

# 'वर्तमान परिवेश में गाँधी जी की प्रासंगिकता' पर व्याख्यान-माला

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की ओर : गाँधीवाद के परिप्रेक्ष्य में' विषय पर गाँधी अध्ययन केन्द्र, पाण्डुचेरी विश्वविद्यालय के विभागाध्यक्ष प्रोफेसर पेरिया कृष्णामूर्ति और 'गाँधी जी के धार्मिक विचारों की प्रासंगिकता' पर भागलपुर विश्वविद्यालय, भागलपुर, बिहार के पूर्व विभागाध्यक्ष प्रोफेसर प्रभु नारायण मण्डल ने सविस्तर अपने विचार सांझा किये।



इन सभी सत्रों की अध्यक्षता विशिष्ट महानुभावों द्वारा की गयी। 'अन्तर्जातीय संवाद का गाँधीवादी दृष्टिकोण' विषय पर आयोजित पांचवे सत्र की अध्यक्षता भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश चौधरी ने की।

brought to fore the fact that such involvement and participation of the community, in a large way, helps in mainstreaming of the elderly in a holistic way (mental, physical and social). The project also demonstrated that the government health systems also respond better when they are explained about the purpose of the intervention and it is possible to build their capacity and skills to take care of the Long Term and soothing Care need of the elderly in the community. The experience from the project, our understanding of the size of the elderly issue in the country and the adverse impact it will have if things go unaddressed; end in a simple but powerful set of recommendations which are effective (cost & program wise), can be taken up within the current public health system initiative (National Programme for Healthcare for the Elderly – NPHCE).

Compiled by **Neha Gupta**  
Librarian-cum-Documentation Officer

साक्षरता निकेतन, लखनऊ द्वारा दिनांक 18 सितंबर से 2 अक्टूबर तक 'साक्षरता एवं स्वावलम्बन पखवाड़े' का आयोजन किया गया। इसके तहत 'वर्तमान परिवेश में गाँधी जी की प्रासंगिकता' थीम पर दो दिवसीय व्याख्यान-माला आयोजित की गयी। दिनांक 18-19 सितंबर 2019 को आयोजित इस व्याख्यान माला में उद्घाटन एवं समापन सहित कुल नौ सत्रों में समाज जीवन के विविध क्षेत्रों से आमंत्रित बुद्धिजीवियों एवं विशेषज्ञों ने अपने विचार प्रस्तुत किये।

'वर्तमान में विश्वविद्यालयों के संदर्भ में गाँधी जी की प्रासंगिकता' विषय पर डॉ. भीमराव अम्बेडकर विश्वविद्यालय के पूर्व कुलपति प्रो. भूमित्र देव, 'गाँधी जी तथा दलित उद्धार' पर जी. बी. पन्त सोशल साइंस इंस्टीट्यूट, इलाहाबाद के प्रोफेसर बन्नी नारायण, 'महात्मा गाँधी की आध्यात्मिक समझ' पर सिंहानिया विश्वविद्यालय, जोधपुर के पूर्व कुलपति प्रोफेसर सोहन राज तातेर, 'महात्मा गाँधी, पर्यावरण संकट तथा अस्थाई विकास सशक्तीकरण' पर राष्ट्रीय गाँधी संग्रहालय, नई दिल्ली के पूर्व उपनिदेशक डॉ. अनिल दत्त मिश्रा, 'अन्तर्जातीय संवाद का गाँधीवादी दृष्टिकोण' पर किंग जार्ज मेडिकल यूनिवर्सिटी, लखनऊ के हृदय रोग विभाग के पूर्व विभागाध्यक्ष प्रोफेसर मंसूर हसन, 'समकालीन कृषि मुद्दों पर गाँधीवाद की प्रासंगिकता' पर गाँधीवादी विचारक तथा कृषि विशेषज्ञ श्री सुकुमार दास, 'इक्कीसवीं शताब्दी में ग्लोबल नॉलेज सोसाइटी

## Documents

Helpage India. **Home Care for Elderly in India 2019 Report – A call to action.** New Delhi, Helpage India, 2019: 28p.

The proportion of elderly and especially those above 80 years is going to increase exponentially in the next few years; our public health facility & institutions are not ready to take on the challenges of the Long Term and soothing Care needs of the elderly.

The project carried out an innovative pilot in 3 locations of India (Shimla, Leh and Cuddalore) to experiment on the concept of Community and Family Caregivers for Long Term and Palliative Care need of the elderly.

The experience from the project is encouraging and eye opening at the same time. It is seen that with the right kind of community mobilisation and participation, it is possible to ensure that the community and family members come together in ensuring care and health for their elders in the true spirit of respect & caring for their elders which has been a bedrock of India's public value. The project also

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## Indian Adult Education Association

### Unesco International Literacy Prizes 2019

Unesco International Literacy Prizes 2019 have gone to five countries for different programmes as per the following:

#### The Unesco King Sejong Literacy Prize

(i) **National Office of Literacy and Education for Adults, Ministry of Education, Algeria**

The National Office of Literacy launched a multilingual programme in 2016 teaching the adults both in Arabic and



Tamazight. The strategy was 18 months literacy course first to learn in the mother tongue and subsequently to acquire proficiency in other language and become a lifelong learner. In this programme people who speak Tamazight language have access to literacy programme in their mother tongue which facilitates their access to Arabic language, while Arabic speakers have the possibility to learn Tamazight. Apart from multilingual aspect, the literacy programme also reaches the nomadic populations and around 90% of the participants in this programme belong to rural areas, especially women.

(ii) **Textile Fibres and Development Company (SODEFITEX), Senegal**

SODEFITEX has got the prize for its programme "Functional literacy and follow-up vocational training in national languages for farmers in southern Senegal"

SODEFITEX started literacy courses in 1982 to farmers with limited or non-schooling in Southern Senegal as part of their work. In 1990, the Dakar-based textile company



expanded the programme by offering vocational training for learners having successfully completed the literacy courses, continuing its multilingual approach in all three national languages: Pulaar, Mandinka and Wolof, which are also the learners' mother languages.

The company aims at creating a literate environment by guiding the farmers, aged 20 to 45, benefiting from the programme from a state of illiteracy to mastering basic literacy and numeracy skills in the national languages. Specialized teachers regularly strengthen their methodology and knowledge in adult education through annual trainings. The methodology includes developing activities that are directly linked to the daily lives of learners, such as agriculture, family life and everyday life in rural areas.

By providing training in technical and professional skills to local farmers, the programme not only increased the overall productivity, but also significantly improved the living conditions of the producers. In all 63,735 people from rural areas of which 25% are women have got certificate of achievement.

#### The Unesco Confucius Prize for Literacy

(i) **Camacol Antioquia, Columbia**

Camacol Antioquia is awarded the literacy prize for its programme 'Obras Escuela'. Antioquia is the Regional Branch of a non-profit consortium Camacol which is composed of more than 400 companies in the



construction sector. They have launched a programme to promote literacy for workers in this sector. This work place based learning programme is flexible to meet worker's needs and has improved basic literacy and arithmetic skills of workers who had limited or no schooling. Teachers provide literacy course both at the beginning and end of the day in which a wide range of subjects are covered, the content of which is aligned with the basic learning models proposed by the Ministry of National Education. The programme has adopted Spanish, the native language of the participants but also teaches English through different subjects. The course also focuses on the learners' lives such as human rights and filling of applications for state subsidies and making medical appointments. In course of time Camacol extended the programme to families of the workers also. The successful learners receive certificates endorsed by the Ministry of Education of Medellin. The end result of the programme found to have built self-esteem among the workers and limiting accidents at work.

**(ii) BASAbali, Indonesia**

BASAbali of Indonesia has been given the award for its programme 'BASAbali Wiki'. The tool BASAbali Wiki is a



multimedia, multilingual Wiki dictionary; encyclopedia and virtual library which intends revitalize endangered local languages by creating a sense of ownership. This tool was developed in collaboration with the scholars, governments, artists and community members from within and outside Bali. Since the launch in 2011 with interfaces in Balinese, Indonesian and English, BASAbali Wiki has been used by over half a million people. The main target group for the programme is young generation and the focus group is women and girls. When a material is submitted in one language, users are encouraged to offer translated text in other two languages. In this way

BASAbali Wiki serves as both a Balinese reference and a translation tool for Indonesian and English languages. A team of experts also provides translation and editing assistance when needed.

**(iii) Nuovo Comitato il Nobel per i Disabili, Italy**

Nuovo Comitato il Nobel per i Disabili, (New Nobel Committee for People with Disabilities) is an Italian non-profit organization created by Nobel Laureate, Mr. Dario



Fo in 1997 to support the disadvantaged groups through education, particularly the disabled people. In 2016 the committee decided to focus on migrant population and launched a programme called "TELL ME", an acronym for "Theatre for Education and Literacy Learning of Migrants in Europe". The programmes aims to contribute to social inclusion of youth and adult migrants with the priority to learn the language of the host country as the difficulty of mastering a language is among the most important causes of material, social and psychological insecurities that a foreigner experiences in the integration process in any country. The methodology is aligned with the National and European Educational Frameworks and developed with partners across the field of education and theater, revolves around storey telling, as a way to gradually transition from the learner's mother language to the host country's language.

Unesco Paris organized International Literacy Day conference on September 9, 2019 bringing together stakeholders and decision-makers from all over the world. The theme of the conference was 'Literacy and Multilingualism'.

The conference culminated with the distribution of 2019 Unesco International Literacy Prizes recognizing the winning projects in Algeria, Colombia, Indonesia, Italy and Senegal.



"Literacy is the starting point for any form of quality inclusive education and we need to support and scale-up the many initiatives across the globe seeking to make literacy a reality for all".

– Audrey Azoulay  
Director General, Unesco, Paris

## Workshop conducted for NGO Representatives at DIET Keshav Puram



A two day workshop was conducted for NGOs working in North Delhi on August 26-27, 2019 at the District Institute of Education and Training (DIET), Keshav Puram. The main objective of the workshop was (i) to establish better coordination and mutual understanding among themselves for engaging and focusing towards the marginalized groups and (ii) to orient them on digital support in concerned fields so that NGOs are

empowered to create social and community resource links for effective participation. The topics discussed were Law against child abuse, women empowerment, how to educate the people to avail social welfare/community development programmes of different departments and POCSO Act 2012.

Apart from NGO representatives from Jeewan Darshan Trust, Sai Old Age Home, AISEWS, SPYM, Swami Vivekananda Children Welfare Charitable Trust, Vijay Bharti, students and research scholars of the Department of Adult, Continuing Education & Extension, Transgender Resource Centre and various other colleges also participated in the workshop.

In the beginning Dr. Pawan Kumar, Senior Lecturer, DIET gave welcome address. Thereafter, Prof. Rajesh

addressed the gathering. While appreciating the role played by NGOs in community development work, he desired that they should play a proactive role in between the general public and the government departments so that the schemes/programmes formulated focusing on the specific target groups reach the concerned. He also said that NGOs are "of the society, by the society and for the society" and hence, they must strive for cohesion by building intellectual wisdom.

Others who spoke on the occasion were Ms. Chetna, Ms. Krishna, Shri A.K.Singla, Shri Tarkeshwar Singh, Shri Vishal Kumar Gupta and Ms. Divya Bharti on various aspects of their specialization and work experience.

– Vishal Kumar Gupta

Research Scholar, University of Delhi

## Teachers' Day Celebrations



Dr.S.Radhakrishnan was philosopher, Statesman and Teacher par excellence. He was the first Vice President and second President of India. His scholarly works on Religion, Spirituality, Culture and Philosophy have left a pile of knowledge for use by the generations to come. He had the firm belief that "teachers should be the best minds in the country". In order to honour this great teacher the Govt. of India declared his birthday, 5th September, as Teachers' Day and is celebrated every year from 1962.

**National level function**

In the function organized by the Union Ministry of Human Resource Development at New Delhi Shri Ram Nath Kovind, the Hon'ble President of India presented the National Award to 46 Teachers from across the country for their exceptional contribution. In his address he said that strong foundations of character-building are laid in schools as the main objective of education is to make the students good human beings and teachers do so by instilling honesty, discipline and integrity in their students.

By ensuring their students become good human beings, teachers contribute the nation-building process.



The President also said that today the world is moving from information era to knowledge era. However, knowledge alone will not be able to ensure the safety of human civilization. Along with knowledge it is also necessary to have a conscience. Only when knowledge is combined with wisdom, it can solve human problems. Hence, we have to establish a balance between 'artificial intelligence' and 'human compassion' and between 'digital learning' and 'character building'. Today conservation of water is given top priority and teachers can contribute significantly in the national campaign for water conservation by instilling in students the

importance of water and how they can prevent wastage.

On this occasion the Union Minister of Human Resource Development, Shri Ramesh Pokhriyal 'Nishank' and the Minister of State for Human Resource Development, Shri Sanjay Dhotre were also present.

## Md. Akram Khan Honoured

Shri Md. Akram Khan, Jail Superintendent, Firozabad District Jail was honoured on the eve of Independence Day 2019 by Shri Sanjeev Kumar Tripathi, Deputy Inspector General of Police, Agra for his outstanding work in the jail to promote welfare of the inmates, continuing education by establishing IGNOU study centre and vocational skill development by organizing computer courses.



Research Foundation is a good idea. The only suggestion I would like to make is about synergizing collaboration with this foundation and National laboratories like NPL, CSIR institutions, Inter-University centres and ICAR.

The Committee recommended a four year integrated Bachelor's Degree as the minimum qualification for all school teachers. Kindly throw some light on this. A very good reform suggested that there will be no stand alone teacher education colleges. The teacher education will be an integral part of the higher education system. This will help quality improvement of professionally qualified teachers. In fact, the chapter titled Teacher Education captures the crying need of reforms in teacher education and is expected to create a lot of discussion. All of us know that to cure a chronic disease one needs strong medicine, however, bitter it may be.

**The Committee has recommended a holistic approach to prepare the professionals. Can it be possible?**

If I understood properly the chapter on Professional Education, it is proposed to be an integral part of higher education. As on date the professional education in India is offered largely based on individual subjects like medicine, engineering, agriculture, law by universities separately established subject-wise. The committee in its recommendation rightly stresses on the importance of these subjects for public purpose. These are all education in discipline and also education for practice. Hence, proper integration is needed.

**What do you think about empowered governance and effective leadership for higher education institutions?**

It is rightly stressed by the committee that high quality education and research requires intellectual ferment in nurturing culture. It is an open secret that the governance of higher education institutions mostly determines the culture. The concept of governance by an independent board is laudable.

The concept of full autonomy in the areas of academic, financial and administration is really a hard nut to crack as the iron grip of bureaucracy on every domain of national activity has been left by the British but is being perpetuated as nobody wants to lose overbearing control. If this could not be done in 70 years, let us keep our fingers crossed that this will be done. Though, this is crucial to entire report, let us see how much the bureaucracy is ready to concede.

**Reform in regulatory system is suggested to encourage excellence in higher education. What do you say on this?**

This is an important area of reform. It is a good that standard setting, accreditation and regulation are recommended for separation. However, a big question is when everyone is talking about the concept of singly window delivery to expedite the work, how the separation is going to fit into the system of express delivery. Hence, this suggestion needs to be give a fresh look as multiplicity of controlling points may spoil the institutions.

**Do you appreciate the recommendation to make vocational education integral**

**part of school and higher education?**

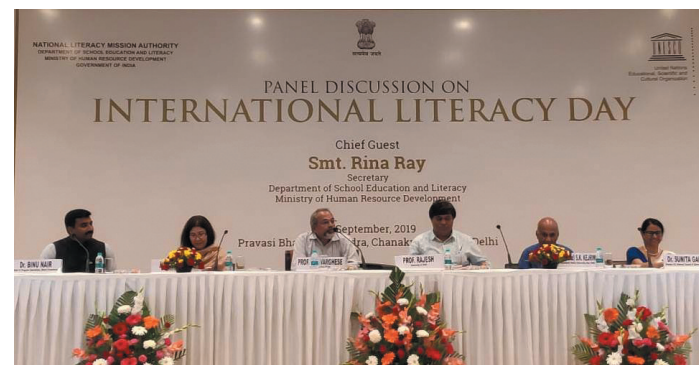
I appreciate whole heartedly for integration of vocational education in school and higher education. I also appreciate the recommendation of the committee for giving importance to prior learning and developing an appropriate mechanism for recognition. This is really a positive step which will benefit lakhs and lakhs of people who are having excellent technical skill but have no certificate. It may be appropriate that possibility of combining vocational with lifelong learning may also be seen.

**What do you think about the recommendation for adult education?**

This chapter on Adult Education deals rather in detail, after such long time of neglect, and rightly talks about crying need of viewing it as a lifelong education concept in India and places right stress on the topic. The policy needs commendation as it corrects a retrograde step taken by the Govt, to take away this sector from the control of NCERT and making it a part of the then Ministry of Education, thus losing all its academic flavour of research and development and becoming a part of extension efforts of the MHRD under a bureaucrat, some of them were really interested in the job while others looked to greener pastures elsewhere. The recommendations of the policy are strongly endorsed.

Thank you Professor for your frank opinion on the recommendations of the committee covering almost all the sectors of education. We are sure that it will become a fodder for the thoughts of the readers to formulate their own opinion.

# International Literacy Day Celebration at New Delhi



The national level function to celebrate International Literacy Day 2019 was organized by the Ministry of Human Resource Development, Department of School Education and Literacy on September 7, 2019 at Pravasi Bhartiya Kendra, New Delhi. While the Chief Guest of the function was Smt. Rina Ray, Secretary, Department of School Education and Literacy, the welcome address was given by Shri Sachin Sinha, Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority and the message of Director General, Unesco was read by Ms. Huma Masood, National Programme Officer, Gender and Education, Unesco New Delhi.

After the inaugural session Dr. P.S. Sreekala, Director,

State Literacy Mission Authority, Kerala, Dr. Ritu Varma, Vice Coordinator, Delhi Schools' Literacy Project and Shri Kamal Singhvi, Director, Rotary International, Rotary India Literacy Mission shared their experience in promoting adult literacy which was followed by a panel discussion on "Issues and Challenges in Achieving Total Literacy by 2030" which was presided over by Prof. N.V. Varghese, Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA) and panelists were Prof. S.K. Kejriwal, formerly of Jawaharlal Nehru University, Prof. Rajesh, University of Delhi, Ms. Huma Masood, Unesco New Delhi, Dr. Binu Nair, Bharti Foundation and Dr. Sunita Gandhi, National Council of Education, Lucknow.

## 'Kaushalacharya' Award Presented to Outstanding Skill Trainers

On the occasion of Teachers' day on September 5, 2019 the



Ministry of Skill Development and Entrepreneurship organized a function at Dr. Ambedkar International Centre (Nalanda Auditorium), Janpath, New Delhi to honour 53 Skill Trainers with 'Kaushalacharya' award for their exceptional contribution towards creating a future-ready and skilled workforce. They include 19 Experts from Team India competed at WorldSkills in Kazan, Russia, 15 skill trainers from National Skill Training Institute and Industrial Training Institute ecosystem, 9 Corporate trainers from Adobe,

IBM, Microsoft, Maruti, ONGC, Bosch, BHEL and Aegis and 10 from Jan Shikshan Sansthan. The award included a trophy and certificate.

Dr. Mahendra Nath Pandey, Minister for Skill Development and Entrepreneurship who gave away the award said that on this day, we honour our trainers who have imparted learning to youth and helped in moulding their careers. In order to motivate and recognize their contribution, he announced that Kaushalacharya Award will be given annually to celebrate the teachers who are pillars of the Skill India edifice.

On this occasion Shri Raj Kumar Singh, Minister of State for Skill Development and Entrepreneurship in his speech said that Industrialization in India had for long been hamstrung by a dearth of skilled manpower. Fortunately Skill India Mission has addressed the need for an

equipped and skilled workforce to boost vocational training in the country.



The award winners (Skill Trainers) and Directors of Jan Shikshan Sansthans – Raigad, Ranchi, Chitrakoot, Kanpur, Sagar, Mirzapur, West Patel Nagar (New Delhi), Peeragarhi (New Delhi), Jahangirpuri (New Delhi) and Jaipur are with Dr. Ramakrishna Sura, Additional Director, Directorate of Jan Shikshan Sansthans.

## Valedictory Function of Literacy Week held at Springdales School Dhaula Kuan



The Delhi Schools' Literacy Project organized valedictory function of literacy week at Springdales School Dhaula Kuan on September 13, 2019. Shri Ramesh Negi, Chairperson, Delhi State Commission for Protection of Child Rights was the Chief Guest. Like previous years, member schools conducted different competitions and

the winners received prizes from the Chief Guest and schools which have done outstanding work in the literacy front were given trophies. A brief cultural programme was also held which showcased the importance of literacy. On this occasion the 10th edition of DSLP Newsletter 'JAAGO' was released by the Chief Guest.

Shri Ramesh Negi in his speech appreciated the work done by DSLP and desired that along with literacy the learners can be given awareness on environment, pollution, water harvesting and skill for self-employment.

While Dr. (Smt.) Jyoti Bose, Director,

Springdales Schools in the beginning gave welcome address and briefed the audience about the journey of DSLP in the last 31 years, Dr. (Smt.) Rajni Kumar, Honorary Advisor, Delhi Schools' Literacy Project gave closing remarks. She thanked profusely all the member schools for their active role in DSLP and said that their efforts will go a long way to make India literate, whatever small their contribution is.

Dr. V.Mohankumar, Director represented IAEA in the function.

# Draft National Education Policy 2019 – An interaction with Prof. N.K. Ambasht



Shri K.C. Choudhary, President, Indian Adult Education Association and Chancellor, International Institute of Adult and Lifelong Education, Prof. S.Y. Shah, formerly of Jawaharlal Nehru University and presently Director, International Institute of Adult and Lifelong Education and Dr. V. Mohankumar, Director, Indian Adult Education Association interacted with Professor N.K. Ambasht, former Chairman, NIOS and Professor & Head of Department(s), NCERT on the Draft National Education Policy 2019 and the excerpts as follows:

**Draft of National Education Policy 2019 has been released by the Drafting Committee inviting suggestions from the general public. What is your opinion on the policy recommended?**

I have gone through the policy document with great interest as we have got a new one after a gap of 33 yrs. (the existing education policy was released in 1986). The vision statement of the new education policy has few key words namely - India centric, Sustainability, Equitable, Vibrant and High quality. Hence, the entire document has to be seen in the light of these key words and content be examined on the parameters of these key words whether they embody the spirit of these key words, whether singly or cumulatively.

**What do think about the recommendation of the Committee on Early Childhood Care and Education?**

The Committee has rightly said Early Childhood Care and Education (ECCE) as the foundation of learning and also placed it as the first chapter. I really,

appreciate the entire approach of the policy which is exhaustive enough, it needs to be reiterated that private crèches and pre schools have brought in the inverted pyramid from primary education as foundational formal structured learning with alphabet recognition to writing and associated phonemics. This needs to be emphasized that such practices need to proscribed and if necessary, such shops need to be closed and simultaneously provide desired alternatives as recommended.

The policy document also captures very effectively the various aspects of ECCE, but a stronger advocacy for stopping the proliferation of this sector into the hands of business and non-professionals need to be stopped by appropriate legislative measures.

I wish to emphasize here that education is too important and a sensitive matter to be left into the hands of private players as it makes or mars the future of the nation, be it ECCE or Primary or School education sector.

**What about Foundational Literacy and Numeracy?**

The report has dealt rather extensively Foundational Literacy and Numeracy. But somehow it has slipped on the diagnostic and remedial approach in the educational transactional process. Diagnostic and remedial approach in the transactional process of education at the early stage not only clarifies the fundamental bases of education but also builds a solid foundation on which education structure is built. It will have implications in teacher preparation programme.

Major changes in the teaching-learning

approaches in teaching of language and mathematics, play way techniques have been developed and established in NCERT (by this author) could be disseminated for adoption/adaptation for further development and use.

**What is the importance of National Tutors Programme?**

National Tutors Programme is a welcome initiative. While it is laudable to mobilize community participation, it is often felt that the community has the misgiving that it can teach, because it has itself undergone the process. It needs to be emphasized that teaching is a specialized job for the trained person and should be given the same treatment. Many a times what is done by the school is undone by the society outside. We teach them to be civil and gentle, but they see that those who are rude and rogue have the day. This is a tough task but instilling the fundamental Human Values can salvage the situation and therefore these need to be integrated and instilled from the very beginning in the content and processes of education.

Do you agree with the recommendation of the committee for integrating dropouts and ensure universal access to education.

I am sure that this chapter somehow has missed the diagnostic and remedial approach in the teaching-learning process. Unless we are able to diagnose the learning knots and remedy it, we go on building on that deficiency causing loss of interest in the learner and he/she dropping out. The causes of dropout need to be individually investigated and remedied. All other points dealt in the chapter are appropriate and need to be retained.

**Curriculum and Pedagogy in schools in Chapter - 4 has been dealt in ten sub-sections. What is your opinion?**

The entire chapter is very important and must be accepted as policy as it takes into account all aspects of curricular integration of essential subjects and skills.

The recommendation for 5+3+3+4 design is logical and it eliminates the

nomenclature of senior secondary stage. The diffusion of streams is a welcome improvement in view of integral knowledge as opposed to segregated subject approach. All Knowledge is ultimately philosophy from where it emanated and to which it must submerge.

The policy must be commended on its approach to study of language and the medium of instruction. In spite so much of political brouhaha it must be adhered to tenaciously.

Specific mention of section 4.9 'Transforming assessment for student development' is very important and significant. The suicides happening after declaration of results is an excruciating phenomenon. The recommendations are very constructive and the National Institute of Open Schooling has On Demand Examination System (ODES), initiated and experimented by me which needs to be further worked upon, refined and widely adopted.

The draft policy has underscored a very important aspect which plays on human lives in many ways. I am of the opinion that all areas are very well written and are worth adoption.

**What about equitable and inclusive education?**

The chapter on equitable and Inclusive education deals quite comprehensively which needed much attention in the present system.

The idea of special education zones has been mooted which is an improvement over the concept of educationally backward districts. The Under-Represented Groups (URGs), it may be worth to revive the tribal education unit in the NCERT to address the specific educational needs of tribal communities (such as preparation of primers in tribal dialects) besides the major goal of contextualizing the curriculum.

The Under-Represented Groups' educational needs would vary from community to community. The education of minorities particularly, the Madarasa education will have to be synchronized for equivalence so that students studying in such institutions are able to compete with others in the job market.

**What do you think about school complexes?**

The concept of School complexes is not new. In fact, NCERT once started school complexes on experimental basis which were evaluated during early seventies. I

hope the Drafting Committee could lay its hands on the report for consideration and plugged the loop holes, if any, found in the same.

**Are the recommendations of the Committee in line with Right to Education for regulation and accreditation of school education?**

The principle of separation of functions is a welcome step. So is the creation of Independent State School Regulatory Authority. Similar regulatory authority, NCTE has come under criticism for several malpractices in its regulatory functions in the area of teacher education. The idea of regulation is good but enough caution needs to be exercised to save it from the traps that it is likely to fall into.

It is a welcome step that the schools run by private managements will not use 'public' in their names (now they call themselves as public schools). In real terms the public schools are those which are run by government or government aided. It is a hornets' nest.

The stipulation of the review of RTE Act in the light of this draft policy is welcome as the Act will require a major overhaul in view of this document.

It may be worthwhile to design examinations in a manner that it has scope to evaluate the strengths of the examinee and indicate those strengths. In other words, examination should slowly move towards evaluation.

**What is your opinion about one regulator for all higher education institutions (including professional education)?**

The suggestion of the committee is to transform the present regulatory system with multiple institutions by introducing one regulator for all higher education including professional education. This is a major structural change in the present system.

**Is it a good idea to abolish affiliation system in higher education?**

It is a welcome step. By abolishing affiliation system and replacing it by degree awarding autonomous colleges and universities is that all universities will be residential one.

**What do you think about the recommendations of the committee on liberal education?**

Four year Liberal Art/Education is a welcome step. Stress on liberal arts is

needed as too much materialism has already crept into the system and creative and analytical balance in education is long overdue. Importance of inter-discipline has been rightly stressed.

The Committee has introduced a new concept called National Higher Education Qualifications Framework for learning outcomes which will be the guiding document for curricula across all disciplines. What is your opinion on this? The concept of National Higher Education Qualifications Framework (NHEQF) is a good idea. In fact the higher education curriculum has been mainly guided by "we are teaching because other universities do". Most of the teachers at higher education, or for that matter, at all levels do not go deep into'. Why are we teaching, what we are teaching' is the syndrome and hence, they never go to the ultimate goal of teaching a topic or lesson in terms of behaviour modification.

Open Distance Learning (ODL) has come to stay. Any value attachment to contact learning and ODL is educationally unsound. Personally I am in agreement with all the suggestions given by the committee in the chapter "Optimal Learning Environments and Support for Students".

**Chapter-13 and 14 have specific recommendations about empowering the faculty with high competence and deep commitment so that they are excellent both in teaching and research and establishment of a National Research Foundation to catalyse and energies and innovation across the country in all academic disciplines. What is your desired opinion on these?**

We all agree that higher education faculty must be valued and supported with excellent preparation and conducive working environment. As of now the social prestige of teachers as a community is quite low as compared to the other professional groups and administrators. This needs to be corrected and the concept of "Gurur Brahma, Gurur Vishnu,....." should be restored as far as possible. Hence, the recommendations given by the committee in this chapter is worth appreciation and need of the hour. May be refresher courses, particularly in pedagogy, will be an added advantage for the teachers of higher education institutions.

Again establishment of a National