

**RECONSTRUCTION**  
**OF**  
**SECONDARY EDUCATION**



सत्यमेव जयते

**MINISTRY OF EDUCATION**  
**GOVERNMENT OF INDIA**

# **RECONSTRUCTION OF SECONDARY EDUCATION**

**Recommendations of  
the Central Advisory Board of Education, the State  
Education Ministers' Conference, and the All India  
Council for Secondary Education**



**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA**

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## PREFACE

An attempt has been made in this book to bring together in a classified form the important recommendations for ready reference relating to secondary education of the three all-India bodies which are actively associated with the expansion and reconstruction of secondary education in the country. The oldest of these, the Central Advisory Board of Education, has over the last 25 years advised the Central and the State Governments on all matters affecting national educational policies. The development of education during the last two decades bears ample testimony to the influence which the Board has exercised on the evolution of uniform educational policies for the entire country. It was at the instance of the Board that the Secondary Education Commission was set up by the Government of India. When the report of the Commission was published, the Board advised the Government of India to establish an expert body to help in the implementation of the far-reaching recommendations of the Commission. Thus the All-India Council of Secondary Education came into being in 1955. The State Education Ministers have met in three conferences held in 1957, 1959 and 1960. A conference provides an opportunity to have a high level review of the progress of important educational schemes in the context of the overall economic and social development of the country and take policy decisions about the modifications and adjustments which are required to be made from time to time. The reader will thus find in the present compilation detailed guidance given by these bodies on such topics as the setting up of multipurpose schools, examination reform, the teaching of science, in-service training of teachers, etc.

It is hoped that the present publication which contains all important decisions taken up to 1960 will be found useful for reference purposes by all those interested in the development of secondary education.

New Delhi.  
30th October, 1961

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*Educational Adviser to the  
Government of India.*

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Note 1: At the end of each recommendation, the name of the body which made the same is given in abbreviation.

E. M. C. : Education Ministers' Conference

C. A. B. E. : Central Advisory Board of Education

A. I. C. S. E. : All India Council for Secondary Education

Note 2: On one side of each recommendation is given the year in which the recommendation was made and its item number, and on the other side its subject.

## RECONSTRUCTION OF SECONDARY EDUCATION

### 1. Teachers

- 1950 Item 17      The Board considered the recommendation of the standing committee on the age of retirement and recommended that in the case of a government teacher the present age of retirement, i.e., 55, should continue, but in the case of a non-government teacher the age of retirement may be extended from 55 to 60 though the extension should not be automatic. Each case of extension should be reviewed and a teacher should be retired if he so desired or if the school authorities felt that he should retire on grounds of efficiency, health, etc. (C.A.B.E.)      Age of retirement
- 1955 1st meeting Item 3      The Council noted with satisfaction the action so far taken by the Ministry of Education for the reconstruction of secondary education. The Council recommended that the Central Government should suggest to the State Governments that, in the matter of recruitment of teachers for primary schools, preference should be given to those who qualify from the higher secondary schools. The measure was calculated to increase the popularity of the new pattern and as such make the transition smoother. (A.I.C.S.E.)      Qualification to work in primary schools
- 1956 2nd meeting Item 9      Schemes for the training of teachers of higher secondary schools :—      Committee to advise on training of teachers
- 1956 3rd meeting Item 11      With regard to the period of training for the teachers of Higher Secondary Schools and the minimum qualification required of the teachers selected for such training, it was resolved to refer the question to the Committee appointed by the Ministry of Education for the Examination of the curriculum and the pattern of training in Secondary Training Colleges.      Training of teachers for secondary schools

In connection with the proposal to augment the staff of the Training Colleges, the total work-load of the lecturer in the College including the amount of work he did in the Extension Services Department came up for consideration. It was generally agreed that if the teacher-student ratio was kept at 1 to 10, staff co-operation in the Extension Services Departments would be more readily available and that, while the system of remunerating lecturers for Extension Services work need not be discontinued, it was desirable to reduce the number of lectures to the minimum.

As regards the suggestion to attach a training department to a Polytechnic or an Agricultural College in each of the four zones for the training of teachers in Technology, Fine Arts or Agriculture, the consensus of opinion was that no single solution would suffice for the problem of training teachers in vocational subjects. It was agreed that, where facilities did not exist for providing such practical training in the workshops of technical schools, various alternative measures would have to be devised and that these would have to be worked out by the staff of the Training Colleges in cooperation with technical and professional experts. (A.I.C.S.E.)

1956 3rd  
meeting  
Item 15

The Council welcomed the Scheme for strengthening the Teaching of Science in Secondary Schools by deputing training college lecturers and secondary schools teachers under the Science Teachers' Fellowships programme to the U.S.A., Canada and the U.K. (A.I.C.S.E.).

Training of  
science tea-  
chers abroad

1957 6th  
meeting  
Item 11

The organisation of vacation or other special courses for enabling graduate teachers in secondary schools to acquire the Master's degree.

Special post  
graduate  
courses for  
graduate tea-  
chers in  
secondary  
schools

The Council approved the following recommendation made by the Standing Committee:

"It was resolved that this Memorandum be placed before the Council and the Chairman be authorised to explore the possibility of organising such courses. It was also suggested that the Chairman should take up this matter with the University Grants Commission and the Inter-University Board." (A.I.C.S.E.)

1958 7th  
meeting  
Item 11

To consider the replies received from State Governments regarding:—

Training of  
teachers for  
practical  
subjects in  
multi-  
purpose  
schools

(c) Training of Teachers for practical subjects in Multipurpose Schools.

It was decided by the Council that the training colleges and universities, should be requested to include these practical subjects in the regular training programme for the B.Ed. or B.T. or L.T. degree courses. In the case of diploma holders it was suggested that training colleges might organise special training courses for them leading to a diploma in the teaching of specified technical or practical subjects. (A.I.C.S.E.).

1959 26th  
meeting  
Item  
10(b)

The Board recommended that in order to attract well qualified persons into the teaching profession, the scales of salary should be considerably improved and should conform to the minimum scales at least of similarly qualified persons teaching in the universities.

Pay of teachers and Committees to report on (a) the teaching of practical courses in existing secondary schools; and (b) training of teachers for multipurpose schools

The recommendation of the Secondary Education Commission for the multi-purpose schools envisages the possibility of starting such schools according to the higher secondary pattern. Pending the setting up of higher secondary schools, it may be possible for some of the secondary schools, to have some diversified courses of instruction. However, so far as the higher secondary pattern of technical education is concerned, it is essential that at least one member of the team of teachers in any of the technological subjects who will be the head of the department should be a graduate in that subject and he may be assisted by those who have the national diploma or its equivalent in that field. The pattern of the higher technical institution has got to be standardized. The Board, therefore, recommended that a small committee should be set up to inspect some of the schools that offer the electives in the field of technical, science and other practical subjects in the States and to report on the working arrangements made, the standards maintained and on all other relevant matters connected with this problem.

The report should deal with the following factors:—

- (i) The equipment and accommodation available for the particular course of study, inclusive of workshop pattern, field exercises, etc.
- (ii) Personnel employed with qualifications, salary scales, etc.
- (iii) Number of students in each department.
- (iv) Opportunities for employment or the avenues available for employment to those who have



finished their training and any other relevant matters.

So far as the training of teachers of multi-purpose schools is concerned, the Board felt that the training must be evolved by experts in the field. These should be persons qualified in particular spheres of technical education and should work with experts in pedagogy from the training colleges. It was suggested that the Ministry of Education might like to constitute a small committee to go into the whole question.

The Board suggested that the two committees suggested above should be requested to submit their reports before the 31st of October so that the reports could be placed before the next meeting of the Central Advisory Board of Education. (C.A.B.E.)

1959 Item  
5.

Regarding teacher training, the Board recommended that the scheme for such training should be on the following lines :-

(a) that all heads of departments employed at the higher secondary stage should be M.As. or M.Sc.s. or persons with a Diploma I Certificate from the university indicating their competence to teach at the higher secondary stage, other categories having pedagogic training of the B.T. standard as required for higher secondary schools. It was suggested that a certain number of teachers from different institutions should be deputed for a period of one year to a university for practical training in approved laboratories for science subjects and in the other approved departments for the other subjects.

(b) that a teacher should get advice regarding his studies in his preparation for the Master's degree from the university departments prior to his joining the course. He should put in one academic year's study in the university for the course concerned, at the end of which he should either take the M.A. or M.Sc. examination to be held for the regular students preparing for these courses or sit for a diploma examination, details of which should be worked out by the university. The possession of diploma would qualify a teacher for work at the higher secondary stage. The present provision for teachers to appear privately should continue.

(c) that a candidate should be allowed to sit for either or both the diploma and the degree examinations conducted by the university and that in case of those who were not successful for one or the other test, a second

Qualifica-  
tions for  
heads of  
departments  
—Facilities  
for short  
M.A. courses  
—Selection  
of teachers—  
Terms of  
deputation  
for training

appearance should be permitted after private study at the end of another year. Teachers selected for advance study preferably have qualified for the B.T. degree and should have put in a minimum of five years of teaching in a recognised school. The headmaster of the school should be the authority to recommend teachers. The number of teachers so recommended would be scrutinized by the university, with a view to selecting the actual number that would be trained in the university in a particular year. The recommendations of the headmaster should be forwarded to the university through the state government concerned.

(d) that such teachers will be deputed by their respective managements and during the period of deputation they will be entitled to:—

- (i) the salary that they were drawing prior to the date of deputation;
- (ii) a subsistence allowance, which may be fixed by each state government, during the period of their training; and
- (iii) the teacher deputed for such training should enter into a bond with the management and the state government concerned to serve for a minimum period of five years after the completion of his training.

(e) that the salary of the substitute to be appointed in the vacancy created and who need not necessarily be a trained graduate will be regarded as part of the approved expenditure of the school. The expenditure involved in such teacher-training will be under the following heads:

- (i) Deputation of the teachers under the conditions suggested as well as the employment of the substitute in his place.
- (ii) The expenditure likely to be incurred by the university or institution for training such teachers. The expenditure may be of two types:
  - (a) Non-recurring expenditure for the expansion of laboratory facilities or in the increase of library books
  - (b) Expenditure to be incurred in appointing additional personnel for the training courses. This expenditure will have to be decided

on an ad hoc basis depending on the number of persons that are to be trained in each particular subject. The optimum number of trainees in a post-graduate training centre should be 12; in no case should the number exceed 20.

A non-recurring grant of Rs. 2,500 per student for increased accommodation in the laboratory may be given for the science subjects and a non-recurring grant of Rs. 1,000 per student for accommodation for the Humanities. As for the recurring grant for equipment, Physics, Chemistry, Botany and Zoology should get Rs. 1,000 each, while Mathematics and Humanities should each be given Rs. 500.

Financing of expansion in training.

For each of the Science subjects—Physics, Chemistry, Zoology and Botany—increased accommodation should be provided in the laboratories at the rate of 50 sq. ft. per student. For Humanities and Mathematics and other subjects, the lecture room space should be calculated at 12 sq. ft. per student. It is suggested that the effective plinth area may be six rooms, 12' x 30'. The total effective floor area will be 2160 sq. ft.

The recurring expenditure will be mainly on the laboratories and equipment as well as on the extra staff that will have to be recruited for the purpose. The recurring expenditure so far as the Science subjects are concerned may be Rs. 600 per student per year. So far as other subjects are concerned, the expenditure will be mainly in regard to the library facilities. A sum of Rs. 5,000 per year may be needed by way of additions to the existing facilities in universities and colleges which undertake this work.

It will be necessary in each of the subjects to have at least an extra Reader and a Lecturer on the usual University Grants Commission scales. The laboratory staff required for Science subjects may consist of two attendants for each of the laboratory subjects, also in the usual scale.

So far as the responsibility for financial aid in regard to the scheme outlined above is concerned, it was suggested :—

- (i) that the State government should take up the responsibility for meeting items of expenditure

connected with the deputation of teachers, etc. and that this expenditure should form part of the approved expenditure to be shared between the Centre and the States within the plan provision; and

- (ii) that the University Grants Commission may be requested to meet the expenditure to be incurred by the universities and training departments as this forms part of post-graduate development. The grant should be given without the liability of the university for a matching contribution. (C.A.B.E.)

## 2. Reorganisation of Schools etc.

1956  
Item, 8

The Board felt concerned that progress made in securing the cooperation of universities and boards of secondary education in introducing the new pattern of secondary and university education was slow and apprehended that considerable difficulty would be faced by students if this pattern were not accepted by the universities and boards of secondary education concerned by the time the first batch of students take their final school examination.

Second Five  
Year Plan  
and Second-  
ary Edu-  
cation

The Board recommended, therefore, that the Government of India and state governments should pursue the matter vigorously with the universities and the boards of secondary education.

The Board discussed the issue of finances required to complete the reorganisation of the secondary and university stages in accordance with the recommendations of the Secondary Education Commission and felt that the provision of Rs. 320 crores suggested for education in the Second Five Year Plan was totally inadequate for this purpose and for implementing the other necessary development schemes. The Board then passed the following resolution unanimously:—

“This meeting of the Central Advisory Board of Education has given careful consideration to the provision proposed in the Second Five Year Plan of Educational Development in the country, and regrets to note that the importance of education for national development and progress has not been fully appreciated particularly in view of the imperative need both to expand and to reform education in the country. It also wishes to point out that the

proposals in the draft Plan are likely to retard instead of accelerating the rate of progress in education already achieved in the country since Independence. It is definitely of the opinion that the amount of Rs. 320 crores is utterly inadequate even to meet the barest needs of the situation and it would not be possible to formulate any worthwhile Plan within this figure. The Board strongly recommends that a sum of at least Rs. 500 crores should be provided for this purpose, which should include adequate funds for the improvement of teachers' salaries in order to bring them up to a level, where men and women of the requisite ability can be attracted to and retained in the profession." (C.A.B.E.).

With respect to the issue about the relationship between post-Basic education and the reorganized pattern of Secondary education, the Conference was of the view that two parallel systems of education should not exist at the Secondary stage, as that would lead to difficulties in regard to further education of the products of post-Basic schools and their employment. The Conference recommended that the post-Basic schools should be regarded as one type of Multi-purpose schools. The courses and standard of instruction imparted in these schools should be equivalent to those in the Multi-purpose schools, and a suitable examination should be devised for them by the Boards of Secondary Education. With this arrangement, the question of separate reorganisation of post-Basic diplomas and certificates would not arise. (E.M.C.).

Post-Basic  
School as  
one type of  
multipur-  
pose school

1957  
Item 8

The Education Minister, Kerala, stated that as a result of creating a separate Engineering Section attached to the Department of Education the construction of school-buildings had proceeded more expeditiously than under the State P.W.D. The Conference suggested that this experiment might well be tried in other States. (E.M.C.).

Engineering  
Unit in the  
Education  
Departments

1957 5th  
meeting  
Item 11

The Council recommended that the State Governments may be invited to examine the proposal and set up at least two or three schools in each State where several of the practical courses contemplated in the scheme of multi-purpose schools could be provided, which would not only serve the needs of pupils of differing aptitudes but also as models for other institutions offering these

Model mul-  
tipurpose  
schools in  
every State

1958  
Item 3(c)

The Board felt that for the development of secondary schools and other educational institutions, construction of additional accommodation was absolutely essential. It recommended, therefore, that as far as practicable there should be no restrictions in this regard and that the educational buildings should be given the same high priority as is accorded to the construction of hospitals. (C.A.B.E.)

Priority for building construction

1957  
Item 3(c)

The Board was emphatic that multilateral schools and post-Basic schools should not be regarded as two parallel systems but as integral parts of the same system of secondary education. (C.A.B.E.)

Post-Basic schools to be on a par with multi-lateral schools

1959  
Item 3

The Board considered the question of the three-year degree course in the light of the Second Deshmukh Committee Report and was strongly of the view that, having regard to the fact that almost all the universities and even the Uttar Pradesh Government (where there were very special difficulties) have fallen in line with the proposal and that about 18 or 20 universities have already introduced the three-year degree course, the University of Bombay should also fall in line with the scheme at an early date in the interest of uniformity of standards.

Maximum period within which conversion to be effected

It was further suggested that the University Grants Commission and the Inter-University Board might be requested to pay special attention, while examining the syllabus, to the question of securing as far as possible uniformity of standards.

With regard to the recommendations of the second Deshmukh Committee, the Board generally accepted them. It suggested, however, that recommendation No. 1 of the Report might be modified to read as follows :

"The reorganisation of secondary education is a preliminary step to the implementation of the three-year degree course. The period required for raising high schools to higher secondary schools, should not be extended beyond 10-15 years. The question of the continuation of the pre-university classes adopted as a transitional arrangement should be reviewed from time to time." (C.A.B.E.)

1959  
Item 4

The Board recommended that from the year 1960-61 all new secondary schools should be given affiliation only on the new pattern of higher secondary schools.

Upgrading  
into higher  
secondary  
schools by  
the end of  
3rd Plan.  
Centre's fin-  
ancial share.  
Teaching of  
science and  
humanities

The Board agreed with the recommendation of the All India Council for Secondary Education that high priority should be given to the conversion of high schools into higher secondary schools and that the upgrading of high schools should be regarded as an essential feature of the whole scheme of reorganisation of secondary education.

The Board agreed with the recommendation of the All-India Council for Secondary Education that state governments should be persuaded to change over most, if not all, of their high schools to the higher secondary pattern by the end of the third Plan period.

The Board agreed with the recommendation of the All-India Council for Secondary Education that in so far as the third Five Year Plan was concerned the central government should assure the state governments of recurring and non-recurring contribution on the conversion of high schools into higher secondary schools on a scale not less than what prevailed at present.

The Board further recommended that with regard to the upgrading of schools, it would be necessary for the Government of India to provide for a certain amount of non-recurring and recurring grants. The non-recurring grant would be required for improvement in accommodation and for improvement and expansion of laboratory facilities. It desired that a suitable formula should be worked out to apply to all schools. The Board made the following suggestions in this behalf :—

- (a) For a unit of forty students in a class and for a school to be raised from high school to higher secondary school, the non-recurring expenditure, taking accommodation, equipment and laboratory into consideration, may be Rs. 50,000.
- (b) A recurring expenditure of Rs. 10,000 may be provided towards improvement of salaries of teachers with better qualifications etc.

From the point of view of modern requirements, it was considered essential that every school should provide for the teaching of both Humanities and Science and students generally should be taught both subjects in the higher secondary schools. There might be more emphasis

on the one or the other, but it was essential to teach both subjects to every pupil. (C.A.B.E.)

1959  
Item 3

The Board emphasised that the model Basic school (now designated as Central Basic School) at New Delhi should be set up at an early date and, in any case, before the end of 1959.

Basic education in urban areas

The Board desired that a detailed study should be made of the progress of Basic education in urban areas, particularly in relation to the suitability of the crafts employed and the other characteristics of Basic education. The Board suggested that while implementing the general policy of reorganising the post-Basic schools as one type of multi-purpose schools, the State Boards of Secondary Education should develop suitable techniques of evaluating the students of post-Basic schools. (C.A.B.E.)

1959  
Item 10(b)

The Board accepted the recommendation made by the Government of Bombay that a liaison should be established between multi-purpose schools and the industries concerned.

Placement of school leavers in industries through Youth Employment Unit

It was understood that steps had been taken in at least eight States to set up Youth Employment Units of the National Employment Service. The Board hoped that such units would be established in all the States and eventually in the major district headquarters. In the long run it would be for these agencies to contact industries or other employing agencies on the one hand and schools on the other, with a view to arranging the effective placement of young school-leavers. (C.A.B.E.)

1959  
Item 5

The Conference resolved that:

"In order to complete the reorganization of Secondary education as early as possible, at least 50 per cent of the existing High Schools should be converted into Higher Secondary Schools during the Third Five-Year Plan. It should also be provided that, during this period, ordinarily no new High School (or Class X School) would be opened and that all Secondary Schools to be established would be of the Higher Secondary pattern. In this connection, the Conference recommended that the pattern of Central assistance for the establishment of Higher Secondary Schools should be the same as for the conversion of High Schools into Higher Secondary Schools.

Reorganisation during the third Plan



"Since this reorganisation will depend largely on the staffing of the new schools by qualified teachers, it was necessary that steps should be taken in time to recruit and train additional teachers required for the reorganised and new Higher Secondary Schools.

"The Conference resolves that the conversion of the existing High Schools into Higher Secondary Schools in the Third Plan is the minimum programme of reconstruction that the country should adopt. Any further reduction in this target may jeopardise the very purpose of reorganisation. The Conference, therefore, recommends to the Planning Commission, Ministry of Education and the State Governments that adequate provision should be made in the Third Five-Year Plan for this purpose." (E.M.C.)

### 3. Curricula, Medium of Instruction etc.

1935  
Item 1(2)

(2) A radical readjustment of the present system of education in schools should be made in such a way as not only to prepare pupils for professional and university courses, but also to enable them, at the completion of appropriate stages, to be diverted to occupations or to separate vocational institutions. Diversified courses

(3) These stages should be:—

(a) The Primary stage, which should aim at providing at least a minimum of general education and training and will ensure permanent literacy.

(b) The lower secondary stage, which will provide a self-contained course of general education and will constitute a suitable foundation either for higher education or for specialised practical courses.

In rural areas, the courses at this stage should be aptitudes and be made compulsory.

Some form of manual training at this stage should be provided, which would aim at the development of practical aptitudes and be made compulsory.

(c) The higher secondary stage, in which would be included institutions with varying lengths of courses—

(i) Preparing students for admission to universities in arts and science;

- (ii) for the training of teachers in rural areas;
- (iii) for agricultural training;
- (iv) for clerical training; and
- (v) for training in selected technical subjects which should be chosen in consultation with employers.

Where separate institutions are not possible for the diversified courses, some of them might be incorporated in a higher secondary course of enlarged scope which would permit a choice of alternative groups of subjects and would end in Leaving Certificates.

(4) At the end of the lower secondary school course there should be the first public examination.

(5) Candidates desirous of joining the subordinate clerical services of Government and of local bodies should pass such qualifying examinations as might be prescribed by proper authority and should not be more than 19 years of age at the date of their examination.

The certificates granted to pupils completing other specialised courses should receive government recognition.

(6) Expert advice would be of value in organising the scheme of reconstruction outlined above; and also for suggesting methods of training masters who would assist pupils and parents in the selection, by the pupils, of courses of study with due regard to their aptitudes.

(7) Each province should organise Employment Bureaux for the purpose of advising students and of eliciting support and guidance of employers interested in the problem.

(8) Every local government should actively explore the possibility of finding new avenues of employment and occupation. (C.A.B.E.)

1942  
Item 16

The Board had before them the recommendation of the Standing Committee on the issues raised in a letter No. 7525/F., dated the 8th October, 1941, from the Government of Bombay regarding the question of the introduction of Hindustani in primary and secondary schools. It was agreed that it was desirable to evolve a standard Hindustani, if possible, but at the same time it was pointed out that there is a form of Hindustani in common use over a large part of Northern India and that the

Evolution of  
a standard  
Hindustani

Government of Bombay might find in this the solution of their difficulty.

The Board also gave directions that the Bureau of Education should collect such Hindustani literature as is now being used in primary and secondary schools in provinces other than Bombay and forward it to the Government of Bombay for their information and guidance. (C.A.B.E.)

- 1944 Item 31 The Board considered the question of basic English in relation to the Indian educational system. They noted that the views expressed by eminent Indian educationists so far did not generally favour the adoption of basic English in this country. They also noted that a few experiments have been started by certain provincial authorities in a few localities and it was too early yet to expect any definite results therefrom. In view, however, of the interest that was being taken in basic English in England and America, the Board authorised the Educational Adviser to appoint a Committee to report on the matter as and when he considered it necessary. (C.A.B.E.) Basic English
- 1946 Item 11 The Board agreed with the recommendation of the standing committee that the introduction of Russian, Chinese and other modern languages at the high school stage was, at present, impracticable, but suggested that these languages should be taught in universities. They also recommended that the Government of India should establish a central school on the model of the School of Oriental Studies in London for the study of more important foreign languages. Should circumstances so demand, governments may also promote the establishment of departments for the study of these languages in Indian universities by making suitable grants. (C.A.B.E.). Study of Russian, Chinese at the high school stage
- 1946 Item 18 The Board then proceeded to consider the question of making physical education an examination subject in high schools. While the Board were in sympathy with the objective of the proposal that schools should take all possible care for the promotion of the physical welfare of children in their care, they were unable to accept the view that 'physical fitness' could be included as an examination subject. Apart from the practical difficulties, the Board felt that their object of physical education would be defeated if the suggestion was accepted. Further, the Board were of the opinion that establishment of an expert Committee on Physical Education would at this stage not serve any useful purpose. The Board in the first-instance would like to see what provision has been Physical education as an examination subject

made in regard to the health of the school child, in the first five-year programmes of educational development. (C.A.B.E.)

1949 Item  
11(a)

The Board considered the recommendations of the standing committee.

Medium of instruction  
Separate schools for linguistic groups

The Hon'ble Minister for Education, Bengal, reported that the West Bengal Government gave facilities for instruction in the mother-tongue to children speaking Hindi, Urdu, Gujarati, Assamese, Oriya and Tamil up to matriculation stage, through separate classes or separate schools where number would justify, but in the secondary stage all students had to study the regional language as a compulsory second language.

The Hon'ble Minister for Education, U.P., reported that his Government recognised Bengali, Gujarati and Marathi as media of instruction at the secondary stage in addition to Hindi which was the recognised medium of instruction at that stage and agreed to extend the same facilities to Urdu-speaking children in terms of the recommendations of the Board.\*

The Hon'ble Minister for Education, Madras, stated that facilities for instruction up to the matriculation stage were offered in all the four regional languages in Madras City, but elsewhere the language of the locality was the only recognised medium of instruction.

The Director of Public Instruction, Bombay, reported that in his province similar facilities were offered for Marathi, Gujarati, Canarese and Urdu.

The Secretary, Department of Education, East Punjab reported that at present there was no provision for teaching Urdu in the high school stage, but his Government would be prepared to make necessary arrangements as soon as a sufficient number of students desired such an arrangement.

Resolved that—

the medium of instruction in the junior Basic stage must be the mother tongue of the child and

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\*When the draft report was circulated to members, the Hon'ble Mr. Sampurnanand, Minister for Education, U.P., wrote to say that the position of the United Provinces Government had not been correctly brought out as regards item 13 (a). He said that he had intended to convey at the meeting that Urdu, unlike Marathi, Bengali and Gujarati was not the language of any particular province and no linguistic minority could, therefore, claim it as its language. In his opinion, its use as medium in secondary or higher Basic schools would seriously handicap students taking it, in the Service and in their university studies where Hindi would become the medium in five years.

that where the mother-tongue was different from the regional or state language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or state language where it is different from the mother-tongue should be introduced not earlier than class III nor later than the end of the junior Basic stage. In order to facilitate the switch over to the regional language as medium of instruction at the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the junior Basic stage.

If, however, the number of pupils speaking a language other than the regional or state language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such an arrangement would, in particular, be necessary in Metropolitan cities or places where large populations speaking different languages live or areas with a floating population of different languages. Suitable provision should be made by the provincial authorities for the recognition of such schools imparting education through a medium other than the regional or state language.

Item 18  
(c)

Resolved that the proposal of the Madras Government, that in regions where Hindustani is not the regional language, it may be taught in secondary schools, in the Roman or the regional script and the script of Hindustani taught at a later stage when the pupils come to high school or college classes, is an experiment which should be watched with interest. (C.A.B.E.)

Hindi may be taught in regional scripts

1950  
Item 16

The Board considered the recommendation of the standing committee relating to compulsory physical work for students. The Board recognised the importance of such work and recommended that the Government of India may appoint a committee to consider the question in detail and draw up a programme for such work. The Board also recommended that both teachers and students should participate in such a scheme. (C.A.B.E.)

Manual work

1951  
Item 16

The Board considered a proposal to introduce Gandhian Literature as a compulsory subject to be taught in all schools and colleges. They felt that it would be undesirable to introduce compulsion in a matter like

Study of Gandhian Literature

this, but they recommended that the attention of the state governments should be drawn to the obvious desirability of the life and teaching of the Father of the Nation being studied in all educational institutions. (C.A.B.E.).

1955 Item  
12

The Board authorised the Chairman to appoint a committee to consider the desirability of inclusion of Gandhian Philosophy and Ways of Life in the curricula of high schools and university stage and make suitable recommendations towards that end. (C.A.B.E.)

Committee  
to study the  
inclusion of  
Gandhian  
Philosophy

1955 Item 5

The Council noted with satisfaction the work done by the Coordination Committee in the preparation of the syllabi for the new Scheme of Courses. It was pointed out by the Additional Secretary, however, that the preparation of the syllabi had been completed as a kind of rush job and were intended merely to help the State Governments in making a beginning with the new courses. Once the beginning had been made, the State Governments would have to set in motion their own research programmes to perfect them and to accord them better with both the needs of the pupils and those of the community.

Mathematics  
as a core  
subject

With regard to the inclusion of Mathematics in the core curriculum, the Council agreed with the recommendations of the Secondary Education Commission that Elementary Mathematics should be taught to every pupil at this stage. It was suggested in this connection that the subject under B (ii) on page 93 of the Report of the Secondary Education Commission should be read as "General Science and Elementary Mathematics" in place of "General Science including Mathematics."

With regard to the exact contents of the course in Elementary Mathematics, the Council reserved its opinion till the same has been finalised by the Coordination Committee.

The Council also considered the recommendation of the Coordination Committee that Elements of Psychology and Logic should not be taught at the Secondary stage. The Council felt that since the subject was included only as an optional under the group of Humanities, the provision could be allowed to stand in the present form. (C.A.B.E.)

1956  
Item II

The Board discussed at length the place of English in secondary schools. The discussions revealed a definite cleavage of opinion with regard to the place of English and Hindi at the secondary level. Finally, however, the

suggestion  
of two for-  
mulate for  
study of  
languages

Board accepted the recommendations of the All India Council for Secondary Education that provision should be made for the compulsory study of three languages at the secondary stage of education (*vide* suggestion of the Secondary Education Commission on curriculum Group A) and resolved to invite the opinions of the state governments on the advisability of adopting either of the following two formulae in this connection:—

1. (a) (i) Mother tongue;
    - (ii) or regional language;
    - (iii) or a composite course of mother tongue and a regional language;
    - (iv) or a composite course of mother tongue and a classical language;
    - (v) or a composite course of regional language and classical language;
  - (b) Hindi or English;
  - (c) a modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.
2. (a) As above.
  - (b) English or a modern European language.
  - (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

The Board desired that the state governments should communicate their reactions by the end of April, 1956. (C.A.B.E.)

1956 Item 3(c) The Board approved the report and strongly recommended that efforts should be made to promote the teaching of Gandhian thought at different stages. For this purpose, efforts should also be made to study the teachings of Mahatma Gandhi through systematic research. (C.A.B.E.)

Promotion of  
of Gandhian  
thought

1957 Item 1 Having regard to the necessity of learning a modern European language for further studies in Science and Technology, it was decided that (i) English should be taught as a compulsory language both at the Secondary and the University stages, and that the State Governments should take such steps as may be considered appropriate

Study of  
English as a  
compulsory  
subject

to ensure that, at the end of the Secondary stage, students acquire adequate knowledge of English so as to be able to receive education through this language at the university level.

(ii) English should not be introduced earlier than Class IV. The precise point at which English should be started at the Middle stage was left to each individual State to decide.

(iii) The following formula was approved in regard to the study of languages at Secondary schools:—

(a) (i) Mother tongue, (ii) or Regional language, (iii) or composite course of mother tongue and a regional language, (iv) or a composite course of mother tongue and classical language.

(b) English

(c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas) (E.M.C.)

1957 Item 9

The Board reviewed the opinion about the two formulae for teaching of languages in secondary schools by State governments, and the recommendations made by the Conference of Education Ministers in September, 1956. While some of the State governments had not yet completed their examination of the subject, the Board noted with satisfaction that there was a substantial measure of agreement on the principal recommendation underlying both the formulae namely, the provision for compulsory study of three languages at the secondary stage. The Board further observed that, as between the two formulae proposed by the Board, the preponderant weight of opinion among State governments was in favour of the second formula, either in the terms actually proposed by the Board or subject to certain modifications designed to give effect to the principal recommendation with due regard to local conditions.

Compulsory study of three languages as an all-India policy

The Board suggested that the Central Advisory Board of Education should invite the attention of the Government of India to the measure of agreement reached so far and recommended that it might be accepted as the basis of an all-India policy in this behalf and that all State governments should consider taking necessary decisions, at an early date, so as to give effect to this all-India policy with due regard to local conditions. (C.A.B.E.)



- 1957 The Conference approved the recommendation of the Panel of the Planning Commission that Vocational and technical education be promoted in appropriate Secondary schools in adequate numbers in the light of the recommendations of the Secondary Education Commission. (E.M.C.) Promotion of vocational and technical education in secondary schools
- 1959 Item 3 The Board agreed that radio was a very important medium of education. It desired to have a more comprehensive report on the use of the radio as a means of education at various stages of education i.e., in schools, colleges, universities etc. (C.A.B.E.) Radio as means of education
- 1959 Item 9 The Board carefully considered the recommendations of the Sanskrit Commission which envisaged the modification of the three-language formula with a view to including Sanskrit as a compulsory subject of study in the secondary curriculum. While the Board fully recognised the importance of the study of Sanskrit both from the cultural and linguistic points of view and the need for encouraging it in all possible ways, it felt that it would not be desirable to include a fourth language as a compulsory subject, as this would either make the curriculum much too heavy or result in substituting Sanskrit in place of Hindi, which is the official language of the Union. The present three-language formula which has been approved by the Central Advisory Board of Education, should not, therefore, be disturbed as it provides for the study of Sanskrit either on an optional basis as a separate subject or as part of the composite course. (C.A.B.E.) Study of Sanskrit as compulsory subject
- 1959 Item 15 Religions and moral instruction in educational institutions: Moral instruction committee to make recommendations
- The Board stressed the need to make provision for moral and spiritual instruction in all educational institutions. It authorised the Chairman to appoint a committee to make a detailed study of the entire question and make suitable recommendations in the matter. (C.A.B.E.)
- 1960 Item 5 Examination of higher secondary school candidates with compulsory English and without English-Desirability of two types of public examination : English as compulsory examination subject
- There was some difference of opinion on this proposal of the Rajasthan Government. Briefly, the argument in favour of the proposal was that the largest number of failures occurred in the subject and that a large number of students who did not go to a university had no use for English. The argument for retaining English as a compulsory subject was that it still occupied an important

place in administration and in the educational and cultural life of the country, that students were generally unable to decide early whether they would proceed to higher education and whether they had the capacity to pass the examination in English and that in any case past experience had shown that even when English was made optional, the demand for the subject continued to be universal.

Taking all the pros and cons into consideration, the Board decided in favour of maintaining the *status quo*. (C.A.B.E.)

1960  
Item 8

The Board recommended that in view of the great importance of Science teaching in our schools, steps should be taken by the States to provide for the teaching of General Science in every secondary school, and of elective science in all the old and new higher secondary and multi-purpose schools, by the end of the third Plan. This meant that the supply of the requisite number of Science (B.Sc. Hons./M.Sc.) graduates should be provided for by expanding facilities in the existing colleges and increasing their intake, by preparing existing teachers through condensed courses (as was being done in West Bengal and Andhra Pradesh) and by opening new institutions. The Board wishes to stress the urgency of the problem which called for the immediate attention of the States, the Centre and the University Grants Commission.

Teaching of  
general  
science

With regard to the shortage of trained women Science graduates, the Board suggested that women teachers may be employed on a part-time basis if they were not able to work full-time, and even if this expedient did not solve the problem, men teachers may be appointed in the schools for girls so long as the supply of women science teachers did not improve. (C.A.B.E.).

1960  
Item 9

Discussing the recommendation of the Committee on Moral and Religious Instruction that "we should lay special stress on the teaching of moral and spiritual values", the Board felt that the inculcation of these values could be effected better through creating the right atmosphere in the educational institutions than by direct teaching. The Board also felt that the treatment should not hurt susceptibilities and, therefore, great caution must be exercised to separate moral and spiritual values from dogmas and tenets.

Preparation  
of reference  
material for  
Moral and  
Religious  
Instruction

The Board agreed that in order to secure a balanced presentation of values, the Centre should prepare reference material in the form of books for the use of

teachers. The highest talent available in the country should be drawn upon in the preparation of these books so that the essential values of each religion may be clearly brought out without getting involved in theological doctrines.

The Board next considered the suggestions made in the report on the frame-work of instruction at the secondary stages, and expressed its agreement with (a) and (b). Regarding (c), it was felt that at least one period, rather than one hour, a week should be provided exclusively for the use of the books referred to above.

It endorsed the principle contained in (d), namely that all the activities in the school contribute to the development of the pupil's personality. Regarding the suggestion in (e) that "qualities of character and behaviour should form an essential part of the overall assessment of a student's performance", the Board felt that it would be difficult to establish a relationship between these qualities and the academic achievement of a student but that in his cumulative record or school leaving certificate, mention should be made of his qualities of character and behaviour. (C.A.B.E.).

1960  
Item 7

The Council made the following recommendations on this subject :—

Science teaching and the Third Plan

(1) The Directorate should bring out a handbook for the guidance of science club sponsors containing the objectives and hints on organising the science clubs and also giving information on the equipment necessary for the clubs.

(2) The assessment of science clubs located outside the jurisdiction of the Extension Services Departments may also be entrusted to the staff of the departments concerned, and the State governments should be requested to bear the T.A. and D.A. of the Co-ordinators for this work.

(3) State departments should be requested to treat the recurring expenditure on the running of science clubs as admissible for grant.

(4) In order to initiate students into creative scientific activities, science clubs should also be established in colleges affiliated to universities. The recommendation may be passed on to the U.G.C.

(5) State Departments and Universities should be requested to conduct training courses and workshops to train

teachers in the use, care and maintenance of science apparatus.

(6) In order to bring about speedy improvement in science education at the secondary level, Science Development Officers should be appointed one at each State headquarters and one in each division or region. The scheme should be given the same scale of assistance by Government of India, as is given at present to a similar project at the primary level.

(7) The Council approves of the 1st of December as the National Science Day and recommends that since the day is to be used as an occasion for promoting science talent, the celebration should be organised for the whole week preceding December 1. During this week science fairs and competitions should be held throughout the country. The Central government should arrange for the grant of awards at different levels for the best exhibits. As the movement develops and gathers strength, colleges and primary schools should also be brought into the programme.

(8) The Council is of the view that science education (general as well as elective) should be provided in as many schools as possible and that the original target of introducing general science in all the secondary schools where it did not exist at present and elective science in all the old and new higher secondary schools during the Third Plan, should be retained. A careful examination should be undertaken by the Directorate with the help of the Science Sub-Committee to see if estimates of expenditure on buildings and equipment could be reduced to make this target possible within the available Plan allocation.

(9) In order to meet the shortage in science teacher supply, the Council recommends the following measures for adoption by the States:

- (a) States which are faced with a shortage of teachers in science as well as in other subjects may consider raising the age of retirement of teachers to 60, provided the individuals are physically fit.
- (b) Teachers with M.Sc. qualifications should be paid the same scales of pay as they would get in colleges in the State.
- (c) Certificate courses of 9 month's duration may be organised by universities for giving training to

B.Sc. teachers in two subjects of the science curriculum. The teachers should be released from duty on study leave, paid full salary during the period of study and given suitable stipends to enable them to meet their personal expenditure during the training period.

- (d) Short certificate courses of 4½ months' duration may also be organised for graduate teachers in one subject.
- (e) A suitable percentage of seats should be reserved in the M.Sc. classes of universities for B.Sc. teachers of high schools to enable them to go through the full M.Sc. course. Teachers should be selected on the basis of efficiency and interest in the subject. Care should be taken to select only such persons as would return to give to the schools the benefit of their training.
- (f) A diploma course has been introduced by the Punjab University since 1958, where a two year course is given to Intermediate science students. The course is of a composite nature consisting of instruction in four science subjects. The subject which they have not studied beyond matriculation is brought up to the Intermediate level and the main subject studied in the Intermediate is intensified to be equivalent to the B.Sc. standard. This is an experiment which may also be tried in other Universities.
- (g) Bright students at the matriculation level should be induced to take up science courses through a provision of free-ships, scholarships etc. This measure would go a long way in producing science teachers in areas where B.Sc. teachers are in shortage. These scholarships may be of 4 or 5 years' duration depending on whether the students have completed the higher secondary or the matriculation stage. An integrated course covering both content and pedagogy would be very useful in this field. These courses should be considered as centrally sponsored schemes on a cent per cent assistance basis during the Third Five-Year Plan. The students coming into these courses should be required to enter into a bond to serve the state for a period of not less than 5 years as teachers in secondary schools.

- (h) The U.G.C. should be requested to make a considerable increase in the science seats provided in the college.
- (i) As the question of supply of science teachers is a problem of great magnitude and complexity, desired results could be achieved only if proper coordination is effected between universities and State agencies in working programmes of science teacher preparation.
- (j) As we have no precise figures at present of the statewise requirement of science teachers, or of the percentage of science graduates who come to the teaching profession, a study should be undertaken by the Directorate to make a correct assessment in this regard so that on the basis of the data collected, concrete solutions could be worked out.

(10) The programme of strengthening science in schools is of such magnitude and urgency that if it is to be fulfilled efficiently, it is imperative that a separate and suitable staffed science unit should be established in the Directorate to implement science programmes. The Central Science Club-cum-Workshop should also be revived immediately so that the functions which it was designed to fulfil and which are vital to science education may be resumed.

(11) The Council welcomes the idea of the setting up of a Central Institute of Science during the Third Plan and recommends that it should be an autonomous body managed by a Board of Governors.

(12) The training courses for teachers of all types of schools, junior Basic, primary or higher secondary, should be of two years' duration and should include content courses in general science.

(13) Courses at the B.Sc. level should provide for general science as a major subject.

(14) Regarding the need for wider circulation of 'Vigyan Shikshak' (a Publication of the All India Science Teachers' Association), it was decided that the association should be subsidized towards this publication. At the same time State Departments of Education should be requested to authorise their schools to subscribe to the journal.

(15) The time spent by a teacher on laboratory work should be counted as part of his teaching load.

(16) The All India Science Teachers' Association, the D.E.P.S.E. and the Central Institute of Science should undertake the preparation of teachers' guides and manuals with the assistance of expert committees.

(17) Regarding the suggestion made by the Sub-Committee that Science students should also study advanced Mathematics whatever their groups may be, the matter may be further examined by the Science Sub-Committee.

(18) The Directorate should initiate a study on the working of the science syllabus in the various states as well as in some of the foreign countries.

(19) The Council considered that it was very essential to prepare standardised designs of apparatus and make them available to industries and institutions and recommended that the equipment should be distributed by a suitable machinery to be worked out by the Ministry of Education in conjunction with the Central Scientific Instruments Organisation. The Council also recommended that a hand-book on the use of apparatus should be prepared by the Directorate in conjunction with the Director of the C.S.I.O.

(20) The Directorate should bring out a handbook of suggestions for teachers of general science.

(21) The Council recommends that the UNESCO Source Book which has already been found very useful by science teachers, should be translated into the regional languages and made available to all the secondary schools.

(22) The Council considered that it was essential to give training to science teachers and laboratory assistants in laboratory techniques and recommended that the assistance of the UNESCO might be sought in setting up Regional Centres for organising such training programmes. (A.I.C.S.E.).

#### 4. Co-curricular Activities

The Board considered the question of encouraging extra-curricular activities through educational institutions on the lines of the Recreation Club Scheme as submitted by the Assam Government and they adopted the recommendation of the Standing Committee that the matter

Extra-curricular activities—concern of the state

was not a question of all-India policy. They were satisfied that provinces were alive to the importance of recreation and extra-curricular activities in schools and felt that the development in this direction should be a matter for each province to work out for itself. (C.A.B.E.)

1943  
Item 27

The Board considered the proposition from the Controller of Broadcasting regarding the constitution of Advisory Committees for educational broadcasts. In view of the good work done by the Central Advisory Committee of Broadcasting, the Board were unable to agree to its suspension and authorised the Educational Adviser to consult the Controller of Broadcasting and determine how the Central Committee could be reconstituted so that it could effectively function as a central advisory body on school broadcasts.

Central Advisory Committee for School Broadcasts

The Board also recommended that local committees should be set up in the different broadcasting stations concerned and they should be composed of educationists selected by the Directors of Public Instruction in those areas. The Board found themselves unable to agree to the suggestion of the Controller of Broadcasting that the Station Directors should have the option of nominating educationists on their committees. (C.A.B.E.)

1944  
1244  
Item 30

The Educational Adviser, having discussed with the Director-General, All India Radio, the question of reconstituting the Central Committee on educational broadcasts, reported to the Board that the Director-General while appreciating the need of a regular means of liaison between education and broadcasting authorities, doubted the efficacy of regular regional committees for this purpose and considered that this would make undue demands on the time of his very limited staff. It was suggested that a panel of officers should be established for each regional station by Station Directors in consultation with the Directors of Public Instruction but that liaison at the Centre should take the form of direct contact between the Educational Adviser and the Director-General. The Educational Adviser recommended that this arrangement might be tried as an experiment for a year or two. The Board accepted the recommendation of the Educational Adviser and decided that this scheme should be tried for two years in the first instance. (C.A.B.E.)

Contract between Educational Adviser and the Director-General for School Broadcasts

1947  
Item 19

The Board considered the desirability of making provision for suitable broadcasts for school children. They noted that some suitable broadcasts are being arranged

Provision of receivers to school by the State Government



for school children, but in the absence of radio receiving sets in most of the schools, very few children derive any benefit from such broadcasts. Opinion in general was that provincial governments etc., should be requested to provide the requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated the recommendation made by them at their tenth meeting in 1944 for a closer collaboration between All India Radio and educational authorities. (C.A.B.E.).

1957  
6th meeting  
Item 6.

The Council resolved that the recommendation (Annexure 'A') of the committee be communicated to the appropriate authorities, namely, the All India Radio, the Ministry of Education and the State Departments of Education. (A.I.C.S.E.).

Effective utilisation of school broadcasts

### Annexure A

#### *Report of the Committee on School Broadcasts*

In pursuance of a decision of the All India Council for Secondary Education, the Chairman appointed a small committee of five members to consider measures that could be taken for a more effective utilisation of school broadcasts. The following were the members of the committee.

1. Shri C. L. Kapur
2. Shri M. N. Kapur
3. Shrimati K. Bhatia
4. Shrimati H. J. Moos
5. Shri A. R. Dawood (Convener)

The committee met twice in the office of the Council on Monday, the 23rd September and Friday, the 27th September, 1957. All the members were present at the two meetings except Mrs. H. J. Moos, who could not attend on account of her absence from Delhi. Dr. R. K. Bhan, Secretary of the Council attended the first meeting by special request. Shri Natarajan, Director, Advisory Field Services, actively associated himself with the work of the committee.

The committee considered the suggestions received from various State Governments regarding the measures that could be taken for a more effective utilisation of school broadcasts. Shri C. L. Kapur (of the All India Radio) gave a brief account of the steps that had been

taken or are proposed to be taken by the All India Radio for the same purpose. After a general discussion, the committee made the following recommendations:

1. The All India Radio should make strenuous efforts to secure talented Assistant Producers with the necessary qualifications for their school broadcast programmes. Besides seeking the co-operation of the Directors of Public Instruction for this purpose, the All India Radio should explore the possibility of engaging the services of retired teachers of the requisite competence and ability. Experienced teachers in non-Government schools could also be employed for this work on a part-time basis, as was being done in the case of the school broadcast programmes of the Bombay station of the All India Radio. In selecting suitable persons for the posts of Assistant Producers, the A.I.R. should also bear in mind the names of teachers who have consistently given good talks in school broadcast programmes during the last ten or fifteen years.

Wider publicity should be given to these posts by inviting applications through announcement over the radio and through the school broadcast bulletins.

2. In order that the broadcasts may be closely related to the needs of the pupils, it is necessary that the programmes should be drawn up and the scripts prepared with the help of persons who are actively connected with the work of the schools. In addition to the consultative panel which will examine and offer its opinions on the outline of programme submitted by the A.I.R., there should be committees of subject-teachers for scrutinising the programmes and giving their suggestions regarding material for the script with reference to the special needs of the pupils. Suggestions from other practising teachers may also be invited. The final script should be prepared by a specialist in the subject, taking note of all the material received. The actual broadcasting would normally be done by a person with a good radio voice who is specially selected for this purpose. It was desirable that 40 per cent of the talks or features in the programme should be of permanent value to be repeated year after year, and 20 per cent of the programme should provide for pupil participation. Direct talks by eminent persons should be recorded and the recorded discs should be made available to schools.

3. Observations on the programmes broadcast to the schools should be invited from teachers and other regular

listeners. The lecturers of teachers' training colleges, particularly those with Extension Services Departments, should be requested to co-operate with the All India Radio by monitoring the broadcasts as a regular activity of the college.

4. In order that the schools may get maximum benefit from these broadcasts and be able to use the valuable material collected for these programmes as an aid in class room teaching at a later stage, arrangements should be made by the A.I.R. to get the talks and features recorded on discs which would be made available to the schools at a reasonable cost. The A.I.R. may enter into a contract with a commercial firm for the production of these discs for school use on a large scale. The publication of the talks and features in the form of printed booklets would also help in a more effective utilisation of the material.

5. Instead of depending entirely on Central revenues, the different stations of the A.I.R. should be able to have some independent finances of their own in order to enable them to experiment with certain programmes, undertake research and carry out other measures of an unofficial character in connection with the development of school broadcasts. If the production of records of school broadcasts and the publication of the material used in these broadcasts are undertaken on a commercial basis as described above, a developmental fund can be built up to be used by the All India Radio for the purposes mentioned.

6. A Radio Club of pupils and teachers should be organised in each listening school. These school clubs should become members of a Central Radio Club associated with each radio station. The fee for each school club for membership of the Central Radio Club will be Rs. 12 per annum which is the amount of concession in licence fee given for radio sets used in schools. The Central Radio Club will assist its members in effective listening by providing advance bulletins and other publicity literature, books and visual aids in connection with the school broadcasts. It will also guarantee to its members, the supply of discs and other material relating to the broadcasts at concessional rates.

7. In addition to the consultative panels on school broadcasts associated with the different All India Radio stations, it is necessary to have a Central Consultative Panel that would be able to consider problems of an All India character and give guidance to the radio stations all over the country in respect of these broadcasts. The All India Council for Secondary Education may be closely associated with this Consultative Panel which should give representation to organisations of headmasters, teachers and other educational associations.

8. The Government of India should arrange that radio sets and other listening-in apparatus should be supplied to schools at certain concession rates prescribed by the Government and that schools may be enabled to make the payment for such apparatus by instalments, if they so desire.

9. Short courses for teachers in the organisation of radio listening in schools and a better utilisation of school broadcasts should be arranged on a large scale by all the radio stations. Such courses would yield better results if they are organised in co-operation, wherever possible, with the Extension Services Departments that have been established in about 50 training colleges in the country.

10. In order to promote a more effective utilisation of school broadcasts, the A.I.R. should expand its Educational Section at each station and appoint special officers who will visit listening schools from time to time and give them technical guidance in the proper use of the listening-in-apparatus and a better use of the school broadcasts.

11. A radio servicing organisation is needed for giving technical assistance to the schools in the proper maintenance of radio sets and the other listening-in apparatus. The A.I.R. should explore the possibility of setting up such an organisation as part of the service provided by every station in co-operation with commercial firms. The help of the Community Development Project which has already got a servicing staff for this purpose may also be sought for placing the necessary technical skill at the disposal of the listening schools.

12. Secondary schools should be required to levy a small fee of Re. 1 per annum from each pupil to create a fund for audio-visual education and they should be permitted to use this fund for building up audio-visual equipment, including a library of discs, tape records, films, filmstrips, etc.

1959 Item 3 The Board noted with regret that no action had been taken on the recommendation that a proper assessment be made of the various schemes (A.C.C., N.C.C., Scout Movement, N.D.S. etc.) with reference to their cost. The Chairman informed the Board, however, that the Ministry was already examining this question and expected to be able to report to the Board at its next meeting.

Extra-curricular activities to all students

It was strongly recommended that some form of extra-curricular activity must be made available to all the students in all schools all over the country and that for this purpose a proper assessment of various schemes and activities was necessary so that maximum advantage may be secured out of the funds available.

The Board recommended that adequate steps, including provision of suitable incentives to attract promising students to different sports and to help them to cultivate them, should be taken at an early date. (C.A.B.E.)

#### 5. Examinations

1947 Item 10 The Board then proceeded to consider the report of the committee appointed to examine the formation of a Secondary Schools Examination Council for India and expressed their general agreement with the recommendations contained in the report and hoped that it would be possible to set up the proposed council at an early date as an Advisory and co-ordinating agency with a view to ensuring a proper standard in School Leaving Examinations throughout the country. The setting up of such a council need not in any way infringe the autonomy of the existing examining bodies. (C.A.B.E.)

Formation of a Council to ensure proper standard in school examination

1952 Item 10 The Board expressed the view that the medium of examination at all stages should be the same as the approved medium of instruction. (C.A.B.E.)

Medium of examination

1955 Item 7 The Council considered some of the problems pertaining to the establishment of Higher Secondary Schools and Multi-purpose Schools and noted that special attention should also be paid to the question at the Secondary stage.

Research in construction of tests

Dr. Rama Rao, Director of the Central Bureau of Educational and Vocational Guidance, gave an account of the work being done at the Bureau in the field of the construction and validation of different kinds of tests. Certain other members also gave an account of what was being done in their States or institutions. Finally, the Council

recommended that the following measures be taken in this behalf:—

- (a) Secondary Boards of Education should be encouraged to undertake research in this field by setting up special Research Units. These may be on the lines of the Research Unit set up by the Cambridge University, or nearer home, on the lines of the Committee set up by the Ajmer Board for this purpose.
- (b) Every encouragement should be given to the Training Colleges to conduct research in the subject, particularly in improving the essay type of examination, perfecting the short answer type of tests and constructing and standardising achievement tests with particular reference to the syllabuses prepared by the Central Co-ordination Committee. It was further suggested that there should be complete co-ordination between the Training Colleges and the Boards of Secondary Education in the matter.
- (c) It was suggested that a Committee should be set up to advise and periodically report to the Council on the subject of examinations. (A.I. C.S.E.)

1956  
Item 7

The Standing Committees had recommended that the Chairman be authorised to appoint a committee of seven persons with the following terms of reference:—

Committee  
to examine  
different  
types of  
tests

- (a) The nature of the questions in respect of the written examination with reference to (a) the extent to which the objective type of examination (or the new type of examination) may be used; (b) the modifications necessary in the essay type of questions, to minimise the subjective element in the evaluation of these questions, and to give appropriate weightage to the objective and the essay type of questions.
- (b) The nature of the practical examinations to be conducted in respect of the practical subjects included in the scheme of studies suggested by the Secondary Education Commission under section C (Crafts) and D (Diversified courses of studies).
- (c) The final assessment of the pupil on the basis of his performance in the periodi-

cal tests and in the day-to-day work of the pupil at school and the steps to be taken to ensure a common minimum standard for such assessment.

- (d) The necessity of an agency for constantly evaluating the examination criteria of the different States and advising State Boards of Education on measures likely to maintain and improve standards.
- (e) The problem of selection of pupils for Secondary schools and for the diversified courses with special reference to the school records to be maintained in the Senior Basic schools and the Middle schools.
- (f) The preparation of achievement tests by the State Boards of Education and their evaluation by a Central Committee. This was agreed to with the following additions:—
  - (a) Examination of the question of physical conditions under which examinations are being conducted, and
  - (b) the individual variations in the marks given by the different examiners,
  - (c) Any other relevant consideration which the Committee might wish to take in this connection.

1957  
Item 7

After a long discussion on the causes of failures, it was resolved that the following recommendations of the Standing Committee be approved:

Causes of  
failures in  
examinations

“(i) State Governments should take early steps to remedy the situation arising from lack of accommodation, inadequate equipment and unqualified and untrained teachers.

(ii) State Boards of Secondary Education should examine the complaint about the heavy load in the syllabus and the means to be adopted for the proper handling of the syllabuses so that the emphasis may not be so much on the mastery of subject matter as on the educational growth of the child. It was also resolved to recommend to the State Boards that curriculum committees should be established for constant evaluation of the syllabi and, wherever necessary, making suitable modifications.

(iii) State Boards of Education should also examine the possibility of making changes in the pattern of

examinations on the lines recommended by the Seminar on Examinations held at Bhopal and the Conference on Reform of Examinations held at New Delhi and should be urged to take early steps to implement them. The suggestion that in each subject, examinations may be conducted at two levels—an ordinary and an advanced level—may also be examined by the State Boards.

(iv) State Governments should consider whether the jurisdiction of the Boards of Secondary Education could not be suitably limited, so that no Board would have the responsibility of examining several thousands of candidates at a single public examination as at present". (A.I.C.S.E.)

1957  
6th meeting  
Item 10

The scheme of setting up an Examination Unit in the current year was approved by the Council. The Council also approved the following modifications recommended in the Budget by the Standing Committee:

Examination  
unit

"The travel cost of the staff was reduced from Rs. 15,000 to Rs. 6,000 and the travel cost and boarding charges of the participants were reduced from Rs. 30,000 to Rs. 15,000. The printing charges were reduced from Rs. 16,000 to Rs. 10,000 and the total budget for the year 1957-58 was altered to Rs. 70,000. It was further resolved that this amount be met from out of the provision for Experimental projects."

It was resolved that with these modifications the estimates be approved.

It was further resolved that a Selection Committee consisting of Messrs. Chak, Habibul Rahman, Sohanlal and the Chairman be appointed for the purpose of selecting five Evaluation Officers for the Unit to be set up in the current year. (A.I.C.S.E.)

1958  
Item 3

The Council approved the recommendations made by the Standing committee regarding the establishment of the five regional offices at Chandigarh, Allahabad, Calcutta, Baroda and Madras. It agreed that each Regional Office would be in charge of a Field Adviser of the Council and would consist of the Field Adviser and the three Evaluation Officers. The work of this office would be to remain in close touch with Extension Services Centres and the associated schools working out the various projects of the Council, such as Science Clubs, Experimental Projects, Evaluation Workshops and Follow up Work.

Establish-  
ment of re-  
gional offices

The Standing Committee approved the following staff for each Regional Office, with the proviso that the staff



appointed locally should get the pay-scales obtaining in the respective States :—

1. Assistant (Head-Clerk)	1
2. Steno-typist	1
3. Clerk	1
4. Peon	1

It was decided that the Council should write to the Education Departments of the States and the State Boards that the Evaluation Officers would work in close cooperation with the teachers so that Examination reform may be linked up with improved practices in teaching and to request them to give the necessary facilities for the purpose. (A.I.C.S.E.).

1951  
Item 5

The Council agreed that the question of examination failures went deeper than mere testing. A solution, therefore, was to be sought in a fundamental reform of the examination system so as to relate it closely to teaching objectives and learning processes. The Council was in full agreement with the programme of examination reform already launched by the Directorate, and made the following recommendations for the furtherance of this programme:

Reform of  
the system of  
examination

- (1) State Governments should extend the maximum cooperation in the early implementation of examination reform.
- (2) Secondary School Examination Boards should introduce the new type questions into their examinations after giving due notice to the schools.
- (3) Wider publicity should be given to this subject of examination reform so that the principles underlying it might be widely understood.
- (4) A full bibliography on the subject should be compiled and made available to teachers and administrators. (A.I.C.S.E.).

1960  
Item 5

- (1) The Council considered that the problem of Examination Reform was of the utmost national importance and that in order to ensure satisfactory progress in the reform the setting up of State Evaluation Units was of the greatest urgency. The Council, therefore, recommended that State Departments should

State evaluation  
unit

take early steps to set up State Evaluation Units and that the scheme should be centrally assisted.

- (2) The Council also recommended that the Central Examination Unit in the Directorate should be further augmented so as to ensure sufficient progress in the reform.
- (3) The Council approved of the following programme of the Examination Unit for the year 1960-61.

May 25—July 10, 1960. Evaluation Officers will conduct ten workshops in two rounds for introducing the new concept of evaluation to the staff of the training colleges.

This will be followed at a later stage by intensive work with the training colleges included in these workshops.

July—August 1960. A six to eight-week workshop will be arranged for training State Evaluation Officers.

September 1960 to March 1961. The Evaluation Officers will work in close collaboration with the State Evaluation Units and will be available to the States at their request. (A.I.C.S.E.)

### 6. Experiments, Equipments etc.

1956  
3rd Meeting  
Item 13

With regard to the support to be given to worthwhile experiments and projects in Secondary Schools, it was noted that such experiments would be of two kinds:

Central grants for experiments and projects

(a) Those that aim at reforms, experiments and adjustments within the present framework and the existing examination system:

(b) Those that would ultimately lead to releasing the schools from departmental regulations and the demands of an external examination. After a general discussion regarding the necessity of a careful examination of proposed experiments and projects before they received sanction, and the difficulties that arise in the implementation of these projects, the Council approved of the principle that such experiments and projects should be encouraged by means of financial grants from the Centre and that the question of giving greater free-

dom of experimentation to schools should be taken up with the authorities concerned. (A.I.C.S.E.)

1957  
Item 3(b)

With regard to the question of equipping science laboratories and technical departments in secondary schools, the Board felt that the exact programme of phasing i.e., whether these should be equipped fully in one year or whether this should be spread over a number of years should be left to State governments. (C.A.B.E.).

Equipping  
Science  
Laboratories  
and the State  
Govern-  
ments

1957  
Item 15

The Conference recommended that the State Governments should arrange for a quality assessment of certain selected educational schemes like Multi-purpose schools, Basic Training colleges, etc. so that any defects or shortcomings found out might be removed in the future. The Conference also suggested that the Planning & Statistical Units set up in the various States should take up this work, or alternatively if the State Governments considered it necessary they might appoint small committees of experienced inspecting officers, headmasters and one or two non-official educationists to examine the more important schemes and to see that they were implemented on the right lines. (E.M.C.).

Quality  
assessment  
by Planning  
& Statistical  
Units in the  
States

1957  
Item 5

The Council considered the Interim Report of the Committee on Experimental projects and resolved that the following recommendation made by the standing Committee be approved.

Note on the  
scheme of  
experimen-  
tal projects  
to be sent  
to the  
schools

"The committee on Experimental Projects should prepare a detailed note on the Council's scheme and send it to the schools that have forwarded the proposals. In connection with the experimental schools the committee should also prepare a brochure on the scope of this project and some of the conditions that must be satisfied before the project is undertaken. This brochure, may be sent to the State Governments and the universities and other agencies and their cooperation secured prior to the launching of the project."

## Appendix E

### *Interim Report of the Committee on Experimental Projects*

With regard to experimental projects in secondary schools the meeting of the Council held in June, 1957, in Simla passed the following Resolution:

**Item No. 10**

To appoint a special committee to lay down criteria for encouraging worthwhile experiments in secondary schools and for selecting experimental schools.

This subject was discussed at some length and it was finally agreed to authorise the Chairman to appoint a committee which will examine projects received from the various schools and recommend the sanction of suitable grants. It was resolved that assistance should be given to both small projects of a classroom nature and to major projects affecting the organisation of the whole school and that a ceiling of Rs. 10,000 per school may be fixed for the present. State Governments and Extension services Departments should be requested to suggest names of good schools out of which selected schools may be invited to submit their schemes for examination by the committee and for the sanction of grants.

In accordance with this Resolution, State Governments and Extension Services Departments were requested to suggest the names of suitable schools that would be able to undertake experimental projects. They were also requested to ask the headmaster of each selected school to forward a detailed proposal regarding the projects proposed to be undertaken, indicating the aim and scope of the project, the programme of work and the estimates of expenditure. For the purpose of sanctioning the proposals received, the Chairman appointed a Committee consisting of the following seven members:

1. Prof. T. K. N. Menon, Dean, Faculty of Education and Psychology, Baroda.
2. Dr. E. A. Pires, Principal, Central Institute of Education, Delhi.
3. Shri C. L. Kapur, Chief Producer of Educational Broadcasts, A.I.R., New Delhi.
4. Shri M. N. Kapur, Principal, Modern School, New Delhi.
5. Shri Ved Prakash, Assistant Educational Adviser, Ministry of Education, New Delhi.
6. Shri S. Natarajan, Director, Advisory Field Services, AICSE., New Delhi.

7. Shri A. R. Dawood, Deputy Director, Advisory Field Services, AICSE, New Delhi.

The first meeting of the committee was held on the 24th October, 1957, in the Committee Room of the Ministry of Education, New Delhi. All the members attended the meeting. Shri K. G. Saiyidain, Chairman of the Council was also present. Among others who attended the meeting were Dr. R. K. Bhan, Secretary, AICSE and Dr. C. B. Mandenhall, Consultant, AICSE. After a few introductory remarks by the Chairman of the Council regarding the significance of this pilot project, Shri Natarajan pointed out that proposals were received from about 200 schools in different parts of the country. Many of the schools that had sent in the proposals were selected by the State Departments of Education. Others were recommended by some of the Extension Services Departments. Shri Natarajan gave the following detailed statement regarding the number of schools in each State that had sent in the projects:—

Andhra Pradesh 15, Assam 2, Bombay 46, Kerala 15, Madhya Pradesh 4, Mysore 12, Punjab 11, Rajasthan 10, Tripura 3, Uttar Pradesh 26 (through Extension Centres) and 10 (through the State Education Department).

Some States like Madras had asked for extension of time for sending the proposals.

The committee then discussed the criteria to be laid down for the selection of schools for this experiment and the assessment of grants to them. The following recommendations were made in this connection :

1. The project proposed to be undertaken should be worthwhile i.e., it should provide valuable learning experiences for the pupils.
2. The activity proposed to be undertaken through the project must not be one which schools are normally expected to carry out in their day-to-day work.
3. The schools selected for the project should be 'Good' schools, they should have a competent staff, possess adequate facilities for the proposed experimentation and should be able to provide time for their teachers to work on the project. In this connection it was pointed out that since the schools selected were those

recommended by the State Departments of Education—or the Extension Services centres—the presumption was that they were 'Good' schools, capable of undertaking the proposed experiments.

The committee, however, felt that before a project was finally accepted, details should be obtained from the schools regarding the items referred to above.

4. The project should be such that its results should be capable of influencing practices in other schools.
5. No grant can be given for accommodation, but non-recurring expenditure for purchase of reference books, materials and necessary equipment within reasonable limits may be considered as admissible.
6. Assistance should not be given for the appointment of additional staff, except in very special cases, for the purpose of the project is that the regular school staff should be involved in the experiment.
7. No extra remuneration should be paid to teachers from the schools for working on the project. It was necessary, however, for the headmaster to see that the teaching load is not increased on account of their participation in the project.
8. It is desirable that not more than one project should be sanctioned for one school. It was also desirable that the projects selected should be as varied as possible and the same project should not be undertaken by several schools.

Shri Saiyidain then stressed the value of getting the full approval and co-operation of the State Governments concerned before the projects were started in the institutions. He also suggested that the Council might invite proposals, through the State Governments, from some non-aided progressive schools including Anglo-Indian schools and Public schools.

Shri Saiyidain then informed the committee that it would also have to consider important aspects of another major experiment which the Council proposed to undertake, the experiment on the lines of the 8-year study conducted in the U.S.A. some years ago. For this experiment it was proposed to select 30 schools from all over

India at the rate of about 2 from each State and get them released from the control of the Education Department and the restrictive influence of an external examination, so that they could develop independently their own courses and programmes of studies. The committee, said Shri Saiyidain, would have to consider the comments received from the various State Governments and Universities regarding this experiment and give its opinion as to ways and means of implementing the projects.

The committee then selected some of the projects submitted by the schools of Delhi State and Bombay and examined them in the light of the criteria laid down. After a long discussion it was agreed that it was not possible for the whole committee to screen all the projects. It was, therefore, decided to appoint a small committee to scrutinise them in the first instance and submit a report of their findings to the committee as a whole later on. (A.I.C.S.E.).

1957  
5th meet-  
ing Item 9

The Council authorised the Chairman to appoint a committee of five persons to advise the Council on steps to be taken to improve science teaching in our secondary schools. The Committee was also authorised to lay down conditions for financial assistance to the science clubs. The Council further resolved that applications for assistance from science clubs might be invited through the State Governments and the grants to these clubs could be made through the State Governments. It was further resolved that such grants should not be utilized for payment of remuneration to the sponsors of science clubs but should be utilised only for purchase of equipment and promotion of activities. (A.I.C.S.E.).

Grants for purchase of equipments and promotion of science club activities

1957 6th  
meeting  
Item 4

The Council approved the following recommendations made by the Standing Committee on this subject:

- (a) The report of the Science Committee be approved.
- (b) Science Clubs be organised in accordance with the recommendations of the Committee.
- (c) Extension Services centres be encouraged to organise Central Science Clubs for the benefit of the schools in the area of the Extension Services.
- (d) A Central Science Club and a General Science workshop be established as outlined by the Committee.

Extension Services centres to organise science clubs

- (e) An ad hoc committee be set up for preparing designs for functionally equipped science laboratories and science class-rooms.

The Council commended to the Government of India the proposal for setting up an industrial concern for the design and manufacture of standard scientific instruments for use in the secondary schools.

It was resolved that during the year 1958-59 a workshop on General Science in high and higher secondary schools be organised for the development of leadership among Science teachers and that State Governments be requested to depute two Science teachers from each State. (A.I.C.S.E.).

1958  
Item 2

The Board recommended that in view of the acute shortage of equipment of standard specifications, the Ministry of Education should vigorously pursue the proposal for the establishment of a scientific instruments' centre with the Ministry of Commerce. (C.A.B.E.).

Proposal for  
a scientific  
instruments'  
centre

1960  
Item 6

(1) The Council resolved that the Sub-Committee on experimentation should function in the following five areas:

Sub-com-  
mittee on  
experimen-  
tation

- (i) It should locate those areas in the field of Secondary Education where research needs to be done.
- (ii) It should make known to others in the field those problems that call for research.
- (iii) It should pool information on the research work already carried out in the field of secondary education.
- (iv) It should review the working of the experimental projects assisted by the Directorate of Extension Programmes for Secondary Education.
- (v) It should advise the All India Council for Secondary Education on experimental work to be organised in Secondary schools.

(2) The Council was of the opinion that a separate periodical publication should be brought out by the Directorate exclusively devoted to Experimentation in Secondary Schools.

(3) The Council approved the Sub-Committee's recommendation that a panel of local educationists consisting of the District Inspector of Schools, the headmaster of the school concerned and one other local educationist (pre-



ferably a member of the staff of the nearest training college) should be appointed by the Directorate to supervise and guide the working of the projects in the district.

(4) The Council endorsed the recommendation of the sub-committee, that a list of problems which called for experimentation and research should be prepared by the Directorate so that the schools that wished to undertake experimental studies might select those problems which they could handle at their level (A.I.C.S.E.).

#### 7. Girls' Education

1958  
(3-35)

In view of the leeway that the country as a whole had to make up in the field of girls' education and in view of the fact that teachers for primary schools could come only from the products of secondary schools, the Board recommended that the scope of the scheme for the expansion of girls' education should be extended to cover the secondary level. (A.A.B.E.).

Expansion scheme for girls' education to cover secondary education level

#### 8. Health Services

1944  
Item 14

The Board agreed with the recommendation of the standing committee on the reports received from provincial governments regarding the action taken or proposed to be taken on the report made by the Joint Committee on the health of the school children and recommended that a complete scheme of school health service, as set out in the Board's plan for Post-War Educational Development, might be introduced in selected areas. They were impressed with the propagandist value of such an experiment with a view to the education of public opinion. In this connection the Board also wished to emphasise the great and urgent need for training a sufficiently large medical personnel. The hope was further expressed that the Health Survey Committee of the Central Advisory Board of Health would take into account the proposals contained in the Board's Report on Post-War Educational Development regarding the Health of the School Child and Physical Education in Schools. (C.A.B.E.).

School Health Service scheme

1948  
Item 19

The Board then considered certain suggestions made by the Government of West Bengal in regard to the organisation of the school medical service and school clinics. The Board were not in favour of the scheme. They, however, felt in agreement with the standing committee, the desirability and necessity of every teacher of a Basic school going through a course of physical education as an integral part of his training. The Board also decided to recommend the establishment of centres for the training of teachers in physical education in the Centrally Administered Areas. (C.A.B.E.).

Physical education and teachers in Basic schools

1952  
Item 11

The Board approved of the suggestions contained in the memorandum regarding the establishment of a minimum health service in schools. (C.A.B.E.).

Minimum health services

#### 9. Textbooks

1957  
Item 9

The Conference did not formulate any policy decision but recommended that this experiment of nationalisation of textbooks deserved a trial keeping in view the local conditions prevailing in various States and the main purpose of providing better quality books at cheap rates. (E.M.C.).

Nationalisation of Text-books.

#### 10. Fees

1960  
January  
Item 14

The Board considered the recommendations of the standing committee relating to the abolition of capitation fees and resolved that:

Abolition of capitation fees

The system of charging capitation fees from students belonging to other provinces was not in keeping with the spirit of national unity and the provincial governments therefore may be requested to re-examine the question. (C.A.B.E.).

#### 11. Vocational Guidance

1960  
Items  
& 12

(1) The Council was of the opinion that it was essential to provide a full programme of vocational guidance in every high/higher secondary and multi-purpose school during the Third Plan. The best arrangement would be to have full time Counsellors in every multi-purpose school but where that was not possible, the Council recommended that the proposal put forward by the Central Bureau of Educational and Vocational Guidance of providing a minimum programme of vocational guidance be implemented. This programme should consist of providing teacher-counsellors in all the 1500 multi-purpose schools, a career master in every high and higher secondary school and one peripatetic Field Counsellor for every 15 multi-purpose schools. The Council considered that this was the minimum basic programme that should be implemented during the Third Plan so that it would constitute the foundation for a full-fledged guidance programme in subsequent years.

Guidance personnel

(2) The Council recommended that co-ordination committees should be set up in all the States where they do not exist at present in order to co-ordinate the present activities of vocational guidance conducted by the Ministry of Education and the Ministry of Labour and Employment.

(3) District Committees should be established in order to co-ordinate the vocational guidance activities at the district level. These committees should include the representatives of the Education Departments, Employment Officers, Heads of Secondary Schools and others concerned in the programme. The Council also recommended that these District Committees should work in conjunction with the National Small Scale Services Institutes set up by the Ministry of Commerce and Industry in the various regions and districts of the country.

(4) The Council recommended that the question of having a uniform pattern of training in vocational guidance for teacher-counsellors and youth employment officers should be further examined by a Committee of experts in the subject. (A.I.C.S.E.)

## 12. Extension Services and Regional Seminars

1959  
Items 9 and  
10

The Council noted with satisfaction that steps had been taken to introduce Extension Services in 24 selected Training Colleges. The Council generally approved the list of services proposed by the institutions concerned and expressed the hope that these will be adequately strengthened and expanded in the near future. In this connection, the Chairman clarified that from next year the programme was likely to be expanded to cover eventually all the 54 colleges that had sent in proposals in this behalf.

Extension  
Services in  
Training  
Colleges

With regard to the procedure of payment of grants, the Chairman informed the Council that the Ministry was exploring the possibility of making the payment direct to the Principals of the Colleges concerned. If this materialised the Principal of each institution will have to open a personal ledger account for this purpose. The Education Departments of the State Governments would, of course, be duly informed of the amounts transferred to the training institutions in their areas from time to time. In the case of the University Departments of Education, grants would be sent direct to the Principals or Heads of the Department under advice to the Vice-Chancellors concerned. (A.I.C.S.E.)

1956 2nd  
meeting  
Item 5

The Chairman explained that in the last meeting of the council, it was decided that more colleges could be brought under the scheme. This question was further discussed with Dr. Ward and it was felt that a proper

Appraisal  
of work  
Extension  
Services in

appraisal of the work done in the 24 Training Colleges so far was necessary, before taking up the question of bringing more colleges under the scheme. The Standing Committee considered this, and decided that the Field Advisory Staff should collect necessary information by personal visits, wherever necessary, and prepare a list of Training Colleges to be included in the scheme before the 1st March, 1956 (A.I.C.S.E.).

1955  
2nd meet-  
ing  
Item 4

The following recommendations of the Standing Committee were considered and approved:—

Organisa-  
tion of se-  
minars

- (a) the Director of a Seminar should be whole-time basis.
- (b) The Principal of a Training College should preferably be appointed as Director, and an Associate Director should also be appointed from amongst the participants.
- (c) The duration of each summer seminar should be four weeks and that of the autumn seminar be three weeks to suit the convenience of the teachers and the Headmasters.
- (d) The seminars should be planned well in advance, and the names of the teachers selected for the seminars should be received by the All India Council for Secondary Education at least three weeks before the commencement of the seminars. After the receipt of the names, the Council should negotiate direct with the teachers.
- (e) The suggestion of the Standing Committees that various types of schools should have equitable representation on this seminar was accepted.
- (f) The suggestion of the Standing Committee that the Field Advisory Staff be advised to contact the D.P.I's of the States and recommend to them the setting up of a committee for the follow-up work in regard to the seminars was discussed. Dr. D. M. Sen was opposed to the idea of the setting up of too many committees. It was decided that the D.P.I's should be invited to set up suitable machinery for the purpose to ensure the adequate follow up.
- (g) It was agreed that during 1956-57, five seminars might be held in summer and five in autumn.

In respect of the all-India seminars, it was agreed that they should be of two weeks' duration—one such seminar being devoted to a review of the activities of the selected participants from the regional seminars and the other to consider some special problem pertaining to Secondary Education.

- (h) The Standing Committee had suggested that the Secondary Teachers' Association in different States might be invited to organise seminars for subject teachers and that a grant up to Rs. 2,500 per seminar might be given by the All India Council for Secondary Education. After discussion, it was decided that this should be done in consultation with the D.P.I's of the States and the Headmasters as well as the Teachers Association should be approached. (A.I.C.S.E.)

1956  
3rd meeting  
Item 5

In connection with the review of the Extension Services Project, it was suggested that the Council should bring out in a consolidated form the material on particular subjects published by the various Extension Services Centres. The Chairman explained that, while more consolidation of such material produced by the Centres was not desirable, the Advisory Field Staff had been instructed to make a careful study of the literature that was published and include in the Council's Newsletter all significant publications. (A.I.C.S.E.).

Advisory  
Staff's  
work

1956  
3rd meeting  
Item 6

After a general discussion on some of the recommendations, the reports of the Seminars on Examination, Administration and the Teaching of Science and on the five regional seminars held in May-June, 1956, were recorded. It was suggested that the important recommendations of the All India seminars be circularised among the State Governments. The Council also approved the programme of five regional seminars for autumn and one All India Seminar on Social Studies (A.I.C.S.E.).

Recommendations of the All-India Seminars to be circulated among State Governments

1956  
3rd meeting  
Item 8

The Council accepted the recommendations of the Standing Committee that, of the 17 Colleges given in the list, the 13 and 11 in the list which have been visited and recommended by the Advisory Field Staff should be included in the Extension Services Project in the current year, and the Chairman be authorised to include the remaining four colleges (Nos. 12, 15, 16 and 17) in the project during this year after considering the reports

Inclusion of more training colleges under Extension Services

which the Advisory Field Staff would submit following their visits to these colleges. (A.I.C.S.E.)

1956  
3rd meeting  
Item 14

As regards financing the follow-up work in connection with the regional and other seminars, the Council was of the opinion that the Extension Services Departments and other similar agencies should be on the look-out for significant work being done in schools as a result of the follow-up work, and that such work should be encouraged by financial assistance from the funds at the disposal of the Council either by direct grants or by grants made through the State Departments of Education. (A.I.C.S.E.)

Schools doing significant work to be singled out

1956  
4th meeting  
Item 3

The Secretary made a statement explaining the scheme regarding the second flight of the Extension Services Project. It was resolved that the scheme as outlined in the memorandum be approved with the modification that the duration of the Extension Services Project for the new colleges would be three years. It was further resolved that steps be taken to secure State Government support for continuing the Extension Services in the first flight of colleges after the expiry of their present term of three years in the project. (A.I.C.S.E.)

Duration of Extension Services

1956  
4th meeting  
Item 6

I. (a) Regional Seminars.

(b) Subject Teachers' Seminars:

The proposals regarding the Regional Seminars and the Subject Teachers' Seminars were approved by the Council.

Regional Seminars subject teacher's seminars and all India seminars

(c) All India Seminars:

With regard to the All India Seminars, it was suggested that the proposed Seminar of Principals of Training Colleges should be linked up with the Annual Conference of the Principals of Training Colleges and that its duration should be seven days instead of five days. With this modification, the proposal regarding the All India Seminars was approved.

(d) Secondary Education Workshops:

The Council also approved the proposals for the Secondary Education Workshops.

II. As regards the Seminar-cum-Training Courses it was resolved that the general pattern of the courses given in the memorandum be approved and that these should be organised in consultation with various State Governments. (A.I.C.S.E.)

1957  
Item 3(n)

The Board expressed its appreciation of the work done by the All India Council for Secondary Education particularly in opening Extension Services Departments in the teacher-training institutions and in organising a large number of seminars and workshops which provided opportunities to teachers all over the country to come together and discuss some of the pressing educational problems.

Future of  
Extension  
Services  
Department

With regard to the Extension Services Departments, the Board recommended that the Government of India and State Governments should take a decision on the future of these departments as early as possible so that, after the financial assistance of Ford Foundation had ceased, these could be placed on a permanent footing (C.A.B.E.)

1957  
5th meet-  
ing Items  
5 & 6

The Council recorded satisfaction with the work of the Extension Services and recommended to the Ministry of Education:

Integration  
of Extension  
Services  
with second-  
ary train-  
ing colleges

- (1) that Extension Services should form an integral part of the programme of work in every Secondary Training College.
- (2) that the Central Government should explore the possibility of financing this project in co-operation with the State Governments on a matching basis with effect from April 1961 each contributing 50 per cent. of the total expenditure.
- (3) the State Governments should be requested to include estimates for expenditure on the Extension Services Project in their proposals for the Third Plan period; and
- (4) that the Government of India might examine the possibilities of securing assistance from the TCM for supply of equipment to all the other training colleges in the country.

In regard to the continuance of the project during the Second Plan period the Council resolved that:

- (i) expenditure for the 23 colleges of the first flight for the remaining part of the Second Plan period might be of the same order as has been provided for in the case of the training colleges brought under the project in the second flight namely Rs. 20,000 per annum per colleges.

(ii) this expenditure might be met by the All India Council for Secondary Education and the Government of India be requested for a grant to cover this expenditure. The Council also resolved to request the State Governments to bear the travel costs of the participants which would work out to about Rs. 6,000 per annum per college (A.I.C.S.E.).

1957  
5th meet-  
ing Item  
6

The report was recorded. The council expressed its hope that the State Governments would take full advantage of the scheme and help in the organization of subject teachers' seminars. The council also resolved to request the State Governments to organise through their inspecting officers and in other ways such follow-up work as may be necessary and ensure, that the impact of the seminars is carried over in the actual day-to-day work of the schools. (A.I.C.S.E.).

Subject teachers' seminars and State Governments

1957  
6th meet-  
ing Item 2

The Council recorded its appreciation of the work done by the Advisory Field Staff. It recommended that a Committee for each region might be appointed consisting of a Director of the Extension Services Departments in the region, an Officer of the Advisory Field Services and a Member of the Council or a representative educationist of the State.

Evaluation of work done by the Extension Services

The Members of the Committee would visit some of the Extension Services centres which have been in operation for the last two years and evaluate the working of the project at each of these centres and on the basis of their report advise the Council regarding the development of the Extension Services in the future. It was also resolved that the Extension Services Departments sanctioned in the second flight might continue for a period of three full years from the date of starting. (A.I.C.S.E.)

1958  
7th meet-  
ing Item  
4

The report of the working of Extension Services Project was recorded.

Reorganization of Extension Services and the personnel

It was agreed that the expenditure incurred by the local participants in connection with their journey by bus or other similar conveyance should be met by the Council, and that the actual charges should be paid to teachers coming from within municipal limits. Details should be worked out within a ceiling of Rs. 500 out of the budget sanctioned for each Extension Services Department. The Principal and Director of the Extension Services Centre have to determine the rates of payment, taking due note of the local conditions regarding means of transport.



With regard to the problem of reorganisation arising out of the continuance of the project, the Chairman was authorised to scrutinise the staff list of the Extension Services in the colleges in the First group so that the services of competent Co-ordinators might be retained in deserving cases on salaries that would be drawn by them at the time the first term of the project expired. It was suggested that the difference in the salary thus payable to the Co-ordinators and the minimum of the revised scale might be treated as personal pay. (A.I.C.S.E.).

After considerable discussion it was agreed that the ceiling of Rs. 7 per day per participant for the Seminars sponsored by the Council should not be exceeded. It was suggested that the Council should inform the State Governments as soon as possible about the programme of Seminars for the next year and that the State Governments should be requested to take early action and select the participants so that they might be in a position to inform the Council of the special problems they would bring up for study at the seminars. It was also decided that the Directors of the Seminars should continue to function in an honorary capacity for some time even after the seminar was over and keep in touch with the participants, so as to effect an immediate follow-up. They might be authorised to incur necessary expenditure on postage etc., for correspondence with the participants. (A.I.C.S.E.).

1959  
Para 7

The Council considered the background and history of the Extension Services project, its progress so far and the problems arising out of the reconstitution of the former Council. In view of the recognised benefit of the Extension Services Centres both to the training colleges and to the associated secondary schools, the Council agreed that :

Continuance  
of Extension  
Services in the  
Third Plan

- (1) the impact of the existing Extension Services Departments should be strengthened and developed;
- (2) the project should be extended to all the training colleges by the State Governments making adequate provision in the Third Five Year Plan for the purpose; and
- (3) The Extension Services should be made an integral and permanent part of the programme of every training college by the State Governments taking over the financial responsibility

of the existing Extension Centres so that in the Third Plan period they might become State schemes.

The Council also recommended that State Governments should extend their assistance in strengthening this programme in the following ways:—

- (1) Managements of schools should be directed to depute teachers to the seminars, courses and other in-service programmes organised by the Extension Services Departments.
- (2) Follow-up measures should be taken on the recommendations made at seminars, workshops etc.
- (3) T. A. & D. A. should be made available to participants in time.
- (4) Inspecting officers should be directed to watch and periodically assess the extent to which the participating schools utilise the facilities offered by the Extension Services Centres.
- (5) Individual experimentation should be encouraged in schools on new methods and techniques discussed at seminars and workshops. (A.I.C.S.E.).

1960  
Item 4

- (1) The Council discussed the continuation of the existing Extension Centres, and the establishment of new ones during the Third Plan. It attached very high priority to the project and considered that it was of such national value in the reconstruction of secondary education that it should continue during the Third Plan to be Centrally guided and supervised. It also recommended that the existing Centres should be Centrally assisted during the Third Plan and that new Centres should be given the maximum possible Central assistance, the expenditure on equipment for the new Centres being borne by the Central Government on a cent per cent basis. The Council also felt that the Directorate should continue to offer advice to the project and coordinate its activities so that certain national standards could be maintained.

National  
value of ex-  
tension Ser-  
vices and  
their con-  
tinuance in  
Third Plan

- (2) The Council endorsed the Sub-Committee's recommendations regarding the minimum qualifications for a Co-ordinator, namely, that he should possess a good Master's degree (preferably first class) and a degree or diploma in education, and should have five years' teaching experience, of which at least two years should be in secondary schools and two years in training colleges.
- (3) In view of the key position held by the Co-ordinator in the in-service training programme, the Council felt that there was need for making careful selections for the post and therefore recommended that the Directorate should continue to have the final word in the Co-ordinator's selection.
- (4) In respect of Co-ordinators in Government training colleges who were not eligible for deputation allowance after the transfer of administrative control, the Council recommended that a special pay of Rs. 100/- should be paid to them in addition to their usual salary as lecturers in the training colleges. In respect of Co-ordinators in non-Government colleges, the Council was of the opinion that the present scale of Rs. 400-500 might continue.
- (5) In respect of those Centres where the nature of activities justified additional funds, the Council recommended that an additional grant of Rs. 2,000/- per annum might be sanctioned over and above the present practice of allotting Rs. 18,500/-
- (6) The Council endorsed the recommendation of the Sub-committee that a Co-ordination Committee should be established in each State consisting of the Director of Public Instruction/Director of Education of the State, Honorary Directors of all Extension Centres in the State and one other educationist. This Co-ordination committee would also ensure the co-ordination of activities of the Extension Services Departments in the matter of publications. (A.I.C.S.E.)

utilised, the Council regarded planned and energetic follow-up work as of crucial importance. It, therefore, recommended the following measures to be taken by the Directorate and State Departments in the matter :—

- (1) Research Units should be set up by State Departments to plan and organise seminar work in the States.
- (2) A properly staffed seminar unit should be set up in the Directorate to be in charge of the planning, organisation and follow-up of seminars.
- (3) A small technical committee should be set up by the Directorate to evaluate the results of the seminars so far conducted and to lay down criteria for future observance.
- (4) The States should place a small fund at the disposal of the Headmasters for being used on worthwhile follow-up work in consultation with an appropriate school committee.
- (5) Headmasters of schools which undertake experimental projects as a result of seminars should be authorised to contact the Directorate directly for technical guidance. (A.I.C.S.E.)

### 13. Discipline

The Board had under consideration the question raised by the Assam and Bihar Governments in regard to (a) maintenance of discipline in schools and colleges and (b) participation of students in politics. The Board considered the views expressed by the Standing Committee.

No active participation in politics by students

In regard to (a) the Board were of the opinion that disciplinary action should be taken by the heads of the institutions against members of the staff who directly encourage students to participate in political activities of a subversive type; and that educational authorities should ensure greater contact between their teaching staff and students and also secure the co-operation of parents and public men in maintaining discipline in schools and colleges. They felt that punitive action as a general measure against students would defeat its own purpose.

In regard to (b) the Board were of the opinion that opportunities should be provided for discussion of all political subjects within schools and colleges, but active participation in political movements should be discouraged. (C.A.B.E.)

1944  
Item 19

The Board agreed with the recommendation of the standing committee on the reports received from provincial governments etc., with regard to the question of discipline in schools and colleges. They felt that the real solution of the problem of maintaining discipline in schools and colleges and checking the undesirable participation of students in politics lay in an all-round improvement of conditions in schools and colleges. There must be better residential and tutorial arrangements and fuller and freer extra-curricular activities for students but even more important is an improvement in the position and conditions of service of teachers. Not until the status of teachers is raised will they be able to establish closer and healthier relations with students so as properly to influence and guide them and their parents. In schools it is particularly necessary that teachers should be in a position to establish effective contact with parents and there should be close co-operation between the two; but they will not be able to secure recognition from parents for this purpose unless the status accorded to them is commensurate with the obligations they would thus assume. (C.A.B.E.)

Improvement of conditions helps discipline

1954  
Item 18(a)

The Board considered the note on Student Indiscipline prepared by the Secretary, Education Ministry, and generally agreed with the analysis of the students' unrest made therein and approved the various suggestions contained in it. In particular, the Board recommended that:—

Encouragement of student labour

- (h) better amenities in schools and colleges should be provided by utilising student labour as much as possible, thereby helping poorer students to earn some money to maintain themselves during their student life; and
- (i) students in secondary schools and colleges should be given greater opportunities for participating in such co-curricular activities as the National Cadet Corps, Manual and Social Service and Scouting and Guiding. (C.A.B.E.)

1943  
Item 25

#### 14. School Hours and Admissions

The Board had before them the recommendation of the Standing Committee as to the educational considerations which should influence the fixing of school hours and holidays. The Board observed that the question of holidays and working days have been carefully considered by the provincial authorities and agreed that it would

No universal rule to govern holidays and working days

not be possible to lay down at this stage any rules which could be of universal application. They considered it desirable that there should be complete flexibility in determining such matters. As regards planning of school hours and work the Board decided that when circumstances permitted these aspects of the problem should be investigated by experts and a memorandum should be prepared for their consideration. (C.A.B.E.)

1955  
Item 10

The Board discussed the matter at length and after considering the report of the special committee passed the following resolution:—

Qualifica-  
tions neces-  
sary for  
entry into  
universities

“The Board after very careful consideration of the stage of termination of secondary education and the qualifications necessary for entry into the universities arrived at the following unanimous conclusion:—

- (a) The degree course should be of three years and 17 plus should be the minimum age for entry into universities.
- (b) The end of secondary education at 17 plus should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year course.
- (c) The Government of India be requested to appoint a committee to draw up an integrated syllabus for the School Final Examination to achieve the above objective.
- (d) The last class in the secondary stage should be called the 11th class and may be reached after schooling of not less than ten years, the actual duration of the school system in the various states to be determined by the State Governments concerned.

The Board is of opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the central and state governments. This Board therefore requests the central and state governments and the Planning Commission to provide necessary finances in the second Five-Year Plan for the implementation of these recommendations. (C.A.B.E.)

1957  
Item 3 (6)

The Board expressed concern that in certain states, boys passing out of senior Basic schools did not get admission to high schools. It was suggested that the state governments who had direct responsibility in the matter should see to it that students passing out of such schools got admission into high schools. It was noted that one of the difficulties had been that English did not find a place in senior Basic schools. The Board therefore recommended that English might be introduced into senior Basic schools in the corresponding classes so that this difficulty was removed. (C.A.B.E.)

Teaching of English in senior Basic schools to facilitate admission in higher classes

1959  
Item 7

New scheme of Secondary and Primary education of the Kerala State.

New scheme of the Kerala State

The Board agreed with the views expressed by the Government of Kerala on the subject and was of the opinion that persons who qualified in higher secondary, technical/technological courses should be eligible for admission to a three-year degree course, the choice of subject being determined by the special subjects a student has taken at the higher secondary stage. (C.A.B.E.)

#### 15. Establishment of Commissions and Committees

1948  
Item 20

The Board in agreement with the Standing committee, noted that they had already agreed that no provision for English should be made in the Junior Basic schools *i.e.*, up to Class V, and that the problem raised by the Government of Assam was of a local character to be decided in accordance with the principles accepted by the Board and adapted to the local situation.

Recommendation for a Commission to review the state of secondary education in

The Board then proceeded to consider the state of secondary education in the country and in view of its importance in the whole structure of the educational system, decided to recommend that a commission might be appointed by the Government of India to review the present position of secondary education in India and to make recommendations in regard to:—

- (a) Aims and objects and scope.
- (b) Content and methods.
- (c) Organisation.
- (d) Examination or other methods of assessment of results.
- (e) Arrangements for the training of secondary school teachers.

- (f) Any other problems related to secondary education which the commission may consider relevant. (C.A.B.E.)

1949  
Item 5 (a)  
and Item  
19

The Board considered the recommendations of the standing committee regarding the Report of the Committee on Secondary Education in India, and resolved:—

Report of  
the committee  
on  
secondary  
education

- (1) that sub-paras (iii), (v), (vi), (viii), (x), (xii) and (xiv) of paragraph 15 of the Report of the Secondary Education Committee be approved;
- (2) that sub-paras (iv), (ix) and (xv) of the Report be approved as amended by the standing committee; and
- (3) that the Government of India be requested to appoint a Commission or Committee for Secondary Education to which the questions raised in sub paras (i), (ii), (xi) and (xiii) of paragraph 15 of the Report as well as the question raised in item XIX of the agenda be referred. This Commission or Committee should, in addition to the items specifically mentioned above, go into the wider question of the aims, objective and purpose of secondary education and the relation of secondary education to Basic and university education. (C.A.B.E.)

1951  
Item 7

The Board considered the question of secondary education, with particular reference to the need for greater uniformity and coordination, at least in regard to standard and duration, and reiterated the resolution passed at their 15th Meeting that the question of secondary education was of such vital importance and involved such important and urgent issues that a Secondary Education Commission should be appointed by the Government of India at a very early date. (C.A.B.E.)

Reiteration  
on the formation  
of a  
Secondary  
Education  
Commission

1953  
Item 5

The Board considered the report of the Secondary Education Commission and resolved as follows:

Implementa-  
tion of the  
Mudaliar  
Report

The Government of India appointed a Commission for the reorganisation of secondary education, under the Chairmanship of Dr. A. L. Mudaliar, and the Commission has submitted its report recently, which has been placed for consideration before the Central Advisory Board of Education. In the interests of the reorganisation not only of secondary education but of education as a whole, it is essential that the report should receive the earnest attention of the Board and its recommendations implemented as effectively and speedily as possible.



The Central Advisory Board of Education, therefore, authorises the Chairman to appoint a committee consisting of the members of the Central Advisory Board of Education and some distinguished educationists from outside, to report to the Board at its next meeting in January, 1954, regarding the recommendations which could be implemented by the Central government and recommended for implementation to the state governments and also the order of priority of their implementation. (C.A.B.E.)

1954  
Item 5

The Board passed the following Resolution:—

Mudaliar  
Commission  
priorities for  
implemen-  
tation

“The Board approves generally the Report of the Secondary Education Commission with the following specifications and endorses the priorities in the field of secondary education listed by the implementation Committee in their report.

“The Board expresses the hope that the Government of India and the state governments will adjust the Plan for the remaining two years of the present Plan, so as to make an adequate provision for the implementation of some of the urgent reforms in the field of secondary education, as recommended by the Implementation Committee, and will make suitable provision for the purpose in the Second Five-Year Plan. The Board further hopes that the programme for the reconstruction of secondary schools as formulated by the Committee, will be treated as the minimum and that it may be possible, for at least some of the States, to accelerate the tempo, as envisaged by the President of the Board in his Inaugural Address.” (C.A.B.E.)

1955  
Item 11

The Board welcomed the announcement of the Chairman regarding the establishment of a Council of Secondary Education on the lines of the All India Council for Technical Education and noted with satisfaction that the government have already decided to set up an expert committee for formulating an integrated syllabus for the secondary stage as a whole and another for the pre-university class. (C.A.B.E.)

Setting up of  
of All-India  
Council for  
Secondary  
Education

1956  
3rd meet-  
ing Item 12

The Council approved of the proposal regarding the establishment of four Regional Boards of the All-India Council for Secondary Education at the four centres where the Regional Offices of the Council are to be set up. It was resolved that the matter should be taken up with

Regional  
Boards for  
All-India  
Council for  
Secondary  
Education

the various State Governments, and that if the proposal was accepted, the composition of the Board, its powers and functions etc. should be determined in consultation with State Governments. (A.I.C.S.E.)

1956  
4th meet-  
ing Item 4

After a general discussion it was resolved that the question of the establishment of Regional Boards be postponed for the time being. (A.I.C.S.E.)

Postpone-  
ment of the  
setting up  
of the Re-  
gional  
Boards

### 16. Miscellaneous

1956  
Items 16,  
17, 18 & 19

The Board considered the items and recommended:— Educational Survey

The directive of the Constitution in favour of free and compulsory education up to the age of 14 years should be fulfilled in ten years *i.e.*, during the second and the third plan period. Such immediate measures as are needed to make the achievement of this aim possible should be taken in cooperation with the States. In this connection it was suggested that a suitable machinery at the all India level might be set up to solve the financial, administrative and pedagogic problems of primary education, if necessary on the lines of the All India Council for Secondary Education. With regard to the note on the educational survey by Shri J. P. Naik, the Board welcomed the suggestions and recommended that the proposed survey should not be limited to primary education only but should include secondary education, including technical education at the secondary level.

With regard to the contribution from private sectors, it was agreed that besides contributing the non-recurring costs through voluntary labour, local communities through their elected representatives should be enabled to raise additional revenues through a cess for education for which each State should enact suitable legislation. This will make it possible for local communities to take a larger share in implementing programmes of educational expansion and development in addition to those already approved in the draft Second Five-Year Plan. (C.A.B.E.)

1957  
Item 12

The Education Minister, Madras, raised the broader issue that a uniform policy with reference to linguistic minorities in the various States should be formulated by the Education Ministry and placed before the State Governments for consideration. Thereafter an agreed formula could be evolved which could be adopted as a uniform policy in all the States. (E.M.C.)

Uniform  
policy for  
linguistic  
minorities

1959  
Item 8

The Conference decided that the matter relating to the future policy about the Anglo-Indian institutions after 1960 when the special concessions under Article 337 of the Constitution will have ceased should be examined further in the Ministry. (E.M.C.)

Anglo--  
Indian  
Institutions

1956 14th  
meeting  
Item 5

(1) Preparation of teachers for the practical courses envisaged under the Multi-purpose Scheme.

Teachers  
for practical  
courses etc.

(2) Helping State Governments to secure well-qualified teachers for the teaching of such new subjects as General Science.

With regard to these two proposals, the Council expressed the view that it could not undertake the task of training teachers, as this was the responsibility of the State Governments which had already provided funds for the same in their Plan programme.

(3) Strengthening teachers' organisations for devoting attention to the improvement in the techniques of teaching classroom subjects.

It was resolved that specific project grants be given to bonafide Teachers' Associations approved by the State Education Departments. It was further resolved that the nature of the project was to be decided by the Council and that each application for grant would be considered on its merits.

(4) Encouraging educational institutions and teachers to try out experiments on the new techniques in their respective fields.

The provision of Rs. 1,00,000 for encouraging such experiments was approved. Mr. Menon's suggestion that an *ad-hoc* committee should be constituted for this purpose was accepted by the Council, and it was resolved that the Chairman should appoint a small committee of three or four members to examine the projects carefully before recommending them for support.

(5) Selecting a certain number of centres and converting them into experimental centres with a view to developing initiative and responsibility in the teachers, so that the schools might be released from the restrictive influence of an external examination and an external syllabus prescribed for them on the lines of the eight-year study of the U.S.A.

The Council agreed that for this experimental project about 25 to 30 schools in the country should be selected

at the rate of two from each of the larger States and one from each of the smaller ones. It was resolved that each selected school be given a non-recurring grant up to Rs. 50,000 and a recurring grant up to Rs. 25,000 for the first year and non-recurring grant of Rs. 25,000 for each succeeding year of the project. It was further resolved that the selection of institutions for this project should be made on the recommendations of the State Departments of Education and with reference to well-defined criteria. The Council also expressed the view that each school included in the project should have the guidance of an advisory committee consisting of outstanding educationists in the State.

(6) Exchange of teachers:

The Council was not in favour of an inter-State exchange of school teachers, but was of the opinion that an inter-State exchange of lecturers of Training Colleges could help to stimulate and improve teaching practices. It, therefore, suggested that a programme of such inter-State exchange of lecturers should be arranged by the Ministry of Education, the Ministry bearing the travelling expenses of the visiting lecturers and the host college bearing the expenses on account of the lecturers' salaries and other allowances.

(7) Science Clubs in Schools for pupils:

The Council express the view that in the initial stages provision should be made for about 200 science clubs in the country. It was resolved that an average of Rs. 1,250 should be sanctioned for each club and that a total sum of Rs. 2,50,000 should be provided for this purpose. (A.I.C.S.E.)

1960  
Item 11

The Council considered the original targets in the field of secondary education during the Third Plan worked out by the Working Group on Education and the possible reduction in these targets that would be necessitated by the actual allocations of funds during the Plan period and recommended that the original targets fixed in the Draft Plan in respect of additional enrolment of 15 lakhs, conversion of high into higher secondary schools and the provision of science should not be reduced.

Targets in  
the Third  
Five-Year  
Plan

The Council fully supported the proposal to establish four regional training colleges and some model multi-purpose schools during the Third Plan and considered that this was a very essential measure to raise the stan-

ards of the multi-purpose schools. It suggested that Bombay, Calcutta, Madras, Hyderabad and Delhi as possible places for the location of the four colleges. As regards the model multi-purpose schools, the Council agreed that there was need for such schools, on which other institutions could pattern themselves and suggested that wherever possible existing schools which could be upgraded to model institutions should be so converted, the remaining schools being developed as new institutions. The Council was of the opinion that careful criteria should be worked out for the selection of schools which could be upgraded.

The Council welcomed the idea of the travel seminars but recommended that it should be ensured that those who participated in the seminar should return to those positions where their experience would be used directly for the improvement of the multi-purpose scheme.

In view of the fact that the education of girls and women is lagging far behind that of boys and that there is an acute shortage of women personnel required for various development programmes particularly in the fields of education, health and social welfare, the Council recommended that every attempt should be made to retain the provision for the special programme included in the Draft Third Plan as suggested by the National Council for Women's Education. If, however, any cut is necessitated in the total programme, not greater than a proportionate reduction should be made in respect of this sector and the amount earmarked should not be diverted to any other purpose. (A.I.C.S.E.)

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