

gramme should be compulsory, every university/college student should be able to choose the game or sport or exercises according to his interest and aptitude, and (iv) the operation of the programme should be watched by a central agency on a national basis which should emphasize the national character of physical education so as to develop in students a sense of belonging and commitment to the country.

(4) Certain norms should be developed to ensure optimum utilization of the available resources. It is necessary that each college should aim at having about 8 to 10 acres of land for playgrounds. In places where area is smaller or additional land cannot be acquired, the alternative would be to construct within the college premises or near about some form of facilities for the use of students which do not require so much space e.g. badminton or squash courts. Provision will also have to be made for swimming pools in a large number of universities and colleges. Generally speaking, each university should have at least 2 cricket fields, 2 hockey fields, 2 football fields, 4 basketball courts, 6 volley-ball courts/12 tennis courts, a sports stadium with a running track, a cricket pavilion and a gymnasium hall for gymnastics, badminton, table tennis and wrestling pits. Similarly, each college should have at least one cricket field, one hockey field, one football field, 2 basket-ball courts, 2 volley-ball courts, 2 tennis courts, a sports stadium with a running track, a swimming pool and a gymnasium hall. Priority should be given to certain basic needs like gymnastics.

(5) As the universities and colleges do not have enough resources to make provision for basic facilities amenities in the field of games and sports, a suitable system of grants for augmenting the present facilities will have to be formulated. The Government has to provide

a substantial proportion (say 80 per cent) of the total expenditure required for an effective programme of compulsory physical education.

(b) and (c) The Commission noted the report and circulated it to the Universities for consideration and necessary action. The Commission also decided to provide financial assistance to Universities and colleges, within the resources available at its disposal, for development of play-fields and purchase of accessories for games and sports. A University is sanctioned Rs. 15,000/- and a college Rs. 10,000/- on a sharing basis of 75 : 25 for development of play fields. Similarly, 75 per cent of the expenditure subject to a ceiling of Rs. 2.50 lakhs for a University and Rs. 1.50 lakhs for a college is sanctioned for the construction of a Gymnasium.

10+2 System of School Education

569. SHRI RAM CHANDRA BHARADWAJ: Will the Minister of EDUCATION AND CULTURE be pleased to state:

(a) what are the names of the States which have adopted the 10+2 system of school education;

(b) the names of the States which have so far introduced vocational courses on a limited scale at the +2 stage;

(c) what are the reasons given by those States which have so far not introduced the vocational courses at +2 stage; and

(d) what steps are being taken by Government to ensure that all States in the country adopt the 10+2 system of school education and all of them also introduce vocational courses at the +2 stage?

THE DEPUTY MINISTER IN THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRI P. K. THUNGON): (a) to (d) So far the following 16 States and 8 Union Territories have switched

over to the 10+2 system of school education:—

1. Andhra Pradesh.
2. Assam.
3. Bihar.
4. Gujarat.
5. Jammu & Kashmir.
6. Karnataka.
7. Kerala.
8. Maharashtra.
9. Manipur.
10. Nagaland.
11. Orissa.
12. Sikkim.
13. Tamil Nadu.
14. Tripura.
15. Uttar Pradesh.
16. West Bengal.
17. Andaman & Nicobar Islands.
18. Arunachal Pradesh.
19. Chandigarh.
20. Dadra & Nagar Haveli.
21. Delhi.
22. Goa, Daman & Diu.
23. Lakshadweep.
24. Pondicherry.

Out of these, Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Tamil Nadu, West Bengal, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Delhi and Pondicherry have introduced vocational courses at the +2 stage.

All the States/UTs have accepted, in principle, the 10+2 system and Vocationalisation of the +2 stage as an integral part of that system. Actual adoption of the system has, however, been delayed in some cases because of administrative, financial and other difficulties. The subject was considered at the last conference of Education Secretaries held in January 1983. The Conference urged upon the States which have not yet switched over to the 10+2 system to introduce the change before the 1984-85 academic session. The Conference reiterated the

point that Vocationalisation of the +2 stage was an integral part of the 10+2 system of education. All the States/UTs which have not yet introduced vocational courses were urged to take immediate steps to make higher secondary school education more employment oriented.

Setting up of educational news and features service

570. SHRI MURLIDHAR CHANDRAKANT BHANDARE:

DR. LOKESH CHANDRA;

Will the Minister of EDUCATION AND CULTURE be pleased to state:

(a) whether there is a proposal under Government's consideration to set up education news and features service for dissemination of educational news and features in a coordinated way through the press, Radio, TV and educational journals in the country; and

(b) if so, what steps have been taken for setting up educational news and features service?

THE DEPUTY MINISTER IN THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRI P. K. THUNGON): (a) No, Sir.

(b) Does not arise.

Kendriya Vidyalayas

571. SHRI AMARPROSAD CHAKRABORTY: Will the Minister of EDUCATION AND CULTURE be pleased to state:

(a) whether it is a fact that in December, 1982, some candidates were called for interview for the posts of Principal in Kendriya Vidyalayas;

(b) whether it is also a fact that the interviews were cancelled on account of injunction by the Delhi High Court;

(c) whether it is also a fact that some candidates of the general category, who were earlier called for