

RECOMMENDATIONS
ON
NEW EDUCATION POLICY

DELHI ADMINISTRATION



STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
DELHI ADMINISTRATION

DELHI

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Delhi, Dated 20-12-85

It gives me great pleasure to forward this document on Reactions of the people of Delhi on the proposed Education Policy. This draft reflects the views of the people drawn from different cross-sections of society who were contacted through a series of programmes and discussions with them. Most of the people gave their opinions and suggestions freely and frankly. I myself witnessed an uninhibited expression of views during the concluding session of the last group discussion meeting in November 21, 1985.

While presenting this document on behalf of Delhi Administration to the Hon'ble Minister for Human Resources Development, Government of India, I hope that the present report reflecting view points of the people at the micro level fulfils the basic objectives of the Government. The views and suggestions on various issues may be fruitfully utilised in the final formulation of the National Education Policy.

Yours sincerely,

Jag Parvesh Chandra

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F O R E W O R D

This document reflects the comments, observations and suggestions of the people of Delhi on "Challenge of Education - a policy perspective" circulated by Ministry of Education (now Human Resources Development), Delhi with the objective of reshaping the system of education all over the country, enabling it to meet the challenges of the coming years of an industrialised society with constantly advancing technology. For these envisaged social changes and technological spirit, highly complex educational planning will be required, visualising practical needs of the masses, effects of modernisation and efficient execution of schemes through skillful manpower utilization at all stages of implementation.

Understanding clearly the spirit behind the draft policy document, Delhi Administration made all-out efforts to reach out to almost all sections of people like the educational administrators & heads of schools & colleges, the school and college teachers, the students & parents, the villagers & farmers, the slum dwellers & labourers, the mill-workers & industrialists, the persons running voluntary organisations, teacher educators & examination experts etc. The officers of N.D.M.C., M.C.D., D.T.E., C.B.S.E. and the N.C.E.R.T. were also closely & fruitfully involved in this exercise.

It has been rightly felt that interest of education has suffered due to several constraints, the most important being financial resources and non-availability of qualified persons with desirable dedication. Politicisation and bureaucratization have also been stumbling

blocks in the desirable pace of educational expansion and growth horizontally and vertically. Non-acceptance of change due to conventional approach of teachers, parents and administrators has also been responsible for not achieving educational goals in the stipulated time frame. Kothari Commission's recommendations about 10 + 2 could be implemented only in 1978 and even to this day four States have not accepted the change recommended by Kothari Commission way back in 1968.

As a part of the multipronged strategy for a new education policy, these recommendations should go a long way to integrate the requirements of universalisation of elementary education, preparation of manpower with a desired level of competence and dedication to deal effectively and constructively with new challenges of rapid social change, modern technologies and diversified vocational demands. This will help generate a climate of development even through non-formal educational measures.

This ambitious project of preparing a report on behalf of Delhi Administration is an outcome of concentrated and co-ordinated efforts of the officials of Delhi Administration but I have a special word of appreciation for the team work of the S.C.E.R.T. officials Mrs. S.P. Goel, Mr. R.K. Kulshrestha, Mr. S.N. Chattopadhyaya and Miss Alka Kalra under the leadership of Mrs. K. Ahluwalia, Shri Virender Singh and Shri M.C. Verma. Their sincere efforts and tireless work could produce this document in a record period of just 45 days.

I am confident that this document containing recommendations of the Union Territory of Delhi will be of great value in the formulation of the Education Policy for our country.

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INTRODUCTION

Whenever and wherever there have been national crises, attention has been drawn towards the education system of that society. Crisis inside the Campus is the index as well as cause of the calamity facing a nation. This firm belief that education provides the elan vital to stimulate a society for human resource development in view of the emerging culture of the impending future, has urged the Government to lay major emphasis in giving a new direction and dimension to the crucial issue of education. The concern and sensitivity of the Government are manifest in the document of the Ministry of Education - "The Challenge of Education - a policy perspective." There is going on nation-wide intensive debate on the crisis of education, and the envisaged educational policy. [The Delhi Administration has launched a massive programme of organising 40 seminars/meetings in tune with the unique democratic culture of the greatest democracy of the world. The programme was inaugurated on September 23, 1985] by Shri Kulánanda Bhartiya, Executive Councillor (Education) at Old Secretariat, Delhi. A core group constituted by some officers of the Directorate of Education was given the responsibility of planning and organising the programmes, and also studying the reactions and suggestions of the participants in the programmes. [The programmes had two dimensions - First, Communicating with the cross section of the population of Delhi on the New Education Policy perspective as incorporated in the Ministry document - 'Challenge of Education' and second, to provide a forum to the people to react, criticise,

comment and give suggestions on the envisaged educational policy. This involvement and participation of the people on a significant national issue is an important drive towards democratic culture. With this objective, the organisers sought to involve Administrators, Principals, Parents, Teachers, Students, Industrialists, Employers, Community leaders, farmers of villages, Factory workers, Managers, Slum dwellers, resettlement Colony residents, members of the elite society, members of the linguistic and religious minority groups and various other sections of society. These seminars/meetings were organised in remote villages, resettlement colonies, slum areas, factory premises etc. in different parts of the Capital city. The tremendous enthusiasm and initiative on the part of Education Officers, Deputy Directors of Education and, above all, of Principals, and teachers of schools in organising these programmes are really heartening. In each programme, participants were provided the policy documents and the broad issues for discussion and debate during the meetings. Participants turned up in large number and actively participated during the programme. Their responses, reactions as well as suggestions and recommendations as incorporated in the report indicate the high degree of awareness and sensitivity of the people on this important national issue. Some broad outlines of these suggestions as enumerated below very briefly might provide food for thought for the policy makers.

1. Educational administration and management needs academic leadership and mind - and not merely the skill and technique of bureaucratic management. The present system of bureaucratic management

is undesirable, unhealthy and unethical - the system needs thorough overhauling.

2. Rigidity of outmoded administrative and financial rules and conventions needs change. Rationalisation is the crying need. There is need for a school Grants Commission on the model of the U.g.c.
3. Too much centralisation in framing and preparing the curriculum and text books is not conducive to healthy teaching learning process. Decentralisation and more initiative and freedom to the teacher are essential.
4. Core curriculum needs national consensus. It demands the participation and opinion of the regions of the country while framing the core curriculum.
5. Three language formula should be religiously adopted everywhere in proper spirit as the moral and constitutional obligation. Mother tongue should be the medium of instruction.
6. Examination system needs drastic reforms. The present rigid and formal system of examinations should be replaced by continuous system of examinations in a more informal system in which teachers should have dominating and responsible role. Internal assessment of teachers should be given equal importance with the assessment by external examination. Open note book/diary should be experimented with.
7. Teacher education system needs radical reforms through -
 - a) Change in teacher education curriculum.
 - b) Selection system in

- c) Recruitment system of teacher education.
 - d) Co-ordination between pre-service and in-service teacher education system.
 - e) Restructuring S.C.E.R.T.
8. // Universalisation of elementary education needs, concerted and co-ordinated effort of the Government, community experts, teachers, parents and the media.
 9. // Technical education system needs overhauling in view of the changing circumstances, needs of the rural areas, emerging hi-technology and the future development of society of the next century.
 10. Vocational ^{education} needs thorough planning commensurate with the social ethos aiming at a radical change in the cultural system. //
 11. // Higher education should be restricted, research-oriented and quality-directed. //
 12. // Politicisation, bureaucratisation and factionalism in institutions can go if a proper working condition in the institution, sense of security and a healthy moral atmosphere are established in the academy
 13. // Value education should stress norms of culture based on democracy, socialism, secularism, national integration, humanism and a sense of dedication and service to society. //
 14. // Distance education should aim at quality and exposure to higher domain of knowledge for the disadvantaged group who desire for knowledge. //
 15. // Lastly, computerisation should be thoroughly planned and applied in the field of education, administration, examination, technical education, media utilisation, teaching methodology and

education to avoid mechanical complications, red-tapism, corruption, tediousness and boredom and so on.

Some more important areas of education need thorough discussion and debate - for instance, women's education and status, media planning, planning and supervision of Science education, Environmental Education, annual inspection system etc.

The importance of computer, Electronics and space research in education needs in-depth deliberations at National level.

Besides, these, some issues need crystallisation so that consensus could be reached to remove contradictions and controversies, which emerged during the discussions.

1. Whether education should be a central subject or should remain concurrent subject.
2. Whether teachers of schools and universities should actively participate in politics.
3. What should be the structure, administration and functioning of Model schools - Remodelling Public School Education system.
4. The resource position and financial ~~feasibility~~ feasibility of computer training in schools.
5. Co-ordination of the media and educational institution.
6. Design of the content of the core curriculum.
7. Elimination of bureaucratisation in education.
8. Implementation of the three language policy.
9. Delinking jobs from degrees.
10. Norms of selection and promotion of teachers.
11. Remodelling teacher education system.
12. Preparation and distribution of text books

The present report is the output of the honest efforts to reflect the free, fair and frank reactions and responses of the cross section of the people of Delhi. We are sure this report will provide food for thought for the policy makers.

II. EDUCATION PLANNING AND ADMINISTRATION

The administrative set up and the system controlling education needs thorough overhauling. Its culture, attitude, norms and values need change to meet the needs of education. The Government should take up in right earnest the responsibility of gearing up educational administration in resuscitating and rejuvenating the education system and make up for the short comings due to long negligence of this important area-education. The recommendations are -

2.1 A thorough study and review of the factors responsible for non-implementation of the recommendations of the Kothari Commission should be made and in the light of that finding, the administration should be guided, directed and reorganised accordingly.

2.2 For the ^{identification} of administrative talent and recruitment of educational administrators there is need for reconsideration and review of the present system of recruitment. [The report of the pre-service teacher education institutes and in-service teacher education institutes, parents and the peers of the school where the young teacher served and the supervision report should be given importance in selection and promotion for the post of Principal and E.O. Present elitist yardstick of evaluation based on interview is not a precise tool.] The lack of dynamism and leadership in educational administration that is responsible for the declining system is due to this wrong system of selection

based on elitist bias of verbal ability and unnecessary degrees.

2.3 Too much of emphasis on management dimension of education and management technique ignoring the global view of the problems of education is no remedy for the present ills. It is a narrow approach to education. Planning and administration in education should work as an integral part with other segments of education. Close co-ordination of the personnel and experts of all areas of education is essential for a realistic and broad approach to educational planning and administration.

2.4 Planning and management in education today demands expertise, experience and extensive and intensive knowledge of education. Hence, administrators who are taking up assignment of educational planning and management need thorough orientation and induction. The institutes providing such orientation courses should be thoroughly planned and organised. Each state should have an institute for educational planning and administration, preferably attached to a model teacher training institute/ S.C.E.R.^T, of the State.

2.5 The anomaly and wastage of transferring a civil servant, educational administrator to other departments like Sales Tax, Jail etc., after his induction and orientation through the training provided on educational management and ~~xxxxxxx~~ planning should stop. It is wasteful and harmful for education.

2.6 ~~L~~ack of expertise, experience, interest and concentration of the educational administrators drawn from the civil service results in delegation of power to the lower level bureaucracy or clerks in decision making, interpreting rules and implementation. This leads to confusion, demoralisation and damage in the school programme. This must stop.

2.7 The task of policy making, planning, implementing, monitoring and evaluating projects need close co-ordination and concerted efforts of the Union Govt. as well as the State Governments. Hence, Education should remain a concurrent subject with greater role for Centre in planning and providing the fund. There is need for setting up a School Grants Commission on the pattern of the U.G.C. for co-ordination and monitoring plans.

2.8. Educational Administration needs support from various key agencies like the N.C.E.R.T., C.B.S.E., S.C.E.R.T. etc. Strategy of this co-ordination and ~~monitoring~~ frequent communication needs to be planned.

2.9 School system today is facing the serious crisis of lack of uniformity and continuity in policy making, planning, decision making and implementation of programmes. This is due to frequent transfer, migration and short duration stay of administrators drawn from the Civil Service. This has a negative impact. Lower level bureaucracy exploits the situation and manipulates. The system needs change.

2.10 For better co-ordination, higher level of academic leadership and over-all supervision an academician should be placed at the apex of education at the State level as well as in the Centre. The Education Secretary must be a distinguished academician with qualities and experience of academic leadership.

2.11 Personnel management: The human factor should be given highest importance. The norms of general administration should be considered different from those of academic administration. The present system of administration encourages arrogance and callousness resulting in

demoralisation and alienation of schools. This must stop. Different system of norms and values should permeate educational administration. Teachers need separate type of treatment and not according to the standard norms of bureaucratic hierarchy. The administrator is not the prime mover of the school system-teacher is the prime mover. This should guide the administration.

2.12 Objectives of teaching and of educational administration can be identical only when irrelevant, outmoded and detrimental norms and rules usual in bureaucratic mode of management are waived aside for achieving the educational goals. The discretionary powers of the administrators need to be widened in this respect so that he is not trapped by complicated rules that cripple initiative.

2.13 Computerisation in maintaining school statistics from zones, and the bio-data, C.R. school performance etc. should be hastened to minimize the unfair role and influence of vested interest, feudal forces and lower level manipulative officials.

2.14 Thorough planning should be made to mobilise the expertise at the district and zonal level. This pool of expertise should be utilized for supervision and instructional improvement in schools. This will give an academic and constructive dimension to the inspection system. This academic expertise should be provided scope through SCERT to grow and improve. This should not be allowed to be blunted by routine administrative and clerical assignments.

2.15 There is need for decentralisation and delegation of powers. But thorough planning and consideration are

required in view of the possible unhealthy and negative role of the feudal vested interest at the local level jeopardising school programme and demoralising teachers. There is need for a Central apex body of the P.T.A. representing local level P.T.A.s with direct link and communication with the top administration. It will serve as a bridge between the top administration, local school and the community. This will reduce the negative factors of decentralisation and delegation of powers. This will familiarise and sensitise the top administration on the currents and crisis of school education. This will help in providing feed back and plan evaluation.

2.16 Resource mobilisation through community participation needs imaginative planning and encouragement from the top level administration. The top level administration has important role in directing local level Government agencies (looking after law and order, health, family welfare, transport, public works, agriculture etc. to mobilise their expertise and resources to help the community in managing the schools and achieve the educational goals. Simultaneously School can help these agencies in achieving the objectives of these agencies through mutual co-ordination and co-operation.

2.17 System of recruitment of teachers needs overhauling. The system should be geared to welcome fresh talent and block the entry of incompetent and indifferent degree holders in the following way :-

1. Selection from the open market through advertisement.
2. Employment exchange must send all the candidates registered, even those registered after the advertisement.
3. Objective selection with the help of precise tools of evaluation of knowledge, personality and skill.

vested interests and feudal, political and bureaucratic forces.

2.18 For precise information, advice and co-operation, co-ordination among various wings of administration, S.C.E.R.T. schools and community in planning, monitoring, implementation, evaluation and feed back is very essential. Co-ordination in the following areas needs to be thoroughly planned :-

1. Curriculum planning, tryout, evaluation and implementation.
2. Text book writing, printing, approval, tryout, review, storing and distribution.
3. Constructing school plant suiting to the needs of school programme.
4. Building institutional complex.
5. Programmes of co-curricular activities like Science Fairs, sports, three arts fair, youth parliament etc.
6. Community service programmes by schools.
7. Vacancy in posts in school/ posting, transfer, post-fixation, approval etc. in schools.
8. Repair, maintenance, wastage, financial irregularities in schools.
9. Organisation of different levels of school education - pre-primary, primary, secondary, adult, correspondence - formal, non-formal etc.
10. Grant, purchase, write off etc. in schools.

2.19 Quality control in school education programme is necessary. This is possible by reviewing the reports from the media supervision report from SCERT Board, the P.T.A. Teachers Association and Local agencies. The same agencies might be involved in implementing quality improvement programme.

2.20 Plans should be made to provide infra-structure facilities like library, laboratories, gymnasium, typing machine, duplicating machine, transport, telephone, printing and stationeries to teachers and officers involved in educational programme. Detailed plans must be made keeping in view of the frequent stalemate of programme and administrative process owing to failure or sabotage of machinery and equipments due to inefficiency, lethargy, frustration, demoralisation of the human factor behind these equipments. Quick & imaginative decision and planning for improvisation and replacement are necessary. [Financial help should be provided by the Govt. for mobile library, laboratory and workshop for utilisation by disadvantaged schools. Permission should be given to schools especially to aided schools to mobilise community resources to improve school plant. School code and rules should be liberalised for this.]

2.21 Planning co-ordination between media and school programme is essential for (1) enlightening the community on school programme and the constraints facing it. (2) Motivating and involving the community in school programme and removing its alienation (3) Facilitating quality improvement of school programme (4) Re-inforcing school programme by coordinating media programme with school programme removing the negative factors of media programmes detrimental to school programme.

2.22 Planning research on administrative problems and application of finding should be encouraged. A separate cell in S.C.E.R.T. should be given the assignment.

2.23 A running scale for all categories of teachers with some additional increments for additional qualifications should be planned. The initial scale might be different but the end scale should be the same.

2.24 Principals and teachers should be more and more relieved of the routine clerical and accounts duties to facilitate greater concentration on academic duties.

2.25 While planning school plans aesthetic and environmental aspects must be considered. Consumerism, commercial and ostentation must be resisted. Wastage in school plan must be checked.

2.26 Maximum utilisation of the cultural social and civic institution having educational gearing (like exhibition, museum, dramatic centres, arts academy, panchayat library, traffic police, child care centres etc.) should be planned, to enrich school programmes.

2.27 [The Centre should plan and finance in opening 4 more National Sports Complex of Asia Standard in East, West, South and Central India.]

2.28 There should be a talent search body as in NCERT to identify talents in the field of art, music, dramatics, literature, sports etc. and these talents should be fully maintained and nurtured by the Centre. They should be regarded as National assets.

2.29 There should be a talent search committee for teachers also. All facilities should be provided by the Govt. for their growth and career satisfaction. A secret record and dossier of talented teachers should be maintained, so that they are not wasted.

2.30 Some key institutions of all India Reputation and glorious tradition should be taken over as a pace setting model institution by the Centre without hindering community participation and contribution. [Some community agencies like Rama Krishna Mission should be financed by the Centre for their educational activities. This will free them from local, political interference.]

2.31 In view of the application of high technology in India, administration should plan (1) curriculum change (2) building infrastructure for training programmes (3) Mobilising community and cultural associations for cultural orientation of society.

2.32 [Universalisation of elementary education as a movement needs massive budget provision for utilising the services of millions of un-employed educated youths for teaching assignments.] This entails detailed planning on (1) Capital Works like school plant (2) Transport and communication (3) Short term training of each course, (4) utilising them and community leaders and social service corps.

2.33 A detailed study and planning is needed to resolve the conflict, communication gap and non-co-ordination among different categories of administrative personnels, between the administrator and the politician and the administrator and schools, in educational programmes.

2.34 Wide political consciousness and constructive political activity of teachers are essential prerequisites for a progressive democracy. But reactionary, separatist, subversive, feudal and commercial forces utilize politics for negative, violent and destructive purposes. The latter has to be resisted. Administration must formulate and enforce a code of conduct for teachers and students that should be in tune with the ideals and values of (a) democracy (b) secularism, socialism, (d) nationalism and national integration (e) progress (f) non-violence and (g) peace and international understanding. Any political activity or idea that goes against the above principles needs to be firmly repressed.

2.35 A permanent school commission should be set up to review the problems and progress of school education programme once in two years. The report should be discussed and debated in parliament, CABE and state legislatures. Action should be suggested accordingly.

III. PLANNING INSTITUTIONAL COMPLEX

It is essential for economy, better utilization of physical and technical facilities and proper integrated planning and exchange of expertise, experience and research findings.

3.1 There should be about four boys' and four girls' Secondary schools, four middle boy s' schools and four middle girls' schools, eight primary schools, one technical/vocational school, and one nodal institution (say, S.I.E.) in the complex where possible.

3.2 There should be one Central Workshop, one library, one laboratory, one multi-media resource centre, gymnasium, auditorium, concert hall, sports complex with swimming pool, museum, art centres etc.

3.3 Services of expert teachers will be utilized in each of these schools. School programmes should be planned accordingly in a coordinated manner, so that exchange of expert teachers in schools within the schools is made possible.

3.4 New Higher Institution teachers will help in content orientation of teachers. Research wing attached to the Institution will guide teachers in research and experimentation.

3.5 One administrator will look after administration of all these schools in the complex with regard to planning, management and in financial & purchase matters.

3.6 Principals of the complex will form a team of supervisors.

3.7 Students will use the central library, laboratory,

IV COMMUNITY PARTICIPATION IN EDUCATION:

4.1. Community leaders and workers are of the opinion that bureaucratic formalities, meaningless rules and politicisation are dampening efforts for community participation and initiative. This should be removed.

4.2 Community participation is less today because of resource constraints, lack of motivation and lack of time and energy on the part of community leaders. In the existing culture of Consumerism, and Commercialism, the Zeal and idealism of the pre-independence days are absent. Dedicated and idealist people and their organisations need to be identified, recognised and encouraged by the state and society.

4.3 Industrial establishments are opening schools with Commercial motives to cater to the needs of the elite society. This trend should be stopped. Industrial establishments should be encouraged to open quality institutions for the disadvantaged sections.

4.4. Community participation and financial help should by no means make the Govt. passive and satisfied. Financial grant from the Govt. should not be reduced.

4.5. Community participation must aim at helping the institution and not interfering with day-to-day schools programme.

4.6. Community should be taken in confidence in planning, monitoring, implementing and evaluating all programmes with regard to curriculum, medial communication, resource mobilisation etc.

4.7. Maximum utilization of the infra-structure and facilities available in the community should be planned.

4.8. School and community should be linked by involving schools in community service programmes like literacy etc. and by the utilization of the school plant for community.

- 4.9. Various agencies of the community should be geared up and co-ordinated in UEE programmes, achieving quality education etc.
- 4.10. Frequent communication between the community agencies and apex body of educational administration is essential for achievement of education at local level. Research and findings on better and fruitful utilization of community in education is essential.
- 4.11. Community should be involved more and more in planning and management of minority schools but the negative role of the community agencies should be stopped and administration must plan strategy accordingly.
- 4.12. [P.T.A.'s role in school management should be more significant, P.T.A. should be strengthened.]
- 4.13. Local level social and cultural movements initiated by the community, say on status of women, anti-feudal move, caste and class exploitation- that is, all movements helping the progress of society-should be encouraged and propagated and school may be used as a nucleus for such movements.
- 4.14. A strategy needs to be planned to take the bureaucracy accountable to the community in matters involving the interest of the community.

V CORE CURRICULUM

The content design of the core curriculum should stress on the followings

- 5.1 National heritage- ancient culture and the constant search for peace, harmony, integration and a composite culture throughout our history.
- 5.2 National movement- its ethos-and values underlying the movement. Weightage should be given to the Zeal and sacrifice of all sections of the people of all regions.
- 5.3. Constitutional obligations of citizens- their rights, responsibilities and duties with special reference to human

stages should be stressed.

5.5. Some crucial problems like challenges facing Indian democracy- for instance, terrorism, violence, separatism, exploitation, injustice and social and economic crimes should be incorporated.

5.6. Certain problems like population explosion, environmental pollution etc. should be highlighted.

5.7. Some significant achievements in the field of art, culture literature, science, sports, social reforms in economic and political life etc. should be included.

LANGUAGE POLICY

5.8. There should be a uniform language policy implemented and followed throughout the country from elementary level to university level.

5.9. Hindi should be taught as a compulsory language throughout the country after the primary stages.

5.10. English should not be compulsory at any stage.

5.11. In the core curriculum Indian culture and heritage should be given priority and study of Sanskrit language should be an essential part.

5.12. Three language formula should be followed upto class-X with Hindi, English and mother-tongue and a South Indian language for Hindi speaking students.

5.13. Medium of instruction should be mother-tongue.

5.14. Special emphasis has to be laid on production of instructional material in all the Modern Indian Languages, and Centre should take the financial responsibility for the same.

5.15. Facilities should be available in all schools for the study of English from Class I, if the child desires.

5.16. Content area in languages should reflect environmental consciousness, national integration, patriotism, love for Indian culture and heritage, freedom movement, population problem and above all moral values.

5.17. Study of a language of South India should be encouraged in schools of North India and vice versa for national integration.

5.18. Books of other regional languages should be translated and provided to students for extensive study and Centre should provide funds for the same.

5.19. Centre should provide reasonably equal grants and administrative support for the development of all the national languages recognised by the Constitution.

VIA - UNIVERSALISATION OF EDUCATION -PRIMARY,
PRE-PRIMARY, ADULT EDUCATION-FORMAL &
NON-FORMAL.

6.1 Universalisation of education should be given highest priority as an issue of great national importance. Equal importance should be given on Pre-Primary education which should be linked with Primary education. Sense of highest responsibility of teachers and administrators for this should be emphasised.

6.2. Elementary education should be made more interesting and motivating by the introduction of educational technology, new method, good textbooks and inspiring school environment.

6.3. There should be external examination at the end of primary level. This will stop the influx of students from other States in Delhi, who try to avoid the rigour of external exams. in their regions.

6.4. Parents should be given motivation and incentive in the form of cash awards for sending their children.

6.5. Teachers have important role to motivate children-they should be properly trained.

6.6. There should be involvement and co-ordination among functionaries like B.D.Os, Extension officers, Agriculture Officers, Panchayat Officers etc. for success of UEE programme.

6.7. Curriculum and school programme should be environment specific on the basis of the survey of the environment.

6.8. Continuous evaluation followed by remedial teaching should be planned.

6.9. There should not be one teacher school in primary education.

6.10. Self-reference scale of achievement and instructional

are essential for the success of UEE programme.

6.12. Status and salary of primary teachers should be equal to that of other categories of teachers. It should be improved.

6.13. ['Each one teach one' programme should be taken up as a mass movement.]

6.14. There should be a link between formal and non-formal courses so that there is scope of access to formal system of education for those covered under non-formal system.

VI-B ADULT EDUCATION

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6.1. ✓ Industrialists and employers have great responsibility in motivating workers and organising adult education centres.

6.2. Officers of the Directorate of Education should adopt some villages for adult education programme.

6.3. There should be suitable centres of adult Edn. to be opened in Govt. buildings, Panchayat houses etc. with necessary facilities.

6.4. ✓ Adult Education should suit the needs and interest of farmers, workers, housewives, women workers etc. it should be related to vocations.

6.5. ✓ Incentives should be given to teachers/volunteers with creditable performance.

6.6. ✓ Training and orientation programmes for adult education teachers, volunteers should be organised.

6.7. ✓ Educated unemployed youth/retired persons/educated housewives should be involved in adult education programme.

6.8. ✓ There should be a separate Dte. of Adult Education in the State.

6.9. Teaching and instructional materials, aids, equipments should be planned and prepared for adult edn. with the help of a body of experts or "think tank"

6.10. Suitable literature for continuous edn. should be developed with the help of experts and literateurs.

6.11. There should be provision for mobile library of books and films for adult edn. centres.

6.12. ✓ Media should be geared up and properly planned for adult edn. Some TV/Radio programme should be linked with adult education programmes.

6.13. ✓ Satellite communication system should be planned and

6.14 Basic knowledge of healthy hygiene, environment, population education, vocational skills, current affairs etc. should be provided in adult education.

6.15 There should be constant research on adult education and feed back of research findings to improve adult education programmes.

6.16 UEE should be linked with integrated child development schemes and integrated rural development programmes.

6.17 There should be concerted and co-ordinated effort of politicians, administrators, planners, media-organisers, education experts and community workers in organising and implementing adult education programmes.

VII. SECONDARY EDUCATION:

7.1 Quality education:- (i) Public schools should be oriented according to the national ethos.

(ii) Structure, practices, programmes, management, admission and recruitment of teachers etc. in Public schools need complete overhauling.

(iii) Teachers and students need protection from exploitation by the management of Public schools.

(iv) The school plant should have all the necessary accessories and equipment for quality education.

(v) There should be a model school in each zone or cluster with ideal equipments, laboratories, libraries, sports complex, auditorium, museums etc. which can be utilised by neighbouring schools.

(vi) The model schools as planned by the Union Govt. should stress developing a culture of co-operative federalism among students and teachers by inviting teachers and students from all parts of India. The model schools should be under the control of ^a National Body consisting of Supreme Court judges, renowned educationists, social

bureaucrats or politicians.

7.2 In the selection of teachers students' opinion should be taken when the candidate teacher gives demonstration lesson in classes.

7.3 Teachers' love, friendship and character are the crying need today.

7.4 Music, rhythm, rhyme and story-telling should be the basis of teaching method at Primary level.

7.5 Principals' confrontation with school managers and administrators should be avoided. Schools should have more autonomy.

7.6 There must be rational and human consideration in teachers' posting.

7.7 Degeneration, Commercialisation and centralisation in preparation and distribution of text-books should stop.

7.8 Students should not be involved in teachers' factionalism.

7.9 Education should stress equality. There should not be any consideration of caste, class or religion in education.

7.10 Health education and military education should be emphasised in the curriculum.

7.11 Special training in management, planning, accountancy and educational law should be provided to the Principals and E.Os.

7.12 Students do not find any usefulness of formal inspection system which is wastage of much time & energy. Instead there should be surprise inspections with positive, constructive and academic approach.

7.13 Value education should give stress on social justice, human rights, national integration, secularism etc.

7.27 After Senior Secondary examination, travelling round the country should be encouraged. Inter-State summer camp of students should be encouraged by the authorities. This will help in widening the personality and national integration. This may be made an essential part of the curriculum and evaluation.

Model School and quality education.

7.28 Some model schools should be residential. In some day-scholar system should remain.

7.29 Curriculum of model schools should be different with greater emphasis on experimentation, library study, higher level of communication, creative thinking, field study, extra-curricular activities, social service, enterprise and adventure, sports, art, music, dramatics and esprit de corps and leadership programmes. A sense of dedication and missionary spirit should be developed.

7.30 Examination and evaluation should be less rigid, more flexible and continuous. Emphasis on assessment of creativity, conduct, personality traits, human qualities etc. should be given emphasis. Pursuit of excellence should be the motto.

7.31 Culture of co-operative federalism and values as enshrined in the constitution should be stressed. Emphasis on removing the norms of feudalism, commercialism, consumerism and bourgeois reactionarism should be given. A progressive dynamic mind with an urge for change should be developed.

7.32. Students and teachers from different linguistic and religious groups should be invited in the school. Distinguished scholars from different regions and countries should be invited to school on short time teaching assignment.

- 7.33. The admission at the middle level on the basis of I.Q. test and All India Subjunior talent search must be conducted by a body like NCERT.
- 7.34. There should be short duration student exchange programme with schools from different regions.
- 7.35. Hard and rigorous life of students and teachers is recommended. They should be exposed to the real situation of sufferings and hard life of the people of the country.
- 7.36. Proper facilities and incentives should be provided to students passing out of these institutions in their initiative in leading the community.
- 7.37. Snobbery, elitism and alienation of students should be discouraged and close identification and integration of students with society should be encouraged.
- 7.38. There should be full scope and facilities for teachers growth and orientation of teachers.
- 7.39. Teachers and students should be encouraged to take up assignments of innovation and experimentation with regard to curriculum, teaching methodology and evaluation.
- 7.40. The management of the model schools should be left free from the control and influence of the bureaucracy and politicians. The management should be entrusted to an autonomous body, to be constituted by members of the P.T.As. of these schools, distinguished educationists and social workers.
- 7.41. English & Hindi should be compulsory and mother tongue should be an optional subject with full facilities for teaching these subjects.
- 7.42. School programme should take into consideration the intellectual, social, cultural and psychological dimension of rural life.
- 7.43. Quality education envisages (1) Physical facilities in the school plant (2) administrative support and co-ordination (3) academic planning and management (4) Leadership and facilities for research and innovation (5) Facilities, environment

personality through the programmes of culture and sports.

(6) Developing team spirit of teachers and school staff (7) Planning participation of school in community service (8) Linking school with other academic and civic agencies.

7.44. Quality education programme must look to the point of (a) raising standard of average school (b) reviving and resuscitating some schools with problems and (c) reviewing and probing the factors responsible for quality decline of some reputed schools.

VIII ~~IX~~ -SCIENCE EDUCATION

8.01 CURRICULUM

Basic knowledge of Science must be included in the School curriculum right from class I.

(1) At the Primary stage (classes I to V) the emphasis should be on developing the skills of observations and description of the observations verbally or in written form. Use of all the five senses for observation of environment should be exploited. Excursions and activities should be the basis of developing Science lessons at this stage.

(ii) At the middle stage (class VI to VIII) Science teaching should be integrated including physics, chemistry, Biology, Hygiene, Physiology, Geology, Oceanography, Astronomy, electronics and Computer Science. It should be a general awareness course based on demonstrations and student activities with minimum of narrative teaching.

(iii) At the Secondary stage (Classes IX and X), it should be a course in Scientific literacy and not as separate faculties of Physics, Chemistry and Biology. The emphasis should be on inclusion of topics through which children may develop problem-solving attitude for explaining real life situations confronted in every day life. Science demonstrations, student activities, laboratory investigations, excursions, investigatory projects, discussion with scientists and

Physics, Chemistry, Biology, Earth Science, Astronomy, Oceanography, Hygiene & Physiology, Electronics, Computer Science, Space Science, Agronomy, Horticulture, Soil Science, use of Chemistry in Agriculture, medicare, preservation of food, clothings etc.

8.02 TEACHER EDUCATION :

1. Teacher education for preparing Science teachers should include :-

- (i) Training in development of curriculum at different levels.
- (ii) Training in basic laboratory skills.
- (iii) Training in laboratory management.
- (iv) Training in evaluation of science lessons.
- (v) Training in correlating one Science subject with another and with other subjects in the school curriculum.
- (vi) Training in scientific methods.
- (vii) Training in effective use of Library.
- (viii) Training in the organisation of Science Exhibitions, making of Science exhibits and running of Science Clubs.

2. Effective inservice teacher training programmes should be organised on a regular basis for training of teachers in :-

- (i) Latest research and innovations in the field of science.
- (ii) Latest developments in educational technology.

3. Efforts should be made in collaboration with teachers training colleges and universities' department of education to make tailor-made need based courses which may run on Saturday, Sundays and Holidays, whereby teachers may work on Masters' degree and on doctorate degree in the field of education.

8.03 Co-Curricular activities.

Suitable opportunity should be provided for offering varied activities out of which a child can choose according to his taste, ability, capability and resources available in the school and the community. Some of the activities which may be included are:-

1. Science club.
2. Photography club.
3. Electronics club.
4. Electrical Gadgets club.
5. House hold gadgets club.
6. Computer Science club.
7. Science symposiums.
8. Wild life club.
9. Nature Science club.
10. Bird Watching club.
11. Horticulture club.
12. Science Debates, Films, Quiz, Cultural activities club etc.

8.04 EVALUATION

Since Science is basically experimental in nature, evaluation through paper and pencil test should have minimum weightage. It is recommended that:-

1. At the primary stage, examination in Science should be through display of basic observational skills and its reporting. Written examination in Science should be discouraged at this stage.
2. At middle stage, 40% weightage should be on written examination and 60% on practical work and student activities- practical examination should include observations and interpretations to be recorded on work-sheets. Instructions for the work should be provided. It should be a test on basic laboratory skills and not on memory.
3. At the Secondary stage 60% weightage should be on written examination and 40% weightage on practical work, investigatory projects and student activities. There should be

8.05 RESEARCH IN SCIENCE EDUCATION:

Provision should be made to include the following:-

- 1) Research in curriculum and Evaluation at different stages - in S.C.E.R.T.
- 2) Research in ~~new~~ methods of teaching by interested teachers at the school level.

IX TECHNICAL EDUCATION :

9.1 Technical education should be as per need and requirements of Indian society. It should be relevant to the Indian conditions so that the students are not alienated.

9.2 Curriculum should be designed after proper survey of community needs and preparedness of community participation involving subject teachers, prospective employer, faculty members and experts and behavioural scientists. This committee will take care of (a) Input qualification (b) depth of curriculum (c) duration of course (d) subject to be taught (e) modernising techniques, review and revision of curriculum after every 3 or 5 years in keeping with the needs of advancing technology and expanding industrialisation.

9.3 (i) The head of the Directorate of Technical Education should be a highly experienced & qualified technical person.

(ii) The supervisory staff and other officers should also be highly qualified in technology with adequate supporting secretarial staff.

(iii) Lists of standard materials should be prepared by the faculty head and members of his faculty with co-opted members of other faculties.

9.4 Inter-transfer of Field Engineers and Technical Teachers and vice-versa with 50% teaching allowance will have better scope for learning technology.

9.5. Field training for students atleast of six month duration should be compulsory for polytechnic students. A proper weightage should be given to this training in the final evaluation. The technical institution must arrange for T.A./D.A./ Stipend for the training period.

9.6. Teachers and students should be encouraged for the Membership of professional bodies like Institute of Engineers, A.M.I.E.

9.7. Teachers of Technical Institutes should be encouraged to attend Seminar/Workshops, Inservice Courses to gain higher expertise by giving them suitable grants within the country & abro. There should be more weightage in internal assessment upto 60% External Examination should not have more than 40% weightage.

9.8. Industries should finance special courses, training programmes of factory workers, projects etc. There should be a central advisory body to monitor the functioning.

9.9. There should be a modular structure- one module having one discipline, fitted with A.V. aids, well equipped labs, separate work-shops, blocks with facilities for experimentation, upto-date literature, auditorium and other essential facilities.

9.10. One Polytechnic should not have more than four disciplines and a maximum number of 100 students in each of the discipline. Total strength of a Technical Institution should not exceed 1000.

9.11. Proper upkeep and maintenance of laboratories is a must and these should be manned by qualified lab-assistants.

9.12. Recommendations of advisory committees on technical education and staff should be implemented without delay.

9.13. Supporting secretarial staff should be provided.

9.14. The Teachers in the technical institutes must undergo a six month course on teaching methodology before they actually start teaching.

9.15. Teachers with Higher Qualification should be given

- 9.16. Teachers holding diplomas & trade certificates should have facilities of obtaining higher education through part time courses.
- 9.17. An All India High powered committee with statutory powers should be set up for the implementation of various schemes in the field of science and Technology, with a parallel body at the State level.
- 9.18. The minimum required intake qualification should be XII & X class with science and maths for diploma/Certificate courses respectively.
- 9.19. Admissions should be computerised and completed within fifteen days of the opening of the institute.
- 9.20. Industry should partly finance the expenditure of the training of technical experts in the Govt. institutes whose services are to be utilised by the industry.
- 9.21. Technical experts in Industry should be asked to go and teach for a year in Technical Colleges after a period of three to five years of service in the industry.
- 9.22. More finances should be provided for the replacement of obsolete machinery and equipment as and when required.
- 9.23. Pay scales of the teaching staff should be uniform through out the country and should be comparable with the industry to get better qualified & experienced person.

X SOCIALLY USEFUL PRODUCTIVE WORK & VOCATIONALISATION OF EDUCATION.

10.01 Socially Useful Productive Work should be a compulsory subject at all levels in school right from primary stage.

10.02 The activities in S.U.P.W. should be planned and organised keeping in view the needs of the community such as-

- a) Health
- b) Food
- c) Shelter
- d) Clothing
- e) Community services
- f) Recreation

Delhi

10.04 Vocational courses should be planned as per the needs of the community. They should help increase productivity and be geared to face highly advanced technology and industrialization. These courses should be continuously reviewed and modernised. There should be clear openings for advanced studies in vocational subjects.

10.05 Vocationalisation should start from class IX onwards.

10.06 Surveys should be conducted involving the active participation of local industries & other employing agencies in the school programme of vocationalisation.

10.07 Department of Manpower Planning and employment, Delhi Admn. should project the vocational needs in different vocations as well as its diversifications from time to time in tune with the needs of the industry.

10.08 [Instructional material should be developed and made available to the students and teachers by S.C.E.R.T.

10.09 [Training in vocations must be given in the actual field. This should form a compulsory part of the curriculum and evaluation.

10.10. [Experts in the industries should be involved in the school teaching programme and also in developing instructional material and syllabus.

10.11. [Financial sanctions for these courses should be given on the basis of per capita expenditure.

10.12. [In-service training of teachers teaching the vocational subjects should be organised in the actual field to acquaint them in modern techniques.

10.13. [(1) Rural schools should lay more emphasis on applied agriculture, food & fruit preservation, cultivation.

(ii) Basic study and training of farm operations and plant protections as well as maintenance of machinery is necessary and be made a compulsory subject in rural schools under SUPW & Vocationalisation.

(iii) The students with basic study on applied agriculture should be employed for agric operations like adoption of plant protection technology, weed control, agricultural implements and seed technology. They should be taken directly from schools by village cooperative agencies, crop insurance schemes etc.

10.14. Facilities should be there in the school for the poor students to work during holidays and also after school hours. They should be suitably paid for this work to boost their economic status.

10.15. Vocational courses should be linked with special training in commercial aspects like marketing and management of sales.

10.16. Part-time bridge courses should be available for students in vocational stream to improve their knowledge in other subjects.

OBJECTIVES: Intelligent students should be encouraged for taking up vocational education if they have aptitude.

10.17. There should be one model vocational training centre in each zone.

10.18. Vocational guidance: Provision should be made for parents and students of Secondary & Senior Secondary class students for guidance in different vocational streams.

10.19. Recognition should be given to the vocational courses by different agencies for employment. It must be obligatory for industry and other organised sectors to provide employment to training persons coming out from the schools of the vicinity.

XI - HIGHER EDUCATION

- 11.1. Admission should be restricted only for the intellectually endowed deserving students.
- 11.2. Marks should not be the criteria for admission. University should develop its own evaluation tool for admission.
- 11.3. University teachers should be selected after thorough assessment.
- 11.4. University teachers need orientation/in-service education after certain period.
- 11.5. University administrators/college Principals should be given training in administration.
- 11.6. Distance education should not be meant for second class citizens - there should be no stigma behind correspondence education. Correspondence education should be less costly - the govt. should subsidise it. The fee demanded from correspondence students should not be utilized for meeting the expenditure of campus colleges.
- 11.7. Reservation in university on consideration of caste, community, achievement in sports etc. should go, as it helps in the decline of the standard of education.
- 11.8. There should be some uniformity in syllabus and standards of education in the universities to facilitate migration of scholars from one region to the other region.
- 11.9. Choice of subjects by students should be more rational, for instance, students with low marks are allowed to offer honours in philosophy but not Commerce. This practice is irrational.
- 11.10. Curriculum in Higher education is lopsided, It follows the model of foreign universities to utilize our trained personnel for their service. Thus IITs and IIMS etc. are catering to the needs of developed countries causing brain drain, Curriculum must look to the needs and environment of the Indian society.

11.11. There should be logical links and co-ordination in curriculum and teaching programmes between school education and Higher education - for instance, with regard to the medium of instruction, English is essential at the higher level for opening the window of knowledge through books available in English, whereas it is optional at the secondary/Senior secondary level.

11.12. Education needs to be modelled in tune with the psyche and needs of Indian society.

11.13. Society has to be prepared through education in view of the new dimension of the culture of high technology.

11.14. Low level of motivation, participation and commitment of the people, alienation of the youth and absence of dynamism and leadership of administrators have to be removed.

11.15. Poverty and need for economic development should be given due consideration while planning education.

11.16 Change in education should be made gradually and after thorough analysis & examination.

XII - TEACHER EDUCATION

12.1. Many of the significant recommendations of the Mudaliar Commission and Kothari Commission like in-service education for teachers, school complex, Guidance services etc. have not been implemented, or implemented half-heartedly. A time has come to review the achievements and shortcomings before taking up other programmes and projects.

12.2. Teacher education curriculum needs revolutionary changes in view of social, economic, cultural and technological changes in the country.

12.3. New dimension of thought and the psyche of the society especially the emerging psychological factors of the feeling of insecurity, tension, communication gap of generations and the changing sexual and moral norms of society in which the child is born should be taken note of in teacher education curriculum.

12.4. Environmental pollution, balanced eco-system, population education, sex education and hygiene should have adequate

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12.5. Acceptance of hi-tech technology and its consequences in our education system should be analysed in teacher education programme.

12.6. Emerging value system with special emphasis on democracy, socialism and secularism has put teacher educators in a significant role. Democracy is absent in school, and democratic culture is to start from the classes with the co-operation and cultural support of newly trained teachers.

12.7. Credibility gap between precept and practice has put teachers in a situation of value crisis. It is the age of vanishing values. Teachers have significant role. Teacher education will have to take note of it.

12.8. Revolution in the field of nuclear Science, genetics and communication has its impact on education - the urgency of shaping the syllabus accordingly is felt.

12.9. A sense of idealism has to be fostered in the mind of teachers - that children are the important human resources not belonging to a family only but a nation also. Respect and concern for cultural heritage has to be developed in children through teachers.

12.10. Teacher education must give greatest emphasis on research, innovation and experimentation.

12.11. Teacher education should plan on bringing school outside the four walls.

12.12. Co-ordination of the experience, expertise and experimentation of the pre-service and in-service teacher education programmes is essential to enrich the programmes.

12.13. New design of methodology of teaching in the context of radical socio-economic-cultural changes should be developed.

12.14. Examination reforms in the context of revolution in information science and communication science are essential.

12.15. Teacher educators should be selected not on the basis of degrees only but through long observation of the performance of outstanding teachers.

- 12.16. There should be some model teacher training institutes under the Central Government which should function like national academies.
- 12.17. Teacher education institutes should not be under private bodies - it should be fully controlled by the Government.
- 12.18. Correspondence courses in teacher training should be banned.
- 12.19. There must be an apex body like NIE for the purpose of quality control in teacher education in the country.
- 12.20. Some new subjects like Educational law, School Architecture, Museology, Educational Journalism etc. should be included in the curriculum.
- 12.21. SCERT should organise induction programmes as well as in-service programmes on educational administration, planning and financial management for Principals and Education Officers.
- 12.22. There is need for greater Co-ordination and communication between the administrative wings and teacher education institutes.
- 12.23. S.C.E.R.T. or S.I.E. needs remodelling and reorganisation. It should not be a dumping place for the incompetent teachers/administrators.

CHAPTER -XIII

OPEN SCHOOL - CORRESPONDENCE - DISTANCE EDN.

- 13.1. The basic point and rationale of correspondence education should be that it is meant for those who are eager, ready but disadvantaged for further education.
- 13.2. The stigma of second class citizenship for correspondence education students should be removed.
- 13.3. The cost of correspondence education should be less than that for formal campus education - for this purpose the Government should subsidise.

- 13.4. Expenditure of formal campus education should not be met out of the fund meant for correspondence education or from the funds raised from the fees of correspondence education.
- 13.5. Media should be galvanised for distance education to supplement correspondence education.
- 13.6. Proper orientation of media speakers and lesson writers is essential.
- 13.7. Contact programmes should be meaningful. It should supplement and enrich the correspondence lessons.
- 13.8. Scope for higher education through correspondence education to industrial workers, technicians etc. should be provided in engineering, medicine, surgery etc. With the help of mobile library, laboratory and workshops.
- 13.9. Link and co-ordination between formal/regular and distance education should be made by exchange of teachers/professors from the two systems.
- 13.10. Adequate research on new methods, techniques and areas of distance education should be made.
- 13.11. There should be a separate T.V. Channel for correspondence classes with facilities for teletex.
- 13.12. Satellite communication with open universities of other countries should be explored.
- 13.13. There should be diversified subjects and short term courses to cater to the needs of people of varied interest, needs and vocation groups.
- 13.14. Qualitative improvement of society through spread of knowledge should be the aim of distance education.
- 13.15. There should be provision for bridge courses and link with formal courses of studies.
- 13.16. Administrators, managers, academicians, judges, technocrats, politicians etc. should be encouraged and attracted to refresh their knowledge through correspondence education.

13.17. Outstanding academicians or men of distinction should be invited to give special lectures on T.V./Radio for the advantage of correspondence students.

13.18. There should be co-ordination and mutual co-operation and exchanges of academic programmes/lessons among different correspondence institutes of the country.

CHAPTER- XIV

POPULATION EDUCATION

14.1. Biological dimension of the reproductive system, genetic aspect, health education and family welfare education should be stressed in population education.

14.2. The economic and geographical aspect of population education should be given importance.

14.3. Planning of the media and co-ordination between media and education are essential to avoid vague, harmful and degenerated form of information on sex and population education as provided to the students.

14.4. The concept of the impending disaster due to population explosion and the idea of environmental crisis due to over-population should be inculcated into the minds of students through school programme.

14.5. Teacher education or orientation programme for teachers, facilitators and social workers involved in population education needs to be thoroughly planned and designed.

14.6. Research and continuous evaluation of the programme and its impact should be made and the programme modified accordingly.

14.7. Developing healthy norms and culture with regard to desirable family life, removing the outmoded norms, superstitions and prejudices associated with sex and family size should be stressed.

14.8. School should be made a centre for creating public opinion on population education and nucleus of a movement for healthy family life.

XV. PHYSICAL EDUCATION

15.1. Massive nutrition programme especially in the rural and tribal areas should be the essential part of physical education programme.

15.2. A sports culture has to be developed right from elementary level.

15.3. Physical education should be a part of our culture to be encouraged in every sphere of society i.e. in factories, farms, clubs etc.

15.4. Teacher education programmes for physical education should be given much importance.

15.5. Media should be planned to create interest & enthusiasm in sports.

15.6. Research and study of the latest development in physical education and the implementation of the same should be stressed.

15.7. Physical Education should be a subject for Higher Education. Research in Physical education should be encouraged.

15.8. Gymnasium should be a compulsory part of the school plant.

15.9. Participation in physical education after school hours should be made obligatory.

15.10. Performance, interest and participation in physical education should be assessed and given due credit in annual promotion.

15.11. Liberal scholarships should be provided to students and teacher-trainees of physical education.

15.12. Identification, assistance and encouragement of sports talent are most essential programmes.

CHAPTER-XVI

FINE ART / VISUAL ART

(DRAWING & PAINTING, APPLIED ART, SCULPTURE AND GRAPHICS ETC)

16.1. The curriculum in fine art/visual art must stress

compulsory

painting, Applied Art and Technical Drawing should be included in the syllabus upto middle class level. Painting, Applied Art, Sculpture, Graphics and Engg. Drawing should be included as optional subjects at Sr.Sec. level and students interested should be allowed to opt any three subjects out of these five subjects under fine Art group.

16.2. CORE-CURRICULUM IN ART EDUCATION:

- (a) Primary - Visual and free expression of emotions nature and environment.
- (b) Middle - Creative expression with the ability to handle mere media and materials.
- (c) Theory and Practice of fundamentals of visual/plastic Arts should be included in secondary level.
- (d) Introductory Hist. of Indian Art(Painting and sculpture) should be included in all Art based subjects at Senior Secondary level.

16.3. TEACHERS' Training Facilities:

(i) PRE-SERVICE TRAINING: Art Education should be included in the optional paper of Drawing & Painting in B.A. and BFA Courses.

(ii) Art Edn. should be a compulsory paper in Nursery Teacher Training and Junior Basic Training courses.

(iii) Art Edn. should be included in B.Ed. Course as an optional paper.

(iv) For qualified Art teachers we must have Art Teacher Training Course leading to the degree of B.Ed(Art). This two year degree should be recognised at par with the general B.Ed. degree. It would be better to establish atleast one institute of Art Edn. in each state/U.T.

(ii) QUALIFICATIONS OF ART TEACHERS

- 1. For Pre-Primary & Primary Level:
(Nursery & Primary Teachers) Senior Secondary (class XII) with at least one Art subject (Painting/Applied Art/Sculpture/Graphics/Engg.Drawing)

2. For Middle and Secondary Level : (T.G.T./Art) B.A. with Drawing & Painting/ any fine Art subject/BFA/Art diploma(equivalent to degree)
AND
B.Ed.(Art)
3. For Senior Secondary Level: (P.G.T./Lecturer(Art) Master degree in Art (M.A. Drawing & Painting/M.A.Art Hist/MFA)
AND
B.Ed(Art)

(111) SELECTION

Performance and achievements of the Art teacher to be selected should be meticulously evaluated by experts of the Selection board. Selection should stress skill, imagination, aesthetic taste & dexterity of the teacher.

(iv) IN -SERVICE TRAINING:

*For the professional growth of the teachers it should be made compulsory to all teachers to undergo in service training courses atleast once after every five years.

*Provisions for proper facilities should be made for these courses at SIES/ SCERTs and NCERT etc.

*Counselling facilities to the teachers and heads of schools should be provided through Art Counsellors/supervisors/field advisers.

*Special long term programmes should be organised for those teachers who donot fulfil requisite qualifications for their present posts.

16.4 VOCATIONALISATION OF THE ART.

Art as a vocational subject may include:-

1. Applied Art or commercial Art
2. Batik
- 3 Tie & DyYe
3. Textile printing(Block,Silk Screen and Brush)
5. Other Art based crafts such as clay modelling, applique, construction and mobiles, mask, puppets, paper machine, paper sculpture and other decoration materials.

Note: Besides these trades, the trained students may work as a freelance artists(Cinema banner, hoardings and sign.board painter and sculpture etc.

16.5. GENERAL ACTIVITIES:

- Proper display of students and teachers works through Art exhibitions, fairs, competitions etc.
- Visit programmes of Art Galleries, Museums, Historical monuments and other relevant places of cultural interest.
- Developing common awareness for our rich cultural heritage through mass-media of communication.
- Cultural exchange prog. between India and educationally developed countries.

CHAPTER - XVII VALUE EDUCATION

- 17.1 Education must encourage and help the child in examining the cause, nature and consequences of value erosion and declining value system in our society - say, corruption, sexual perversity, exploitation, violence, violation of law and national disintegration. The idea of the high correlation between value decline and the serious crisis of survival of a society should be given to the child.
- 17.2 Value system needs to be rebuilt through curricular and extra-curricular programme keeping in view the constitutional ideals and obligations as enshrined in the preamble, fundamental rights and fundamental duties of our Constitution.
- 17.3 Our heritage as manifest through mythology and history can help enrich our values through analysis and study of the characters and events of the past and their relevance in the context of the present crisis.
- 17.4 Value system can be reconstructed and strengthened only through value movement in the present context, with school as the nucleus of the movement. The two vulnerable section - the top affluent elite and the lowest have-nets should be the target group for such movement.
- 17.5 Feudal bourgeois culture is the root cause of value erosion in political, economic and social sphere. Education must be directed to eliminate feudal bourgeois culture.
- 17.6 Value decline is a serious crisis among the upper

two sections.

- 17.7 Social and institutional recognition, rewards, appreciation for those with strong values and stigmatisation and punishment to those with perverted values should be planned.
- 17.8 Study of the value system and cultural norms of other countries, their experience and experimentation and adopting those values and culture in our society are necessary.
- 17.9 Culture and way of life in tune with socialism and democracy should be developed. Nationalism and national integration should not be reduced to a hackneyed slogan of opportunist hypocrites. Programme of elimination of these feudal culture in the elite society and in school should be launched together and simultaneously.

XVIII EXAMINATION REFORMS AND EVALUATION

- 18.1 There should be deliberation on the implication of hi-technology (with consequent revolution in the field of information, communication, memorisation, data processing etc.) in the field of formal examination system.
- 18.2 Educational technology and the use of computer in teaching have urged academicians to think of a new horizon of remodelling the examination system. The advantage, feasibility and practicability of computerisation in examination should be studied.
- 18.3 Essay style is the communication method in every field of our society - legislation, court, class-teaching, noting in the file, text-book writing, discussion and journalism. Adopting this skill and style of communication is the demand of the society. Examination system must look into it and must not criticise essay type questions.

- 18.4 Home assignment should be stopped especially at the primary and middle stage. Instead, experience enrichment programme in the field of art, culture, sports, reading, literature, science activities, experimentation, social service etc. should be encouraged during off-school hours. These experience enrichment programmes should be communicated by students in diaries. Diary-notings, its content and style of communication should be treated as home assignment to be assessed throughout the year and accounted for results.
- 18.5 There should be regular class assignments and periods should be extended upto one hour with forty minutes for lesson and twenty minutes for assignment. The weekly programme for subjects may be usefully reduced in number of periods. Thus instead of eight period of forty minutes duration in a subject there might be six periods of one hour's duration for the subject. For daily assignments multiple choice type reasoning questions may be given. These marks should count for the annual result.
- 18.6 Three Quarterly tests - September, December and February - and one annual test - should be organise Papers have to be set and examined by teachers of neighbouring schools on a mutual agreement or under the instructions of the E.O. of the zone.
- 18.7 Internal assessment marks at Secondary and Senior Secondary level should be mentioned in the marks-sheet of the Board examinations along with the marks allotted by the Board.

- 18.8 The Board examination should mention in the mark-sheet the mean score of the Board examinees, mean score of the school of the examinee and the individual score of the examinee. It is necessary for comparative study.
- 18.9 There is need for blue print and marking scheme. Wide coverage of the syllabus in the question paper is necessary. Essay type, short answer type/objective type questions, on knowledge, understanding and application should be included in the paper.
- 18.10 Stress on independent thinking, reasoning, judgement etc. should be given in questions.
- 18.11 Multiple question papers have to be prepared to avoid leakage, malpractices and commercialisation of the examination system.
- 18.12 Students should be given choice to appear in one or more subjects and the pass certificate for each subject passed should be given. They should have the choice to improve their result in each subject.
- 18.13 Question banks should be organised and computerisation in selecting questions for tests should be adopted.
- 18.14 Multiple choice questions should be set to evaluate reasoning power, judgement, decision making ability etc.
- 18.15 Two papers should be set :-
- i) Paper I - Objective type-duration 30 mts. - to be evaluated by computer.
 - ii) Paper II- Essay type-duration 90 mts. - to assess communication ability.

- 18.16 Importance should be given on continuous school records of scholars' development.
- 18.17 Examination should be a part and supportive system of students' academic progress.
- 18.18 At primary level, the promotion criteria should be 75% attendance. Weekly, monthly tests and co-curricular activities should be considered for class III, IV & V. Assignment should be one criterion for promotion. Internal assessment - 60% marks, annual - 40% marks.
- 18.19 There should be no choice of question - no alternative questions - in question papers.
- 18.20 In the examination system, there should be provision for personality assessment as well, which should be given due importance at the time of promotion.
- 18.21 Invigilators and examination officers should be properly trained and oriented. They must consider the human factor in examination system.
- 18.22 Open book examination system is not possible but open note-book at Secondary level and above may be introduced on experimental basis. Students should have their diary and note books with informations, data, maps, charts etc. which they may use during examination but before entry, they must get the ~~xxxx~~ note books verified by the invigilators. These diaries/note books should contain day to day points acquired by the student during the year.
- 18.23 Cumulative record cards should be considered for promotion.

- 18.24 Institutes of higher learning should frame their own evaluation tools for admission.
- 18.25 There should be regular research on examination/evaluation and system of feed-back and academic support on the basis of research findings to schools and examination boards.
- 18.26 Every State should have a research wing on examination/evaluation at the level of S.I.E. to assist the examination boards through its findings.
- 18.27 Massive training programmes for examiners are essential.

Politicisation and bureaucratisation in Education:

- 19.1 Teachers invite politicians in the campus out of nervousness and helplessness due to groupism and bureaucratic manipulation in the institution. So factionalism and bureaucratic manipulation and harassment of teachers are to be removed.
- 19.2 Involvement of teachers in politics is due to their dynamic urge for social change and progress. Politics is a significant social force which cannot be ignored in a social institution like school or college. Teachers have the democratic rights to participate in politics without damaging school duties, school programmes and school environment. Teachers' welfare should be taken up with the welfare department.
- 19.3 Career politicians should have no place in school or college.
- 19.4 Trade Unionism of teachers for improving service conditions and professional growth of teachers is welcome but there should be no interference of trade unions in school management and school

- 19.5 Students should not be used as party cadres by politicians.
- 19.6 Vigorous discussion on ideology and political issues should be encouraged in the institution.
- 19.7 Voluntary agencies involved in school education should not have any political alignment or political motivation behind its activities in institution.
- 19.8 Political and bureaucratic interference in manipulating admission and examination results should stop.
- 19.9 Transfer, promotion and recruitment system should be free from political and bureaucratic interference.
- 19.10 Demoralisation and frustration of teachers due to arrogance, whimsical attitude and callousness of politicians and bureaucrats should stop for improving the standard of education.
- 19.11 Only academicians should be appointed in educational administration - and not constantly migrating bureaucrats.
- 19.12 Teachers must be invited during high level policy decisions on school education.
- 19.13 Rules and interpretation of rules at the administrative level must be rationalised. Administrators must have some academician advisers in interpreting rules and discretionary/co-powers of the administrators.
- 19.14 Bureaucratic structure and functioning should be remodelled so that it is not allowed to damage initiative and innovative spirit of teachers.

- 19.15 Teachers should have a strong pressure groups in Parliament.
- 19.16 Political and bureaucratic control over educational film media should stop.
- 19.17 Politician Vice-Chancellors should not be appointed.
- 19.18 On grave national issues like human rights or war etc., teachers and students have the right to agitate.
- 19.19 Apex bodies deciding school curriculum, text-books and educational policy should be free from the influence of ideologically committed active politician academicians.
- 19.20 Political interference from foreign agencies like CIA, KGB etc. in educational institutions or educational policy must stop.
- 19.21 No teacher or student should be harassed or punished or victimised on the basis of secret information of his past political belief or activity.
- 19.22 For appointment, promotion or reward for a teacher, his ideology should not be a bar. Three years' clean record should be sufficient.
- 19.23 There should be no political, bureaucratic or factional manipulation of C.R.
- 19.24 Confidential report with regard to teachers should be based on the report by parents, students, teachers, the Principal and inspection report. Subjective report by Principal only is not always reliable. Same pattern should be adopted in the case of the Principal also.
- 19.25 Red tapism and bureaucratic hurdles should not stand in the way of teachers' research work and publication.

Report of the Questionnaire filled by teachers regarding New Education Policy.

One thousand copies of questionnaire were distributed out of which nine hundred and twenty were received back. The following trends were observed after the tabulation of the questionnaires:-

Syllabus:

94% teachers opted for a uniform syllabus in the entire country and four percent said that it should be different. 74% teachers want some reservation for different states and Union territories. The regional reservation should be as under:-

<u>Percentage of reservation</u>	<u>Percentage of teachers who opted for it.</u>
0 - 25%	54%
26% - 50%	8%
51% and above	4%

Languages: Percentage of option for teaching of languages at different levels is as under:-

	<u>Middle level</u>	<u>Secondary level</u>	<u>Sr.Sec. Level.</u>
Hindi	6%	12%	76%
English	8%	24%	58%
Sanskrit	38%	14%	36%

Regional language 64%

Medium of instruction

76% teachers want Hindi as medium of instruction whereas 32% want English and only 16% opted for regional language to be the medium of instruction.

Involvement of teachers:

a) Nearby school : 52% of teachers showed their willingness for improving standard of education and 36% were interested in giving model lessons in other schools. 34% of teachers wanted to cooperate by teaching material. 12% of them showed their interest in projects and educational experiments whereas 20% are to do some research work.

Not only this but the teachers are also interested to

Literacy programme	58%
Eradication of social Evils	57%
Cleanliness Drive	36%

For community work 26% wanted to work in the area of literacy. 16% in cleanliness drive, 16% in adult education, 28% in social reforms, 4% in tree plantation and 10% in Community recreation programmes.

Problem solving (of students)

84% of teachers opted for discussing with parents and 28% wanted to contact the specialists for solving the problems of students. Some of them suggested to render counselling service to students, cooperation to psychologist and teaching of psychology in the school for above mentioned purpose.

Role of P.T.A. & students.

82% of teachers participate in P.T.A. meetings and 14% do not attend it. 80% of teachers were willing to give the right to P.T.A. regarding expression of its opinion about teachers work

70% teachers showed their desire that advice should be sought from students also regarding their work, and 12% were against it.

86% of teachers said that they will express their feelings against such teachers as do not feel responsible to their duty by giving them advice by non-cooperation with them and even by informing higher authority against them.

Present examination systems

82% of the teachers are not satisfied with the present examination system. They wanted to improve it. They suggested:-

- a) Continuous work by assessment for promotion to next class (62% in favour of it)
- b) Open book examination in annual Exam. (16% in favour of it)
- c) Co-curricular activities and sports should be given due weightage in the annual assessment.

Recruitment of teachers:

Regarding this issue their views are as under:-

3.	Ability to give some vocational teaching	30%
4.	Practical Examination	14%
5.	Human Values	26%
6.	Interest and aptitude test	10%

Only ability should be considered for recruitment of teachers and there should be no reservation, this was the view of 86% of teachers and 82% said that the pay-scales of the teachers should be fixed on the basis of experience and educational qualifications irrespective of level (Primary, Middle and Higher etc.). 80% of the teachers said that their promotion should be on the basis of special assessment. Every five years inservice training should be essential for them. (view of 90% of teachers). About 50% of the teachers are of the opinion that teachers' Association should work for their educational and professional growth. Teachers' Association should also work for getting more facilities to sincere and devoted teachers and should initiate necessary action against corrupt and irresponsible teachers.

Rights of Principal

34% of teachers said that the right of adhoc recruitment should be given to principals of the schools. 44% of them wanted that freedom in economic matters should also be provided to Principals and 20% wanted that right of transfers, increase in pay and promotion of teachers should also be transferred to Principals.

Participation of teachers in Politics. 68% of teachers expressed their view against the active participation of teachers in politics.

Suggestions regarding New Education Policy

1. Weightage to vocational and moral education.
2. Time scale promotion of teachers.
3. Reduction in syllabus at Primary and Middle level.
4. Nationalisation of public schools.
5. Teachers should not be assigned any other work except teaching.
6. There should be greater stress on oral examination to lessen copying.
7. Social recognition to teachers with better facilities.
8. Merit promotion to Hard-working teachers.
9. Education should not be confined to class room only.
10. Environmental resources should be explored and utilised.
10. Teachers participation in curriculum planning and text books.
11. Science Education should be improved by introduction of computer Science as essential subject.
12. Teachers should have freedom for assignment of home work.
13. Schools should have more physical facilities. Number of students in one section should not be more than 25.
14. Public examination at the end of Primary and Middle.

Survey Report of Students' views on New
Education Policy

The results of the survey based on questionnaires administered on school students reveal :

1. For most of the students the aim of education is to become self-dependent, help their family and parents in future and to be good citizens of their country.
2. In the opinion of these students (about 78% of these) numbers of subjects in schools are sufficient. They do not feel the need to any increase or decrease their subjects.
3. About 60% of the students do not get time to play in schools and 68% of them do not have enough space and equipment for games and sports in schools.
4. 96% of the students want vocational education at the school level, though their opinion on vocational subjects to be taught varied a lot. The most required subjects are:-
 - (a) Electric and electronic gadgets.
 - (b) Scooter and motor mechanic.
 - (c) Computer work.
 - (d) Meal planning (for girls only).
5. Most of the students want education to enable them to get employment immediately after schooling. Those who want to pursue higher learning in some specific branch should have such facilities.
6. 70% of the students want to go for higher education. Some of them want to become doctors but most of them want higher education because they feel it is necessary for getting a good job.
7. The students who felt they might not be able to complete regular education, wanted to do so through correspondence courses.
8. 66% of the students are not satisfied with the

monthly examination system.

9. 82% of the students want to offer their services for social welfare. Out of these 64% want to help removal of social evils and 20% want to help in literacy programmes.

10. No student wants to help schools by donating money but 72% of the students are willing to help on improvement of discipline in schools, perhaps, because they also feel that the standard of school discipline is declining very rapidly.

11. Some of the students have suggested that the number of books in schools should be reduced and the curriculum load should also be lightened.

It is felt that if at least one regional language is taught along with Hindi, it will help social solidarity and National integration.

Moral education is a must for desirable discipline in the school. They also feel that schools ~~need~~ need more efficient teachers who are devoted to their work. The student-teacher relationships should also be based on mutual confidence and understanding.

75% students sent their responses well in time.

The Report of analysis & Interpretation of
parent's proforma

The proformas were filled in by 1120 parents. On analysis following conclusions are reached :

97% of parents have expressed their interest in the improvement of their wards schools. The remaining 3% have not responded to this item. ~~XXX~~ Majority of the parents (53%) have offered to teach the school children in their spare time. 20% have agreed to provide administrative facilities, while 20% have agreed to give donations. Almost all of them (80%) are willing to give time for the betterment of the school. 14% have not responded to this item.

81% of the parents want the provision of moral education in the school, only 3% are against it. The remaining 16% have not responded to this item.

54% parents want a modification in the school programme in such a way as students may get opportunities for moral education while working independently. 35% have suggested that teachers should emphasise moral education. 15% of the parents are of the opinion that there should be a special period for moral teaching.

Majority of parents want English & Hindi to be taught from class 1-12 and Sanskrit from 6-10.

Medium of instruction - Majority of parents (84%) want Hindi to be the medium of instruction while 27% want English as medium of instruction, while 40% want other regional languages. 15% of people want English & Hindi both as medium of instruction.

Uniformity of curriculum - 68% of the parents want uniformity of curriculum in the whole country conceding to reservation from 10 to 50% for regional requirements. A small minority of 15% do not support uniform curriculum.

Vocational training - Almost all (88%) want vocational training in the school while only 3% have not agreed with the idea. Those who favour vocational training 30% of them wanted it to start from class IX, 23% from class X, 19% from Class VIII 15% from Class VI, 9% from class XI & 4% from class V.

49% parents want their wards to get employment after class XII while 39% negate. 12% have not responded to this item.

By and large the parents are not clear about the future employment of their wards. However, those who have responded, a large majority want technical courses.

37% of parents are of the opinion that at school level the standard of vocational education should be such as it could provide immediate employment after its completion. While 25% want that it should help them self-employment. ~~Only 2% have not responded this item.~~ Only 4.5% have not responded this item. It is inferred that most parents want employment after completion of vocational education at school level.

Majority of parents (59%) take part in Parent Teacher Associations' meeting, 37% of parents do not take part, 6% have not responded to this item.

63% parents want to give their suggestion on teachers work, where as 15% oppose it and 20% have not responded.

60% of parents want that the school should have some sort of community welfare programme. 50% parents want programmes on eradication of social evils and support population education. 41% want effective programmes for adult education.

66% parents want to praise sincere and good teachers and give proper recognition to their work through Parent-Teacher Associations. 14% do not approve this. 20% have not responded to this item.

27% of parents want cleanliness programmes.

A greater majority of parents (76%) does not approve of the present system of examination. 24% are satisfied with the present system.

82% parents want that there should be weekly test system instead of annual examination for judging the students. While 17% parents favour open book examination. Only 6% have not responded.

A vast majority of parents (83%) want that special ability tests/competitive examinations should be the basis of appointments for various jobs, 17% do not agree with this idea.

Participation in politics - Almost all the parents (88%) do not want teachers to participate in politics, Only 12% are neutral.

Majority of parents (86%) want authority to inspect the teachers work. A small number of parents want some sort of authority in financial matters also.

Majority of parents (60 %) are not in favour of teachers' evaluation by students while less than half (40%) agree with this idea.

Majority of parents (82%) are willing to take economic, social and moral responsibility for running the programme for the improvement of their area. Their preferences are given as under :-

1. Social reform
2. Adult Education programme for backward classes.
3. Cleanliness drive.

Only about 50% parents know that the target for compulsory primary education for all, is 2000 A.D., about 30% do not know it, while 20% have not responded.

From the sample surveyed 82% parents are in service, while 16% have their own business. 2% have not responded. Out of those who have their own business most of them are willing (63%) to allow the students to take up job training in their organization.

Summary :- From the survey the following points emerged -

1. Parents are willing to cooperate with the school authority for the betterment of education.
2. They are willing to teach in the school if they are required.
3. They want both the subjects, English & Hindi.
4. Parents want Hindi to be the medium of instruction.
5. They do not seem to have objection to three languages.
6. They want the schools to take up social reforms.
7. They are not satisfied with the present system of examinations.
8. They want vocationalisation of education in such a way as the children are able to get employment immediately after school education.
9. For the purpose of appointment they are of the opinion that special competitive examination should be held. However, due weightage to the academic qualification should be given.
10. Parents having their own business are willing to accept the school students as trainees in their organisation.
11. Parents have suggested that subjects and vocations be allotted according to the ability and aptitude of the children.

THE REPORT OF ANALYSIS AND INTERPRETATION OF
INDUSTRIALISTS PROFORMA

The industrialists interviewed are running different industries namely : Soap Factory, Garment Export, P.V.C. Component manufacturing, Plastics, Furniture, Leather and Cosmetics.

No. of employees in each unit range from 7 to 400. 34% persons are skilled and remaining 66% are unskilled.

57% industrialists are of the opinion that our schools can give required skilled manpower while 43% do not agree to it.

Some of the trades which should be introduced in the school as suggested by the industrialists are :- Electronics and Electricals, Book keeping, and almost all trades which could be run on Cottage Industry basis. But they have emphasised the need of thorough practical training to enable them to be independent workers.

57% of all the industrialists agreed to allow the school students to receive training in their factories but only 43% have agreed to extend the apprenticeship facilities in the trades which are followed in their industry namely- Plastics, carpentry, painting and polishing and leather work.

Only twenty five percent industrialists have agreed to adopt a school.

All the industrialists believe that political patronage enjoyed by the teachers adversely affect the schools. At the same time all the 100% agree that schools suffer due to political interference.

All the industrialists judge the suitability of the person on the basis of his actual competence and skill for the job.

The welfare programmes provided by these industrialists include Medical benefits, Bonus, Uniform and ~~Y~~ upkeep allowance, employees insurance etc.

Majority of Industrialists do not have any

industrial waste and a part of which can be used by the school students.

57% of the industrialists can provide part time employment to the needy students. The amount of the stipend depends upon students ability.

Practically nobody is willing to spare the services of the expert of his skilled person for guidance to students. Only one has agreed to spare half an hour per day on week days.

None of these industrialists have any research lab.

By and large all the industrialists have suggested the vocationalisation of education of a comprehensive nature which should have emphasis on sufficient practical training which should enable them to work independently and to prepare them for self employment rather than running after the jobs. They are strongly of the opinion that education should be accordingly to their abilities, interest, and aptitudes for which suitable guidance services be made available to every school. The number of options for vocational courses should be sufficient enough to enable them to choose accordingly (i.e. according to their ability and aptitude etc.)

CHALLENGE OF EDUCATION - A POLICY PERSPECTIVE: TENTATIVE PROGRAMME OF COMMUNICATING WITH THE CROSS SECTION OF POPULATIONS OF DELHI.

S.No.	date	Targent Group	No. of participant.	Venue	Resource person	Convenor	Rapporteur
1	2	3	4	5	6	7	8
1.	Oct.8	Educational Administrators of the Dte. of Edn., Delhi, MCD & NDMC	65	GGSSS, Andrews Ganj, New Delhi.	Dr. Mukhopadhyaya Dr. M.M.Kapoor (NIEPA)	Sh. J.C.Aggarwal	Sh. S.N. Chattopadhyaya
2.	Oct.9	Principals of Sr. Sec. Schools of Delhi and Head Masters.	65	Commercial Sch. Darya Ganj.	Prof. B.S.Parkash N.C.E.R.T.	Prof. Q.L.Bagga, E.O., NDMC	Sh. S.N. Chattopadyaya
3.	Oct.9	Teachers of eight schools 260 lady teachers & 260 gents teachers (Simultaneously 8 programmes)		1. Delhi Public School, R.K.Puram 2. DTEA School, Laxmi Bai Ngr. 3. Fatehpuri Muslim School. 4. Butler Girls Sch. Tis Hazari. 5. Raisina Bengali Boys School, Mandir Marg. 6. G.B.S.S. School, Nand Nagari 7. GBSSS, Nagloi 8. GGSSS No.1, Moti Nagar.	D.D.E.s of the respective Edn. Distts.	Principals of respective schools.	Vice, Principal/Sr. Teachers of respective schools

Contd...2.

1	2	3	4	5	6	7	8
4.	Oct.10	Teachers Educators of SIE, TTI, NTTs & CIE, Delhi.	65	State Institute of Edn. Roop Nagar, Delhi-7.	Prof. P.K. Roy.	Smt. S.P. Goel	Shri R.K. Kulshreshtha
5.	Oct.10	Students of the above 8 schools 260 boys and 260 girls of classes XI & XII (Simultaneously 8 programmes)	520	Venue in respective schools.	DDEs of respective schools	Principals of respective schools.	V.P./Sr. PGTs
6.	Oct.11	Parents of the above 8 schools 260 ladies and 260 gents (Simultaneously 8 programmes)	520	Venue in respective schools.	DDEs of respective Distts. & their nominees.	Principals of respective schools.	V.P./Sr. PGTs of respective schools.
7.	Oct.14	Villagers including local body members (4 villages- 1. Ranikhera Govt. Schools 2. Surehra Govt. School 3. Chatarpur Govt. School. 4. Gonda Vill. Govt. School Gonda.	250	Venue in respective schools.	DDEs of respt. Distts:	Principals of respective schools	VP/Sr. PGTs
8.	Oct.14	Administrators, Teachers, Students involved in technical Education.	65	T.T.I., Darya Ganj.	Director Tech Education.	DDE (Sc. Br)	Sh. B.P. Singh, (Sc. Br.)
9.	Oct.15	Administrators & teachers involved in correspondence & Adult Education, Social Edn. & Non formal Edn.	65	Ludlow Castle No.1	Sh. N.M. Siddiqui E.O. (MCD)	Sh. S.K. Bhatnagar DDE (Adult)	Sh. S.S. Rastogi
10.	Oct.16	Workers of factories	65	S.B.M.S.S.	Mrs. K. Ahluwalia, Addl. D.E. (R&D)	Principal, S.B.M. School.	Mr. Mahajan,
11.	Oct.17	Industrialists & Voluntary associations.	65	Lady Irvin School, Canning Lane.	Dr. M.P. Chhaya	Principal Lady Irvin School	Mr. S.N. Chattopadhyaya.

- | | | | | | | | |
|-----|---------|---|----|-------------------------------|---|-------------------------------------|--|
| 12. | Oct. 18 | Experts of Examination & Evaluation, NCERT, CBSE, SCERT. | 65 | Committee Room | Sh. S.C.Gupta
Controller of Exam. | Mrs. D.R. Unnithan.. | Mrs. S.P.Goel |
| 13. | Oct.29 | Selective group of college teachers of Delhi & Principals. | 65 | Faculty of Edn., Protyn Road. | 1. Prof. Jala-luddin
(Jt. Director of Edn. NCERT)
2. Prof. Rais Ahmed (Ex-Vice Chairman, UGC)
3. Prof. V.P.Dutt, Head, Deptt. of Studies Chinese | Mrs. K. Bose, Dean, Faculty of Edn. | Mrs. S.P.Coel |
| 14. | Nov.15 | <u>Closing session</u>
Two members from each of the above groups to present reports. | 65 | Committee Room, Old Sectt. | Chief Guest -
Sh. Jag Pravesh Chandra (C.E.C)
Sh. Kulanand Bhartiya (E.C.) | Mrs. K.Ahluwalia, Addl. D.E. (R&D) | Mrs.S.P.Goel
Mr.R.R.Kulshreshtha,
Sh.S.N.Chattopadhyaya. |

DELHI ADMINISTRATION DISCUSSION GROUP ON
CHALLENGE OF EDUCATION. A POLICY PERSPECTIVE. MEETING
ON 23.9.1985 IN THE CHAMBER OF E.C. EDUCATION.

PAPER ON PRELIMINARY DISCUSSION

INTRODUCTION

The draft National Educational Policy contained in this Booklet 'Challenge of Education' is a pragmatic document released by Govt. of India, Ministry of Education only last month. The idea behind is to make the people aware of the dire need of new education policy which would throw a challenge to the building young men and young women at the threshold of 21st Century. The stress is on the challenging assignment of designing the framework of education that helps the new generation to adjust the emerging value system, social structure, mode of economy and political culture envisaged in the context of the culture of high technology. The resume admits the two major problems confronting our education system- (i) the constraint of resources and (ii) the inflexibility in the structure in our education system. The challenge is to cross over the hurdle and look for a new horizon in our envisaged education system for preparation for a brave new world. This document is released for widespread publicity with an intention of inviting comments and suggestions from the people. This document is released for a national debate on various issues involved in the New Education Policy with a view to arrive at a national consensus. On the basis of this national consensus National Education Policy will be given final shape, worthy to be presented to the Parliament for highest level discussion followed by its acceptance, clearing way for its execution in the larger interests of the nation.

'A BIRD'S EYE-VIEW OF THE BOOKLET'

1. Present system is irrelevant to our Present & Future needs.
2. Allocation of Education on the 6th & 7th Plan is less than 3% as compared to 6% in Japan, U.S.A. & U.S.S.R.
3. Stress on Universalisation of Elementary Education by 1990 with special attention to Girls, S.Caste & S. Tribe 'access for all & every one'.
4. Non-formal Education Centres- a large majority of children go out to work during day specially weaker section & girls.
5. Adult Education Centres for literacy & continuity of Education.
6. Non-formal Social Education Centres for girls, working ladies boys-development of skills.
7. Improving teaching standards-Modern technology of Teaching, strengthening training programmes of teachers towards quality improvement.
8. Urban-rural disparities as far as educational opportunities and facilities are concerned.
9. Vocationalisation of courses-major stress on development of practical, technical & professional skills-more job opportunities for such persons in future.
10. Lack of Credibility in respect of grading in examination.
11. Rural occupations to form a part of vocational programmes in the schools at the 10 + 2 stage.
12. Curriculum planning- Development of national core curriculum. The new system is expected to generate knowledge in all fields within the reach of human mind. Objective of curriculum planning. This knowledge should be applied for benefitting society.

Contd.

13. Socio-economic well being competence & creativity of an individual as a wider objectives.
 - (i) Physical, intellectual & aesthetic development of personalit
 - (ii) Inculcation of a Scientific temper.
 - (iii) Democratic, moral & spiritual values.
 - (iv) Self confidence & innovative skills.
 - (v) Healthy attitude towards dignity of labour.
 - (vi) Uphold principles of secularism & social justice.
 - (vii) Uphold the unity & integrity & honour of the country.
 - (viii) Cosmopolitan spirit of attitude.
14. Education to impart knowledge about concepts and facts relating to subjects-Developing skills of language and communication. Healthy interests in games & sports.
15. Education to give understanding to various employments, opportunities and the skills required for them.
16. Educational policies must be finalised in consultation with those who employ the manpower produced by it.
17. For growth & protection of environment of society-afforestation, population Education & control, conservation of energy-ecological balance.
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21. New Educational technology for more effective use-computer.
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18. Undue delays in making the mechanical or electronic hardware available to the schools must be avoided.
19. General feeling of unwillingness to delegate powers and functions is an evil of contemporary system-District level resource Centres for Elementary Education much better. They will have decision making power.
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21. No. of Institutions at all levels with desirable facilities & manpower must grow with the increase in that 'age-specific' population.
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53. The task of 'Code of conduct' If not taken up by teachers Body the Government should perform this duty, recommends National Commission on Teachers.
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BROAD HEAD OF DISCUSSION

An effective and fruitful dialogue on the formulation of the envisaged new educational policy may begin under the following heads:

1. Primary education-formal and non-formal in the context of universalisation of education.
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4. Vocationalisation of education in view of the emerging culture of hi-technology and for employment and productivity.
5. Population and Environmental Education for healthy quality life and balanced eco.system.
6. Distant education for extending the facility of education to a wider section and communicating with them with the help of educational technology.
7. Value education for developing a respect for national heritage, a faith in the destiny of the nation and a culture to live harmoniously in a composite society with special reference to democracy, socialism and secularism.
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9. Educational Planning and Management of school finance to handle over the constraint of resources.
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The discussion needs to be pinpo inted on-

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DIRECTORATE OF EDUCATION:DELHI ADMN.DELHI

S.No.1

Date 8.10.85

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III Decentralisation and accountability

- 3.1 Delegation of powers with spelt out decisions making at all levels - National ,state, district, zone and Institutional level.
- 3.2 Accountability evaluated in terms of objectives criteria .e.g targets like UEE, Community Development and quality education
- 3.3 Monitoring and Evaluation unit at District level
- 3.4. School complexes to be an integral part of educational planning and management.

IV Motivation and Professional development

Incentives to beginners in the form of certificates, cash awards, increments etc.

...contd....2/-

13. Socio-economic well being competence & creativity of an individual as a wider objectives.
 - (i) Physical, intellectual & aesthetic development of personalit
 - (ii) Inculcation of a Scientific temper.
 - (iii) Democratic, moral & spiritual values.
 - (iv) Self confidence & innovative skills.
 - (v) Healthy attitude towards dignity of labour.
 - (vi) Uphold principles of secularism & social justice.
 - (vii) Uphold the unity & integrity & honour of the country.
 - (viii) Cosmopolitan spirit of attitude.
14. Education to impart Knowledge about concepts and facts relating to subjects-Developing skills of language and communication. Healthy interests in games & sports.
15. Education to give understanding to various employments, opportunities and the skills required for them.
16. Educational policies must be finalised in consultation with those who employ the manpower produced by it.
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DIRECTORATE OF EDUCATION:DELHI ADMN.DELHI

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- 3.4. School complexes to be an integral part of educational planning and management.

IV Motivation and Professional development

Incentives to beginners in the form of certificates, cash awards, increments etc.

...contd....2/-

4.2 Accelerated promotions to administrators on merit-cum seniority basis.

4.3. Intensive training facilities for most senior teachers and head of schools before their promotion to next higher administrative post.

V. Community involvement

5.1 Higher powered managing committees ~~and~~ at block level, district level and state level for planning and management of education.

5.2 The role of voluntary organisations to be promoted

5.3. Evaluation of school complexes by the community.

5.4. Evaluation of school teachers by parents/students

VI MANAGEMENT OF QUALITY

6.1. Norms for minimum facilities for schools

6.2. Norms of essential requirements of minimum educational standards for all private/Govt. aided/Govt. institutions to be laid down at National level.

6.3. Use of modern techniques including computer at the district level.

6.4. Postings at the block level with minimum of transfers

6.5. Recruitment of teachers to be on the basis of specific selection test.

6.6. promotion of teachers to be on the basis of performance in selection test after every five years of service.

6.7. Emphasis on institutional planning and institutional evaluation leading to grading of schools.

VII De-politicisation.

7.1 Use of computer for establishment service.

7.2. Ban on active participation in politics.

DIRECTORATE OF EDUCATION: DELHI ADMINISTRATION: DELHI

No. II

Date 9.10.85

Group Principals,
Vice Principals &
Head masters.

Note: Please confine your discussions to the three dimensions
of the following issues (What why and how)

I-A COMMON CORE- CURRICULUM

- 1.1 Language
- 1.2. Value education
- 1.3. National integration freedom movement.
- 1.4 Population education
- 1.5 Health Education
- 1.6. General knowledge.

1.B Art, Literature, Current affairs, music, science & technology

II. IDENTIFICATION OF OTHER AREAS AS PER THE REQUIREMENTS OF U.T.
OF DELHI.

- 2.1 Community development
- 2.2 Vocationalisation for urban areas like electronics & Hotel
Management.
- 2.3 Vocationalization for rural areas like poultry farming, bee
keeping, machine repairs, animal husbandary, job oriented
vocations
Regular forum for local artisans, experts, to contribute to
school education- provide social relevance to Edn.

III DECENTRALISATION & DELEGATION OF MORE ADMINISTRATIVE FINANCIAL
POWERS TO THE PRINCIPAL

- 3.2 Promotions, transfers, postings with the consent of the principal
only.
- 3.3. Ad-hoc appointment of teacher, class III, class IV and on part-
time basis, flat rates.
- 3-4 S.U.P.W. classes.

IV FORMATION OF SCHOOL COMPLEXES

- 4.1 Pre-primary level to college level, supervision by the faculty
members of higher institutes.
- 4.2 School complexes to be adopted by administrators for actual
teaching and quiding purposes as well.
- 4.3. Complex to be developed as resource centre for all teaching
aids and human resources.

V ACCOUNTABILITY

- 5.1 Accountability in terms of objectives of institutional plan-
targets innovation plans etc.
- 5.2 Involvement of community for accountability.
- 5.3. Evaluation by students/parents through questionnaire.

...Contd...2/-

VI MOTIVATION AND PROFESSIONAL DEVELOPMENT

- 6.1 Incentives to beginner innovators, every individual outstanding achieving to be recognised- leading to zonal/state/National awards.
- 6.2. Special training facilities for principals in planning & management.
- 6.3. Promotions on merit cum seniority basis.

VII COMMUNITY DEVELOPMENT & PARTICIPATION

- 7.1. U.E.E. Surveys and Plan to achieve U.E.E. targets
- 7.2. Optimum use of community resources school
- 7.3. Adult education centres, N.E.E. centres to be managed by voluntary agencies under the control of principals.

III MANAGEMENT OF QUALITY

- 8.1. Motivation to teachers, Rewards, & Punishments
- 8.2. Use of latest A.V. Techniques
- 8.3. Improved system of examinations
- 8.4. Incentives to students, double promotions, multiple entry system.
- 8.5. Replacement of text book by innovative work & environment-related teaching.

IX SETTING UP OF MODEL SCHOOLS.

- 9.1. Should it be repetition of KVS scheme?
- 9.2 Efficiency & Low cost re-conciliation of cost with needs
- 9.3. Buildings using local materials
- 9.4. Tapping talent at an early age.
- 9.5. Economic assistance to needy talented students.

DIRECTORATE OF EDUCATION: DELHI ADMN. DELHI

No. III

Dated 10.10.1985

GROUP: TEACHER EDUCATORS

I. Administrative Set up

- 1.1 Co-ordination between different functionaries, University, Directorate etc.
- 1.2. Co-ordination between the different teacher training institutes
- 1.3. Co-ordination between the teacher training institutes and the community.

II Re-shaping the Curriculum

- 2.1 Objective; To develop spirit of enquiry, initiative, scientific temper, manual dexterity, conceptual clarity linguistic skills.
- 2.2 Knowledge, Technology & Management: Areas to be defined and major components to be worked out.
- 2.3. Community development U.E.E. targets - surveys, health education programme, population education etc.

III Co-ordination between practice teaching and practical field.

IV Management of quality

- 4.1. Admission on the basis of specific tests
- 4.2. High standards of evaluation
- 4.3. Induction of modern educational aids
- 4.4. Intensive training in computer programming.

V Evaluation system & Accountability

1. Internal assessment
2. External assessment.
3. Evaluation by students/parents/community.

VI Inservice training courses for the product working in the field.

.....contd.....2/

VII Motivation and professional development for teacher
Educators.

- 7.1. Incentives, awards, promotions, state awards and National awards.
- 7.2. Special training facilities for teacher educators in planning and educational management.
- 7.3. Promotion on Merit cum seniority basis
- 7.4. Special allowances for personnel working in

VIII Other areas to be included in curriculum of Teachers Training
Institutes.

- 8.1 Planning and management of adult education centres, N.F.E. centres, open schools.
- 8.2. Training in at least one vocation.

IX Decentralisation and delegation of more administrative and
financial powers.

- 9.1 Promotions, transfers and postings at S.C.E.R.T. to be with the consent of the principal only.
- 9.2. Ad-hoc appointments.

X Adoption of Schools/school employees by Teacher Training
Institutes.

NEW EDUCATION POLICY: GROUP DISCUSSION

S.No.8

Oct.14.10.85

Group: Administrators, Teachers, Students involved
in Technical Education

Please give your concrete suggestions on the following issues:-

I. Problems facing Technical Education

- 1.1. Obsolescence of machinery & equipment.
- 1.2. Non-availability of wherein that to deal with Training & research requirements.
- 1.3. Non-availability of good teachers.
- 1.4. Poor interaction between industry & technical institutions.
- 1.5. Negligible Industrial investment in research projects of the institutes.

II. Re-orientation & enrichment of the curricula

- 2.1. Development of expertise and appropriate institutional material, text books, teaching, learning experiences.
- 2.2. Application of modern techniques for the benefit of common man in rural areas.
- 2.3. Curricula is more suited to the requirements of international technology market-adaptation to Indian requirements.

III. Variability in standards of different types of technical Education, I.I.Ts, Regional Engineering Colleges, State Engineering Colleges- norms for minimum standards.

IV. Technical education and Man-power needs

- 4.1. Planning and identification.
 - 4.2. Educational and Training facilities to collaboration with Industries.
 - 4.3. Quality improvement and faculty development programme.
 - 4.4. Application oriented researches.
- IV. Intensive training facilities for technicians.
- VI. Improvement in standards of Technical Teachers Trg. Institutes.
- VII. Orientation & Quality of Polytechnical education.
- VIII. CE's on users of technical education.
- 8.1. Manpower to support technical education.
 - 8.2. Increase in fees from students.

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Challenge of Education-New Education Policy perspective
Adult Education, Distance Education, Social Education and
Elementary Education-formal and non-formal

Group No.9

Meeting on 15.10.85

1. Elementary Education- in the context of universalisation of Education-formal and non-formal dimension-its direction mobilisation of available resources. and backward areas, backward classes-dropouts.
2. Adult education-planning, management, resource mobilisation.
3. Formal education-social and economic constraints-its direction and dimension.
4. Open school and open university concetive plan and managemer
5. Correspondence education-planning and management.
6. Distance education through Radio, TV etc.- its organisation, planning and programme.
7. Co-ordinating the open school with the universities and other higher institutions.
8. Planning teacher education for adult edn. elementary education, correspondence/distance education.
9. Financial management in relation to adult education, distance education etc.
10. Curriculum planning for adult education, distance education.
11. Community involment in elementary adult, social and distance education-its organisation and planning.
12. Evaluating adult edn., correspondnce edn. etc.
13. Vocational/job-orientation of adult education and distance education.
14. Thrust towards democracy, environment, development and quality of life in adult education and distance edn.

शिक्षा निदेशालय, दिल्ली प्रशासन, दिल्ली

शिक्षा नीति में मिले कर्मचारियों का योगदान:

दिनांक 16/08/5

1. क्या आप समूचे राष्ट्र के लिए एक पाठ्यचर्या के विचार से सहमत हैं ? आपके विचार में इस पाठ्यचर्या में किन विषयों पर बल दिया जाना चाहिये ।
2. क्या आपकी स्कूली शिक्षा आपसे मिल के कार्य में सहायक है ? आप किन विषयों की ओर विद्यालय की शिक्षा में बल दिया जाना पसन्द करेंगे जिससे आपको अपने कार्य में सहायता मिले ।
3. क्या आपके मिल-मालिक आपकी भावी शिक्षा के लिए कोई प्रबंध करते हैं । आप किस विषय में शिक्षा प्राप्त करना चाहेंगे ?
4. क्या आपकी मजदूर यूनियन आपकी सामाजिक तथा अनौपचारिक शिक्षा में योगदान कर पाते हैं ?
5. क्या आप जानते हैं कि भारत सरकार 1990 तक सारे देशवासियों के लिये प्राथमिक शिक्षा के लिए प्रबंध करना चाहती है । आप इस विषय में क्या योगदान करना चाहेंगे ।
6. क्या विद्यालय की शिक्षा में अभिभावक के रूप में आप अपना योगदान दे पाते हैं ? क्या आप चाहेंगे कि शिक्षकों में अद्यापन का मूल्यांकन छात्रों अभिभावकों द्वारा दिया जाना चाहिए ।
7. स्कूल की शिक्षा पद्धति में विद्यार्थियों को मिल में प्रशिक्षण देने के विषय में आपसे क्या विचार है ?
8. आप विद्यालय से समुदाय विकास के लिए क्या आशाएं रखते हैं और समुदाय विद्यालय की किस प्रकार सहायता कर सकता है ।
9. अयोग के उद्देश्य को सामने रखा हुए आप विद्यालय की परीक्षा पद्धति में सुधार के लिए क्या सुझाव देना चाहेंगे जिससे नौकरी डिग्री पर आधारित न हो ।
10. वातावरण प्रदूषण ध्यान में रखते हुए शिक्षा व्यवस्था में आप क्या परिवर्तन करना चाहेंगे ।
11. अयोग में वातावरण संरक्षण में विद्यालय से किस सहयोग की आशा रखते हैं ।
12. अयोग केन्द्र में महिलायें बच्चों और श्रमिकों के कल्याण के लिए किस प्रकार की योजनाएं आप पसंद करेंगे और विद्यालयों का इसमें क्या योगदान दे सकते हैं ।

बी. अरोड़ा

DIRECTORATE OF EDUCATION: DELHI ADMN.

17th Oct., 85

NEW EDUCATIONAL POLICY PERSPECTIVE

S.No.11 Group: Industrialists & Voluntary agencies

Please concentrate on the following and give your views:

1. Redesigning the school curriculum at the elementary, Secondary and Senior Secondary level-its necessity, its feasibility-direction-dimension-its link with the higher education.
2. Curriculum load- approach to reducing the load-its pros and cons.
3. Core curriculum for the entire nation-aiming at national integration and maintaining standard of education-its feasibility-approach to forming the Core curriculum.
4. School complex Planning.its feasibility and desirability.
5. Community involvement- mobilisation of community resources- in school education-school plant-Community involvement in curriculum planning, school management and evaluation of school performance.
6. Politicisation in education: Community responsibility
7. Supporting system in cultural matters-community responsibility and resources in providing the Cultural environment and other support system to school for the development of the personality of the child.
8. Vocational education & technical education- desirable and expected quality and skill-placement of the output of these institutions in enterprises. Co-ordination between schools and employers, associations to reinforce vocational and technical education.
9. Research and innovation- Coordination between educational institutions and industries-application of research findings and feed back from industries.
10. Universalisation of elementary education target 1990
Community participation and resources in implementation of the policy of universalisation of elementary education- formal non-formal adult and social education.
11. Examination system: Remodelling evaluation and assignment system- approach-feasibility.

CHALLENGE OF EDUCATION

POLICY PERSPECTIVE ON EXAMINATION SYSTEM.

Group 12

18.10.85

Main issues of discussion

1. Harmful effect of present examination system: physical, psychological, social and moral.
2. Defining the objectives of the envisaged ideal curriculum and evaluating its achievement.
3. Looking for new models of examination system.
4. Designing the model in the context of
 - (i) National goal
 - (ii) Social objectives
 - (iii) Personal goals.
 - (iv) Human objectives.
 - (v) Intellectual & scholastic objectives.
5. Different models:
 - (i) Open book examination system.
 - (ii) Continuous tests
 - (iii) Assignments system and home work
 - (iv) Doing away with examination system.
 - (v) Assessing extra-curricular activities.
 - (vi) Reforming question pattern-essay type, objective type etc.
6. Removing dishonesty and chance factor in the examination system.
7. Examination system affected by other factors-social, political, economic and moral.
8. Planning and management of the examination system.
9. Centralisation ~~v/s~~ decentralisation of the examination system.
10. Planning examination aiming at maintaining some uniformity and standard throughout the country: Role of CBSE
11. Quality and selection of the examiners and administrators involved in examination system and their orientation.
12. Revaluation, re-examination and re-appearing in exams.
13. Planning a question and question paper.
14. Evaluating non-scholastic factors like personality character and skills.
15. Different difficulty level of tests and standardisation of tests-its need.
16. Computerisation in examination system.
17. Future of examination system in a hi-technology based society.
18. Search on extra-reforms and feed back to Boards.

DIRECTORATE OF EDUCATION: DELHI
PROGRAMME ON CHALLENGE OF EDUCATION FOR UNIVERSITY
TEACHERS ON 29.10.85 at CIE, Delhi

Group 13

Broad issues for discussion

1. Who is eligible for university education-model of screening-norms of admission-expenditure on University education-state expenditure for the gifted with economic difficulties- rich section of students should bear the expenditure on higher education.
2. Excellence and quality education-direction and dimension-co-ordination between hi-technology, skills and humanism elitism and excellence.
3. Realistic relevant and fruitful research programme in university.
4. Politicisation and bureaucratisation of higher education-teachers union
5. Community participation responsibility-accountability of university teachers- their social compulsions-responsibility in view of national goals.
6. Examination reforms- direction and dimensions.
7. Delinking jobs from the so long demanded university degrees
8. Economic development-employment scope and vocational courses in universities.
9. Open university system-correspondence education-distance education- planning, management, curriculum, teaching and evaluation.
90. Co-ordinating school education with university education to maintain standard.
11. Modernisation-its technological and cultural implications- structural and qualitative change in education-its direction
12. Resource constraints and resource management.
13. Planning institutional complex in education
44. Orientation of University teacher- in service programme- Professional growth.

बई शिक्षा नीति के निर्माणार्थ प्रश्नावली
अध्यापकों के लिए

अध्यापक का नाम-----पद-----योग्यता-----
विद्यालय का नाम-----

1. क्या आप चाहते हैं कि विद्यालय स्तर पर पूरे भारतवर्ष में एक सा पाठ्यक्रम हो। हाँ/नहीं।
2. यदि हाँ तो क्या आप प्रादेशिक वातावरण के अनुसार पाठ्यक्रम में कुछ प्रतिशत स्थान आरक्षित करवाना चाहेंगे ? हाँ/नहीं।
3. यदि हाँ तो कितना प्रतिशत-----
4. आप विद्यालय में इन भाषाओं का अध्यापन किस कक्षा से किस कक्षा तक करवाना चाहेंगे ?
 1. हिन्दी -----
 2. अंग्रेजी-----
 3. संस्कृत-----
 4. कोई अन्य प्रादेशिक भाषा-----
5. आपके विचार में स्कूल शिक्षा का माध्यम क्या रखा होना चाहिए-----
6. आप विद्यालय के निकटस्थ अन्य विद्यालयों के कार्य में किस प्रकार का सहयोग देना पसन्द करेंगे ?
 1. शिक्षा स्तर का उन्नयन
 2. स्वयं आदर्श संदर्शन पाठ
 3. शैक्षणिक सामग्री द्वारा सहयोग
 4. परियोजना/शैक्षिक परीक्षण/अनुसन्धानात्मक कार्य
7. आप अपने विद्यालय/निवास के निकटस्थ क्षेत्र के सुधार के लिये क्या सहयोग देना पसन्द करेंगे ? :-
 1. मातृशिक्षा कार्यक्रम
 2. सामाजिक कुरीतियों को दूर करने का कार्यक्रम
 3. स्वच्छता अभियान
8. आप अपने विद्यालय में निकटस्थ समुदाय की भलाई के लिए किस प्रकार के कार्यक्रम आयोजित करना पसन्द करेंगे:-

9. बच्चों की मनोवैज्ञानिक समस्याओं को सुलझाने के लिए आप किस प्रकार का सहयोग दे सकते हैं:-
 1. माता-पिता से परामर्श
 2. संदर्शक व विशेषज्ञ से बातचीत
 3. कोई अन्य :------
10. क्या आप शिक्षक अभिभावक संघ की बैठकों में भाग लेते हैं ? हाँ/नहीं
11. क्या आप शिक्षक अभिभावक संघ को शिक्षकों के कार्य पर अपनी राय देने का अधिकार देना पसन्द करेंगे ?

12. क्या आप चाहेंगे कि छात्रों से शिक्षकों के कार्य पर राय ली जाय ? हाँ/नहीं
 13. क्या आप स्वयं अन्य नेत्र जिम्मेदाराना काम करने वाले शिक्षकों के प्रति अपना विरोध प्रकट करना चाहेंगे ? हाँ/नहीं ।
 14. यदि हाँ तो किस रूप में
-
15. क्या आप वर्तमान परीक्षा पद्धति से सन्तुष्ट हैं ? हाँ/नहीं ।
 16. यदि नहीं तो इसमें किस प्रकार का सुधार लाया जा सकता है ?-----
 1. वार्षिक परीक्षा न होकर त्रि-त्रिमासिक परीक्षा के माध्यम से छात्र की पढ़ाई को जांचा जाय और अगली कक्षा में बढ़ाया जाय
 2. वार्षिक परीक्षा में फलित होने की अनुमति हो
 3. वार्षिक परीक्षा में शैक्षणिक एवं अन्य सह-शैक्षणिक क्रियाओं के मूल्यांकन को भी महत्व दिया जाय ।
 17. शिक्षकों की नियुक्ति का आधार क्या हो ? :-
 1. शैक्षणिक योग्यता
 2. समाजसेवा कार्य में अनुभव तथा रुचि
 3. किसी रोजगार की शिक्षा प्रदान करने के लिए सामर्थ्य
 4. प्रयोभात्मक परीक्षा
 5. मानविक मूल्य-बोध
 6. कोई अन्य-----
 18. शिक्षक पद के वयन के लिए योग्यता ही आधार हो । कोई आरक्षण न हो । हाँ/नहीं ।
 19. क्या शिक्षक का वेतनमान अनुभव तथा शैक्षणिक योग्यता के आधार पर हो चाहे वह किसी भी स्तर (प्राथमिक/माध्यमिक/ उच्चमाध्यमिक/विश्वविद्यालय/ पर हो । हाँ/नहीं ।
 20. शिक्षक की पदोन्नति विशेष मूल्यांकन के आधार पर ही होनी चाहिए । हाँ/नहीं ।
 21. प्रति पांच वर्ष के पश्चात् शिक्षकों के लिए सेवाकालीन प्रशिक्षण अनिवार्य होना चाहिए । हाँ/नहीं ।
 22. शिक्षकों के शैक्षणिक/व्यवसायगत उन्नति का उत्तरदायित्व शिक्षक संघ पर होनी चाहिए । हाँ/नहीं ।
 23. शिक्षक संघ योग्य और कर्मनिष्ठ शिक्षकों की सेवाकालीन सुविधाओं का ध्यान करें और अयोग्य शिक्षकों के विषय में कार्यवाही । हाँ/नहीं

24. क्या आप चाहेंगे कि शिक्षा के प्रशासन विषयक निम्नलिखित अधिकार विद्यालय के प्राचार्य के पास हों :-
1. कर्मचारियों की तदर्थ नियुक्ति
 2. शिक्षकों की पदोन्नति, वेतनवृद्धि, स्थानान्तरण
 3. आर्थिक मामलों में अधिक स्वतन्त्रता
 4. कोई अन्य -----
25. क्या आप चाहते हैं कि शिक्षक सक्रिय राजनीति में भाग लें और पूरा दयान पढ़ाई में ही लगाएं। हाँ/नहीं।
26. नई शिक्षा नीति के विषय में कोई अन्य सुझाव-----

'नई शिक्षा नीति' के विषय में विद्यालय स्तर के
छात्र-छात्राओं के विचार जानने के प्रश्नावली

विद्यार्थी का नाम-----उम्र-----

विद्यालय का नाम-----

कक्षा-----विभाग-----दिनांक-----

1. शिक्षा प्राप्त करने का आपका उद्देश्य क्या है ?

1. -----

2. -----

3. -----

2. क्या विद्यालय में पढ़ाये जा रहे विषय आपके अनुसार अधिक हैं/ठीक हैं/
कम हैं ।

3. 111 यदि पढ़ाये जा रहे विषय अधिक हैं तो किन विषयों की आपके
विचारानुसार आवश्यक नहीं है ।

121 यदि पढ़ाये जा रहे विषय कम हैं तो और कौन-2 से विषय पढ़ाये
जाने चाहिये ।

5. क्या विद्यालय में आपको खेलकूद का पर्याप्त समय मिल जाता है । हाँ/नहीं ।
111 यदि हाँ, तो क्या विद्यालय में खेलने के लिये समुचित व्यवस्था है ।
हाँ/नहीं ।

6. क्या आप विद्यालय में व्यावसायिक शिक्षा भी प्राप्त करना चाहते हैं ।
हाँ/नहीं ।

7. यदि हाँ तो आप निम्नलिखित में कौन से व्यावसायिक क्षेत्र में प्रशिक्षण
प्राप्त करना चाहेंगे ।

1. लकड़ी का काम 2. बिजली का काम

3. स्कूटर मोटरकार इत्यादि ठीक करने का काम

4. टी.वी., फ्रिज, ऐयरकंडीशन ठीक करने का

5. टाइपिंग, स्टेनोग्राफी 6. बढ़ाई बुनाई 8. पाठशास्त्र ।

9. कृषि विषयक औजारों की मरम्मत 10. कोई अन्य-----

8. यह व्यावसायिक शिक्षा किस स्तर की होनी चाहिए ?

1. स्तर इतना हो जिससे छात्र अपना किसी व्यवसाय स्वयं चला सके ।

2. स्तर इतना हो कि इसके आधार पर विद्यालय की शिक्षा के तुरन्त
पश्चात् किसी अध्येत में नौकरी मिल सके ।

3. स्तर इतना हो कि उच्च व्यावसायिक शिक्षा के लिये आधार बन सके ।

9. क्या आप विद्यालय की शिक्षा समाप्त करने के बाद विश्वविद्यालय [कालेज] में बी.ए., बी.काम.बी.एस.सी. की शिक्षा प्राप्त करना चाहते हैं। हाँ/नहीं
अगर हाँ तो क्यों -----
अगर नहीं तो क्यों -----
10. अगर किसी कारणवश आप विद्यालय की शिक्षा पूरी न कर सके तो आप निम्नलिखित में से किस माध्यम द्वारा इसे पूरी करना चाहेंगे। अज्ञान
पत्राचार/सांध्यकालीन विद्यालय/आसन स्कूल
11. आज की परीक्षा प्रणाली से क्या आप संतुष्ट हैं। हाँ/नहीं।
1. अगर नहीं तो क्या आप चाहते हैं कि पूरे वर्ष में निरन्तर मूल्यांकन के आधार पर आपको उत्तीर्ण घोषित कर दिया जाय। हाँ/नहीं।
2. यह मूल्यांकन कितने समय के बाद होना चाहिए।
1. साप्ताहिक 2. पारिभाषिक 3. मासिक
12. क्या आप अपने विकास क्षेत्र में किसी प्रकार की समाजसेवा के कार्यक्रम में सहयोग देना चाहेंगे? हाँ/नहीं।
13. यदि हाँ तो किस प्रकार के-
1. साक्षरता कार्यक्रम
2. स्वच्छता अभियान
3. सामाजिक कुरीतियों के विरुद्ध असहयोग
4. कोई अन्य-----
14. आप अपने विद्यालय की उन्नति के लिए किस प्रकार का सहयोग देना पसन्द करेंगे।-
1. आर्थिक 2. पढ़ाई के स्तर का उन्नयन
3. स्वच्छता 4. अनुशासन
5. कोई अन्य-----
15. राष्ट्रीय एकता के सन्दर्भ में क्या राष्ट्र भाषा हिन्दी का सारे भारत में अनिवार्य रूप से पढ़ाया जाना पसन्द करेंगे। हाँ/नहीं।
16. कोई अन्य सुझाव-----

नई शिक्षा नीति के निर्माणार्थ प्रश्नावली
अभिभावकों के लिये

बदलते हुए शैक्षिक वातावरण के साथ आवश्यक है शिक्षा के ढाँचे में परिवर्तन किया जाये। देश की आर्थिक और सामाजिक स्थिति को ध्यान में रखते हुये इक्कीसवीं सदी में हमारी भावी पीढ़ी अपना, अपने समाज का एवं अपने देश का निर्माण करने में सहायक हो। शिक्षा नीति के बारे में इस समय सारे देश में विचार-विमर्श हो रहा है। इसी उद्देश्य से हम भी आपके विचार जानकर नई शिक्षा-नीति तय करने में आपके योगदान की अपेक्षा करते हैं।

कृपया प्रश्नावली को ध्यान से पढ़ें और सभी प्रश्नों के उत्तर दें।

नाम----- व्यवसाय-----
शैक्षिक योग्यता----- आय-----

प्रश्नावली

कृपया संक्षिप्त उत्तर दें अथवा ठीक उत्तर पर चिन्ह लगाएँ।

1. क्या आप अपने बच्चे के विद्यालय की उन्नति के विषय में रुचि रखते हैं ?
हाँ/नहीं ।

2. यदि हाँ तो आप विद्यालय की उन्नति के लिए

क) किस रूप में सहायता करना पसन्द करेंगे - - -

1. दान देकर

2. स्वयं अद्ययापन के लिये समय देकर

3. अन्य प्रशासनिक सुविधाएँ जुटाकर

4. किसी अन्य प्रकार से -----

ख) क्या आप विद्यालय की उन्नति के लिये सामान्यतया कितना समय दे सकते हैं ?

----- प्रति सप्ताह/ प्रति मास

3. आप विद्यालय में नैतिक शिक्षा के लिए विशेष प्रावधान चाहते हैं ? हाँ/नहीं

4. यदि हाँ तो क्या नैतिक शिक्षा के लिए

1. एक विशेष घंटा हो। अथवा

2. शिक्षक अद्ययापन में चारित्रिक शिक्षा पर बल दें। अथवा

3. विद्यालय का कार्यक्रम इस प्रकार हो, जिसमें छात्रों को स्वतंत्र कार्य करते हुये नैतिक शिक्षा के अवसर प्राप्त हों।

4. कोई अन्य सुझाव-----

5. आप विद्यालय में इन भाषाओं का अद्ययापन किस कक्षा से किस कक्षा तक करवाना चाहेंगे-

1. हिन्दी-----

2. अंग्रेजी-----

3. संस्कृत-----

4. उपर्युक्त तीन के अतिरिक्त कोई अन्य प्रादेशिक भाषा-----

6. आपके विचार में स्कूल शिक्षा का माध्यम क्या होना चाहिए ?
-
7. क्या आप चाहते हैं कि पूरे भारतवर्ष में एक सा पाठ्यक्रम हो ।
यदि हाँ तो क्या आप प्रादेशिक वातावरण के अनुसार पाठ्यक्रम में कुछ प्रतिशत स्थान आरक्षित करना चाहेंगे । यदि हाँ तो कितना प्रतिशत-----
8. क्या विद्यालय में रोज़गार प्रशिक्षण दिया जाना चाहिये । यदि हाँ तो किस कक्षा से ।-----
9. क्या आप बारहवीं कक्षा के पश्चात अपने बच्चे को रोज़गार दिलवाना पसन्द करेंगे । हाँ/नहीं ।
10. यदि हाँ तो किस प्रकार का रोज़गार करवाना चाहेंगे ।-----
11. विद्यालय स्तर पर इस रोज़गार के लिये शिक्षा किस स्तर की होनी चाहिये।
1. स्तर इतना हो जिससे वे अपना व्यवसाय चला सकें ।
 2. स्तर इतना हो कि इसके आधार पर विद्यालय की शिक्षा तुरन्त पश्चात् किसी उद्योग में नौकरी मिल सकें ।
 3. स्तर इतना हो कि व्यावसायिक शिक्षा के लिये आधान बन सकें ।
12. क्या आप अपने बच्चे के विद्यालय में शिक्षक-अभिभावक संघ की बैठकों में भाग लेते हैं । हाँ/नहीं ।
13. [क] यदि हाँ तो क्या आप इस संघ का शिक्षकों के अध्यापन कार्य पर अपनी राय देते का अधिकार देना पसन्द करेंगे । हाँ/नहीं ।
[ख] क्या आप कार्यनिष्ठ शिक्षकों को संघ द्वारा अभिनन्दित करवाना चाहेंगे । हाँ/नहीं ।
14. आप अपने क्षेत्र की जनता की सहाई के लिये विद्यालय से किस प्रकार के कार्यक्रमों की आशा करते हैं ।
1. प्रौढ़ शिक्षा केन्द्र चलाना ।
 2. जनसंख्या वृद्धि/अन्य सामाजिक कुसृष्टियों को दूर करने के लिये कार्य
 3. स्वच्छता अभियान ।
 4. कोई अन्य-----
15. क्या आप समझते हैं कि वर्तमान परीक्षा-पद्धति ठीक है । हाँ/नहीं ।
16. यदि नहीं तो इसमें किस प्रकार सुधार लाया जा सकता है ।-----
1. वार्षिक परीक्षा न होकर निरन्तर साप्ताहिक परीक्षा के माध्यम से छात्र की पढ़ाई को जांचा जाए । अथवा वार्षिक परीक्षा में पुस्तकें ले जाने के अनुमति हो ।
 2. वार्षिक परीक्षा में खेलकूद की भी परीक्षा हो ।
17. क्या नौकरियों पर नियुक्ति में डिग्नरियों की अपेक्षा योग्यता-परीक्षा को आधार बनाया जाये । हाँ/नहीं ।

18. क्या विद्यालय में शिक्षकों को राजनीति में भाग लेना चाहिये। हाँ/नहीं
19. विद्यालय की उन्नति के लिये क्या आप किसी प्रकार के प्रशासनिक अधिकार चाहेंगे।
1. आर्थिक मामलों में अधिकार
 2. अटयापकों के निरीक्षण का आधार
 3. कोई अन्य-----
20. क्या आप छात्रों के द्वारा शिक्षकों के कार्यों का मूल्यांकन करवाना पसन्द करेंगे। हाँ/नहीं।
21. क्या आप अपने क्षेत्र की उन्नति के लिये स्वयं किसी प्रकार का कार्यक्रम चलाने की आर्थिक/सामाजिक/वैदिक जिम्मेदारी लेना चाहेंगे। हाँ/नहीं।
22. यदि हाँ तो किस प्रकार का कार्यक्रम आप स्वयं चलाना चाहेंगे।
1. पिछड़े वर्ग के लिये प्रौढ़ शिक्षा कार्यक्रम
 2. स्वच्छता अभियान
 3. सामाजिक सुधार
 4. कोई अन्य-----
23. क्या आप जानते हैं कि देश में समस्त बच्चों के लिए प्राथमिक शिक्षा जुटाने का लक्ष्य 1990 तक है। हाँ/नहीं।
आप इस दिशा में क्या योगदान कर सकते हैं।
-
24. क्या आपका निजी व्यवसाय है। हाँ/नहीं।
25. यदि हाँ तो क्या आप छात्रों को उसमें प्रशिक्षण देने की सुविधा प्रदान कर सकते हैं।
26. शिक्षा में सुधार के लिये आप अन्य क्या सुझाव देना पसन्द करेंगे।
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देसा मुनि

QUESTIONNAIRE FOR INDUSTRIALISTS

1. What kind of Industry do you run?
2. How many persons are employed as:
 - (a) Skilled and trained for specific purpose?
 - (b) Unskilled persons?
3. Can our schools train and give the required skilled manpower?
4. What kind of training would you like to be included in school curriculum?
 - (a) Motor Mechanic, Tool and their use
 - (b) Electronic Mechanic/Electrical tools and their use
 - (c) Draftman's preliminary course- material and its use
 - (d) Welding & fabrication
 - (e) Any other (i)

(ii)
5. Do you agree to training the school students in your industries/factories situated in the vicinity of the school ?
6. In which skill you would like to extend the facility of apprenticeship to the students
 1. _____
 2. _____
 3. _____
7. Would your management like to adopt a school complex/school for its betterment ?

8. It has been seen that some teachers enjoy political patronage. Does it adversely affect the working of the school.
9. The progress of schools suffers due to political interference?
Yes/No
10. For certain quality of work would you like to judge a person on the basis of his degree/diploma/certificates or actual skill and competence for the job ?

11. What welfare programmes do you have for your illiterate and semi-literate workers, their children and women.
 1. _____
 2. _____
 3. _____
12. Do you have any industrial wastes?
 - (a) If so, in what ways it can be used by our students.
 - (b) Can your technicians provide guidance in that sphere?
13. Do you have any scope of part-time employment for needy student? If so specify areas and apprentices in number you can help (specify age & educational level)

14. What stipend/renumeration you are in a position to give?
Per student,.....
15. Can you spare your expert/Skilled person for guidance to students.
If so for how much time ?.....
16. Do you have any research labs? If so, in which ways can you
involve our students and teachers in the research work?
17. ~~XX~~ Any other suggestions for the betterment of school education.
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