

CHAPTER VII

REVIEW, OBSERVATION, AND SUGGESTIONS

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REVIEW

From the various definitions of education given by different scholars, the functions of education can be summed up as being three: one being spiritual i.e. religious in which a person was given instructions about self, universe and God (Atman-Parmatman), another function is social through which a citizen is taught his duties and relationship with the society and thus enables him to be a good citizen and third is Vocational i.e. to enable a person to earn his livelihood through productive activity. Emphasis on these three functions have been shifting with the times. In ancient India, spiritual education had a greater importance and study of Religious books i.e. shastras only was considered as the real education particularly because aim of life was to achieve 'Mokhsa'. Vocational education was confined to domestic trainings and it was not being given the name of education. With the development of kingdoms, states and social relationships it became necessary to educate people and children social values along with moral and religious teachings. Thus the teaching of history, sociology, Logic, Political Science, economics etc. became subjects of learning.

With the advancement of knowledge and science and with new discoveries and inventions, simple occupations like agriculture, husbandry etc. moved towards industrialization and with the spread of industries, domestic trainings which was prevalent so far proved to be inadequate and need was felt for more specialised vocational education in various trades. With such advance-

ments, two types of education became the need of the hour:- one being the social education which including education in social sciences and natural sciences and the other being the education in vocations. Religious, spiritual education, which was still considered important for building character of a person, was considered as a part of social Sciences.

To meet the requirements of the aforesaid two types of education most coveted education commission (1964) recommended an education pattern. According to this pattern each child is taught elementaries of all types of subjects up to Xth class and thereafter he is to choose his subject according to his own choices, liking or interest and excel in the same. In this scheme, the plus two stage i.e. class XI and XII, is considered a very important stage to decide individual's future life vocation and prepare him for actual life situation. With this aim in mind new scheme of 'Vocationalisation of Education' at plus Two stage was evolved.

This scheme was started in Six States and two Unions Territories of India in 1977. Findings of Research Studies done by Sri K.C. Bhatt, Sri R.B. Davasthale, Sri Kulkarni and Sri Lahi are in favour of vocational courses at this plus Two stage and the beneficiaries (students) have positive attitude towards such courses. Few studies were also done (by Lahi, Parry and Pillai) to understand work experience programmes in schools. Finding of these studies revealed some of the limitations of the scheme and also gave suggestion to overcome them. But no research study

(Ph.D) to know all implications of the scheme of Vocationalisation of Education at plus Two stages, has been done so far. A few other projects were carried out to study implementation of the scheme in different states. These studies pointed the pattern of implementation of the scheme in these states and highlighted problems being faced by beneficiaries. One follow up study of Union Territory of Delhi was done by the Directorate of Education. This study too was very limited and had not studied the position of passed out students.

Since there was No Ph.D. study done in the area and the scheme of vocationalisation has been given high importance in our National Education policy and also in the Seventh Five Year plan (1985-90), Researcher decided to study the scheme, its implementation, popularity, position of passed out students and other important issues relating to the scheme, in the schools of the Union territory of Delhi. Therefore this study titled "VOCATIONALISATION OF EDUCATION AT PLUS TWO LEVEL IN THE UNION TERRITORY OF DELHI" has been undertaken.

This study includes all the schools of Delhi where vocationalised courses have been introduced since the year 1977 to 1984. It also includes students, teachers and principals of vocationalised courses.

This study is limited to vocational courses taught at plus two stage in higher secondary schools of Delhi.

This study has three objectives. First is to study concept of vocationalisation and its development. Second is to study

various aspects like Management funds, teachers, students etc. concerning vocationalisation. Third objective is to make in depth study of few schools where these vocationalised courses are being taught.

Data was collected from the different libraries of NCERT, NIEPA, JNU of Delhi, MSU of Baroda, I.I.E. of Pune. Directorate of education, Ministry of education Planning commission, Directorate of technical education. Field data was collected from the students, principals and teachers of vocationalised schools and from the administrators and planners.

To collect data questionnaires and semi structured interview schedule were prepared. First was General information sheet, this sheet was prepared to collect factual data from school office regarding admission procedure environment results, funds infrastructure etc. Second was questionnaire for teachers and principals. This questionnaire was prepared to collect data regarding their qualifications, Work load, Opinions and problems faced by them. Third questionnaire was for present batch of students to study their family and educational background and their opinions. Fourth questionnaire was for passed out students to study the employment position. And fifth was semi structured interview schedule for planners administrators, teachers and principals to know their views about various aspects of vocationalisation.

These qualitative and quantitative data was analysed separately, Issue wise and source wise. Later these were used in the study and chapters were written according to objective numbers .

Major Findings of The Study :

Major findings of the study are as follows :-

1. Emerging out of General Education, Vocationalisation of Education is somewhat specialised education involving teaching of vocational skills in some trade. It provides benefits of general education along with instructions and trainings to enable a person to take up some vocation after the passing out and thus it removes the danger of narrow and utility less education [Chapter IV page 51].
2. This type of education makes an individual a productive member of the society by increasing the thinking capacity of an individual alongwith the development of skills [Page 52].
3. This type of education is provided keeping in view the local economic needs of the area.
4. In this modern age of technology and science, different types of trades are increasing and the technologies are advancing and they require specialised skills. The demands of these trades and technologies are on one hand specialised skill in a particular trade and on the other capability to shift from one trade to another i.e. adaptation to the need and also new technological improvements. Vocationalised education at plus Two stages is very much helpful in meeting this requirement [Page 58].
5. Vocational education through schools and institutions is a recent introduction. It was in 1854 that WOOD Dispatch had recommended formal vocational education but it was after 90

years, in 1936 that Polytechnics were opened in the Country. Similarly it was in the year 1968 that Kothari Commission recommended Vocationalisation of Education, and the scheme was launched 9 years later in 1977 and that too only in six states and two Union Territories, which was based on the NCERT Report 'Higher Secondary Education and its implementation' 1977 [Page 67].

6. From the study of models of vocational education in India, it is found that three types of vocational education is prevalent in India. One is Old apprenticeship model, other is through vocational institutes such as Engineering and other vocational schools and polytechnics and the third is the vocationalised courses taught in regular 10+2 schools along with general education. The last one is of very recent origin. And the vocationalisation of Education, is based on the last model [Page 71].

7. In Delhi also, all the three patterns of vocational education are prevalent. There are five I.T.s. and seven polytechnics besides I.I.T. and Engineering Colleges. And from 1977 onwards Vocationalised courses have been and are being introduced in Higher Secondary Schools of Delhi, with which this study relates [Page 78].

8. Study of vocational education system of other countries also reveal that all these three patterns are prevalent there also and most of the countries give a great importance to imparting of vocational education combined with general education through schools, considering education as a comprehensive programme consisting of vocational, technical, general and further educa-

tion. Upto 10 years of schooling general education is provided to all, giving them elementary knowledge about all the subject and then allowing a student to decide and choose a particular stream for further study [Page 84].

9. With the aforesaid conceptional background, Vocationalisation of education was implemented in the year 1977. In the beginning management of this scheme in the Union Territory of Delhi was in the hands of the Deputy Director of Education, assisted by one Senior Counsellor. Management pattern from National level to institutional level as suggested by the National Working Group has not been implemented so far. Under the plan laid down by the Directorate of Education Delhi, there were to be four senior counsellors and four Junior counsellors, but no appointments are made on these posts till now [Page 89].

10. Directorate of Education carries out functions of Policy making, administration, implementation and evaluation. Functions like research, development and Orientation are not being carried out at all by any agency what so ever [Page 90].

11. Management at the school level is the responsibility of the Principal and teachers of the Vocationalised Courses [Page 90].

12. Vocationalisation of education in Delhi, being a Centrally sponsored scheme, gets 100 percent grants for Government schools and 95 percent of the expenditure for the Government aided schools. Schools put up their requirements to the Government which sanctions and provides the grants. Funds allocated to schools are sufficient but some Schools(aided) complain that management does not bear the balance 5 percent expenditure as

required so they feel difficulty in meeting the expenditure. Delayed sanction of the grants was the general complaint of all schools aided as well as Government [Page 92].

13. There are no clear cut policies regarding the expenses to be incurred on the courses and also there is no division of funds under various heads. Therefore, teachers of the courses are not aware of the amount they can spend on raw materials, on field trips or on guest lectures. It was found that inspite of funds being enough, beneficiaries face problems in day to day expenses and in most of the schools fields trips and guest lectures are not arranged [Page 93].

14. Selection of schools for the introduction of Courses and the selection of the Courses for a particular school has not been done on the basis of the economic activity as suggested under the National Document. Schools introduced Courses on the basis of availability of teacher , accommodation and furniture. Principals of the schools was asked to furnish all the information regarding the availability of infrastructure facilities and their willingness to start vocational courses in the school through a performa sent by the directorate [Page 97].

15. It was also found that Courses have been started in already existing class rooms in schools. Separate class rooms and Laboratories have not been provided. However few schools have allotted few rooms completly for vocational courses. Practical oriented courses feel great scarcity of accommodation, except a Course in Horticulture [Page 100]. However, according to the response to the questionnaire, 49 percent students, 52 percent teachers and

75 percent Principals feel sufficiency of space for the courses in their schools. Investigator noted the poor maintenance of machines inspite of sufficiency of funds reported by the schools. Due to non working condition of machines beneficieries felt insufficiency of equipment. It was also seen that consumable items were not adequately available [Page 105].

16. Teachers to teach Vocational Courses are mostly on part time basis. practical oriented courses are taught by part time teachers. Theory classes are taken by regular teachers of the schools teaching other academic courses as an additional assignment. Thus these regular teachers are also part time as far as the teaching of the Vocational Courses is concerned. Thus it can be said that vocational courses are not being treated as full fledged regular courses of the school and are given subsidiary status. Remuneration of part time teachers is very low i.e. Rs. 450/- P.M. Qualifications and selection criteria are not laid down for the appointment of teachers. Teaching periods of these courses differ from 4 periods to 34 periods per teacher per week [Page 115].

17. These courses are being offered by the students belonging to all sections of society. it was found that 8 percent were scheduled caste students, 22 percent were belonging to Scheduled tribes, 16 percent were from backward classes and 53 percent came from general categories. Similarly students were belonging to all income group families. Even the percentage of students belonging to High Income Group families was 20 percent, 42 percent were from middle income and only 31 percent were from the families

which come under the low income group. Educational status of the families of the students was also quite good. Only 7 percent students were such whose parents can be called as illiterate. Out of the rest, fathers of the 11 percent were found to be Post-graduate, 31 percent graduates and 42 percent Higher secondary and 11 percent educated below higher secondary. Even the mothers of most of the students were educated one percent being post-graduate, 11 percent graduate 43 percent higher secondary and 20 percent educated below higher secondary [Page 119].

As regards the employment and social status of the families of vocational students, it has been found that students belonged to all types of categories. Father of 33 percent were self employed, 36 percent were in the Officer's rank, 23 percent were clerks. Even the mothers of 5 percent students were found to be working women, out of which 3 percent were in self employment and 2 percent were in service. As regard the age of vocational students, researcher noted that the age of 2 percent students was below 15, 58 percent were between 15 and 17 years of age and 39 percent students were more than 17 years of age [Page 120].

Looking into the educational background of the students offering vocational courses, it was revealed that majority of students (54 percent) were IInd divisioners of Xth class examination. 4 percent students had passed class X examination with IIIrd Division but seven percent students were first divisioners also. General view of teachers, students and Principal was that such students who were not able to get admissions in other courses offer vocational course but there were 39 percent stu-

dents, 27 percent Principals who were of the opinion that good and bright students also offer vocational courses. Percentage of such students who told the researcher the reason of offering vocational courses due to not getting admission to other courses, turned out to be only 15 percent, While 48 percent students expressed to have opted the course because of their liking, 32 percent students gave their reason to offer the vocational course to get a job early. 5 students were such who sought admission in the vocational courses because they wanted to get admission in Polytechnics. Decision to seek admission in vocational course was their own, or someone else's. In response to this enquiry 66 percent students expressed that they had opted for vocational courses without any guidance or suggestion made by any person or agency. 17 percent students sought admission on the suggestion of their parents [Page 124].

18. Type of the Vocational Course started by a school was not found to be based on occupational surveys. School started the course for which No objection certificate was given by the Employment Exchange and which was considered convenient to be introduced.

Except the two courses i.e. Banking and Horticulture rest of the courses are duplication of the Courses already taught in I.T.Is and Polytechnics. Availability of infrastructural facilities in the school and /or in the neighborhood were not fully satisfied while choosing or starting a vocational course [128].

19. Syllabus of vocationalised courses is in accordance with the

recommendations of the Review Committee. There is 70 percent weightage given to the elective vocational subjects in the course while 15 percent weightage is to the language and rest 15 percent to general foundation subjects. According to teachers, only outline as syllabus had been laid down and the length and breadth of it depended on teachers of the subject. It was also complained that the syllabus of commerce bases courses is over rich. Syllabus lacks employability. Few topics in the course of Horticulture are irrelevant to the territory of Delhi [Page 131].

20. Text books are not available for the vocational courses except the courses of Banking and Stenography. Reference Materials is available in English Medium and this too is not usable by the students, who have to depend only on the notes dictated by the teachers [Page 138].

21. Linkage is missing at all levels. There are several agencies working for the vocationalisation of education such as NCERT, NIEPA and Directorate Education but all are working in isolation without any link or co-operation with each other [Page 139].

There are no bridge courses formulated to be followed after completion of vocationalised Plus Two course by a student. It was found that students go either for academic courses or for polytechnics after completion of vocational courses if they intend to study further [Page 141].

There are efforts on the part of few schools to take students of vocational courses to other institutions, industries for first hand knowledge and some time for practical experiences.

Such as, students of Ophthalmic technics are taken to A.I.I.M.S. and students of a few vocationalised courses after completion the course, can go for Appreticeship training of six months, under the scheme entitled 'Special Vocationalised Education Training Scheme'. Admission to this training is made on the basis of merit and government pays a stipend of Rs. 200/- P.M. to a trainee during the training [Page 146].

22. For admission to the vocationalised courses, minimum eligibility condition is not fixed so far, though there is a proposal for the future. There is no reservation of seats for Scheduled castes and Sheduled tribes [Page 148].

23. There is no system or machinery to test the attitude or aptitude of students for the course to be offered by them. There is no Guidance service provided to the students either at the time of their admission or during the course or even after the completion of the course. There is absolutely No service provided to passed out students to get them employed. It is, however, learnt that Directorate of Education has formulated a guideline for the eligibility of students and is also going to start a placement cell for the benefit of passed out students [Page 148].

24. The aim behind the starting those vocationalised Courses was to enable students to take up jobs, 70 percent students, 76 percent teachers and 90 percent principles expressed that these courses are offered by those students who intend to take up jobs just after completion of the course, but did these passed out students really get an employment after passing the courses? Only

55 percent students, 24 percent teachers and 42 percent principals said that they do get employment. However, the study of the passed out students show that only 18 percent could get employment and 4 percent engaged themselves in self employment; 65 percent made themselves engaged in further studies and 7 percent were found in search of work. Out of the employed, 80 percent were found to be employed related to their courses they had studied and the remaining had pursued some other course/training to enable them to get their present job. Self employed were employed in their fore-fathers' trade. There could not be found any student, passed out of any course, who would have started his own business or trade on the basis of the vocational knowledge he had obtained through the Courses [Page 156].

Government is taking steps to increase the opportunities of employment and to link the courses with employing agencies. General Insurance Corporation and now recently in the year 1989, Life Insurance Corporation have agreed to help in the teaching of Insurance courses and then absorbing passed out students in Insurance trade [Page 162].

26. The in-depth study of the schools reveal that enrollment is increasing in the schools in spite of all the obstacles faced in running a vocational course. Second very important finding of the in-depth study is that if a teacher is enthusiastic and devoted then he/she can make a course run successfully (Case study No.1). At the initiative of teachers, problems of text books is solved as they get the notes cyclostyled and not only distribute them in their own schools but also in other schools running the same

vocational course (Study No.8). There is no standardized or fixed pattern of running the courses in different schools. Each School has different infrastructural facilities and teachers of different qualifications. Few schools have established links with the community for practical training (Study No.7 & 1) and there are few schools which are managed by industrial groups and still no links are established (Case No. 2 & 11). As far as employment is concerned no steps have been taken in this direction at school level.

It has been seen through the findings of this study that the Vocationalisation of Education at the plus Two stage in the Higher Secondary schools was started under an Ideal Policy and strong conceptual frame work. The implementation strategies were formulated by eminent educationists. The main aim of scheme was to enable a student to get training in a trade just after passing his XIIth class examination and to pursue the trade. But it is learnt through the findings and observations made by the researcher through her study that the aim is not being achieved; the actual implementation of the scheme is not bringing fruits as had been desired.

Discussion Of Results and Suggestions :

It is seen through the findings of the study that this scheme of vocationalisation of education has strong conceptual frame work. Ideal policy frame work and implimentation strategies have been formulated by eminent educationist but actual implimentation has many flaws and is not bearing the fruits it should

have.

In the following paragraph the researcher would discuss the results and put forward few suggestion for its improvement.

First of all it is seen from the history of vocational education that progress is very slow whenever recommendations are made it takes ten to 80 years to be implemented. If Vocationalisation has to be made successful in which progress of nation is dependent it is necessary that implementation according to the recommedations should be made immidiately.

As seen through the findings of the study that the management of vocational education is not strong. It has insufficient staff for different operations. First of all the researcher suggests that in the state of Delhi Direcotorate of eduction should be Made solely responsible for implementation of the scheme. One cell for vocationalisation of education should be established under Directorate of Education. This cell should be headed by a person who has sound knowledge of management principles. He should not only be a administrator but a manager too. This cell of Vocationalisation of education should be devided in different sections. Each section should be made responsible for a particular type of activity. All these sections will work in co-operation with each other. These sections can be as many as thrust areas. For example one of them would be Survey Section.

Local surveys are a prerequisite for vocationalisation of education. This section should be headed by one section incharge.

It is the duty of section incharge to carry out surveys to assess local needs either by his own section or with the help of others. Once the job of surveys is over, this information should be passed on the syllabi section. Once syllabus are fomulated information should be passed on to text book Section. From there information should flow to teacher training, recruitment section and employment section in the end.

These sections will carry out all the functions for future courses but for the present courses which have already been introduced and are facing problems at various fronts, course Incharge should be appointed. If there are 12 vocaitonal courses being offered in U.T. of Delhi, 12 'Course incharge' should be appointed. Each course incharge would be responsible to look into the lacunae in that particular course and would try to remove them with the help of these section incharges as already discussed. If these posts are created and persons recruited from already existing teaching staff, one can hope to see bright future tommorrow. This scheme is launched with the aim of diverting 50 percent population and it can be achieved when enough staff is there to look into the affairs.

Second finding reveals that though funds are enough but late sanctions and ambiquity creates problem. It is necessary to divide fund requirements in different headings and clearcut policy about using them should be formulated. Section of funds under the directorate of education should look into the problems like sanctions of funds, proper utilization etc..

It is seen that selection of schools is not done on the basis of local surveys. For further introduction of new courses, local surveys to assess the local need is of prime importance. Incharge of survey section should conduct local surveys with the help of assisting research staff. He can also seek help of University M. phil. students. For one session students of M-Ed, M.A. economics and of other related subjects may be asked to take up problem related to local needs and their reports can be made basis for introduction of new courses.

About the infrastructural facilities Incharge of the infrastructure section must visit the school before introduction of the course and after introduction of the course to see that school does not face major problems regarding space, equipments and raw material, minor problems should be solved by providing alternate suggestions such as- if equipments are less students should be divided in two groups for practical purposes, etc.

It was found that teachers are regular PGT of the subject and are teaching these vocationalised courses. They are not competent to teach these courses because these courses require practical knowledge for the course. Tehrefore, selection criteria of teachers should be based on basic degree but before they resume actual teaching every teacher must be given minimum 2 years training for acquiring the skills. In this way if teacher have strong theoritical as well as practical knowledge then only they will be able to produce thinking hands which is the aim of vocationalised courses. This training of teachers should not be

for particular course but variety of skills should be imparted so that teachers are versatile to move from one skill to other in a group of occupations related to one subject. Teaching of vocationalised courses should not be left in the hands of part time teachers. Regular teacher should be appointed and made responsible to look into the matter relating vocationalised courses in their school. For specialised topics help may be sought through guest lecturer but part time teachers is no alternative because part time job are not stable and a person only take them as a stepping stone to get a regular job. Therefore, involvement is less and as a result teaching of vocationalised courses suffer.

It is seen from the study of in-depth study of schools that if teacher is energetic, devoted, motivated, he is able to steer the teaching of vocationalised courses very successfully. Therefore, if these teachers are given key position in the management affairs it may bear fruits. For example if textile and design course is being run in five schools, one teacher out of these five school should be made course incharge as discussed earlier. This course Incharge will be responsible to look into all the needs of the course-such as syllabus requirement, text book and will also work as a liason officer to link these courses with employment. He will explore the opportunities of employment of the students and as well as industries etc. where students may be given on the job training.

One course should be taught by two full time regular staff and they should be assisted by lab boy and peon as the need may be.

It was found that students of vocationalised courses are from all castes and income groups. It means courses can attract students from all strata and aim of diverting 50 percent students can be achieved. But to achieve these aims it is necessary to aim 75 percent student population to divert towards vocationalised courses. For that admission to the higher academic courses should be made available to only meritorious students and rest all should be admitted to the vocationalised courses. Students who fare well in vocationalised courses may in any case get admission to the universities through bridge courses.

Selection of the courses should be done by the course design section of the directorate of education. This section will conduct researches to find or formulate new courses according to local needs. Help in this direction should be sought from the teachers of the vocationalised courses. In the same fashion even to formulate syllabus of vocationalised courses help should be taken from teachers of vocationalised courses. For selection of new courses and for syllabus formulation few research scholarships can be advertised by U.G.C. for independent research work which may be of great help in this direction.

To write text books teachers of the vocationalised courses, University teachers, vocational technical teachers should be provided incentives to write on different topics enlisted in the syllabus of a particular course. Once every topic has been written by experts material should be accumulated and all the material should be published in the form of a text book.

Linkage is very important aspect of vocationalisation of education. It is found that it is missing at management level to institution level as well as with employemtn agencies.

For management level link should be established as suggested by programme of action at earliest.

Bridge courses are must to make this scheme successful. Therefore, Incharge of bridge courses in the directorate of education should take help of course incharge and formulate bridge courses. Once this courses are framed new strategies have to be planned for its introduction. Bridge courses are in themself a new and wide scheme.

Employment is prerequisite of vocaionalised courses. Link should be established with employers at the time of local survey itself. Untill and unless opportunities of absorbtion in employment for at least 50 percent students have been idenfied courses should not be sarterd. Rest 50 percent students should be given orientation for self employment opportunities.

Suggestions for further studies :

The investigator feels that there is ample scope for further studies on the 'vocalionalization of education' and in her view, studies on the following aspects of the courses may be more useful and beneficial for the public and the Nation as a whole :- These studies may be :-

1. Study can be made to survey local area for identification of

new jobs so that appropriate courses can be developed.

2. Further studies can be conducted to frame syllabi for existing vocational courses and also for the courses to be introduced further.

3. Teachers of the vocational courses require orientation and training which will require a detailed educational programme.

4. Bridge courses are to be introduced. Study about the shape, nature, duration, scope and syllabus of the bridge courses is required.

5. Studies may be made to know the trades/industries where on-the-job training and placement of passed out students may be given.

6. There is a need to encourage self employment of the passed out students. This will require further studies to find out as to how passed out students can engage themselves in economically viable activities to earn their livelihood.

7. The products produced by the students of vocational courses can be sold in the market. However at present there is no system of marketing these products. If these products are profitably sold then a part of the expenses of vocational courses can be generated via this media. Studies are required to study the method or system to market the product produced by students have to be made.

Vocational education is given its due emphasis in the na-

tional policy of education and guidelines for action are also provided by Ministry of Education and Human Resource Development.

The blind rush to the arts and commerce colleges can be avoided by providing vocational education. One of the reason of unemployment in India is educated misfits who even though having a degree in arts or commerce not able to do any job. More over India as a nation needs technocrates, technicians, and scientists for industrial and agricultural development. We need scientists to innovate and advise an creative use of researcher, we need a technician to implement such advises and we need a technocrate to acively help in instalation of systems. Such technocrates can only be provided through enhancement of technical education. The intention of ministry of H.R.D. is good, actions are forceful, monitoring grants also are adequately given but infrastructure and the rules are coming in the way.

To conclude. the day Ministry thinks of overcoming the hurdles for the staff and the students and the day the Government shall promote full fledged institutions of vocationalisation of education that day technical education will get a transformation. The Investigator feels like quoting the words of national commission as conclusion.

"There is still another aspect of challenge. It is true that knowledge is international that there can be no barriers, except those of our own creation to its free import. But India cannot forever remain at the receiving pipeline. She must make her own contribution as an Eternal Human endeavour to extend frontiers of knowledge."