navodaya Vidyalayas are to be continued, they should be opened in every taluka.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)

- In urban areas a "drop in" system for street children/working children can be related to the work experience programme in a regular school on an "each one teach one" basis. If the work experience time table is so arranged that at each class period a class or section of class is scheduled for this activity, and if each child has a prepared learning programme worked out for the "drop in" children, it can be taken up at the exact point where the last "drop in" took place. Careful planning, a child-to-child approach and flexibility can make this a very effective means of reaching these neglected children.

- Part-time education is the only solution for the working child in India today. To ensure this there must be legislation to oblige employers of such children to give them some free time each day to avail of such opportunities, and children enjoying full time education must learn to share their knowledge and skills out of concern, love and a sense of responsibility.

Dr. M.A. Abdulla, General Secretary, Kerala State Association of Muslim Institutions, Calicut and President, The Muslim Educational Society, Calicut, (17th November, 1990)

- Admission of backward and minority community children in Navodaya should be ensured. Special measures should be introduced to maintain a high standard of education in the minority run institutions.

Fr. John Vallamattam, Managing Director, Indian Currents (Weekly), 63-H, Pocket 4, Mayur Vihar, Delhi-110091 (5.11.1990)

- In the name of equality, the Navodaya Vidyalayas should not be discontinued. These schools help in fostering national integration.

Shri Ranjeet, Article in the 'Jansatta', New Delhi dated 2nd October, 1990

- The Navodaya Vidyalayas should be discontinued. If it is not possible to do so, the method of admission to these schools should be modified.

Dr. K.D. Paliwal, Article in the 'Jansatta', New Delhi dated 11th October, 1990

- Disparity in education system should be removed. Common neighbourhood school system should be introduced.

The Financial Express, New Delhi the 24th September, 1990 (Editorial)

- There just cannot be an education system common for rural and urban people, as each region has its own special features. Scheduled castes and tribes have to be dealt with in a different manner.

Shri Amrik Singh, Article in the 'Times of India', New Delhi dated 29th September, 1990

- In India there are two parallel systems of education: one for the poor who are taught in their mother tongue and the other for the children of the affluent and the middle class who are taught in the medium of English. As a result of this, upward social mobility has been equated with knowledge of English. The Perspective Paper has not addressed this problem in specific way as it ought to have done if neighbourhood schools are to be promoted. Before recommending common school system, the Committee should have also examined the reasons for the non-implementation of the recommendations in this regard made by the Kothari Commission.

'The Statesman', New Delhi dated 5th October, 1990 (Editorial)

- Private schools have come to stay not only for their quality of instruction but also for the fact that they use a medium of instruction that seems to hold the promise of equipping the children better for higher education and for life itself. Often these are also the only schools available to linguistic minorities in some States and thus in many ways they seem to meet the felt need of the community. The committee should examine whether it would be advisable to ignore this reality.

Shri Vishnu Nagar, Article in the 'Nav Bharat Times', New Delhi dated 10th September, 1990

- While talking about the improvement of the quality of education in government schools, the Committee has not defined the concept of quality and the reasons for its absence. The Committee should suggest ways to improve the quality.
- The Perspective Paper has not indicated clearly whether private schools would be covered under the neighbourhood school concept. Till the dual education system comprising of private schools and public schools is prevailing, the neighbourhood school system cannot be implemented.

Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990

- Common School System and Navodaya Vidyalaya System are mutually exclusive. When the common school system is preferred the quality of education is bound to suffer. The Navodaya Vidyalaya was a new concept aimed at providing quality education to the poor student. The perception of the Committee that quality education could be provided to the talented students within the framework of common school system is unrealistic and violative of right to equality.

Shri Tapan Mishra, Article in 'Samaj' (Oriya Daily), dated 16th October, 1990

- Introduction of the common school system will be resisted by the elites.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- It is necessary that all students whether they are in an urban area or rural area should get good quality education of comparable standards.
- The Central Government institutions like Central Schools and Navodaya Vidyalayas are mainly responsible for widening the disparity between the urban and rural school children. One way to remove the disparity is to transfer the management of these institutions to the State Governments alongwith necessary financial resources.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- The report suffers from an urban hangup of the concept of a typical school, ignoring the fact that 80 percent of the schools are in rural areas. It is no longer feasible to have only a certain type of schools. It is too late to regulate the proliferation of missionary and private schools. Instead of nationalising these schools, the standard of the government schools should be improved so that they can compete with the private schools. The first step towards this is to provide schools in the rural areas with better facilities. The fifth educational survey showed that 32 per cent of the schools have just one teacher, 28 per cent have two teachers, 54 percent of the schools do not have drinking water and 60 percent are without toilets. While the textbooks talk of improving the environment, the reality is quite different.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

- The concept of neighbourhood schools is borrowed from England. It cannot succeed in this country.

Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

- Navodaya Vidyalayas should be discontinued. Ashram schools should be established through out the country. Vocational education should commence from class VIII. Work experience should be encouraged.

Shri Ramashray Roy, Article in the "Hindustan Times", New Delhi dated 7th November, 1990

- The societal structure is pyramidal; the job structure is also pyramidal. Hence the education structure has also to be pyramidal. This means screening process is a must. As such education for all does not really mean the creation of equal ability. It can only stimulate equality of hope.
- The Paper proposes a common school system for promoting social cohesion and national integration. It will presumably correct the elitist aberrations pervading the education system by terminating the exclusiveness in the school system ones education of comparable quality for all is ensured. It will also help students to transcend the ill effects of socio-cultural and economic differences. However, it must be remembered that the education system cannot mend all that the social-economic and political systems violate.

- The Indian society is characterised by social, cultural, linguistic and religious diversities. An objective of education is integration of the society. If a corrective is sought to be provided by a selective inclusion in school curricula of elements from differentiated cultural traditions for projecting and fostering unity based on commonality it will only politicise the curricula and encourage filiopietism. For, if traditions unite they also divide. This is what the American experience underlies.



## CHAPTER 8

### ADULT AND CONTINUING EDUCATION

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- Purpose of adult education should be broad enough to cover different aspects of adult needs. The importance of literacy in one's life can not be under-rated. Every effort should, therefore, be made to bring down the rate of illiteracy which includes universalisation of elementary education, campaign for eradication of illiteracy including adult literacy programme and provision of continuing education facilities.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- It is not necessary to link the ideal of universalisation of primary education with dilution of literacy campaign, because the experiences of the past four decades tell us that the goal of universalisation of primary education within next half a decade is much too high an ideal. It would be a grave mistake to sacrifice our existing literacy campaign at the alter of a non-existing reality - a dream.

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad-380014 (19 November, 1990)

- Literacy is the basic minimum need of all. Therefore, eradication of illiteracy should be of paramount importance in education planning. While there is a great scope for improving the content

and methodology of the present literacy campaigns, it must be remembered that adult literacy and adult education are not alternatives; they are two stages in education. Literacy is the first stage, an entry-point and a tool for acquiring information. Only when adults become literate will they encourage their children to go to schools. Therefore, through a nation-wide door-to-door mass campaign, literacy should be spread.

Prof. Khetramohan Satpathy, Article in the 'Samaj' (Oriya Daily) dated 4th November, 1990

- Adult literacy and adult education should be considered separately as both have different objectives.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- Adult literacy programmes adopted so far have not shown enough practicality and imagination in tackling the problem. A lesson can be drawn from other advanced nations who use their educated youth in nation building programmes. Many nations have the "conscription" programme when students at the end of their high school or college education compulsorily work in the national defence forces for one and a half to two years. In some countries there is an option for the youth to work in civil social service programmes. In India an Adult Literacy Brigade may be organised wherein the educated youth after plus two level or college studies should compulsorily work in an adult literacy programme. This will also instil in the educated youth a sense of discipline and patriotism.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- A lacuna in the Paper is the insufficient stress on adult literacy, without which there can be no social transformation. Without adult literacy the rural people will not be able to fight for their rights.
- The removal of illiteracy should be given more importance. Literacy should be at centre stage.

Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

- The present adult education programmes have been failures.

Shri Hans Raj Gugnani, Chief Consultant, Educational Consultants Consortium, CF 4, Sena Industrial Estate 389, G.T. Karnal Road, Delhi-110033 (24.11.1990)

- Fifty percent of the world's illiterates are in India, yet the paper sidelines the issue of adult literacy. Adult education and literacy should be combined into an integrated whole. The objectives of adult education should be the overall social cultural and economic growth of the adult learner. It should also be linked with "Right to work".

## CHAPTER 9

### CONTENT AND CURRICULUM

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- On the question of content and method of education a lot of experience is imperative. Curriculum planning and development is a continuing process which must attempt to synthesize the need for knowledge skills and attitudinal development. Vocationalisation is a desirable goal and this may be suitably adapted at every stage including University education. The concept of common school system is worthy of adaptation. So also the proposal to seek accountability of higher education through linkages with removal of disparities and rural development. It is necessary to shift the emphasis in education from the teacher to the learner which would have several implications in the method and medium of instruction. There is no escape from the bi-lingual approach in tackling the issue of medium of instruction.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)

- The school bag needs to be considerably lightened. Children should be taught how to learn instead of being fed with lots of information. They should be exposed to the joy of discovery.

Dr. K.D. Paliwal, Article in the 'Jansatta', New Delhi dated 11th October, 1990

- Moral education should be given emphasis. Ancient Indian culture and civilisation should be taught. Sanskrit should also be made a compulsory subject.
- Nature should be made the medium of instruction.

Prof. Khetramohan Satpathy, Article in the 'Samaj' (Oriya Daily) dated 4th November, 1990

- School timings and vacation should be fixed keeping in view the convenience of the students and the local people. For example, the long vacation should be during the harvest.

Shri T. Rajagopalan, Article in the 'Hindu', Madras dated 12th September, 1990

- A uniform core-curriculum throughout the country should be prescribed alongwith uniform pay scales for the teachers.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- Curriculum should be child-centred instead of knowledge-oriented.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October; 1990)

- The course content of school and college syllabus should include Indian heritage and India's composite culture. Through religious instruction we should teach the difference between good and evil.

## CHAPTER 10

### EXAMINATION REFORMS

University of Calcutta, Calcutta (Seminar held on 19th - and 20th September, 1990)

- Semesterisation, abolition of public examination and the introduction of the system of certification by the individual institution can not be recommended at this stage. Instead the public examination system is to be improved upon.
- Delinking of job from degree in the present context would work as a disincentive for general education, and, if user institutions or employers are given free hand to build up their testing mechanism parallel to state system of public education, the entire system of education will soon be turned into too narrowly conceived vocational training courses.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- The system of affiliated colleges must be abolished forthwith so that they become autonomous.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)

- The system of ranks in class which results in the excessive and selfish competition, should be replaced by a system that encourages effort and promotes co-operation.

Shri Manas Joardar, Article in the 'Telegraph', Calcutta dated 15th October, 1990

- The comment that 'examinations have tended to corrode the educational system by distorting the very purpose of education', seems to be a little hasty, more so when one considers the suggested alternatives of modularisation, semesterisation and internal assessment. The University of Calcutta discontinued the practice of internal assessment at the degree level a few years after its introduction because it formed too insignificant a part of the total examination. To make arrangements for entrance test in lieu of public examinations is also a formidable task. Such a proposal cannot achieve any result unless quality education for all is ensured.

The 'Times of India' New Delhi dated 14th September, 1990 (Current Topics)

- The concept of doing away with annual examination is likely to encounter resistance from parents and students who have over the years come to consider success in examinations as synonymous with merit and the passport to a good job.

Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990

- The suggestion to introduce modular courses and semester and credit system in the secondary schools will unduly burden the children with the continuous examination rather than serving any real developmental purpose.

'The Hindustan Times', New Delhi dated 16th September, 1990 (Editorial)

- The Perspective Paper has rightly underlined the need for building up a system of comprehensive and continuous internal assessment. However, in the Indian context it would be unrealistic to completely delink degrees from jobs. It would lead to arbitrariness and favouritism in recruitment on one hand, and will continue to be discriminatory in favour of people with formal education, on the other.

Dr. Remy Y. Denis, Reader in Mathematics, Gorakhpur University,  
Gorakhpur-273009

- The proposal to have decentralised management of education is a welcome one. However, it is to be ensured that such decentralised managements are free from nepotism and vested interest. There should be sufficient representation of the educationally and socially weak sections of the society in the management.
- The proposal to delink degrees from jobs should reduce the pressure on higher education.



## CHAPTER 11

### DECENTRALISATION OF MANAGEMENT

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- As keeping education in the Concurrent List of the Constitution is in the nature of weakening the federal fabrics of the country and as it may be construed as incursion into the domain of diverse language and culture, education is to be reverted to the State List, as it was in the pre-emergency period.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- Decentralisation of the education system, including that of its management, primarily depends on the scope of power and authority of the village bodies. The question, therefore, of disbursement of revenue at the source of its collection is central to final decentralisation.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- On the question of content and method of education a lot of experience is imperative. Curriculum planning and development is a continuing process which must attempt to synthesize the need for knowledge skills and attitudinal development. Vocationalisation is a desirable goal and this may be suitably adapted at every stage including University education. The concept of common school system is worthy of adaptation. So also the proposal to seek

accountability of higher education through linkages with removal of disparities and rural development. It is necessary to shift the emphasis in education from the teacher to the learner which would have several implications in the method and medium of instruction. There is no escape from the bi-lingual approach in tackling the issue of medium of instruction.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)

- Schools in both rural and urban setting should be grouped into school complexes with a "lead" school having special facilities - equipment, dedicated and competent teachers, library, laboratories, - sharing, them with the other schools in the complex.

Fr. John Vallamattam, Managing Director, Indian Currents (Weekly), 63-H, Pocket 4, Mayur Vihar, Delhi-110091 (5.11.1990)

- Voluntary agencies should be encouraged. However, abuses should be checked.

Shri Manas Joardar, Article in the 'Telegraph', Calcutta dated 15th October, 1990

- If the idea of decentralised management through educational complexes and committees is honestly implemented with no scope for 'remote control' from Central or State Government agencies it may go a long way to make education a genuine people's movement.

Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990

- The suggestions on decentralised management are unrealistic. Teacher should be given all decision making powers as regards curriculum and lesson planning for imparting effective education.

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- The Central Government institutions like Central Schools and Navodaya Vidyalayas are mainly responsible for widening the disparity between the urban and rural school children. One way to remove the disparity is to transfer the management of these institutions to the State Governments alongwith necessary financial resources.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- There is talk of decentralisation but the States are not provided any avenues for articulating their needs. Decentralisation of educational management will also necessitate the decentralisation of the political system.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

- Village people should be actively involved in the management of primary schools.

Shri Ramashray Roy, Article in the "Hindustan Times", New Delhi dated 7th November, 1990

- The Paper talks of the need of the entire school system to be managed by the local communities to which it will be accountable. This is a welcome proposal. However, the type of decentralisation that is currently talked about is not genuine decentralisation since it does not intend to transfer effective self-control to local communities over all matters that are related to are vitally affect their lives. In a complex of scarcity the proposal to transfer the management of the school system will only politicise education.

## CHAPTER 12

### LANGUAGES

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- The medium of instruction at all stages should be the mother tongue of the learner and in special cases regional language. English should be used as a library language. Students should learn only mother tongue at the primary stage. At the secondary stage a foreign language, preferably English should be taught as the second language and another Indian language—classical or modern—may be offered as an optional subject.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- It should be clearly maintained in the language policy that English shall not remain as a medium of instruction and as a medium of public examinations.

Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)

- Primary and secondary education should be in the medium of mother tongue. The medium of instruction for higher education should be Hindi or English, or regional language.

Shri Jai Narain Vashista, Headmaster, Government Primary School, Budhena, PO Baroli, Distt. Faridabad (25.10.1990)

- Learning of Hindi should be encouraged and regional languages should be taught only upto the middle level.

Fr. John Vallamattam, Managing Director, Indian Currents (Weekly), 63-H, Pocket 4, Mayur Vihar, Delhi-110091 (5.11.1990)

- English should not be considered as a bad legacy of the colonial days.

'Nav Bharat Times', New Delhi, dated 12th September, 1990 (Editorial)

- The paper is silent about the place of English in the school system and also about the medium of instruction for university and higher education.
- Hindi and regional languages should be the media of instruction at all levels of education.

Shri Pushraj, Article in the 'Jansatta', New Delhi dated 20th October, 1990

- The Paper has not defined the medium of instruction for higher education.

Shri Gokul Chand Kapur, Propaganda Secretary, Sri Sanatan Dharam Shabha (Rawal Pindi), 11084, Swami Vivekanand Nagar, East Patel Nagar, New Delhi.

- Sanskrit should be a compulsory subject. It should be included in the three-language formula.

The Financial Express, New Delhi the 24th September, 1990 (Editorial)

- There just cannot be an education system common for rural and urban people, as each region has its own special features. Scheduled castes and tribes have to be dealt with in a different manner.

'The Statesman', New Delhi dated 5th October, 1990 (Editorial)

- Private schools have come to stay not only for their quality of instruction but also for the fact that they use a medium of instruction that seems to hold the promise of equipping the children better for higher education and for life itself. Often these are also the only schools available to linguistic minorities in some States and thus in many ways they seem to meet the felt need of the community. The committee should examine whether it would be advisable to ignore this reality.

Shri Vishnu Nagar, Article in the 'Nav Bharat Times', New Delhi dated 10th September, 1990

- The Paper has not come out clearly about the medium of instruction.

Shri Som Pal, MP (Rajya Sabha), 28 Lodhi Estate, New Delhi.

- Encouragement should be given to the teaching of Sanskrit language. Under the three language formula, students should be free to opt for any of the languages mentioned in the Eighth Schedule to the Constitution of India, as second or third language. Facilities should be given for those students who want to learn a foreign language (including English) as third language.

Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October; 1990)

- The medium of instruction in primary to higher education should be Indian languages. The national language should be the medium of instruction for technical education.

- The dual system of education and English medium schools have divided not only the society but also families. English medium schools should be discontinued.
- Education should be imparted through regional languages. The second language (an Indian language) should be taught from class VI to X. English or any other foreign language should be taught at higher levels to research students.

Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

- Education should be in the medium of mother tongue/regional language. Learning of other Indian language should be encouraged. Translation from one Indian language to another should also be encouraged.

Dr. Remy Y. Denis, Reader in Mathematics, Gorakhpur University, Gorakhpur-273009

- Primary Education should be in the mother-tongue. However, English should be retained as a subject. This would be better than having English medium schools with Hindi or regional language as a subject.



## CHAPTER 13

### TEACHERS AND STUDENTS

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- 'Tribunalisation of justice' may create more problems than it will solve but formation of participative mechanism may be of great help in solving internal problems at the centres of higher education.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- Teachers' education and selection is pivotal. Efforts at both governmental and non-governmental levels should be towards creating a body of teachers infused with idealism and character. Decentralisation of educational management is a crucial factor in generating commitment in teachers to their profession and for towards up-holding the sanctity of a noble profession.

Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)

- Greater attention should be given to teacher education as that is the surest way to develop the new education.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)

- There should be a system of on-going formation for all teachers. Regular seminars, refresher courses and demonstration of new techniques should be recognised features of the teaching

profession. Training college staff, retired teachers of recognised competence and persons with expertise in various fields - communication, art, craft, music, dance, games, gardening, animal husbandry etc. - should be involved in such programmes. Much of this could be done on a voluntary basis with only TA and local hospitality required for those conducting such courses.

- Teacher training courses need to be overhauled. Much more practical work and class room experience are essential. The trainees should also need to learn how to use the educational technology. Language teachers need special training since language is the vehicle of education.
- The teacher-pupil ratio must be improved. There are schools with 100 children in a class, while 60-70 seems to be the norm. There should be an immediate effort to reduce numbers to 50 per section while working towards an ideal of 1:35. State governments and local education bodies must be urged to sanction more teaching posts, specially in rural schools where children often need more individual attention to reach acceptable standards of learning.
- The system of ranks in class which results in the excessive and selfish competition, should be replaced by a system that encourages effort and promotes co-operation.

Shri Modumita Mojundar, Article in the 'Sunday Mail', New Delhi, dated 14th October, 1990

- The kind of education that the panel seeks to introduce everywhere requires much more from the teacher than he or she is willing to give (and is capable of giving, given the teacher-student ratio).

Without the proper motivation and training of teachers, the standard and style of education, which is already poor and largely ineffectual, will only become worse.

Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990

- The Paper does not make any reference to teacher training except in a general vein. It neither acknowledges the inadequacy of our teacher training programmes nor calls for strengthening of the existing infrastructure. It is all the more surprising that no reference has been made to the Gandhian institutes of teacher training which have been recognised by the UNESCO.
- The teacher - student ratio should be improved.
- More professionalism should be injected into education.

Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

- The details of education complexes should be worked out minutely.

## CHAPTER 14

### RESOURCES (CENTRALLY SPONSORED SCHEMES)

University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)

- As keeping education in the Concurrent List of the Constitution is in the nature of weakening the federal fabrics of the country and as it may be construed as incursion into the domain of diverse language and culture, education is to be reverted to the State List, as it was in the pre-emergency period.
- The role of the voluntary organisations in the field of education is required to be re-assessed in view of the fact that all of them are not of unstained virtue, rather many of them are vehicles of religious fundamentalism and profiteering bodies. In no case a system of education parallel to common school system should be allowed. Privatisation of education at any level is to be discouraged and private management should be done away with.
- With a view to achieving the goals of public education, the Central Government should allocate and spend 10% of its budget, target being that at least 6% of GNP is spent on education. Likewise every State Government should also spend 30% of its budget on education.

Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)

- Universities should be given endowment funds through which they should be run. Their dependence on annual governmental grants should thus be ended.

Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001  
(14th November, 1990)

- Commerce and Industry should play an important role in the spreading and development of education. In addition to running schools for the children of their officers and other employees, the commercial/ industrial houses can help in organising pre-employment courses for school leaving children, sponsor special courses for school leavers etc.

Shri Sanjeev Ghotge, D2, Indra Raj, Near Sheetal, Fergusson Road, Shivajinagar, Pune (2nd November, 1990)

- To raise additional resources for education, taxation based on income should be resorted to.

Shri P. Devarajan, Article in the 'Financial Express', New Delhi, dated 6th October, 1990

- If the new ideas have to work voluntary agencies will have to be roped in. Similarly, big houses and public sector units setting up mega projects in backward areas will have to be development told to take on the overall development of the region including educational. Funds will have to provided by the Centre and the States even as imparting education should be taken out of the Ministry of Education.
- It is unfortunate that any economic crisis implies a firm cut in social expenditure when they should be the first to be protected. The share of government spending on education in India is much less than those in many other developing countries including Thailand (4.2%), Malaysia (8.5%), Kenya (5.5%) and Egypt (4.2%).

Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990

- In a vast country like India with diverse regional languages and cultures, education upto the first degree level must be wholly the responsibility of State Governments. The Union Government must concentrate on post-graduate educational institutions.

Shri Furgan Qamar, Article in the 'Hindustan Times', New Delhi, dated 16th November, 1990

- The proposal to raise fees at the level of higher education and to make higher education institutions self-sufficient and entirely dependent on the purchasing power of their consumers i.e. (students) is a violation of the principles of social justice and equity. Instead, since the industry and services in private sector happen to be the major beneficiaries of the educated manpower they should be made to bear a substantial portion of educational expenses.
- The attitude adopted by the Review committee with regard to higher education is damaging. It has adopted the erroneous attitude that higher education is a rival to primary education. The Paper highlights that over the past 30 years or so the share of primary education has come down from 56% to 29% while the share of higher education has increased from 18% to 44% of the education budget. The Committee has taken into account the education budget of the Union Government only. If we take into account the total expenditure on education by the central and State Governments, the share of primary education works out to be around 45% while higher

education gets not more than 15%. The expenditure on higher education has been rising at the rate of 8% per annum only which has not even neutralised the effect of inflation. Therefore, the overall expenditure on higher education in real terms has come down. Less than 1% of the GNP is spent on higher education. Only 5% of the population in the relevant age group has access to higher education and it is only 10% of this who is able to receive professional and technical education.

- The prescription that 6% of the GNP be spent on education is a norm laid down by the UNESCO for all the developing countries. This limit is, therefore, not sacrosanct. It would be more appropriate if the Committee works out a comprehensive estimate of resources required to achieve the targets of "an enlightened and humane society".

## ANNEXURE I

### A. ACADEMICS, VICE-CHANCELLORS AND RESOURCE ORGANISATIONS

1. Dr. Pradip N. Khandwalla, L&T Professor of Organisational Behaviour, Indian Institute of Management, Vestrapur, Ahmedabad: 380056 (19th September, 1990)
2. Dr. V.R.P. Sinha, Director, Central Institute of Fisheries Education, Seven Bunglows, Versova, Bombay-400061 (20th September, 1990)
3. Prof. B. Ganguly, Head, Department of Education in Science & Mathematics and Dean (Academic), NCERT, Sri Aurobindo Marg, New Delhi-110016 (24th September, 1990)
4. Dr. H.S. Singha, Chairman, Central Board of Secondary Education, New Delhi - (24th September, 1990)
5. Prof. K.M. Bahauddin, Ashyana, Vennala P.O., Cochin-682025, letter dated 25.9.1990.
6. Dr. Ramjee Singh, Professor & Head, Department of Gandhian Thought, Bhagalpur University, Bhagalpur-812007 - letter dated 29.9.90
7. Shri Malcolm S. Adiseshiah, Chairman, Madras Institute of Development Studies, 79, 2nd Main Road, Gandhi Nagar, Adyar, Madras-600020 (20th September, 1990)
8. Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8, Vijay Nagar Colony, Agra-282004 (25th September, 1990)
9. Shri Ishwar Dayal, Professor Emeritus & Head of Research, Management Development Institute, Post Box. No. 60, Mehrauli Road, Gurgaon-122001 (21st September, 1990)
10. Prof. K.L. Chopra, Director, Indian Institute of Technology, Kharagpur-721302 (1st October, 1990)
11. Dr. (Ms.) A. Chandra, Professor, Department of Education & Extension, Faculty of Home Science, The Maharaja Sayajirao University of Baroda, University Road, Baroda-390002 (28th September, 1990).
12. Dr. D.N. Jangira, Professor Special Education, NCERT, Sri Aurobindo Marg, New Delhi (18th September, 1990)
13. Dr. U.C. Upadhyay, Vice-Chancellor, Narendra Deva University of Agriculture & Technology, Faizabad-224229, Letter dated 20.9.90
14. Dr. N.N. Goswami, Dean & Joint Director (Education), Indian Agricultural Research Institute, New Delhi-110012 (Letter dated 26th September, 1990)



15. Prof. G.S. Mudambadithaya, Senior Assistant Director, Department of Pre-University Education, Technology Education Buildings, Bangalore - Letter dated (1.10.90)
16. Dr. H.S. Srivastava, Prof. and Head, NCERT, New Delhi, Letter dated 25th September, 1990
17. Shri Madhusudan Mishra, Rashtriya Sanskrit Sansthan, Delhi - Letter dated 2.10.90
18. Prof. D.P. Barooah, Vice-Chancellor, Gauhati University, Guwahati-781014 - Letter dated 2nd October, 1990
19. Dr. D.A. Ghanchi, Pro-Vice-Chancellor, North Gujarat University, Patna-384265 - Letter dated 5th October, 1990.
20. Professor Dr. Omkar N. Wakhlu, Consulting Engineering, Buchwara, Old Gangribal Road, Srinagar-190001 - Letter dated 30.9.90
21. Dr. M.A. Gode, Coordinator, M.P.F.L. Unit, University of Bombay, Letter - dated 28th September, 1990.
22. Dr. Hari Govind Singh, Vice-Chancellor, Govind Ballabh Pant University of Agriculture & Technology, Pantnagar, dated 27th September 1990
23. Prof. S.P. Mukherjee, Dean, Faculty of Science, University College of Science, Calcutta, Letter dated the 1st October, 1990.
24. Dr. R.P. Singhal, Executive Director (Retd.), NIEPA, Former Chairman, CBSE and Consultant (Education), Asian Development Bank and Ed.CIL, letter dated 5.10.90.
25. Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)
26. Shri J.A. Ryan, Director of Education (Retd.), No. 3 Rosem, III Street, Nandanam Extension, Madras (1st October, 1990).
27. Dr. A.C. Banerjee, Professor of Chemistry & Head, Department of Science, Regional College of Education, Mysore (26th September, 1990)
28. Prof. R.S. Trivedi, Chairman, Higher Secondary Education Board, Gujarat State, Ahmedabad (19th Sept., 1990)
29. Dr. Khem Singh Gill, Vice-chancellor, Punjab Agricultural University, Ludhiana (1.10.90)
30. Shri P.N.V. Narayan, Principal, Jnanodaya School, 135, I Block East, Jayanagar, Bangalore (27.9.90)

31. Shri Deepak Kumar Barua, Dean, Faculty Council for P.G. Studies in Education, Journalism & Library Science, University of Calcutta, Calcutta (26th September, 1990)
32. Prof. Kamalini H. Bhansali, Former Vice-Chancellor, SNDT Women's University and President, Indian Association for Women's Studies, 92-B, Maker Towers, Cuffe Parade, Bombay (5.10.1990)
33. Prof. Srinivasa Narayanaswami, Faculty of History, Rajah Serfoji Government College, Thanjavur-613005, (1.10.1990)
34. Shri Pabitra Kumar Sarma, Professor, Department of Chemistry, Gauhati University, Guwahati-781014, (5.10.1990)
35. Prof. S. Guha Ray, Population Studies Unit, Indian Statistical Institute, 203 Barrackpore Trunk Road, Calcutta
36. Prof. K. Chattopadhyay, Sociological Research Unit, Indian Statistical Institute,, 203 Barrackpore Trunk Road, Calcutta.
37. Dr. Krishna Lal, Professor and Head, Department of Sanskrit University of Delhi (20.09.1990)
38. Shri B.K. Srivastava, Retd. Professor, IIT Kharagpur, 27-A, Church Lane, Allahabad (11th October, 1990)
39. Dr. B. Bhattacharyya,, Chairman, Bihar State Board of Homoeopathic Medicine Patna, (11.10.1990)
40. Dr. (Mrs.) R. Muralidharan, Professor and Head of the Department, Department of Educational Psychology, Counselling and Guidance, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110016 (12th October, 1990)
41. Prof. A. Rama Rao, Sri Aurobindo Ashram, Sri Aurobindo Marg, New Delhi-110016 (14th September 1990)
42. Dr. B.D. Swami, 62/4,, Shivpuri, Meerut City-250001 (26th October, 1990)
43. Dr. S.N. Saraf, Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning, Presanthimilayam-515134 Anantapur Dt (A.P.) (29th October, 1990)
44. The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)
45. Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110052 (22nd October, 1990)
46. Prof. Jacob Aikara, Professor and Head, Unit for Research in the sociology of Education, Tata Institute of Social Sciences, Deonar, Post Box No. 8313, Bombay 400088. (6th October, 1990)
47. Dr. R. Bandyopadhyay, Director, Centre for Applied Systems Analysis in Development, D-5/8,, Salunke Vihar, Pune-411022 (19.10.90)

48. Prof. Hira Adyanthaya, Dean, Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhavan, Gultekadi, Pune 411037 (16.10.90)
49. Prof. R.K. Kakade, Nehru Institute of Social Studies, Tilak Maharashtra Vidyapeeth, Pune-411037 (28.9.90)
50. Shri Y.K. Gupta, Reader in English, Regional College of Education, Mysore-570006 (8th October, 1990)
51. Shri Vikas Bhatt, Acting Director, Rashtriya Manav Sangrahalaya, P.B. No. 7, E-5, Arera Colony, Tawa Housing Board Complex, Bhopal (16th October, 1990)
52. Dr. R.P. Gupta, Assistant Director, Indian Institute of Educational Research, Saraswati Kunj, Niralanagar, Lucknow (11.10.90)
53. Prof. S. Abdul Kareem, Member of Syndicate & Academic Council, Karnataka University, Dharwad; and **Principal**, Nehru Arts, Science & Commerce College, Hubli (16.10.90)
54. Dr. Usha Nayar, HOD, Department of Women's Studies, NCERT, New Delhi (23.10.90)
55. Dr. C.M. Bhatia, Ex-Vice-Chancellor, University of Allahabad, 8-Vijay Nagar Colony, Agra (19.10.90)
56. Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)
57. Prof. Ali Ashraf, Director, Gandhian Institute of Studies, P.B.No. 1116, Rajghat, Varanasi (13th October, 1990)
58. Dr. G. Subramonia Pillai, Prof. & Head, Department of Education, Madurai Kamaraj University, Madurai (27.10.1990)
59. Prof. Suraj Bhan Singh, Chairman, Commission for Scientific and Technical Terminology, West Block VII, R.K. Puram, New Delhi 110022 (29th October, 1990)
60. Shri R. Slattery, Principal, Teacher's Training College, Sitagarha P.O., Hazaribag Distt., Bihar (22nd October, 1990)
61. Prof. M.M. Bokadia, Retd. Prof. & Head, School of Studies in Chemistry, Vikram University, Ujjain, 118, Dashera Maidan, Ujjain, (20th October, 1990)
62. Dr. B.P. Barua, Director, Raja Rammohun Roy Library Foundation, Block: DD-34, Sector-I, Salt Lake, Calcutta (16.10.1990)
63. Dr. (Mrs.) Radha Thiagarajan, Vice-Chancellor, Alagappa University, Alagappa Nagar, Karaikudi (19.10.1990)
64. Dr. S. Unnikrishna Pillai, Principal, Regional Engineering College, Calicut, Kerala-673601 (18.10.90)

65. Sh. Poromesh Acharya, Indian Institute of Management, Calcutta Joka, Diamond Harbour Road, Calcutta-700027 (12.10.90)
66. Shri D.K. Oza, Vice-Chancellor, Gandhigram Rural Institute, Gandhigram (Dindigul Distt.), Tamilnadu-624302 (20.10.90)
67. Shri Prayag Mehta, Director, Participation and Development Centre, C-8/8480, Vasant Kunj, New Delhi (23.10.90)
68. Prof. B.S. Sonde, Prof. S.V. Subramanyam and others, Indian Institute of Science, Bangalore (18.10.90)
69. Dr. T.H.V. Prasada Rao, Principal, M.V.S.R. Engineering College, 6-1-486, Saidabad, Hyderabad (14.10.90)
70. Shri K.L. Joshi, Ex-VC, Indore University, 'KAIIVALAYA' Suresh Society, Gulmohar Road, Erandavana, Poona (7.10.1990)
71. Shri H.R. Dutt, Research Officer, State Institute of Education, Jammu (25 October, 1990)
72. Shri Rajat Kar, Director, SCERT, Orissa, Bhubaneswar (25 October, 1990)
73. Dr. V.R. Nagpura, Director, SCERT, Pune (25 October, 1990)
74. Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Sri Avinashlingam Institute for Home Science & Higher Education for Women, Coimbatore (26 October, 1990)
75. Prof. P.V. Indresan, IIT Delhi (26 October, 1990)
76. Prof. S.K. Verma, Director, Central Institute of English and Foreign Languages, Hyderabad, (26.10.1990)
77. Shri Krishnaji, Chairman, Institute of Science and Technology, Maharishi Nagar (26 October, 1990)
78. Dr. K. Raman Pillai, Director, State Resource Centre, Thiruvananthapuram (26 October, 1990)
79. Prof. V.C. Kulandaiswamy, Vice-Chancellor, Indira Gandhi National Open University, New Delhi, (26 October, 1990)
80. Prof. Ram Lal G. Parik, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad (26th October, 1990)
81. Dr.(Mrs.) Sarojoni Varshney, Retired Principal, Mahila Mahavidyalaya Banaras & Prof. of Education, Banaras Hindu University, Varanasi (26 Oct. 1990)
82. Prof. M.V. Mathur, Former Vice-Chancellor, Rajasthan University and Former Director, NIEPA, Jaipur (26 Oct. 1990)

83. Prof. R.R. Singh, Department of Social Work, University of Delhi, Delhi (26 Oct. 1990)
84. Dr. S.Muthu Kumaran, Vice-Chancellor, Bharatidasan University, Tiruchirapally (26 Oct. 1990)
85. Prof. C.S. Jha, I.I.T., New Delhi (26 Oct. 1990)
86. Shri M.P. Chhaya, Education Consultant, Navodaya Vidyalaya Samiti, New Delhi (26 Oct. 1990)
87. Prof. B. Ganguli, Department of Education, Science & Maths, NCERT, New Delhi (26 Oct. 1990)
88. Prof. Vijaya, IGNOU, New Delhi (26 Oct. 1990)
89. Prof. Suraj Bhan Singh, Chairman, Commission for Scientific & Technical Terminology, New Delhi (26 Oct. 1990)
90. Dr. H.C. Vissvesvaraiya, Vice-Chancellor, University of Roorkee, Roorkee (26 Oct. 1990)
91. Dr. C.J. Daswami, Department of Non-Formal Education, NCERT, New Delhi (26 Oct. 1990)
92. Prof. R.S. Ayyar, Indian Institute of Technology, Bombay (26 Oct. 1990)
93. Prof. G.S. Randhawa, Vice-Chancellor, G.N.D. University, Amritsar, (26 October, 1990)
94. Dr. A.K. Srivastava, Director, Central Institute of Indian Languages, Mysore (26 Oct. 1990)
95. Shri R.K. Kapila, Chairman, Forum of Public Schools and Principal, Luxman Public School, New Delhi (26 Oct. 1990)
96. Dr. Jacob Aikara, Department of Sociology of Education, Tata Institute of Social Sciences, Bombay (26 Oct. 1990)
97. Prof. B.B. Mohanty, Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi (26 Oct. 1990)
98. Miss Shanta Krishnan, Asstt. Director, Centre for Adult and Continuing Education, Jawaharlal Nehru University, New Delhi (26 Oct. 1990)
99. Prof. A.K. Sharma, Joint Director, NCERT (Views of NCERT) (29 Oct. 1990)
100. Dr. Ashok Kumar Gupta, Reader, NCERT, New Delhi (30 October, 1990)
101. Dr. Lalit Kumar Das, Chief Design Engineer and Chairman, IDD Centre, IIT Delhi (30 October, 1990)

102. Ms. Purnima Mathur, Professor of Education, IIT Delhi, (30 October, 1990)
103. Prof. B.P. Khandelwal, President, Council of Boards of School Education, New Delhi (26th October, 1990)
104. Shri S.S. Gokhale, Secretary, Faculty Association, IIT, Madras (24th October, 1990)
105. Dr.(Smt.) Kala Srivastav, Lecturer, Education Department, M.L.K. College, Bal Rampur, Gondal (U.P)
106. Dr.(Smt) Swarnaprabha Agrahari, Hindi Department, D.R. College, Delhi University, Delhi
107. Shri N.R. Hiremath, Ex-Dy. Director of Public Instruction, Govt. of Karnataka and Principal, Sri Sarvajana College of Education, Bangalore (31st October, 1990)
108. Prof. Bh. Krishnamurti, Vice-Chancellor, University of Hyderabad, Central University PO, Hyderabad, (22nd October, 1990)
109. Shri Khem Singh Gill, Vice-Chancellor, Punjab Agricultural University, Ludhiana (29th October, 1990)
110. Smt. K.A. Parwathy, Registrar, Sri Padmavati Mahila Visvavidyalaya, Tirupati-517502, (2 November, 1990)
111. Prof. Atiq A. Siddiqi, Co-coordinator, Curriculum Development Centre, Department of Urdu, Aligarh Muslim University, Aligarh-202001 (24 October, 1990).
112. Dr. Remy Y. Denis, Reader in Mathematics, Gorakhpur University, Gorakhpur-273 009.
113. Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad-380014 (19 November, 1990)

#### **B. MPs AND POLITICAL LEADERS**

1. Dr. Viswanatham Kanithi, MP (Lok Sabha), 39, North Avenue, New Delhi - Letter dated 12th September, 1990.
2. Shri Chitta Basu, MP, General Secretary, All India Forward Block, 28, Gurudwara Rakabganj Road, New Delhi (15.10.90)
3. Prof. Sourindra Bhattacharyya, MP (Rajya Sabha) (22.10.1990)
4. Sh. A. Vijay Raghawan, MP, (30th October, 1990)
5. Dr. Govind Singh, MLA, Block 3/86-87, Vidhayak Niwas, Bhopal
6. Shri Som Pal, MP (Rajya Sabha), 28 Lodhi Estate, New Delhi.

C. TEACHERS AND TEACHERS' ORGANISATIONS

1. Shri V. Kanjayan, Headmaster, Panchyat Union Primary School, Mallanginar, 626109 - Letter dated 1.10.90
2. Shri Tarun Kumar Raha, General Secretary, Calcutta University Teachers' Association, Ashutosh Building, College Street, Calcutta-700073, Letter dated (1.10.90)
3. Dr. R.G. Prabhune, Head Master, Tilak High School, Karad, Pune - Letter dated 5th October, 1990
4. Shri S.N. Bhanot, Member, National Co-ordination Committee of Indian Teachers' Organisations, L-8A, Malvia Nagar, New Delhi (October 10, 1990)
5. Shri P.N. Panikker, Kerala Association for Non-formal Education and Development (KANFED), Post Box No. 433 - Saksharatha Bhavan, Trivandrum-695010 (September 22, 1990)
6. Shri S.P. Patil, Headmaster, Z.P. Primary School, Pune (30.9.90)
7. Shri Sita Ram Singh, Lecturer, H.N.K. +2 School, Arrah, Bhojpur, (Bihar).
8. Shri Jagdish Sharan Sharma, Headmaster, Nagariya Sobarni, P.O. Sahi, Distt. Bareilly, U.P.
9. Shri Ram Krishan Shastri, Lecturer, Shri Hari Ramram Gopal Sanathan Dharam Sanskrit College, 216 Unchaa Mandi, Allahabad.
10. Principal, Government School, Tarhali (Palamau), Bihar (26.9.1990)
11. Shri Naval Kishore Prasad Singh, Assistant Secretary, All India Federation of Elementary Teachers' Organisation, Shikshak Bhawan, Arya Kumar Road, Patna (24.9.1990)
12. Shri Hari Balu Kausal, General Secretary, Hindi Vyawahar Sangathan, Vasant Vihar, New Delhi (27.09.1990)
13. Shri A.R. Khan, Headmaster, Basic Primary School Khananlampura, Saharanpur (UP).
14. Shri Naval Kishore Prasad Singh, General Secretary, Bihar, Non-Gazetted Elementary Teachers' Association, Shikshak Bhawan, Aryakumar Road, Patna (24.09.1990)
15. Shri M.R.N. Gaonekar, Headmaster, Smt. Hirabai Talaulikar High School, Sancordem-Goa.
17. The Principal, Adarsh Inter Collegge, Shambhuganj, Jonpur (6.10.90)
18. Shri Achyutananda Raut, Bijapur, P.O. Madhupur, Distt. Cuttack, Pin 754204, Orissa

19. Mrs. Shanti Bhatnagar, Principal, R.M.M. Inter College, Railway Road, Modinagar (24th September, 1990)
20. Dr. Jyoti Shankar, Secretary, Teachers Association, K.A.D. College, Allahabad (5th October, 1990)
21. Dr. S.N. Saraf, Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning, Presanthinilayam-515134 Anantapur Dt (A.P.) (29th October, 1990)
22. Shri Surenji Goyal, convener, People's Manifesto Group, 69, Poorvi Marg, Vasant Vihar, New Delhi-110057 (5th October, 1990)
23. Prof. B.R.K. Raju, Programme Adviser, Department of Youth Affairs & Sports, Ministry of HRD, New Delhi (22nd October, 1990)
24. The Principal, Mahila Mahavidyalaya, Karad, 415110 (11.10.1990)
25. Shri Alain Bernard, Director of Administration, Sri Aurobindo International Institute of Educational Research, Auroville (9.10.90)
26. Dr. Aster Patel, C/o Sri Aurobindo International Institute of Educational Research, Auroville (9th October, 1990)
27. Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.
28. Prof. V.N. Wanchoo, Director, Centre for Educational Development, A-55, Ashok Vihar-II, Delhi-110052 (22nd October, 1990)
29. Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)
30. Shri K. Narahari, President, Karnataka State Secondary Teachers' Association, 1357, 7th Main Road, Srirampura, Bangalore-560021 (4.10.1990)
31. Shri P.D. Sachdeva, General Secretary, Government School Teachers' Association, Delhi, Govt. Co-ed Sr. Sec. School, Kitchner Road, New Delhi (20th October, 1990)
32. Shri Omkarnath Das, Lecturer (Mech. Engg.), IIT, Chowdwar (8.10.90)
33. Shri P. Lyngdoh, Assistant Headmaster, Sokha Government High School, P.O. Sohka via Dwaki, Jaintia Hills, Meghalaya (13.10.1990)
34. Shri B.R. Mutagi, Headmaster, D.Y. Chaugule Bharatesh High School, Belgaum and Chairman, The Belgaum District Headmasters Association, Belgaum (October, 1990)
35. Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, University Road, Udaipur (22.10.1990)



36. Shri Ramesh Chandra Srivastava, Senior Teacher, Sainik School, Ghorakhal, Nainital (UP) (25th October, 1990)
37. Shri Gangaram M. Mistry, Headmaster, Unchi Dhanal Prathamik Shala, At&PO Unchidhanal, Distt. Sabarkantha (Gujarat) (15.10.90)
38. Shri Shatrughan Prasad Singh, Joint Secretary, Bihar Madhyamik Shikshan Sangh, Patna (29 Oct. 1990)
39. Shri Y. Srinivasa Rao, Head Master, PHR Management High School, Ranganyalaya, Andhra Pradesh (29 Oct. 1990)
40. All India Federation of Educational Associations, (29th October, 1990)
41. Shri Labh Singh Kadian, President, Haryana Prant Adhyapak Sangh, Panipat (29 Oct. 1990)
42. Shri Lakshman Khanna, All India Secondary Teachers Federation (29 Oct. 1990)
43. Shri N.S. Mann, Secretary, All India Primary Teachers Association, New Delhi (29 Oct. 1990)
44. Shri Tarseen Lal, General Secretary, Association of Heads of High Schools, Punjab (29 Oct. 1990)
45. Shri S.N. Bhanot, Ex-President, Joint Council of Delhi Training Organisations, New Delhi (29 Oct. 1990)
46. Dr. K.L. Johar, Principal, M.L.N. College, Yamuna Nagar (29 Oct. 1990)
47. Dr. (Ms.) Vinla Srivastava, Reader, Baikunthi Devi College, Agra (29 Oct. 1990)
48. Dr. Y. Mohendra Singh, Principal, Moirang College and General Secretary, Manipur Principals' Council, Imphal (29 Oct. 1990)
49. Shri Amar Nath Jha, Lecturer, Ramahalakh Jalan College, Dambhinagar, Bihar (29 Oct. 1990)
50. Shri Jitendra Prasad, Treasurer, M.D. University Teachers Association, Rohtak, Haryana (29 Oct. 1990)
51. Mr. V.K. Manchanda, All India Federation of Teachers Associations (29th October, 1990)
52. Shri Girwa Singh, All India Democratic Federation, New Delhi (29 Oct. 1990)
53. Dr. Shiv Shankar Mishra, Head, P.G. Department of Comm. & Management, Marathwada University, Aurangabad (29 Oct. 1990)

54. Sh. V.N. Wanchoo, All India Science Teachers Association, Delhi (29 Oct. 1990)
55. Shri S.W. Dhabe, Ex-MP and President, All India Physical Education and Allied Teachers Association, Nagpur, (6th November, 1990)
56. Smt. Sudarshan Pathak,, General Secretary, All India Physical Education and Allied Teachers Association, New Delhi (6th November, 1990)
57. Dr. S.N. Tripathi, Secretary, Teachers Association, Ajitmal, Etawa (U.P)
58. Smt. Shakuntala Saxena, Headmistress, Junior High School, Uttarkashi (5th October,, 1990)
59. Shri Rajpal Tyagi, Secretary, All India Democratic Teacher's Organisation, Central Office-88 B.B. Ganguly Street, Calcutta-700012
60. Smt. Subhadra Jain, Marundhar Girls School, P.O. Vidyawari, Station Rani-306115, Distt Pali (Rajasthan)
61. Shri Kameshwar Prasad Bahuguna, Camp - Takkar Bappa Chhatravas Tehri-Tehri Garwal
62. Shri M.B. Prajapati, Assistance Teacher, Kathara Primary School, Kathara, Surendra Nagar,, Gujarat
63. Dr. Shreekrishna Misra, General Secretary, Madhya Pradesh Shikshak Sangh, State Office 69/II, South Tatyatope Nagar, Bhopal
64. Smt. Daya Sirohi, Principal, S.D. Girls Inter College, Saharanpur-247001 (U.P.)
65. Shri Sagar Mal Sar, T.G.T.(Hindi), Govt. Girls Senior Secondary School, Patparganj, Delhi
66. Dr. Rajendra Kumar Awasthi, Secretary, Teachers' Association, Janta College, Bakewar, Itawa
67. Shri R.D. Joshi, Teacher, H.N. Intercollege, Haldwani, Nanital
68. Shri Thimmanagouda Patil, Head Master, Govt. Model Higher Primary School, Munirabad, Distt. Raichur, Karnataka (3rd November, 1990)
69. Shri Shatrughna Prasad Singh, MLC, Central Secretary, Bihar Secondary Shikshak Sangh, Jamal Road, Patna (9.10.1990)
70. Shri Gandrao Harwani Aldak, Headmaster, Hindi Main Board Primary School, Chhindwara (26.9.1990)
71. Shri M.J. Baby, Headmaster, St. Augustine's High School Ramapuram, Mattatnil, Velliyepally P.O. Arunapuram 686574

73. Shri B.L. Seth, President, Rajasthan Shikshak Sangh, 45, Ganesh Nagar, Universtiy Road, Udaipur, Rajasthan-313001 (1 November, 1990)
74. Bangalore City, South District Secondary Schools, Head Masters' and Pre-University College Principal's Association, Kalasipalyam, Bangalore-560002 (Recommendations made in a special Committee held on 11.10.90)
75. Shri K.N. Nigam, Teacher, Hindu Inter College, Rudauli, 225411, Distt Barabanki, (30th October, 1990)
76. Shri R.N. Madhale, Principal, New English School & Junior College, Mahimangad, Tal. Man Distt. Satara, Maharashtra (9.11.1990)
77. Fr. A. Orea, Inspector, Catholic Schools, Post Box No.2, Ranchi-834001 (14th November, 1990)
78. Shri Jai Narain Vashistha, Headmaster, Government Primary School, Budhena, PO Baroli, Distt. Faridaibad (25.10.1990)

D. STUDENTS AND STUDENTS AND YOUTH ORGANISATIONS

1. Ms. Rupa Athreya, C/o Mrityunjay B. Athreya, A-28, Chittaranjan Park, New Delhi (9th October, 1990)
2. Shri Shankar Vedantam, Student, Visweswaraya College of Engineering, Bangalore University, (6th November 1990)
3. Shri Shukhdev Ray, Secretary, Physics Society, IIT, New Delhi, (7th November 1990)
4. Shri G.N. Saibaba, PGDTE Participant, Central Institute of English and Foreign Language, Hyderabad (7th, November 1990)
5. Shri Mrigank Sharma, President, Student Bar Association, National Law School of India, University of Bangalore, Bangalore (7th, November 1990)
7. Dr. (Ms.) Saroj Lalwani, Chief Commissioner of Guides, Bharat Scouts and Guides, New Delhi (7th November, 1990)
8. Shri Vinit Kumar, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)
9. Ms. Suvarna Sen, Council Member, Calcutta University Students' Union, Calcutta (7th November, 1990)
10. Shri P. Sreerama Krishnan, Student Member, Syndicate, University of Calicut, Calicut (7th November, 1990)
11. Shri Pargat Singh, Dehati Students Union, Punjabi University, Patiala (7th November, 1990)

11. Shri Pargat Singh, Dehati Students Union, Punjabi University, Patiala (7th November, 1990)
12. Shri Navtaj Sharma, Student, Department of Geography, Punjabi University, Patiala (7th November, 1990)
13. Shri Pratap Samal, Secretary, All India Democratic Students Organisation, New Delhi (7th November, 1990)
14. Shri Bratin Sengupta, Joint Secretary, Students Federation of India, New Delhi (7th November, 1990)
15. Shri Harish Tyagi, Convenor, All India Democratic Youth Organisation, New Delhi (7th November, 1990)
16. Shri Gregory Sequeira, President, P.G. Students' Union, Mangalore University, Mangala Gangotri (7th November, 1990)
17. Ms. Sona Satsangi, Student, Dayalbagh Educational Institute, Agra (7th November, 1990)
18. Shri D.K. Saxena, Chief Coordinator, National Coordination Committee of Young Scientists and Research Fellows, AIIMS, New Delhi (7th November, 1990)
19. Shri Shyam Sunder Aggarwal, Executive Member, All India Students Federation, New Delhi (7th November, 1990)
20. Shri O.P. Kohli, Member, Executive, Akhil Bhartiya Vidyarthi Parishad, New Delhi, (7th November, 1990)
21. Shri Sandeep Kale, President, P.G. Students Association, Marathwada University, Aurangabad, (7th November, 1990)
22. Shri M.S. Prakash, P.G. Students, School of Planning and Architecture, New Delhi, (7th November, 1990)
23. Shri Anurag Sharma, Office Secretary, All India Democratic Youth Organisation, New Delhi (7th November, 1990)
24. Shri Ravindra Nath Roy, President, National Council, All India Students' Federation, New Delhi (7th November 1990)
25. Shri R. Chandrasekharan, Students Chairman, Research Scholars and Students Association, Bharathiar University, Coimbatore (7th November, 1990)
26. Shri C. Balasubramaniam, Research Scholar, Bharathiar University, Coimbatore (7th November, 1990)
27. The Chairman, Akhil Bhartiya Vidyarthi Parishad, Asara Branch, Rajasthan.

E. STATE GOVERNMENTS

1. Shri S.S. Salgonkar, Jt. D.E. (School Education), Directorate of Education, M.S., Pune (10th October, 1990)
2. Shri V.P. Suri, Director Education, Delhi Administration, Delhi (25 October, 1990)
3. Shri Radha Raman Shastri, Education Minister, Himachal Pradesh (25 October, 1990)
4. Shri H. Thoi Thoi Singh, Education Minister, Manipur (25th October, 1990)
5. Shri Hari Kumar Audichya, Education Minister, Rajasthan (25 October, 1990)
6. Shri R.S. Jambule, Director of Education, Government of Maharashtra, Bombay (25 October, 1990)
7. Shri N. Janardhana Reddi, Minister of Education, Andhra Pradesh (25 October, 1990)
8. Shri S.N. Bajpai, Education Minister, Uttar Pradesh (25 October, 1990)
9. Shri Kishan Singh Sangwan, Education Minister, Haryana (25 October, 1990)
10. Shri K. Ramamurthy, Additional Chief Secretary, Government of Gujarat, Gandhinagar (25 October, 1990)
11. Shri V. Sankara Subbaiyan, Secretary (Education), Government of Tamil Nadu, Madras (25 October, 1990)
12. Shri K. Chandrasekharan, Education Minister, Kerala (25 October, 1990)
13. Shri Ashok Kumar Mishra, Secretary (Education), Government of Orissa, Bhubaneswar (25 October, 1990)
14. Shri P. Mathew Samuel, Director of Education, Government of Pondicherry, Pondicherry (25 October, 1990)
15. Shri J.S. Badan, Secretary (Higher Education), Government of Kerala, Thiruvananthapuram (25 October, 1990)
16. Shri K.V. Madanan, Director, Public Instruction, Government of Kerala, Thiruvanthapuram (25 October, 1990)
17. Shri Kuruvilla John, Director of Collegiate Education, Government of Kerala, Trivandrum (25 October, 1990)
18. Shri K. Venkata Siviah, Commissioner of Collegiate Education, Government of Andhra Pradesh, Hyderabad (25 October, 1990)

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

**F. NEWS PAPER EDITORS AND ARTICLES IN NEWSPAPERS**

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

2. Shri D.R. Ghorpade, Journalist, Miraj 416410

3. Shri Anil Biswas, Editor, Ganashakti, Muzaffar Ahmad Bhawan, 31, Alimuddin Street, Calcutta-700016.

4. Shri Furgan Qamar, Article in the 'Hindustan Times', New Delhi, dated 16th November, 1990

5. Shri Ramashray Roy, Article in the "Hindustan Times", New Delhi, dated 7th November, 1990

6. Special Correspondent, News Item in the 'Hindu', New Delhi, dated 12th November, 1990

7. 'Nav Bharat Times', New Delhi, dated 12th September, 1990 (Editorial)

8. Shri Baldav Vanshi, Article in the 'Jansatta', New Delhi dated 11th September, 1990

9. Shri Pushraj, Article in the 'Jansatta', New Delhi dated 20th October, 1990 Shri Ranjeet, Article in the 'Jansatta', New Delhi dated 2nd October, 1990

10. Dr. K.D. Paliwal, Article in the 'Jansatta', New Delhi dated 11th October, 1990

11. The Financial Express, New Delhi the 24th September, 1990 (Editorial)

12. Shri Amrik Singh, Article in the 'Times of India', New Delhi dated 29th September, 1990

13. Shri Amrik Singh, Article in the 'Hindustan Times', New Delhi dated 3rd October, 1990

14. 'The Statesman', New Delhi dated 5th October, 1990 (Editorial)

15. Shri P. Devarajan, Article in the 'Financial Express', New Delhi, dated 6th October, 1990

16. Shri B.M. Bhatia, Article in the 'Hindustan Times', New Delhi dated 10th October, 1990

17. Shri Modhumita Mojumdar, Article in the 'Sunday Mail', New Delhi, dated 14th October, 1990

18. Shri Manas Joandar, Article in thee 'Telegraph', Calcutta dated 15th October, 1990
19. Shri Vishnu Nagar, Article in thee 'Nav Bharat Times', New Delhi dated 10th September, 1990
20. The 'Deepika' (Malayalam Daily), Kottayam, dated 13th September, 1990 (Editorial)
21. The 'Times of India' New Delhi datted 14th September, 1990 (Current Topics)
22. Prof. Khetramohan Satpathy, Article in the 'Samaj' (Oriya Daily) dated 4th November, 1990
23. Smt. Nirupama Mishra, Article in the 'Orissa Times' (daily) dated 4th November, 1990
24. Shri Tapan Mishra, Article in 'Samaj' (Oriya Daily), dated 16th October, 1990
25. Shri K.N. Ganesh, Article in 'Chhintha' (Malayalam Weekly) dated 26th October, 1990
26. Shri V. Paramasivan, Article in 'The Hindu', New Delhi dated 11th September, 1990
27. Shri T. Rajagopalan, Article in the 'Hindu', Madras dated 12th September, 1990
29. The 'Hitawada', Nagpur dated 15th September, 1990 (Editorial)
30. 'The Hindustan Times', New Delhi dated 16th September, 1990 (Editorial)
31. Ms. Usha Rai, Article in 'The Times of India', New Delhi dated 23rd September, 1990
32. Shri Furgan Qamar, Article in thee 'Hindustan Times', New Delhi, dated 16th November, 1990
33. Shri Ramashray Roy, Article in thee "Hindustan Times", New Delhi dated 7th November, 1990
34. Special Correspondent, News Item in the Hindu Daily dated 12th November, 1990
35. Fr. John Vallamattam, Managing Editor, Indian Currents (Weekly), 63-H, Pocket-IV, Mayur Vihar, Delhi-110091 (5.11.1990).

#### G. SEMINARS AND WORKSHOPS

1. Shri P.N. Panicker, State Resource Centre, KANFED, Saksharatha Bhavan, Trivandrum, (Panel discussion held at Thiruvananthapuram on 1st November, 1990)
2. 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)
3. Jamia Millia Islamia, Jamia Nagar, New Delhi-110025 (Views expressed in panel discussion held on 26th September, 1990)
4. Human Resources Development Centre for Teachers, Rashtraya Vidyalaya Teachers College, Jayanagar, Bangalore-11 (Discussion held on 8th October, 1990).
5. University of Delhi and Indian University Association for Continuing Education (Suggestions made in a one day discussion held on 13th October, 1990)
6. Rajya Vidya Parishad, Rajasthan, Adarsh Vidya Mandir Shiksha Mahavidyalaya, Raja Park, Jaipur-302004 (Recommendation made in seminar held at Jaipur on 13-14 October, 1990)
7. 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)
8. Department of Foundation of Education, Jamia Millia Islamia, New Delhi (Panel discussion held in New Delhi on 26th September, 1990)
9. Workshop organised by the University of Bombay at Bombay on 26th September, 1990)
10. University of Madras and Indian University Association for Continuing Education (Views expressed in one day discussion held in Madras on 21st October, 1990)
11. 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
12. 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
13. Indore Discussion Group, Indore
14. Seminar organised by Academy of Administration, Madhya Pradesh, Bhopal



15. Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of one day seminar held on 11th October, 1990)
16. University of Calcutta, Calcutta (Seminar held on 19th and 20th September, 1990)
17. Gandhi Peace Foundation, 221-23 Dean Dayal Upadhyaya Marg, New Delhi-110002 (Consultation held on 13th and 14th October, 1990)
18. Dr. N.R. Madhava Menon, Director, National Law School of India University, Central College Campus, Bangalore-560001 (Colloquium at Bangalore on 3rd November, 1990)
19. Dr. J.K.P. Sinha, Indian Institute of Public Administration, Bihar Regional Branch, Kadamkuan, Patna-800003 (Seminar held at Patna on 9th November, 1990).
20. Gandhian Institute of Studies, Rajghat, Varanasi (proceedings of One day seminar held on 11th October, 1990)

#### H. VOLUNTARY ORGANISATIONS AND IMPORTANT PEOPLE

1. Shri S.S. Kalbag, Hony. Director, Vigyan Ashram, Pabal, Distt. Pune-412403, (18th September, 1990) Shri Siddharam Swami, S.S. Kottalagi Building, Gnyanayogashram Road, Bijapur-586101 (15th September, 1990)
2. Shri A. Machwe, Wiley Eastern Ltd., Publishers, 4835/24, Ansari Road, Daryaganj, New Delhi-110002 (24th September, 1990)
3. Dr. (MS.) L.S. Saraswathi, 118, Usman Road, T. Nagar, Madras-600017 - Letter dated (26th September, 1990)
4. Shri B.V. Moghe, Adarsh College, Shivajinagar, Hingoli-431513 - Letter dated 28th September, 1990
5. Shri N. Satyanarayana, President Constructive Forum, 39, Babar Road, New Delhi-110001, Letter dated 8.10.90.
6. Shri M.C. Nanavatty, Consultant, Social Welfare and Development, S-173, Greater Kailash-II, New Delhi-110048 - Letter dated 1.10.90
7. Shri G.D. Sharma, Secretary, Bharatiya Sikhan Mandal, Orissa, Letter dated 2.10.90
8. Justice C.S. Dharmadhikari (Retd.), Dhantoli, Nagpur - Letter dated 6.10.90.
9. Dr. K. Sivadasan Pillai, Director, Centre for Adult Education & Extension, University of Kerala, Kariavattom Campus, Thiruvananthapuram (8.10.1990)

10. Shri Kshetna Mohan Giri, At&PO Mayurbhanj, Orissa (2.10.90)
11. Shri Kalayanbhai T. Shah, 18 New Brahma-Kshatriya Society Ellis bridge, Ahmedabad (26th September, 1990)
12. The Chairman, Consumer Protection Council, 1/38, Housing Unit (Old), Thanjavur (5.10.1990)
13. Shri M. Shatrugna, HIG/B-1/F13, Housing Board Flats, Bagh Lingampalli, Hyderabad (9th October, 1990)
14. Ms. Anita Mathew, President, Navy Wives Welfare Association, INS Mandovi, Verem, Goa-403109 (4.10.1990)
15. Shri Kondapaka Kishan Rao, Bharatiya Shikshan Mandal, Pramukh Andhra & Tamilnadu, 17-1-391/V52, Saraswathinagar, Saidabad, Bhagyanagar, Andhra Pradesh-500659 (5.10.1990)
16. Prof. A.M. Paramasivandam, Founder President, Valliammal Education Trust, E-9, Anna Nagar, East, Madras-102 (7.10.90)
17. Shri Shridhar Vereker, near Goa, State Co-operative Bank-403401, Ponda-Goa (30.9.90)
18. Shri M. Srinivasa, Hony. Secretary, Dr. B.R. Ambedkar Educational Trust, No. 37, 9th Cross, Sampangi Ramanagar, Bangalore - 560027 (4.10.90)
19. Shri V.G. Hegde, Secretary, BNDSS HM'S and COMP PUC P's Association and Principal, D.V.V. Gujarati Shala, N.K.S. English High School, Majestic Circle, Bangalore-9 Shri Jyotibhai Desai, Gandhi Vidyapith, VALOD, Gujarat-394641 (October 3, 1990)
20. Shri G.M. Verma, C-4/H/164-B, Janak Puri, New Delhi (October 4, 1990)
21. Shri Prabhakar Singh, Rtd., Field Advisor (NCERT), 574 Mumfordganj, Allahabad - 211002 (October 1, 1990)
22. Shri S.N. Bhanot, Member, National Co-ordination Committee of Indian Teachers' Organisations, L-8A, Malvia Nagar, New Delhi (October 10, 1990)
23. Shri Dhirubhai Manibhai Desai, Jeevan Shanti, 50, Swastik Society, Ahmedabad - 380009 (October 2, 1990)
24. Shri L.N. Sharma, T.G.T. (Sc.A), GSS Camp. School, Raj Garh Colony, Gandhi Nagar, Delhi 110031 (September 28, 1990)
25. Shri P.N. Panikker, Kerala Association for Non-formal Education and Development (KANFED), Post Box No. 433 - Saksharatha Bhavan, Trivandrum-695010 (September 22, 1990)

26. Shri Anar S. Pandey, Bhusawar, Bharatpur, 321406 (28.9.1990)  
Dr. Veeramani Subramaniam, B-1/14, Mahavir Shikhar, Lal Bahadur Shastri Marg, Mulund West, Bombay 400080 (30.9.90).
27. Prof. Kamalini H. Bhansali, Former Vice-Chancellor, SNDT Women's University and President, Indian Association for Women's Studies, 92-B, Maker Towers, Cuffe Parade, Bombay (5.10.1990)
28. Shri B.N. Bhatia, 286, Adarsh Nagar, Jaipur 302004 (5.10.90)  
Shri Babubhai I. Patel, "BALI", Plot No. 26, Sector-19, Gandhi Nagar 382019 (27.9.1990)
29. Shri A.K. Panda, Harijan Adibasi Dina Daridra Nari Seba Sangh, Vill/PO Bachhipur, Via Brahmangaon, Distt. Balasore, Orissa (29th September, 1990).
30. Dr. K. Bakta Vatsal Rao, 2-2-1144/1/B, PO Lane, new Nallankunta, Hyderabad (6.10.90)
31. Dr. S.N. Sharma, Sharda Sadan, C-11/18, Model Town Delhi: 110009 (10.10.1990)
32. Swami Sanatan Shri, Shri Sanatan Ashram, Kursi Road, Lucknow.
33. Shri D.R. Bhose, Bharatiya Shikshan Mandal, Poona
34. Shri Sawai Singh, Kishore Niwas, Tripolia, Jaipur (5.10.90)
35. Shri Shashi Bhushan Singh, Noomar, Dadha, Monghyr, Bihar.
36. Shri Jaganath Verma, 869, Dariyapur, Sultanpur
37. Shri Hari Balu Kausal, General Secretary, Hindi Vyawahar Sangathan, Vasant Vihar, New Delhi (27.09.1990)
38. Shri T.B. Gobinda Rao, General Secretary, Bharatiya Shikshana Mandala, Karnataka, 21, 6th Cross Road, Chamaraipet, Bangalore (9.10.1990)
39. Shri Vimal Mittal, Advocate, 26, Yashwant Niwas Road, Indore (8th October, 1990)
40. Shri G.S. Sharma, President, Karnataka Unaided Schools' Management Association, 9 Vanivilas Road, V.V. Puram, Bangalore (15.10.1990)
41. Shri Alain Bernard, Director of Administration, Sri Aurobindo International Institute of Educational Research, Auroville (9.10.90)
42. Shri Harminder Singh Dhanoa, Lecturer, Govt. College of Education, Patiala AND Dr. Sunil Dutt, Lecturer, Sohan Lal DAV College of Education, Ambala City.
43. Justice C.S. Dharmadhikari (Retd.), 343 'Gharkul' West Park Road, Dhantoli, Nagpur-12 (6th October, 1990)

44. Shri R.S. Bharadwaj, General Secretary, Bharatiya Shikshan Mandal, K-30, Green Park Main, New Delhi-110016 (9.10.90)
45. Dr. (Smt.) Jyoti H. Trivedi, Raj Mahal, Juhu Koliwada, Bombay (17th September, 1990)
46. Shri V.S. Jotheeswaran, 7, Pillayar Kovil Street, Extn-Tirupattur (27.10.1990)
47. Shri D.J.K. Cornelius, A-916, Poonamalle High Road, Madras (24th October, 1990)
48. Shri T.B Govinda Rao, Project Officer, Rashtrottana Parishat Non-Formal Education Project, Kempegowda Nagar, Bangalore-560019 (Dated 10.10.90)
49. Shri K.S.Acharlu, Gandhi Vigyan, 80, Temple Road, I Main, Malleswaram, Bangalore-560 003 (8.10.90)
50. Ms. Marie Correa, All India Association for Christian Higher Education, 39, Institutional Area, D-Block, Janakpuri, New Delhi-110058 (16.10.90)
51. Shri Rajesh Kumar Jain, 330 Income Tax Colony, Uttari Pitam Pura, Delhi (23rd October, 1990)
52. Shri B.S. Gundu Rao, Sir M. Visvesvaraya Pre-University Composite College, PBNo. 1716, Konea Agrahara, Hal Bangalore (8th October, 1990)
53. Shri J.N. Kaul, President, SOS Children's Village India, New Delhi (5 Nov.1990)
54. Shri Shiv Samaddar, Chairman, Academic Council Gandhi Vidya Mandir, Sardar Shabna and Editor, Educational Technology, (5th Nov.1990)
55. Shri Mohd. Syeed Hameed, Former Vice Chancellor, Aligarh Muslim University and presently secretary, Hamdard Education Society, New Delhi (5 Nov. 1990)
56. Mr. Jyotibhai Desai, Gujarat, (5th November, 1990)
57. Shri Vinay Chandra Maudgalya, Chairman Gandharva Maha Vidyalaya, Mandal, New Delhi, (5 Nov. 1990)
58. Shri Mani Jacob, Secretary, All India Association for Christian Higher Education, New Delhi, (5 Nov.1990)
59. Smt. Usha Satija, Vice-President, Bhartiya Shikshan Mandal New Delhi (5 Nov.1990)
60. Shri N. Satyanarayana, President, Constructive Forum, New Delhi (5 Nov.1990)

61. Smt. Sudha Kaul, Director, Spastic Society of India, Calcutta (5 Nov. 1990)
62. Smt. Nirmala Despande, Harijan Sevak Sangh, Delhi. (5 Nov.1990)
63. Smt. Hem Lata Swarup, President, Manushni and Mahila Vikas Sangthan, Kanpur, (5 Nov.1990)
64. Shri Mohammed Ashfaque Ahmed, Secretary (Education), Jamat-e-Islami Hind, New Delhi (5 Nov. 1990)
65. Shri R.S. Bhardwaj, All India General Secretary, Bhartiya Shikshan Mandal, New Delhi (5th November, 1990)
66. Shri P.M. Tripathi, General Secretary, Association of Voluntary Agencies of Rural Development, New Delhi (5th November, 1990)
67. Shri Dharam Narain Awasthi, All India Organising Secretary, Bhartiya Shikshan Mandal (5th November, 1990)
68. Shri Natwar Thakkar, Secretary, Nagaland Gandhi Ashram, Chu-chu-Yimlang, Nagaland (5th November, 1990)
69. Shri S.I. Tripathi, Member, Appellate Authority for Industrial and Financial reconstruction, Ministry of Finance, New Delhi (5th November, 1990)
70. Shri Prembhai, Director, Banawasi Seva Ashram, Govindpur, U.P. (5th November, 1990)
71. Shri Syed Yusuf, Secretary Jamet-e-Islamic Hind, Delhi (5th November, 1990)
72. Dr. Balwant Rai Satija, General Secretary, Bhartiya Shikshan Mandal, New Delhi.
73. Fr. Louis Xavier, National Secretary, Jesuit Educational Association of India, Sterling Road, Nungambakkam, Madras (9.11.1990)
74. Dr. V.E. Moray, Advocate, Supreme Court, "Maduban", G-19/4, DLF Qutab Enclave Phase-I, Gurgaon (12.11.1990)
75. Shri Shiv Samaddar, Former Steel Secretary and Member UPSC, K-1997 Chittaranjan Park, New Delhi-110019 (5th November, 1990)
76. Shri B.K. Pal, F-207, Neyapalli, IRC, Village, Bhubaneswar-751012 (4th October, 1990)
77. Dr. Kailash Nath Pandey, P-25/104, SPDC Colony, Mankhurd, Bombay-400088 (27th September, 1990)
78. Shri Viswabhar Prasad "Gupt Bandhu", B/154, Lok Vihar, P.O. Rani Bag, Delhi-110034

79. Shri Lajja Ram Tomar, All India Organising Secretary, Vidya Bharati Akhil Bharatiya Shiksha Sangathan, Saraswati K Kunj, Nirala Nagar, Lucknow-226020
80. General Secretary, Divya Path Sansthan, Amar Kaantak Distt. Shahdol (Madhya Pradesh)
81. Shri Pankaj Shree, C/o Shri Ramesh Chandra,, Kalal Toli, P.O. Church Road, Ranchi-834001
82. Shri H.K. Thakur, President, Vanavasi Seva Kendra, P.O. Adhaura, Distt. Rohtas, Bihar
83. Shri Virendra Prakash Pancholi, 3 Daya, Irrigation campus Machhala Magara Scheme, Udaipur, Rajasthan
84. Shri Durga Prasad Purohit, Secretary, Bhartiya Shikshan Mandal, C-25, Vikas Marg, Jaipur-4
85. Shri Malkhan Singh Shakyavar, House No. 7, Inside Lakshmi Gate, Jhansi
86. Shri Anand Ram Sahu, Publicity Secretary, SSewa Stambh, Distt. Branch, Raipur, Shiv Chowk, Dr. Rajendra Naagar. P.O. Ravigram Raipur, M.P.
87. Shri Balbir Singh, General Secretary, Bharatiya Kissan Union, Karjhawala, Delhi (23rd July, 1990)
88. Smt. Madhurima Singh, Govt. Quarter, Nirala Nagar, Lucknow
89. Dr. P.C. Bansal, B-58, Inder Puri, New Delhi (88th November, 1990)
90. Shri Durga Singh Rathaur, Freedom Fighter, Anand Kutir, Dhali, Simla (19th October, 1990)
91. Shri Om Shrivastava, ASTHA Santhan, 109 Kharobl Colony, Udaipur, Rajasthan (27th October, 1990)
92. Shri P.C. Mathur and Dr. Chandra Mouli Singh, Indian Society for Public Affairs, Lal Bhavan, Barkat Nagar, Jaipur (30.9.1990)
93. Shri Harbans Singh, Dy. Inspector General of Police (Retd.), 24/1, Circular Road, Dehra Dun-248001 (25th September 1990)
94. 'Saheli', Women's Resource Center, New Delhi-1110024 (27 October, 1990)
95. Fr. Percival Fernandez, Secretary, CBCI Society for Medical Education, St. John's Medical College, Bangalore-560034
96. Shri Mukesh Kumar Sachdev, H.No. 686, Bhawan, Urban Estate II, Hisar-125005, (Haryana) (25 October, 1990)

97. Prof. Krishnaji, Chairman, Indian Institute of Maharishi Vedic Science and Technology, Maharishi Nagar 201304 (1 November, 1990)
98. Mrs. Rajam P.R.S. Pillay, Director, Balavikas Institute Trivandrum-695005.
99. Fr. George Kollashany, BOSCO YUVODAYA, 91, 8, Street, 6th Cross, Gandhinagar, Bangalore-560009 (3 November, 1990)
100. Shri P.V. Subbba Rao, Retd. Principal, Razole, E.G. Dt (NC-2, IDPL Colony, Hyderabad-500037 (19 October, 1990)
101. Shri Vinod Parnoday, Chinmaya Vidyalaya, Vasant Vihar, New Delhi.
102. Miss Madhu Battara, The Batra Store, 2581 Teliwara, Delhi (29.10.90).
103. Shri Animesh Chandra Haldar, K-16/1, Driver Line, PO Nainpur, Distt. Mandla,, Madhya Pradesh.
104. Dr. H.K. Jha, Namkum Bazar, Ranchi
105. Shri Gadadhar Bhatt, Chairman, Bhartiya Shiksha Mandal, Batt Sadan, Jharwar, Rajasthan (28th September 1990).
106. Shri Ranjeet Singh, General Secretary, Bharatiya Shikshan Mandal, Uttar Pradesh,, 2-A/411-A, Azad Nagar, Kanpur.
107. Prof. Maqbool Ahmed, President, All India Muslim Majlise Musharat, 93 Park Street,, Calcutta (21.11.90)
108. Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi (23 November, 1990)
109. Shri Hans Raj Gugnani, Chief Consultant, Educational Consultants Consortium, CEF 4, Sona Industrial Estate, 389, G.T. Karnal Road, Delhi-110033 (24.11.1990)
110. Dr. M.A. Abdulla, General Secretary, Kerala State Association of Muslim Institutions, Calicut and President, The Muslim Educational Society, (17th November, 1990)
111. Shri Sanjeev Ghotge, D2, Indra Raj, Near Sheetal, Fergusson Road, Shivajinagar, Pune (2nd November, 1990)
112. Shri Gokul Chand Kapur, Propaganda Secretary, Sri Sanatan Dharam Shabha (Rawal. Pindi), 11084, Swami Vivekanand Nagar, East Patel Nagar, New Delhi.
113. Prof. Maqbool Ahmad, President, All India Muslim Majlise Musharat, 93 Park Street,, Calcutta (21.11.1990)
114. Dr. Gauri Shankar, Gandhian Institute of Studies, Rajghat, Varanasi, (23 November, 1990).

115. Shri Hans Raj Gugnani, Chief Consultant,, Educational Consultants Consortium, CF 4, Sena Industrial Estate 389, G.T. Karnal Road, Delhi-110033 (24.11.1990)

I. CENTRAL GOVERNMENT DEPARTMENTS

1. Prof. J.S. Rajput, Joint Educational Adviser, Ministry of HRD, New Delhi, Letter dated 4.10.90
2. Shri L. Mishra, Joint Secretary (Director-General, National Literacy Mission), Department of Education, Ministry of Human Resource Development, New Delhi.
3. Shri Jagdish Sagar, Joint Secretary, Department of Education, Ministry of Human Resource Development, New Delhi.

J. INDUSTRIALISTS AND TRADE UNIONS

1. Shri D.N. Malhotra, President, Federation of Indian Publishers, New Delhi, (6th November, 1990)
2. Shri Davendra Sharma, Federation of Publishers and Booksellers Associations of India, New Delhi (6th November, 1990)
3. Shri N.K. Bhatt, Vice-President, INMW Federation, INTUC, New Delhi, (6th November, 1990)
4. Shri G. Prabhakar, General Secretary, Bharatiya Mazdoor Sangh, New Delhi (6th November 1990)



RESPONSES TO A PERSPECTIVE PAPER ON  
EDUCATION: A STATISTICAL PROFILE

The "Responses to a Perspective Paper on Education" (five volumes;) 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.

## REVIEW OF NATIONAL POLICY ON EDUCATION 1986

## Statement showing number of letters

Sl. No.	Sources	No. of letters
1.	Academics, Vice-chancellors and Resource Organisations	113
2.	MPs and Political Leaders	6
3.	Teachers and Teachers Organisations	77
4.	Students and Students and Youth Organisations	27
5.	State Governments	19
6.	News Paper Editors and Articles in News Papers	35
7.	Seminars and Workshops	20
8.	Voluntary Organisations and Important People	115
9.	Central Government Departments	3
10.	Industrialists and Trade Unions	4
	Total	419

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF COMMENTS

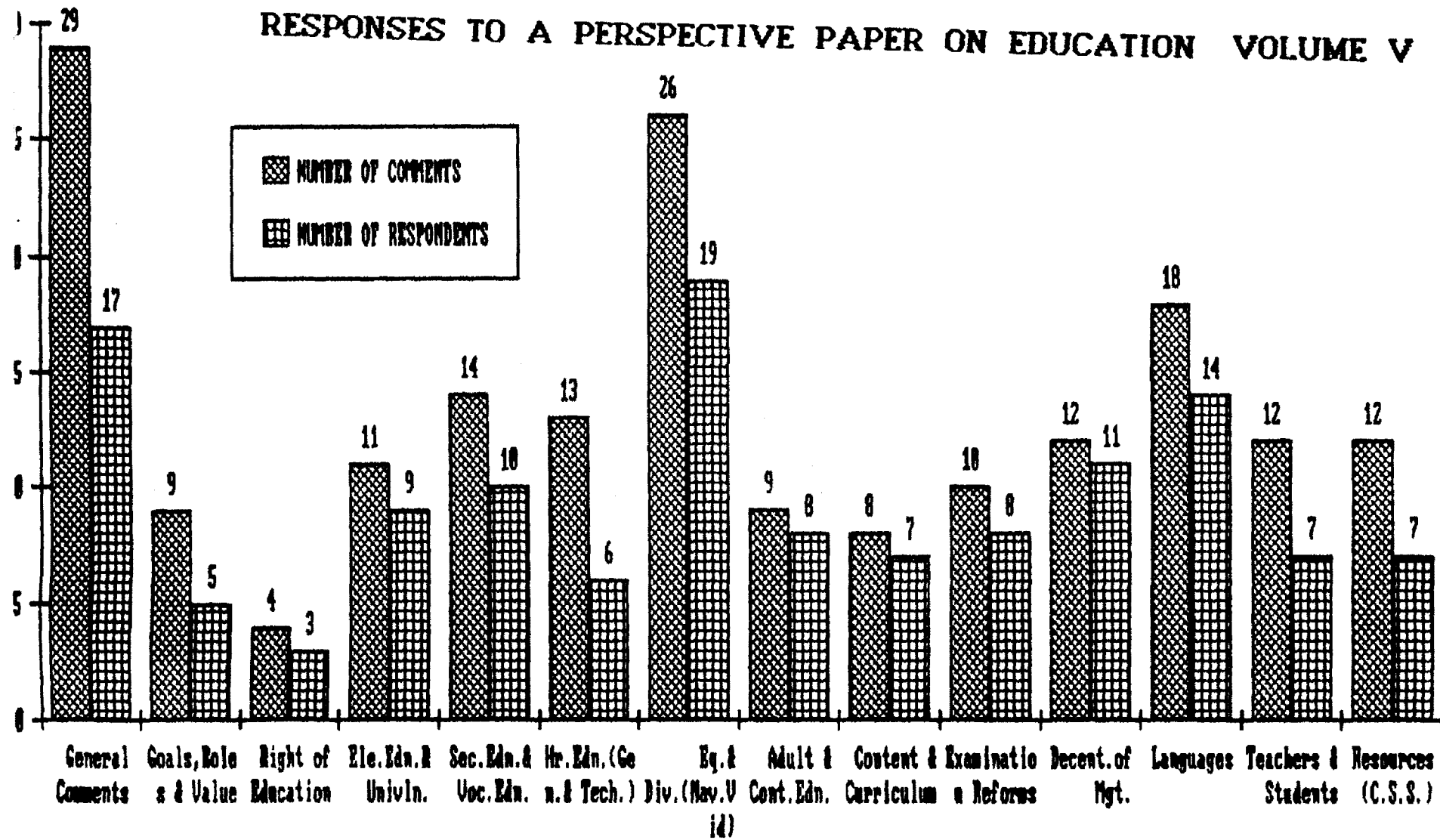
	Vol.I	Vol.II	Vol.III	Vol.IV	Vol.V	Total
1. General Comments	115	107	82	75	29	408
2. Goals, Roles and Values	18	37	22	30	9	116
3. Right to Education	6	5	13	7	4	35
4. Elementary Education and Universalisation	37	91	55	57	11	251
5. Secondary Education and Vocationalisation	32	54	42	52	14	194
6. Higher Education (General and Technical)	30	41	33	20	13	137
7. Equity and Diversity (Navodaya Vidyalayas)	46	51	57	41	26	221
8. Adult and Continuing Education	11	29	21	20	9	90
9. Content and Curriculum	30	39	57	45	8	179
10. Examination Reforms	18	36	30	31	10	125
11. Decentralisation of Management	31	40	38	42	12	163
12. Languages	20	41	41	39	18	159
13. Teachers and Students	25	45	49	28	12	159
14. Resources (Centrally Sponsored Schemes)	26	28	39	34	12	139
<b>Total</b>	<b>445</b>	<b>644</b>	<b>579</b>	<b>521</b>	<b>187</b>	<b>2376</b>

RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

NUMBER OF RESPONDENTS

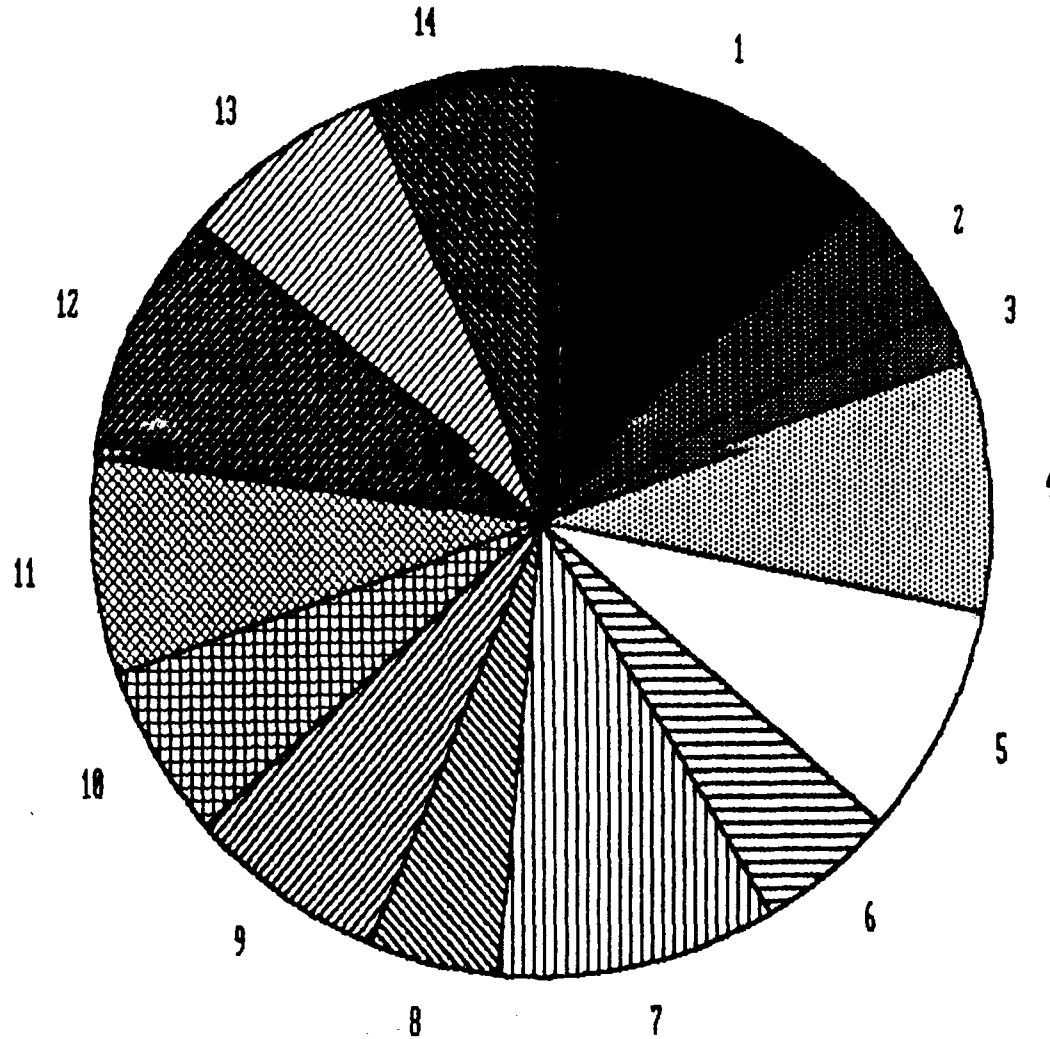
	Vol.I	Vol.II	Vol.III	Vol.IV	Vol.V	Total
1. General Comments	49	52	53	38	17	209
2. Goals, Roles and Values	15	24	21	20	5	85
3. Right to Education	5	5	11	6	3	30
4. Elementary Education and Universalisation	19	42	30	32	9	141
5. Secondary Education and Vocationalisation	21	30	36	37	10	134
6. Higher Education (General and Technical)	17	26	23	13	6	85
7. Equity and Diversity (Navodaya Vidyalayas)	29	34	48	32	19	162
8. Adult and Continuing Education	9	21	20	17	8	75
9. Content and Curriculum	22	25	36	29	7	119
10. Examination Reforms	13	29	27	25	8	102
11. Decentralisation of Management	22	29	36	28	11	126
12. Languages	18	36	41	34	14	143
13. Teachers and Students	21	30	40	24	7	122
14. Resources (Centrally Sponsored Schemes)	15	17	34	26	7	99
Total	275	400	465	361	131	1632

# RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION VOLUME V



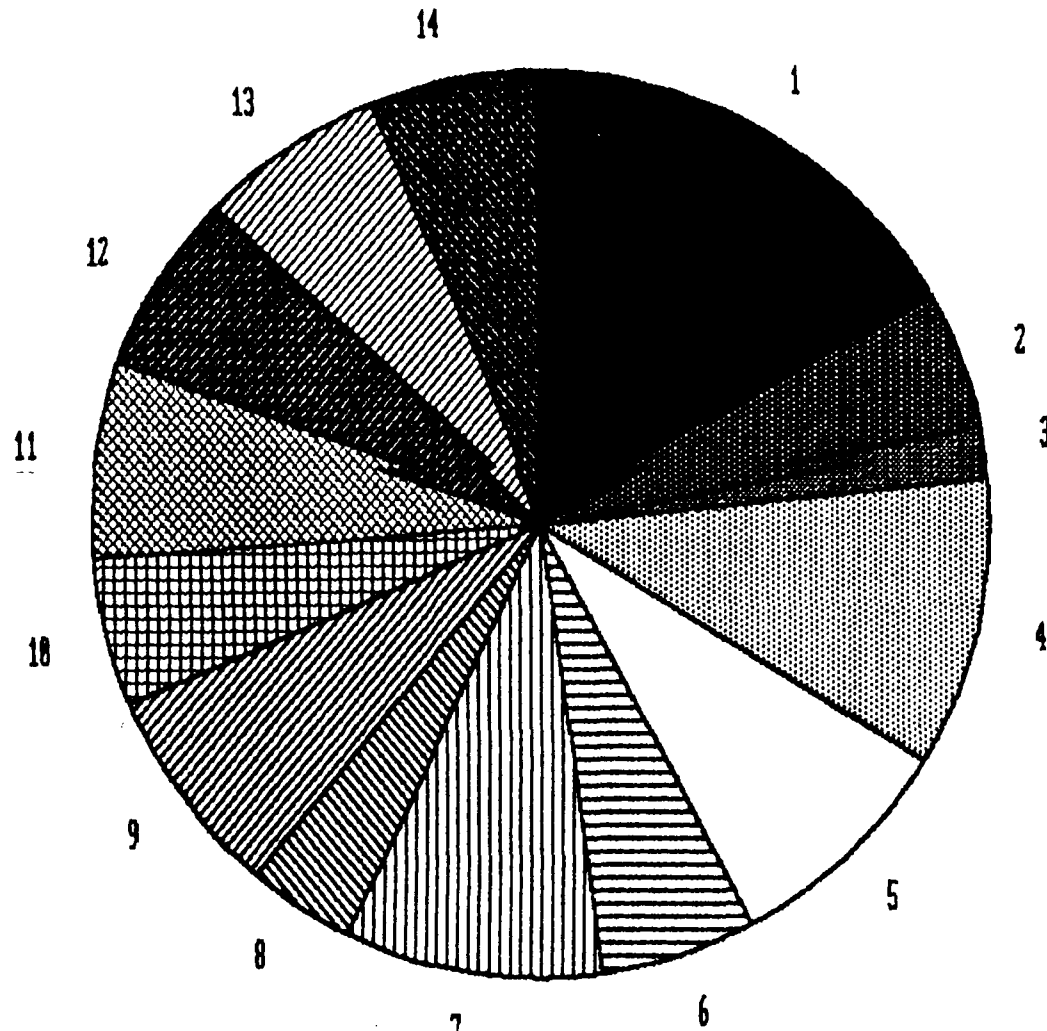
# RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION

## DISTRIBUTION OF RESPONDENTS SUBJECT-WISE



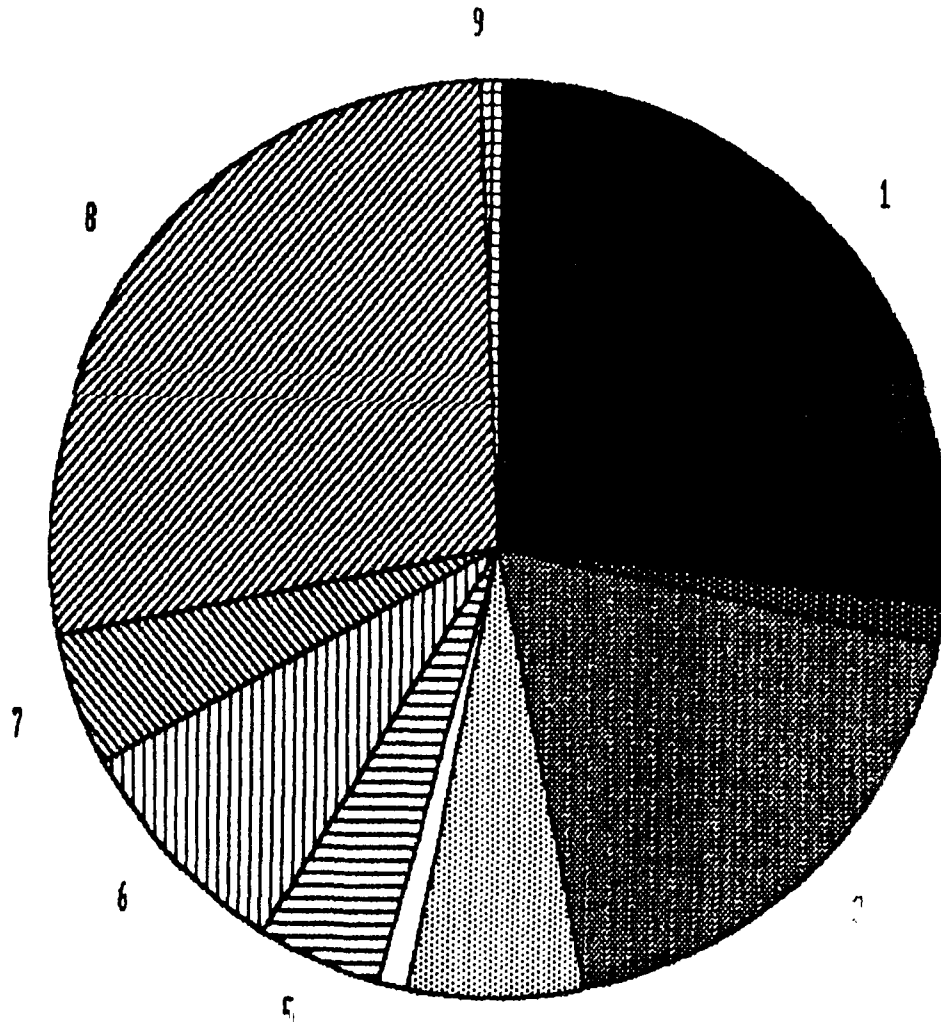
1. General Comments
2. Goals, Roles and Values
3. Right to Education
4. Elementary Education and Universalisation
5. Secondary Education & Vocationalisation
6. Higher Education (General & Technical)
7. Equity and Diversity (Navodaya Vidyalayas)
8. Adult and Continuing Education
9. Content and Curriculum
10. Examination Reforms
11. Decentralisation of Management
12. Languages
13. Teachers and Students
14. Resources (Centrally)

# RESPONSES TO A PERSPECTIVE PAPER ON EDUCATION DISTRIBUTION OF COMMENTS



1. General Comments
2. Goals, Roles and Values
3. Right to Education
4. Elementary Education and Universalisation
5. Secondary Education & Vocationalisation
6. Higher Education (General & Technical)
7. Equity and Diversity (Navodaya Vidyalayas)
8. Adult and Continuing Education
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