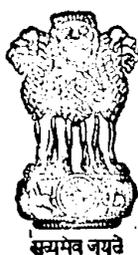


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SUMMARY RECORD
OF
EVIDENCE

(Upto 30-6-1965)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

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EDUCATION COMMISSION

Evidence Tendered before the
Education Commission

(upto 30.6.1965)

U.G.C. Building,
Bahadur Shah Zafar Marg,
New Delhi

1965

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EDUCATION COMMISSION

A NOTE ON THE DISCUSSIONS WITH TWO OF HER MAJESTY'S INSPECTORS

INTRODUCTION

At the request of Dr. V.S. Jha, the British Council was good enough to make available two of the Her Majesty's Inspectors, Miss Mitchell and Miss Tobin, who were spending a few days in Delhi on their way back to England after finishing a tour of Japan, Australia, etc. Miss Panandiker and Messrs Jha, Saiyidain and Dawood had an interesting and useful discussion with them on the afternoon of the 28th October. As it is considered worthwhile to share the experience of these members with others, the following short note is circulated to the members of the Commission.

AIM

The main purpose of the H.M.I. is to assess the work of the teachers and to ensure that the money spent on education is well spent. In a short article which appeared recently in the London Times (about H.M.I. which is also being circulated to the members), the work of the H.M.Is. has been grouped under three headings: as the "eyes and ears" of the Ministry; as educational missionaries; and as "watchdogs of finance". The responsibilities entrusted to them are great and their duties of great importance to the community and more particularly, to the next generation.

ORGANIZATION

Her Majesty's Inspectorate is organized on the following pattern. There are six categories of them based on the area of education they are dealing with: (1) Primary, (2) Secondary, (3) Teacher Training, (4) Further Education, (5) Adult Education and (6) External Relations.

All these inspectors are under a Divisional Inspector and there are 10 Divisions in England. Apart from these, there are subject inspectors for Physical Education, Music, Art, Home Science, Wood Work, Metal Work, Weaving, etc., etc., who are organized on a national level. Although the Inspectorate is so varied, there is no rigid barrier between them and they have good liaison among themselves. On the whole, there are about 500 H.M.Is (80 are women of whom 30 are in Further Education).

The actual administration of the schools of the Local Education Authorities is done by Supervisors approved by the L.E.A. who look after the buildings, library, equipment, etc. and the general planning of the schools and see to the implementation of the policy in regard to the schools.

WORK

The work of the H.M.I. is to help the teacher on his job. The Inspector goes to a school not with a view to finding faults, but only with the purpose of helping the teachers. He carefully observes the work of a teacher and gives him something he needs in his work - suggestions that the Inspector thinks will be helpful to him. He tries to clarify in the mind of the teacher the aim for each lesson that he is giving and bring home to him the need to have in his school, books, equipment, etc., to support what he teaches. Like this, every subject is observed and the work done in each subject is assessed. The Inspector has in him good examples of work in all schools and with this rich experience he is able to guide the teachers in their specific needs. Each teacher is made to see the aim of teaching a particular topic or a subject in relation to aims of teaching as a whole and the overall objective of the school.

A great problem in the process of education is that teachers work in isolation. There is the isolation of the classroom, limitations of the school and its management and the administrative limitations of the local authority. Inspectors who do not have these limitations do bring a fresh assessment of the problems and the work. They also check up the school curriculum and time-table and make suitable suggestions for their improvement. As the Inspector owes no allegiance to the management or local authority, he has freedom to make his advice.

When an Inspector wants to examine more thoroughly teaching in a subject in which he himself has no expert knowledge, he is free to call in his colleague with the expert knowledge in that subject and get his assistance for such a detailed examination. Thus they work as a team. Apart from the frequent and informal visit of the H.M.I., a formal inspection is also held periodically when a full inspection is done by a team of inspectors and the report sent to the management.

A big part of the work of the H.M.I. is concerned with the In-service and Refresher Courses for the teachers. They have responsibility to organize and conduct conferences, seminars, discussion groups, etc. for the professional development of teachers. Particularly at this time when vigorous steps are being taken to make the teaching of Mathematics and Science up-to-date, the H.M.Is are busily engaged in this vital task.

Once in 18 months the H.M.Is themselves come together in conferences to assess their own work, to take stock of what they have been doing and plan how best to make their services more useful to the schools.

The Inspector is a welcome visitor to the school and usually his suggestions are accepted and acted upon. Generally, the H.M.I.'s visit to a school is a stimulating experience for both teacher and inspector.

THE YOUNG TEACHER AND ...

HER MAJESTY'S INSPECTOR

Many a young teacher is quite perturbed at the news that H.M.I. is coming. A little background knowledge regarding his job and his problems may be useful in creating a more co-operative atmosphere when he finally does arrive.

The young teacher may well be perplexed when he discovers that he has two inspectors interested in the work that he is doing. The fact is that as the educational services of the country are paid for by two groups of people - the tax payers and the rate payers - each has the right and the responsibility to see that the job is done well.

The local inspector is appointed by the local education authority and serves as a link between the school and the managers. He recommends, or co-ordinates recommendations for the construction of new schools. He reports on the staffing, supplies, furniture, stock and premises of the schools in his district. He is usually responsible in no small way for the staffing system.

The H.M.I. - Her Majesty's Inspector - has complementary rather than parallel duties. He will probably work completely independently of the local inspector. He owes no allegiance to the local authority. H.M.I.s are paid by the State and they serve the State.

Teachers sometimes complain that H.M.I.s are not promoted directly from the ranks of teachers. Many of

authorities anything in the nature of a formal promotion ladder would be impossible. It must also be borne in mind that dealing with individual schools and teachers is only part of the Inspectors' work; a valuable part it is true, but nevertheless not the entire job. Other qualities are needed besides successful experience in the classroom.

H.M.I.s have to deal directly with chief education officers and local authority staff. Many also have to be concerned with the very widest aspects of education in this country. Universities (informally), technical colleges, youth clubs and organisations, domestic science schools, art and music colleges, schools of architecture and institutes of agriculture, all come within their scope.

HIGHLY QUALIFIED SPECIALISTS

There must also be Inspectors with the highest qualifications in individual subjects on the curriculum; and when we consider the range of work in the grammar, technical and special schools, and in the colleges and universities, we realise how demanding this can be on the resources of the Ministry. With a limited roll of 530 H.M.I.s it is patently impossible to have specialists in all these categories and also to have a large number of teachers promoted regardless of qualifications.

The work of the H.M.I.s has been grouped under three headings: as the "eyes and ears" of the Ministry; as educational missionaries; as "watchdogs of finance." There are, in addition, many duties which do not come within the limits of these categories. These titles make the Inspector sound punctilious and pompous, not at all like the friendly person who pays a call upon the young teacher in his classroom. But it must be remembered that although the majority of Inspectors have a kind and friendly manner their responsibilities are great and their duties of great importance to the community and, more particularly,

H.M. Inspectors live within the area in which they serve, but in order to encourage a national approach to the problems of education they usually have a limited period of service, of between seven and ten years, in any one area. As they are aware of local conditions they can advise and decide more easily than a detached body out of touch with the locality. There is a two-way service of information and help.

A major difficulty in educational progress is that teachers work in isolation. There is the isolation of the classroom, the parochial limitations of the school and the administration-bound isolation of the local authority. Inspectors, who do not have a parochial view, can bring a fresh assessment of the problems and the work.

One important point should be made here. Inspectors advise; they do not instruct. And their advice need not be taken. Many young teachers, anxious at the first interview with their General Inspector, become reassured by his manner and stimulated by his suggestions. It may well be that they are anxious to carry them out as soon as possible. It is better under these circumstances to discuss the suggestions first with the head teacher, who is directly responsible for the work of the school. Almost invariably H.M. Inspectors point this out to the teacher during discussion.

BASIC FUNCTION

Concerned as they are with so many additional tasks and functions, all in themselves vital in importance to someone or to some body of people, the basic function of H.M.I.s is the inspection of schools, colleges and other institutions. This is done in two ways: the routine and the full inspection.

When the General Inspector arrives at school, he may, on occasion, remain with the head teacher to discuss organisational matters, but his main interest will be to see the class teachers at work.

In the classroom, the Inspector should be given the hospitality that all guests are given. A chair can be preferred, for example, and a short explanation given of the work in progress. But the first and major responsibility of the teacher is for his class and, unless the Inspector suggests otherwise, he should give his main attention to the children.

It is possible that at some time the Inspector will wish to discuss the work with the teacher. With older children it is possible for the young teacher to have some work ready at hand which can be arranged with the minimum fuss and organisation. Even younger children, if they have been well trained, can make themselves less conspicuous while an important conversation is taking place.

One other point is worth making. Inspectors visit many schools and talk with many teachers. It would be a grim, unrewarding work if teachers were always self-conscious, antagonistic or self-righteous. The Inspector is encouraged by a happy atmosphere in a classroom and he can help most if the teacher is natural and is prepared to discuss his difficulties freely with him. The Inspector's visit should, and can be, a stimulating experience for both teacher and Inspector.

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A SUMMARY RECORD OF DISCUSSIONS WITH
LORD ROBBINS

NEW DELHI

(22 - 26 December, 1964)

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

A Summary Record of Discussions with Lord Robbins

(22nd December, 1964: 10.30 A.M. - 1 P.M.)

The discussion was initiated by Dr. D.S. Kothari, Chairman, Education Commission, who welcomed Lord Robbins and thanked him for all the trouble that he had taken in coming to India for these discussions. He then gave a brief account of the work done by the Commission since it was set up about three months ago and by the twelve task forces which it had constituted. He emphasised the advantage of including some non-Indian members in the Commission - from U.K., U.S.A., U.S.S.R., France and Japan - who would be in a position to bring fresh points of view to bear on Indian educational problems and also assist in understanding the new educational thinking in these countries. He then mentioned some of the major problems which were being examined by the Commission such as (i) education as a means of social change, with special reference to economic development and national integration; (ii) relating education closely with life; (iii) costing of education; (iv) relative returns on investment in different sectors of education and particularly in higher education; and (v) the need to develop special solutions to the complex problems which are being faced in the developing countries at present. He then requested Lord Robbins to address the Commission.

2. Lord Robbins thanked Dr. D.S. Kothari for the invitation extended to him and for the opportunity he had for coming over to India for the first time. He looked forward to learn a good deal from this visit, although he was not quite sure about the contribution that he would be able to make to the solution of the extremely complex and difficult problems which India was facing.

3. The object of all educational reconstruction is the creation of a good society. But the means for the

creation of such a society would differ from country to country, and even in the same country, from stage to stage. Each country would have to find out its own solution suited to its short-term and long-term problems, although it may receive some guidance in this endeavour from the experience of others.

Man-power Estimates on a Long-term Basis:

4. The problems which England had to face in the reconstruction of her higher education were comparatively simpler. England is a comparatively wealthy country which has been developing slowly from a hierarchical to an egalitarian society. The main problem to be faced was to meet the great demand for higher education due partly to an increase in population, partly to reforms introduced in the school system, and partly to the needs of a technological age. The cost involved in the proposals was high to doubt; but it was not formidable and much simpler than the situation in India where the financial issues were tougher and the country had to face the agonising problem of making difficult choices on several crucial issues. The production of the needed teachers was also not a major or very difficult problem. The proposals for the reconstruction of higher education in England, therefore, had only a limited application to Indian conditions.

5. In spite of all these differences, the approach to the expansion of higher education adopted by the Robbins Committee may be of some use to Indian Planners. The Committee had to choose between two possible solutions:

(i) projecting the demand for higher education on the basis of the applications received at present, projected and adjusted for growth in population and increasing hunger for higher education; and (ii) estimating the need of trained personnel in terms of the demand for different kinds of skills. On a careful consideration, the Committee came to the conclusion that the first of these two solutions was

more dependable. At this point, some explanation as to why the second approach was abandoned may be worthwhile.

6. On a very careful examination of the problem, the Committee found that it was possible to make a reasonably accurate estimate of the future needs of manpower, especially on a long-term basis, where such demand depended mainly upon deliberate acts of Government policy. The demand for teachers, for instance, came under this category. So did some other categories such as public servants of different types. Rough estimates of future needs were also possible in these areas where Government could control recruitment or employment policies to some extent. Dentists and other medical personnel came in this category. When it came to estimates of the requirements of scientists, the reliability of projections depended mainly upon the extent of State control. It would not be possible to make very reliable estimates in democratic conditions, but they may have greater validity under a totalitarian regime. It is true that the industries very often make estimates of their future requirements. But these were based on certain assumptions which could be radically changed in a period of 10 to 15 years and lose their validity. In such fields, therefore, making estimates of the demands becomes very difficult. All these limitations of long-term projections of manpower requirements have to be kept in view and we should not content ourselves, under any circumstances, with a bogus precision.

7. Probably, a good approach to the problem would be to proceed on certain broad estimates and to make estimates of very broad categories of workers. Simultaneously, we should take care to see that we do not try to specialise too early or in very narrow fields. Our education and training should be based on the concept of a potential versatility. Life is changing so fast that we should make it possible for a person to renew his intellectual skin without agony, as often

as 5 or 6 times in his career. If such an elastic and versatile programme of training could be developed, even when our estimates of our manpower few problems would be created are found to be wrong in some parts.

8. Productivity in Education: With regard to the concept of the productivity of investment in education. He felt that it was a very good idea. Very often, it worked well particularly at the family level and many heads of families invested in the education of their wards after taking the likely returns into consideration. But if society as a whole is to be considered, the concept is not equally applicable. The social returns of education cannot always be measured. Moreover, society must also invest, time and again, in comparatively less fruitful but essential skills such as the study of the Classics. It may not, therefore, be either possible or desirable to carry this concept of investment in education and its productivity to a logical extreme. The final decision in such matters will have to be taken on broad principles of prudence and commonsense, rather than on the basis of economic returns.

9. Proportion of GNP to be Spent on Education: Dr. D.S. Kothari wanted to know what percentage of the GNP a country like India should spend on education. Lord Robbins replied that it was very difficult to make any definite recommendation on this subject. A good deal of confusion had been created by the classification of countries into broad groups such as advanced, semi-developed or developing. Any such group would include a large number of countries which had very little in common and for each of which a separate solution would be necessary. He did not, therefore, think it possible to suggest any definite and objective basis to fix the proportion of its national income which a country should spend on education.

10. Shri P.N. Kirpal raised two points: (i) can the history of educational development in other countries, such as Japan, be a guide to developing countries in deciding the percentage of GNP which they should spend on education; and (ii) how could we attempt to minimise the defects of formulating accurate forecast of manpower requirements on a long-term basis? Regarding the first issue, Lord Robbins replied that it might be possible to get some guidance from historical studies of the type visualised by Shri Kirpal. But he the available data was not adequate and that a good deal of further research on the problem was needed before any worthwhile conclusions can be drawn.

Regarding the second issue, Lord Robbins observed that we should be very careful in planning the type of education to be given at different stages. For instance, he was of the view that the Honours courses in U.K. were not quite appropriate for modern conditions. They were probably good enough for academicians, but not quite so for the people who went into the ordinary walks of life. Secondly, they started specialisation rather too early. A period of broad-based undergraduate education followed by graduate schools which give specialised courses would be much better than the present system. The adoption of such a plan, as in USA or Scotland, would be better than the UK system.

11. Expansion and Maintenance of Standards: Dr. K.G. Saiyidain drew attention to the main problem in Indian higher education, namely, the dilution of standards due to a continuous pressure of numbers and wanted to know if Lord Robbins could suggest any solution. Shri J.P. Naik added that England could plan on the

basis of providing higher education for all qualified persons who desired it because it could raise the necessary resources and also produce the necessary teachers. In India, the bottleneck was the non-availability of resources and the even greater difficulty of obtaining the necessary teachers.

Prof. M.V. Mathur pointed out still another dimension of the problem, namely, the growing unemployment amongst the educated persons. Lord Robbins pointed out that the situation in England was very different. The expansion of higher education was recommended because the pressures for university admissions had been intensified and standards of admission were raised so high as to cause great psychological and social difficulties. But in spite of the expansion visualised, there was no indication of any fall in standards. Probably the proportion of those who reach the fellowship level was smaller; but the average standard had risen because the programme really made the best possible use of "potential seconds". On the whole, the standards were rising in spite of rapid expansion.

12. With regard to the situation in India, Lord Robbins felt that two concrete suggestions could be made. The first was to conduct careful and controlled research in existing selecting procedures. The general experience all over the world was that techniques of admission and selection to universities were defective and caused considerable hardship. A good deal of work has been done in this field in USA, particularly at Princeton, and it may be desirable for the Commission to invite some expert from that country to advise it on this problem. Secondly, the adoption of new techniques of teaching and organisation, would be of great help. In his opinion, there was no need why standards must necessarily deteriorate as a result of expansion. With careful planning, it should be possible to expand education and raise standards simultaneously.

13. Extent of Higher Education: Shri R.A. Gopaldaswami wanted to know the proposition of secondary school leavers who go in for higher education. Lord Robbins said that he did not have the statistics with him. But speaking of the age-group concerned, the proposal of the Robbins Report was to raise the enrolment in higher education from 8 or 9 per cent to 16 or 17 per cent.

14. Priorities for Technical Education: Shri A.R. Dawood wanted to know whether it would not be advisable, in the existing Indian situation, to confine the expansion of higher education only to those sectors (such as scientific or technical education) which are directly related to productivity. Lord Robbins replied that this is not a question all or nothing type. He would definitely support the idea that every preference should be given for the training of technical personnel, such as agronomists; but, at the same time, he hoped that all expansion in other sectors would not be totally banned.

15. Honours and Pass Courses: Shri P.N. Kirpal wanted to know whether it would be satisfactory solution in the Indian situation to provide a high level Honours course for a small selected group of student while the large majority would go in for a B.A. pass course at a lower level. Lord Robbins replied that this would be a good idea. A precedent for this could be found in USA which has a large spread between Universities like Havard and Princeton at one end and some of the State Universities at the other. Such wide differences, however, begin to create problems when an element of State subsidy is introduced. All things considered, however, the idea of creating some institutions of special excellence is worthwhile (at this stage

Dr. D.S. Kothari drew the attention of Lord Robbins to the scheme of Centres of Advanced Study sponsored by the UGC).

16. Shri J.P. Naik wanted to know whether it would not be possible, on the basis of studies in comparative education, to indicate the proportion of its GNP which India should spend on education. Lord Robbins replied that this was not possible because a large number of variables were involved.

17. Recruitment of Teachers: Dr. K.G. Saiyidain wanted to know whether it would be possible to adopt some methods for inducing the best students to take up the teaching profession. At present, he said, the best students were generally taken up by industry and lost to education. Lord Robbins said that this was an important problem no-doubt, but he did not regard the entry of best students in industry as a total loss. In the inter-war period in UK, business careers were not popular among the brighter students and the lag in the development of British industry at present was largely due to the fact that the best talent in the country had not entered business in these years. The situation was improving now and many good students were joining business. One has to plan on the basis that only a proportion of the total output of universities will ordinarily go into the teaching profession. So long as this proportion is reasonable and is drawn, not necessarily from the lower groups of talent, the situation need cause no anxiety.

Dr. D.S. Kothari then proposed a vote of thanks to Lord Robbins and the discussion came to an end.

SECOND SESSION

DECEMBER 23, 1964

(11.30 A.M. to 1.00 P.M.)

19. Lord Robbins met the members of the Education Commission and of the Task Force on Higher Education for a discussion from 11.30 A.M. to 1.00 P.M. on 23rd December, 1964.
20. Junior Colleges:- He opened the discussion with a reference to the junior colleges in California. He pointed out that these institutions provide an education, which is essentially above the school standard, to a substantial number of persons who would not benefit from higher education proper. They have, therefore, a two-fold advantage: On the one hand, they do provide opportunities for some type of higher education to a large number of persons who can benefit from them to some extent; and on the other, they keep down the numbers in higher education proper so that it becomes possible, without an inordinate increase in expenditure, to maintain and raise standards. Lord Robbins felt that this system may be of use to India where the problem of numbers posed a difficult and complex problem.
21. Dr. A.C. Joshi pointed out that the system of junior colleges was most prevalent in California. The total enrolment in higher education in California was about 600,000. Of this about 60,000 was in the University of California, about 90,000 in other universities, about 150,000 in other colleges and about 300,000 in junior colleges. In other words, about half the total enrolment in higher education was in junior colleges. The total number of such colleges was about 800 in U.S.A.; and more than 500 of these were in California alone. Shri K.L. Joshi drew attention to the elastic nature of the system in California. In some cases, the junior colleges were separate; in others, they were combined with one or two school classes; and so on. He also pointed out that the system of junior colleges increased the age of admission to universities and helped in improving standards.
22. Shri J.W. Airan raised two issues: (1) How do the junior colleges compare with the Sixth Form in England? (2) How do the American junior colleges manage to get good teachers when they do not provide for the

teaching of university classes?

23. On the first issue, Lord Robbins observed that the Sixth Form of U.K. was not a very good institution, although he would be in a minority in England in advancing this view. The great defect of the Sixth Form is that it begins specialisation too early and that boys and girls are called upon to make a choice about the future subject of their studies at age 14 or 15. It is this system which leads to the creation of "two cultures" of which Lord Snow has written. It is spiritually wrong to the individual to ask him to make such a momentous decision at so early a stage and it is also wrong to society because much potential talent is thus lost through early misdirection. By and large, students of science are acquainted with humanities to some extent at least. But the students of humanities are in a worse plight and lose all the advantages that would flow from a study of the fundamentals of science. It would, therefore, be a good thing, on the whole, to push intensive specialisation as far up in the university stage as possible. (Dr. D. S. Kothari observed, at this stage, that the Russian system has an advantages from this point of view).

24. On the second issue, Lord Robbins felt that the junior colleges did get good teachers, partly because of the salaries offered and partly because of the immense mobility of teachers in America.

25. Priorities: At this stage, Prof. M. V. Mathur raised the problem of priorities. He pointed out that the overall resources available to Indian education were very limited. The first charge on these should be that education which is essential to preserve our democratic way of life, namely, the provision of compulsory education for all children till they complete the age of 14 years. Next in order would come the provision of secondary and higher education to that number of talented students who were needed for the development of the economy and for other important walks of life. It is only after these two basic needs are met that the balance of financial resources available should be utilised for expansion of secondary and higher education. It is the unlimited expansion at these stages that has created difficult problems of the education unemployed. Probably, a revision of Government policies of recruitment to public services would also have to be attempted to

reduce the pressures in higher education.

26. As a comment on this thesis, Lord Robbins pointed out that it is a difficult choice to make at the university level and to decide whether quality or quantity should have a priority. But there could be no doubt that, in the last analysis, quality must be safeguarded at any cost.

27. New Universities: Dr. Saiyidain wanted to know the policies that were followed in establishing new universities in U.K. Lord Robbins replied that, in this regard, the policies in U.K. were, on the whole, conservative. He, however, pointed out that the admission of colleges to university status had several advantages such as improving morale, raising standards, and opening channels of access to new persons. As compared to these advantages, a certain loss of liberty was also involved but it could be ignored.

28. He also pointed out that, in establishing new universities, care has been taken to see that proper standards are maintained. Generally a local Promotion Committee is appointed to look after the problems involved in setting up new universities. But what is more important, advisory committees are also appointed by the Privy Council. By and large these advisory committees do not interfere much and generally allow the Vice-Chancellor to go ahead with his programmes and policies. But their very existence is salutary. They have to be consulted before finalising plans and while appointing professors and readers. This itself is a guarantee for the maintenance of standards.

29. The colleges of advanced technology were very good institutions and the decision to elevate them to the status of universities has been a wise one.

30. One of the recommendations of the Robbins Committee that the system of area training authorities should be replaced by the establishment of the schools of education which would be integral parts of the universities and wanted to know why this recommendation was made and what its effect would be. Lord Robbins observed that Government has not yet taken any decision in the matter. The history of the teachers' colleges in U.K. is rather complicated. They grew up in a haphazard manner. With a view to improving them and ori-

them in line with the universities, the Institutes of Education were created some time ago. Recently, the duration of their course has been increased from two to three years. The work done in these institutions is of a very high order, and yet it remains outside the area of influence of the universities. Experience in U.S.S.R. shows that the teachers' colleges can have as good a status as any other faculty in university. England also would benefit by the change proposed. But there are several difficulties in the way of reform. Some local educational authorities are reluctant to part with the training colleges; the universities are divided; and there is also probably a split in the Ministry.

31. As a supplementary question, Dr. R. K. Singh wanted to know what was implied by the central examination of teachers' colleges which was now proposed. Lord Robbins replied that this would not be a national examination. Groups of teachers' colleges would be affiliated to the nearest university which would be responsible for examining them.

32. Dr. V. S. Jha wanted to know what could be done to improve the quality of teachers which is crucial to all improvement of education. Lord Robbins replied that this was a very important issue and that the programme of Summer Schools may help considerably in this direction. (At this stage Dr. D. S. Kothari observed that the system of Summer Schools was now being adopted in India in a big way).

33. The meeting then terminated with a vote of thanks to Lord Robbins.

THIRD SESSION: TALK AT THE U.G.C.

23RD DECEMBER 1964

(3.30 P.M. to 5.00 P.M.)

34. Lord Robbins gave a talk to a few selected invitees at 3.30 P.M. on 23rd December, 1964. It took the form of questions and answers.

35. Expansion and Academic Freedom: Principal P. G. Mavalankar asked whether the expansion of higher education contemplated by the Robbins Committee had not curtailed the academic freedom of the universities. Lord Robbins replied that it had not. On the other hand, academic freedom had been preserved and strengthened because of the expansion.

If no new universities had been created, the pressures and problems of university admissions would have been greater and would have led to difficulties and situations where an interference by Government might have been called for. Secondly, it must be remembered that the actual decision to set up the new universities was not purely a central programme - it was a mixture of a stimulus from the Centre and enthusiasm from the local universities or institutions.

36. There were a very large number of applications for the establishment of new universities. A regular machinery was created to carefully scrutinise them and to ensure that standards would not be adversely affected in spite of expansion. Local Promotion Committees, planning committees and advisory committees have been established for each university and overall guidance is provided by the University Grants Committee. There is thus a good deal of decentralised initiative and freedom to universities in carrying out the national programme.

36(a) Foreign Visits: Shri P.K. Roy wanted to know the extent to which the recommendations of the Robbins Committee were influenced by its visits abroad. Lord Robbins replied that the comparative studies carried out by the Committee provided a stimulus to thought and also formed the basis of some of its proposals of reconstruction.

37. The position of higher education in U.K. was first statistically compared with that of any other countries. The first picture that emerged in so far as inputs or enrolments are concerned was not very favourable. But further studies which compared the outputs gave a much better picture because the British system has a comparatively smaller percentage of waste. On the whole, it may be said that the statistical comparisons made the Committee visualise the problem and stimulated thinking.

38. The visits abroad were also very useful, particularly those to France and U.S.S.R. The Committee was impressed by several features of the French system. For instance, there is a great difference between

the French Universities and the Grand Ecoles. Admission to the latter requires two more years of study; but they are so efficient that once a student gets admission, he generally gets through and the wastage is almost non-existent. Secondly, not all the French institutions of higher education are under the Ministry of Education - the Ecole Polytechnic, for example, is under the Ministry of Defence. This dispersal of initiative among the different Ministries of Government has a healthy effect because an idea turned down by one Ministry may be taken up by another. In U.S.S.R., there was a good deal to learn. The Committee was on the whole impressed by the high standards maintained in the Russian universities, particularly in Moscow and Leningrad. They did very high level work in science and technology. The dissertations done by the students for the first degree were often found to be of the London M.Sc. standard. Equally amazing is their performance in linguistics and the perfection of some of their specialists in this field deserves all admiration. Social studies are not so well developed. The Committee felt that it had a good deal to learn from the Russian experience of providing higher education to a very large number of persons and yet maintain very high standards. In the U.S.A., the Committee was greatly impressed by the graduate schools which are a unique development in the entire history of education in the world, by the immense improvement in the qualifications of teachers and by the new techniques of teaching and evaluation that are being developed. There was also a strong negative reaction that the centralization of administration which was so common in French and Germany universities should be avoided at all costs. On the whole, the Committee felt that its visits abroad and the comparative studies had been of considerable use.

39. Universities and Government: Shri S. Natarajan wanted to know what the desirable form of the relationship between Government and the universities would be and Dr. P.J. Philip wanted to know why the Robbins Committee had recommended the conversion of the University Grants Committee into a University Grants Commission. Lord Robbins replied that the Committee did not visualise any substantial difference in powers while

proposing the conversion of the University Grants Committee into a University Grants Commission. Although the University Grants Committee is not a statutory body at present, the Treasury, under which it works, was less inclined to interfere than any other Ministry.

40. With reference to Shri Natarajan's question, Lord Robbins said that the solution of the problem developed in U.K. had several advantages. Under this pattern, a buffer committee had been created between Government on one hand and the universities on the other. This buffer committee was detached both from Government and from the universities. It could work successfully within certain limited temperatures only; but given these, it could perform a very useful function.

(a) It must be remembered that a University Grants Committee has to avoid both the extremes: it cannot be a mere postbox adopting a passive attitude and mechanical procedures; nor can it inflict its views on the universities. Its role is to provide good leadership without undue coercion.

(b) The distribution of grants is one of its major functions. But there is no mechanical formula for its successful exercise. Grants in aid have to be given on an equitable basis. But not all institutions can develop equally and, beyond a certain minimum level, one must not be afraid of making unequal grants. It is also necessary to see that this power to distribute grants does not indirectly develop into a controlling relationship.

(c) The University Grants Committee has also a positive role and it has to ensure that there is a proper division of labour between the different universities and it has to secure this division, through discussion and persuasion, and without the use of coercion or threats.

(d) The University Grants Committee must also see that the available resources are used in the most economical and effective manner. The building up of high power graduate schools and the library equipment which modern universities need is very costly and has to be planned carefully if the best results are to be obtained.

41. Replying to a question about the criteria adopted in setting up

new universities in the U.K., Lord Robbins replied that the main criterion was need which had to be established in quantitative terms. Once the need was established, the other problems were comparatively simple and were mainly related to location. There is a view that it is better to locate the universities in small places, especially because the cost of sites is rather low. Others think that it is better to locate the universities in large cities. There are hardly any political pressures in this regard and the problem is generally decided on objective and rational criteria.

42. Universities and Social Change: Shri P.N. Kirpal wanted to know whether universities respond sufficiently quickly to social demands and the measures that would have to be adopted if they do not. Lord Robbins replied that, as a rule, universities are conservative institutions. Conservatism is not necessarily a bad thing and if it is a weakness, they share it with several other institutions. It would not, however, be quite right to say that the universities do not respond to social demands. Where public needs have been clearly articulated, they are not generally slow to respond. It is true that they have their own prejudices to fight against. For instance, the prejudices against the admission of new subjects, particularly technology, in British Universities have been a serious loss. But on the whole, there is no reason to assume that the universities would be impervious to their environment. It may be that there are a few cases where some action is called for to rouse a university to a sense of its responsibility. But such a result can usually be secured by dangling some carrot or other before the donkey and there is rarely any need to use a whip.

43. Oxford University: Shri P.N. Kirpal wanted to know something about the reactions created in Oxford and Cambridge by the Robbins Report. Lord Robbins replied that there was one sentence in the report which suggested that the procedures of these older universities may be examined. This had led to an unnecessary bitterness and now a whole Commission had been set up in Oxford to examine everything. But apart from these rather strong reactions, the proposals recommended by the Committee had been broadly accepted everywhere.

44. Other Questions: Replying to the other questions asked,

Lord Robbins said that a programme of all education, including higher education should provide for social mobility. The first response of an educational system was to provide quality of educational opportunity. But once this was done, the tests of achievement should be high and rigidly enforced.

45. The Committee had recommended a one-year M.A. course because a three-year degree course was not enough to meet the need of some bright students and a course of four years for all students was not practicable.

46. The meeting then came to an end with a vote of thanks.

FOURTH SESSION

24TH DECEMBER 1964

(10.30 A.M. to 12.15 P.M.)

47. Lord Robbins met the members of the Education Commission for a further discussion from 1.30 A.M. to 12.30 P.M. on 24th December, 1964.

47-A. Methodology of the Robbins Committee: Dr. D.S. Kothari wanted to know something about the methodology adopted by the Robbins Committee. Lord Robbins then gave a detailed account of his methodology in the course of which he made the following points:-

(1) The foundation of the work of the Committee goes back to 1944 when the Education Act reorganised the entire school system. A reform of higher education had to come in the wake of this revolutionary change.

(2) An actual demand for a study of the problem was put forward by Lord Simons. It was originally confined to the universities but was later on expanded to include all forms of higher education. When this was accepted by Government, Lord Robbins was requested to be the Chairman of the Committee in November, 1960.

(3) The different Ministries of Government worked together and produced a long list of persons from amongst which, by a process of elimination, he finally chose a compact team of 11 persons who formed a homogenous group. (There was only one minute of dissent in spite of the large number of recommendations made by the Committee).

(4) The next task was to select the Secretariat. The Treasury was very generous and did not turn down any request. There was two whole-time Secretaries. In addition, Prof. Moser did excellent work and was assisted by Mr. Layard. A liaison was established with the Central Statistical Organisation. As more statistics had to be gathered than was available, special studies were undertaken by the Social Survey. Some of these were farmed out to different institutions.

(5) There was no full-time member. The Chairman so arranged his work that he could give $4\frac{1}{2}$ days a week to the Committee. Once a week, there used to be a seminar. There were also visits to institutions and selected universities. Usually the Committee worked the whole day on Saturdays and for at least half a day on Wednesday.

(6) The Committee drew up a first list of questions. This has not been published. After consideration, it was finalised and it is this finalised version which is included in the report.

(7) The Committee took informal testimony of 20 educationists. No records were maintained. Some of these persons were called a second time for a formal testimony. This technique was particularly useful in the case of the Government servants.

(8) Formal invitations had been sent out to every conceivable institution and person, requesting for memoranda and suggestions.

(9) The request was also advertised in the papers and the advertisement was repeated at intervals until the recording of evidence was finally closed.

(10) The written memoranda began to pour in very soon. The Chairman and the Secretary and most of the members read it all. The secretariat prepared careful summaries and an index was also maintained. There was a total of 400 memoranda.

(11) Some memoranda were perfectly useless. Some were extremely good. From others, a selection was made. The memorialists were called for interview if their contribution was worthwhile, unless they themselves desired not to appear.

(12) Two days a week were given for interviews.

(13) The memoranda prepared by Government Departments were of great use - particularly the memoranda prepared by the Treasury.

(14) Visits to Scotland and Wales as well as to other countries were of very great help. There were special problems to be attended to both in Scotland and in Wales.

(15) When half way through, the Committee spent a long week-end at Bristol when problems were discussed but no decisions were recorded. In fact, such week-end discussions were repeated very often.

(16) The minutes were kept in the usual cabinet procedure that is to say, the views were put down without reference to individuals.

(17) Every care was taken to see that the discussions did not commit anyone until the very end. Members very often changed their views as the time went on.

(18) The report was drafted and redrafted several times. Some chapters underwent very little change. Other were completely overhauled. Generally, the first draft was prepared by the Chairman. After discussion, it was redrafted by the Secretariat in consultation with the Chairman. Further drafts were prepared, as and when necessary.

(19) The first draft was ready by April 1962. The outline of each Chapter was drawn up as result of a week-end discussion but it was not strictly followed. The order in which the points are mentioned is very important and this has to be changed very often.

48. Fees: Shri Naik wanted to know the relative advantages of the two policies of (1) free higher education for all and (2) high fees combined with a liberal programme of scholarships. Lord Robbins replied that he could not give a reply with reference to conditions in India; but he could give a gist of the discussions in his Committee. The question of fees came up for long discussions. It was found that fees had generally lagged behind the pressures of inflation and that, in real terms, the increase in fees had been only very slight. There was one view that the fees should be increased to an extent where they would meet most of the current costs. This was not, however, approved. The final decision was that there should be an increase in fees - by 30 or 40%. A rider was added to the effect that, in the opinion of some members, the rise could be even greater.

49. Regarding scholarships and loans, there was one strong argument in favour of the loan system, namely, distributive justice. It was argued that a system of scholarships takes money from the less endowed and spends it on the more gifted

On the other hand, it was argued that a programme of loans has a constricting influence and that it acts as a disadvantage in case of the working class and especially in the case of girls. The Committee, therefore, recommended the continuance of scholarships. But the issue of loans may be raised again, especially after a certain level of expansion has been reached.

50. Shri J.P. Naik pointed out that in communist countries education is free, but selections are extremely rigid. In a democracy like India, such rigid selection is not practicable. If a policy of free education was adopted in such a situation and if the overall resources available were limited, it can only lead to a dilution of standards.

51. Lord Robbins wanted to know whether it would not be possible to lay down any definite rules for selecting students for university admission. It was pointed out that a rigid rule could be made and enforced, provided no exceptions were permitted. But the problem of providing alternative avenues to non-selected students was involved and could not be ignored.

52. Referring to the extraordinary demand for University places, Lord Robbins observed that we should try to build up an attitude where a student excluded from admission to universities does not consider it as a stigma.

53. The meeting then came to an end with a vote of thanks to Lord Robbins.

FIFTH SESSION

(26th December, 1964 - 11.00 A.M. to 1.00 P.M.)

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54. Lord Robbins met the Members of the Education Commission for a final round of discussions on the morning of the 26th December, 1964.

55. Centre-State Relations in Financial Matters: Shri J.P. Naik wanted to know the views of Lord Robbins regarding the principles of grant-in-aid from the Centre to the States. Lord Robbins replied that he would not be in a position to make any comments on the situation in India as he did not know all the facts. He, however, felt that he could illustrate the point with reference to the principles which govern the grants-in-aid from the University Grants Committee in England to the Universities. It would be wrong to rule out all forms of control by the authority which gives grant-in-aid. It is true that we have to give as much freedom as possible to the initiative of the receiving units; but this does not imply that there should be no reservation of powers to the Centre. It must also be remembered that earmarked grants cannot and should not be ruled out. But they can be overdone. A wise policy would be to treat them as 'occasional medicine' rather than as 'daily bread'. A system of block grants, which has been adopted by the University Grants Committee in England, is probably a very good method of financial assistance. By and large, no strings are attached to these block grants. But there are a number of indirect strings. For instance, the grant-giving authority has large general powers of discussion, persuasion and review. It can also exert indirect pressures - prospectively in the consideration of new developments and retrospectively in the review of past achievements. The grant-giving authority has also to ensure that there is a proper division of labour between the different universities.

It has to sanction unequal and discriminating grants in order to pull up those who are lagging behind or to assist those who are going ahead. There is no automatic mechanical formula which can govern the distribution of financial assistance. The human element in the programme (or its biological flavour) is of very great importance.

56. At this stage, Prof. Mathur referred to the system of Finance Commissions which are appointed under the Indian Constitution and said that the Third Finance Commission had recommended annual reviews of grants by Parliament in spite of the fact that grants were given in block and for a period of five years. Lord Robbins agreed that a system of block grants for a period of five years was not necessarily contradictory to annual reviews. In fact, a combination of both these methods would go a great way, particularly in a developmental stage.

57. Pt. H.N. Kunzru referred to the Indian practice under which the Central Government divided the funds available for higher education between the U.G.C. and the State Governments and wanted to know whether this system was right. Lord Robbins said that he would not be in a position to answer the question. He had, however, an instinctive bias in favour of decentralisation.

58. Coordination between Universities and Schools: Pt. Kunzru then wanted to know how a proper coordination could be established between the secondary and university stages. Lord Robbins pointed out that, very often, the university requirements distort school work by inducing early specialisation. It is, therefore, very necessary to bring about proper coordination between the two. What has to be aimed at is the maintenance of uniform standards of entrance to universities without involving the holding of two examinations. But the universities may do well to develop college entrance tests on the lines of the work done in U.S.A. where it had been established

that success in college entrance tests correlates better with final success than with the achievement in the school leaving examination. He also referred to the proposal in the United Kingdom under which the Ministry of Education would be divided into two main units - one for higher education and another for school education and the work of both would be properly coordinated.

59. Teaching Methods: Dr. K.G. Saiyidain wanted to know what efforts were being made in England to use teaching time more effectively. Lord Robbins replied that his Committee found that there were too many courses of lectures and that, by and large, too many hours of attendance at lectures were expected of the students. It was broadly of the view that the time devoted to lectures could be reduced and replaced by other methods of instruction. He was definitely of view that no attempt should be made to cover the entire course through lectures. It is the function of books and not of lectures, to be comprehensive. At the same time, the idea of the very occasional 'inspirational' lectures may also not work, except for a few top-ranking students. But it would be wrong to plan the entire course of university education for those students who are expected to be the 'potential firsts'. These are a small minority and a much bigger group is formed by those who may be described as the 'decent seconds'. If we want to work for their benefit, the policy with regard to lectures would have to follow a middle course and avoid the scylla of the inspirational lecture on the one hand and the charybdis of a comprehensive course of lectures on the other. In this context, Lord Robbins referred to the experiment conducted at the London School of Economics where the amount of lectures was cut down considerably and replaced by tutorials, assignments, etc. with

excellent results - the proportion of failures was reduced from 18 per cent to 3 per cent.

60. Vacations: Dr. Saiyidain then wanted to know how a better use of vacations could be made. Lord Robbins replied that, in U.K., a large majority of students took jobs in vacations and they also earned a sizable amount from such jobs. He, therefore, felt that it would not be possible to make any great use of vacations for educational purposes.

61. Shri J.P. Naik wanted to know whether this was really to be regretted. Lord Robbins replied that, on the whole, it was a loss. He referred to the practice in USSR where students were required to work for two years before entering a university, subject to exceptions in the case of very brilliant students. He realised that there were certain advantages in such a procedure. Students who had worked and earned their livelihood for a time developed a certain maturity, as was seen in the case of veterans. He was not, however, inclined to recommend this system on any large scale (it was pointed out to Lord Robbins at this stage that the situation in India was very different and that it would not be possible for Indian students to get jobs in their vacations).

62. Load of Work on Students: Shri A.R. Dawood wanted to know the extent of work which university students ordinarily put in in the different countries. Lord Robbins replied that he could not compare his experience with that in India. But by and large, he found that the best students - the top 25 per cent - worked almost equally hard in all countries. But with regard to the remaining 75 per cent of the students, the Americans worked much harder than the British. This is probably due to the fact that, in U.K., higher education has been largely meant for the education of the elite or the sons of the rich while higher

education in U.S.A. is being given to all sectors of population.

63. Agricultural Education: Dr. B.P. Pal wanted to know what steps were being taken in U.K. to see that the students of agricultural colleges were trained adequately in practice of agriculture and were able to manage farms successfully. Lord Robbins replied that he was no specialist in agricultural education and could not give a definite answer. He was, however, in favour of compulsory practical work for all agricultural students. He felt that the sandwich courses which had been developed for industry could also be extended to agriculture.

64. Training of Teachers: Miss S. Panandikar wanted to know why the Robbins Report had recommended appointment of well-trained but non-graduates as teachers. Lord Robbins replied that he was opposed to all rigid systems. The Teachers Unions, for instance, wanted to have a rule to the effect that no non-graduate should be a teacher. This was probably done with the view to reducing competition. But there are several women who are unable to get degrees and yet make excellent teachers. It would be a loss to society to lose all such talent for the sake of a rigid system.

65. Shri A.R. Dawood wanted to know why there was no insistence on training being given to teachers in Grammar schools while it was insisted upon in respect of teachers in modern schools. Lord Robbins replied that this is a contradiction which cannot be explained. The teachers of Grammar schools do not go in for training, partly because of a tradition and partly because there are not enough places in training institutions. We must also remember that a good deal of training is of poor

quality and is boring. Besides, the books that are produced for prospective teachers of educational subjects are, by and large, of an average or poor quality. It would be wrong to make it obligatory unless the level of training has considerably been improved. He, however, felt that the junior teachers in universities sometimes adopted very bad teaching methods and that they would benefit considerably from an orientation course.

66. Attracting Talent to Humanities: Shri P.N. Kirpal wanted to know how to check the flow of talent into engineering and medicine courses or into the science courses as a result of which the humanities get only second or third rate talent. Lord Robbins replied that this does not generally happen in the United Kingdom. In so far as India is concerned, the rush to the science course is probably redressing an imbalance of the balance which was very wrong.

67. Blending of Scientific and Technical Education with Humanities: Dr. Saiyidain wanted to know how courses in humanities and social studies could be introduced in scientific or technical courses without either lengthening the time or diluting the quality. Lord Robbins felt that this can be done, as for instance in the MIT. In the U.K., however, it is not always possible to adopt a similar practice.

68. Dr. D.S. Kothari then thanked Lord Robbins for all the trouble that he had taken and hoped that it would be possible for the Commission to continue and keep up this contact and derive further benefit from his advice in the course of its work.

J.P. Naik
Member-Secretary

EDUCATION COMMISSION

Subject:- Discussion with Dr. Dike, Vice-Chancellor of the University of Ibadan, Nigeria.

Dr. Dike, Vice-Chancellor of the University of Ibadan, Nigeria, met the members of the Education Commission for a discussion from 12 noon to 1.30 p.m. on 29th December, 1964

The following are the main points that arose in the discussion:-

(1) Nigeria has a federal constitution similar to that of India. Higher education is, however, a concurrent subject.

(2) There is a National Universities Commission for the Federation of Nigeria. This consists of 11 members. Each of the four regions (or States) of the Federation nominates two persons. The Federal Government nominates three educationists. No Vice-Chancellor of any University (not even Professors) can be a member of the National Universities Commission. It gives grants to all the Universities - 50 p.c. for the capital expenditure and 70 p.c. for the recurring expenditure. The balance is met by the Government of the region.

(3) There are about 150 different languages in Nigeria of which three are the most important. Primary education is given in the regional language or the mother tongue of the child. By about the age of 10 or 11, secondary education begins. The study of English is already introduced to some extent even at the primary stage. It becomes the medium of instruction at the secondary stage and continues to be so at the university stage.

Immediately after the attainment of independence, there was a reaction against the use of English and there was a demand that English should be replaced by the regional languages.

This trend is now on the decline and it is realised that English will have to continue as the medium of instruction at the secondary and higher stages for several years to come. The regional language can take its place only very gradually

(4) In the educational system of Nigeria, Primary education has a duration of six years. This is followed by a secondary course of five years. After this comes the Sixth Form whose duration is two years. The Sixth Forms are very popular and well-established. As an alternative to the Sixth Form, the universities hold an entrance examination and provide a one-year pre-university course. In actual practice, however, about 95 p.c. of the university entrants are those who have passed through the Sixth Form.

(5) There is a large proportion of foreign teachers in Nigerian Universities. About 10 years ago, the Nigerian teachers formed only 10-15 p.c. of the total number of teachers. Today their proportion has increased to 45 p.c. The remaining 55 p.c. teachers come from abroad. England with about 25 per cent takes the lead. Then come teachers from U.S.A. There are a number of teachers from Germany, particularly in the Sciences. Recently, a few teachers from Japan have also come. The recruitment of Nigerians is encouraged, subject to the maintenance of proper standards.

(6) The salaries of teachers in Nigeria, particularly at the University stage, are very good. A Professor on the Humanities side gets about £ 3000 per year and on the Medical side, he may get £ 3400 per year. Until very recently, these scales of pay were even better than those in England. It was, therefore, possible to attract young people from England to Nigerian Universities. An attempt is also made to provide first rate facilities for research because this is one of the reasons which attracts good teachers. Agencies like the Ford Foundation

also subsidise the salaries of teachers which is another reason for getting such a large recruitment of teachers from abroad.

(7) The cost in African Universities is very high. They are all fully residential. About one-third of the students get scholarships from the State. When all sources for scholarships are put together, about half the students are financially assisted. The annual recurring cost per student is about £ 900 (in the humanities).

(8) The total number of students in all the Nigerian Universities is about 9,000. The number of Nigerians studying abroad in higher education is about 10,000. The enrolment in the Ibadan University is about 3000.

(9) The student-teacher ratio is about 1:50 on the humanities side. In the faculties like medicine and agriculture or veterinary, it may be very low : 1:2 or 1:3.

(10) The report of the Ashby Commission has been generally implemented. The Commission recommended three new universities, but four have been set up, due to political considerations. A National Universities Commission has been set up; a medical school has been established; and so on.

(11) The salaries of school teachers do not compare well with those of the University teachers. The Secondary teachers get a salary between £ 600- 1350. The salary of primary teachers may be as low as £ 150-800.

(12) As in many developing countries, there was a hostility against 'work' in Nigeria also. In the Ibadan University which was modelled after Oxford or Cambridge, there were very big dining halls with innumerable servants. Dr. Dike abolished these dining halls and introduced cafeterias. The students resisted and there were riots.

But a firm policy adopted by the Vice-Chancellor and the rustication of some students saved the programme. At present, the cafeteria system is accepted. Similarly, every student was given a single room in the beginning. Now two students are put in each room at the under-graduate stage. Even this reform was resisted considerably but is now becoming acceptable. The old pattern of organisation is, therefore, changing, though rather slowly.

(13) There is a great need for conducting intensive studies about Asia in Africa. The main difficulty is one of teachers. But this is likely to grow.

(14) The study of history is now receiving importance. In the past, the books of history used in African schools and colleges were those prepared in England and they generally developed a thesis that Africa has no history. This view is now changing and books on African history are being written.

(15) There is a great pressure for expansion of education. In the western region, the politicians made primary education compulsory immediately after independence. As the Western region is rich, this did not create many problems. The eastern region, which is poor, also made primary education compulsory. It was soon found that government was not able to keep up the promise and there were violent riots. Steps have now been taken to amend the earlier policy. At the secondary stage, there is a real bottleneck. The provision for vocational courses is also meagre. Further expansion is needed at all levels - primary, secondary and university - and the main difficulty is lack of resources.

J. P. Naik
Member Secretary
31 - 12 - 1964

P.S. to Chairman

All members of the Education Commission
Associate Secretary Education Commission
All Officers of the Education Commission

EDUCATION COMMISSION
GOVERNMENT OF INDIA

In the course of discussions with Prof. Alexandrov on 20-1-1965, the following points amongst others, were made:-

(1) It was desirable to provide general education for all students at the school level.

(2) The University of Leningrad is interested in raising standards at the school level both for the sake of the schools and in its own interest. It was also desirable that, in doing so, care should be given to the needs of the ordinary students.

(3) The University insisted on drawing the most talented students to its roll.

(4) Scientific education was greatly stressed in schools and competitions were held on a regional and local basis in order to pick out some of the most promising students in sciences and mathematics as well as certain other subjects. (Prof. Thomas explained that there was a similar practice in France also).

(5) Evening schools had been established in some centres where young students of mathematics went voluntarily in order to explore and develop their special interests in the subject.

(6) broadly, the number of students in each subject offered at the University was fixed in the State Plan and the number of students on the science side (excluding engineering and other professional courses) was about twice those in the Humanities.

(7) Each student has an opportunity of choosing his own particular faculty which provides training in his special field as well as in the related subjects selected by him. In this way, the students take both compulsory as well as optional subjects.

(8) Selected colleges in India could be made responsible in association with the Centres of Advanced Study to train good mathematicians and other scientists to the highest possible level.

(9) Every teacher is expected to carry on research and become something of a creative specialist in his field, permeated by the spirit of science. No teacher can become a Reader unless he has reputable scientific publications to his credit and a Professor has to be a doctor which is a very high degree given for work of original and outstanding merit.

(10) Any position in the University is given initially for a period of five years and, if a person is not good enough during that period, his contract is not renewed.

(11) The Chairmen of Departments normally visit and observe the work of the lecturers and junior teachers and give advice to them in the organisation of their courses.

(12) The universities generally conduct three kinds of courses: (a) basic courses; (b) evening courses, and (c) correspondence courses. T.V. is, sometimes, used in correspondence courses but audio-visual aids are not used as widely as in

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some other countries. Correspondence courses have been found most useful where there is relationship between the work that the students do from day to day and the courses that they have selected.

Examinations are held after each term in one or more subjects and a final State Examination is held at the end of five years. A dissertation is also accepted in some of the subjects in place of an examination and unsatisfactory students are eliminated at various stages from time to time.

(13) So far as the medium of instruction is concerned, the basic courses are given in the various State languages and the higher courses are usually in Russian which everyone knows. The medium of the examination often depends on the language of the teacher concerned.

K.G. Saiyidain
29-1-1965

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Subject: Discussion with the Director General of Unesco

The Education Commission met Dr. Rene Maheu, the Director General of Unesco, from 11 a.m. to 1 p.m. on Tuesday, the 2nd February, 1965 for a discussion.

2. On behalf of the Education Commission, Dr. D.S. Kothari welcomed the Director General and conveyed the thanks of the Commission to Unesco for all the assistance that has been given to it and particularly for associating outstanding educationists from other countries with its work which would be of great value to the development of education in the country.

ADDRESS

3. The Director General addressed the Commission. The full text of his speech is enclosed. The following were the main points made by him in the course of his address:

(1) The role of international cooperation in educational development is extremely important. Education is essentially a national concern; but it has also an international aspect for two reasons: (i) technical which open out the possibility of utilising the experience of one country by another; and (ii) ethical in the sense that all mankind is now becoming one and that it is no longer possible to isolate the educational development of any one country from that of the rest of the world.

(2) From the point of view of educational planning, India provides a very interesting picture. Here, we see all types of problems simultaneously in operation on an enormous scale. The solutions would, therefore, be very difficult; but the situation offers a very worth while challenge.

(3) At present, knowledge in science and technology is expanding rapidly; but there is a great gap between the creation of this knowledge and its assimilation. This gap is extremely dangerous and it is one of the functions of education to bridge it as much and as quickly as possible.

(4) Science and technology are modernising traditional societies. Education has a vital role to play in this process of modernisation.

(5) The situation in India reveals several important features and problems among which the following may be mentioned:

(a) The present society is, by and large, a traditional society and steps have to be taken to modernise it. This is especially a job for education.

(b) In the reconstruction of education in India, expansion is important. But even more urgent and important is the need to raise the quality of education. The spirit of science must spread everywhere: Science must become culture.

The dividing lines between vocational education and general education, scientific and humanistic education, etc. have already become thin and must ultimately disappear. The life of thought and the life of action should no longer remain separate.

(c) Educational institutions should not be regarded as the only place where education is given. Education is a total process which embraces a large variety of social functions and agencies.

(6) Some of the more important problems that will have to be dealt with by the Commission will include (i) Liquidation of adult illiteracy; (ii) Development of agricultural education (This should really result in total transformation of the peasant and the village); (iii) The problem of the financing of education including such questions as the total resources needed for education; the problem of priorities; and the effective utilisation of the resources available; and (iv) Effective communication with the world outside so that India can collaborate with the whole world in the pursuit of knowledge.

(7) It is a good thing that the report of the Commission will deal with, not only the recommendations on what is to be done, but also on the methods of implementation.

(8) International assistance in the field of educational development is very important. It has an intellectual aspect in the sense that it tries to pass on the experience of one country to another. It is ethical because it brings together the different peoples of the world in a common endeavour. It is also stimulating in its effect on the developing countries. But financially, it is of a very minor significance. All foreign aid is about less than 7 per cent of the total expenditure needed for the educational development of any country.

DISCUSSION

4. After the address by the Director General, there was a general discussion in which the following points emerged:-

(1) It is very necessary to bring together science and the humanities and to avoid the danger of creating two cultures of which Lord Snow has written.

(2) In the developing societies, people are still burdened with the traditional outlook. Attempts will have to be made to change this through science. Not all tradition is bad; but we will have to distinguish between what is to be preserved and what is to be modified or eliminated.

(3) Science has not yet been fully developed to deal with all aspects of life: it has done a good deal in the exploration of the outer space, but it has not yet been able to understand fully the mind of man. Until science is able to deal with all the fundamental problems of life, irrational prejudices will continue to dominate in certain sectors. In no country has the scientific outlook yet penetrated into all walks of life; but the ultimate goal of

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every country should be to carry on the spirit of science everywhere and to the maximum extent possible.

(4) Unesco has undertaken a huge programme for the liquidation of adult illiteracy. Its activities in this sector would include: (a) organisation of pilot projects and experiments; (b) supply of equipment which cannot be locally manufactured; (c) the creation of intellectual ferment necessary for launching a mass movement; (d) training of personnel; and (e) helping the developing countries to produce the needed equipment with the help of local materials at as low a cost as possible. What form the assistance of Unesco to India in this sector would take is primarily for the Government of India to decide.

(5) Scientific education could become a very important tool of international understanding; and from this point of view, it could become a major activity of Unesco.

(6) Unesco has done some work on the economics of education and the financing of educational developmental programmes. It may not be quite correct to say that it has been able to develop some precise models in this regard; but whatever knowledge or expertise it has can be available to the Education Commission.

(7) The traffic between science and culture is to be a two-way traffic.

(8) The science of man or the humanities have been comparatively neglected. We should in future emphasise them as much as or even more than the physical sciences.

(9) Every civilization gets, through its long experience, certain insights into the fundamental problems of life. These, however, would have to be reinterpreted every time in the light of modern conditions.

(10) Modern education has brought about a great change in society. In the old days, men of action or workers were different from the men who thought. Modern education has brought workers and thinkers together because the 'new work' cannot be done without the assistance of thought.

(11) Modern education is meaningless if it is not related to quality. In all programmes of educational reconstruction, therefore, the highest emphasis will have to be placed on quality.

J.P. Naik
Member-Secretary
2.2.1965

P.S. to Chairman
All Members of the Commission
All Officers of the Commission

EDUCATION COMMISSION

ADDRESS OF THE DIRECTOR-GENERAL OF UNESCO

(2nd February 1965)

I share the sentiments of those who look upon the task of your Commission as of historic importance, as much for the economic and social development of the country as for the evolution of Indian education. I am deeply grateful that an opportunity was offered to UNESCO to render some measure of assistance to the Commission and to join it in this important undertaking.

We have watched with admiration the valiant efforts of the Indian people and the Government to undertake a massive and comprehensive development of the country, to raise the living standards of the people and to refashion a society on the basis of humanistic ideals. These aspirations find eloquent expression in the Constitution of India, and the successive Five Year Plans represent the effort for their progressive realisation. Striking measures have been taken in the industrial field, in the development of irrigation and power, and an imaginative effort has been made through the Community Development Programme to reach out to the villages and rural areas where, with 71% of the population, the heart of India lies. In the sphere of education, facilities have been expanded, within a relatively short period of fifteen or sixteen years, on a scale never known before in the country. With its enrolled strength of nearly 53 million students, the Indian education system is already one of the largest in the world.

These achievements have been secured in the face of various difficulties and the magnitude of the effort has in turn necessarily set up new stresses and strains. This is almost inherent in the nature of development and growth.

The constitution of your distinguished commission was therefore I believe a timely action arising out of a recognition of the need to view education afresh in the light of the relationship it should bear to the new factors that development process may have brought to light.

The evolution of Indian education system has been influenced greatly in the past by the reports of various Commissions that were appointed from time to time. The first one, I understand, was appointed as far back as 1882, and your Commission is the Sixth one to be appointed in a period of nearly eighty years. There are, however, to my mind some special features that distinguish the setting in which your Commission is working from your predecessors.

First is the cumulative experience of development planning that India has acquired during the last fifteen years through its Five Year Plans. The Commission that immediately preceded yours made its report when the First Five Year Plan was being formulated and the actual experience of implementing a Plan in a country of the size and complexity of India was still in the future. The experience of development planning has emphasized the close inter-relationship of the various factors, human and material, that must be taken into account and judiciously balanced. Education cannot be developed in isolation from other factors, just as social and economic development cannot be promoted without being integrated with the development of human resources. Furthermore, it is not only a relationship of awareness - that one sector knows what the other sector is doing - ; it is a relationship that modifies, or should modify, the character of the activities within which such interacting relationship exists. The experience of development planning would also have underlined the fact that educational process must be viewed as an integrated

whole, if it is to make its full contribution to the broader objectives of general development. A view of educational development must comprehend education in its full range - adult education as much as education in schools and colleges, training in industry or on the agricultural farm equally with training in an institution, the rising educational level of the labour force as much as the rising enrolments in institutions. I note that these experiences of development planning are reflected in the terms of reference which have been given to you, and that they are much wider than those on which Education Commissions generally are asked to report.

The second distinguishing feature is access to the greatly enlarged body of international experience in education development that is now available. Even ten years ago, there was not as much experience and information as there is today about different countries of the world in various stages of development. During the period since the last war, there has been more rethinking and reevaluation of education in all countries than was ever done before. It is reflected in the allocation of a steadily rising proportion of national resources to education. The composition of your Commission and the associations it has established indicate your desire to appraise the international experience and make use of it in the form most appropriate for your needs.

The most vital of all factors that influences the context in which you are working, and it now dominates educational thought everywhere, is the changing face of knowledge itself, brought about by the advancement of science and technology, the phenomenal rate of its growth and even more amazing speed with which it is communicated and becomes a part of knowledge held in

common. The application of this fund of knowledge is creating new and challenging possibilities for human welfare, and awareness of them has lent an added urgency to the task of development, and in particular to the development and restructuring of education. One of the new functions of education is to mediate between this expanding universe of knowledge and techniques, and the broad masses of people whose lives are becoming so closely linked with it. That is one reason why adult education must be conceived as an inseparable part of the total educational effort at development. It will become more and more difficult in the world of today for an education system to be viable if it fails to prepare men who can add to this growing body of knowledge or who can handle it with wisdom and understanding.

It is not my intention to offer my views on the many weight issues that are engaging your thought. The tasks before you are as complex as they are challenging. They involve nothing short of a reevaluation of education in its full range and depth and determining, on a realistic appraisal, its bearings in relation to the social, economic and cultural needs of national life. Even more important, they imply a vision of the kind of society and its requirements that those who are in educational institutions now or will enter them during the next few years will live in, and contribute to, in the next twenty or thirty years. Education is a bridge between the present and the future and has to be securely established at both ends.

A characteristic of a dynamic education system in the modern world is its heightened sensitivity to changing needs - moral, social, economic and intellectual. The contents and forms of education must have built-in

capacity to assimilate and adjust to change and to respond to new challenges. It is for this reason that quality or excellence in education is of such overriding importance. In essence, quality in education refers not so much to the apparatus or the machinery of the system as to what it does for those whom it undertakes to prepare for the business of life. Their attitudes and understanding, their ways of thought and feeling, their actions and skills - these are the materials on which the sign of quality has to be visible. Quality has to be planned for; it does not come off as a byproduct. A searching analysis has to be made of the objectives that are aimed at and the methods in use. The developing countries are often faced with the claims of qualitative improvement and quantitative expansion on resources that are necessarily limited. These claims need not be in conflict but are so when the optimum conditions necessary to secure a just balance between them are ignored. Particular attention therefore needs to be given to the technology of education and the possibility that it offers for harmonising these claims. In many countries round the world, the techniques of education have been under close scrutiny. The work that has been done on mass media of communication and new ways of teaching and learning is setting in motion forces that may bring about a fundamental change in the approach to the problem. Countries such as India, where the problem presents itself in an acute form, have a real contribution to make through their experiments and research in this field.

Quality in education is a function also of the content of education - not only the subject matter as traditionally conceived but also those activities through which learning experiences are created. Your Commission,

I know, is giving careful and continuing thought to this matter. The gap between a developed education system and a developing one should not be measured only by quantitative indices of enrolment; more fundamental is what an enrolled unit represents in terms of achievement, in the widest sense of the term. It is possible to close the gap represented by qualitative differences much earlier than the quantitative gap. The latter is a function of finances and availability of staff and is subject to their constraints while the former depends primarily on the resources of thought, inventiveness and foresight. These intangibles have to be as much the concern of planning for educational development in a developing country as other visible counters.

Psychologists of the learning process have made the challenging claim that any subject matter can be taught to any-body at any stage in some form that is honest. The innovations that are being made in the teaching of sciences and mathematics at all stages, the influence of which is rapidly communicating itself to other disciplines and particularly language teaching, lend substance to this claim, and may well mark the beginning of a revolution in education. They represent, on the one hand, an attempt to identify the strategic points through which the teaching and learning process can be most productive, and, on the other hand, reestablish the connexion between knowledge and action, theory and practice, thought and behaviour. Just as the growing points of knowledge are where the boundaries of two disciplines meet, so the growing points of educational thought and practice lie along the line where different forms of education touch each other. The dividing lines are vanishing and have ceased to have relevance to reality -

between vocational education and general education, between scientific and humanistic education, between education for a life of thought and education for a life of action. Science today is one of the most powerful sources of humanistic thought. It is not in conflict with human and cultural studies : it reinforces them and therefore it is the more necessary that scientific education should be an essential part of the basic education of all. Similarly vocational education is more productive if supported by good general education, and general education acquires a wider reach where the elements of skill training are woven into it in an appropriate form at each stage of education.

Just as the rigid demarcation of education into various sectors and levels is rapidly losing its relevance, so recognition is gaining ground that educational planning, or educational thought or practice, cannot acquire or maintain a dynamic character unless they are interdisciplinary. Educational economics or administration or science are not special fields but parts of the more general disciplines. It means among other things that the educational profession must be conceived with a much broader scope. The composition of your Commission is an admirable example of the interdisciplinary approach to education as a whole and to each aspect of it.

A matter which I believe should be of vital concern in education planning is that relating to the mobilisation and development of what might be called the intellectual reserves in a nation. They represent a nation's most valuable asset. The tools to identify them at an early stage have not been perfected, but that they are there, admits of no doubt. From the studies which have so far been made, it is also well established that these

reserves are substantial and that their incidence cuts across socio-economic classification or other differences. The viability of an education system therefore should also be measured against the criteria of how much it does for how many of the high-ability group in the population. An education system with a narrow base, which becomes narrower as it goes higher, is likely to leave large resources of intellectual ability untapped. On the other hand, an education system may show impressive numbers, but may be drawing them from a limited section of national life or may fail to provide the challenging opportunities that the intellectually able need for their development.

It is well to bear in mind that an education institution whether it is for students or for adults, whether for research or teaching, is also a social institution. It is powerfully affected by the social forces around it and in turn influences them in varying degree. You in India are facing with high courage complex social problems, the inheritance of history, customs and traditions. Through its rapidly growing network of education institutions, the country can make a vital contribution to the creation of that climate of opinion and the formation of these attitudes without which the task of general economic development becomes even more difficult than it is.

Another of the questions before the Commission is "what is the optimum rate of investment in education the country can afford and use?"

On this point I think you will agree that there is no limit to the use of education as a human and cultural value. As regards this aspect the optimum is the maximum, since education is one of the few items of human consumption (as John Stuart Mill pointed out) which is not subject to the law of diminishing returns. The evidence is that the more education people have, the more they want, and the more it benefits them. At the same time there are different

economic and social uses to which education can be put and this raises the question of the relation of education to the overall development plan. The art of educational planning may perhaps be described as bringing about the maximum possible expansion of education (quantitative and qualitative) and at the same time ensuring its optimum relationship to economic and social development.

If this approach is adopted the first step is to analyse what are in fact the constraints and limitations on educational expansion and how to relate the possible expansion to development needs. The first constraint is the physical possibility of growth of what economists call "the real resources of education" as distinct from "financial resources". By real resources is meant the supply of teachers, classrooms, textbooks and so on. The optimum rate of expansion of these resources is determined by the time taken to produce teachers of a requisite quality to build or adapt the schools, etc. Even with unlimited finance, the educational system cannot expand greater than its own power of growth.

Further, since the educational system is an integrated structure, not all of the parts can necessarily develop at the same speed. The expansion in certain directions involves prior solutions in bottlenecks in other sections. Thus the second constraint on rapid educational expansion is the necessity of maintaining the necessary organic balance within the system itself.

The third constraint is that the expansion should take place in harmony with overall national development objectives. Thus purely quantitative expansion of existing types of education, and of the existing form and content of education, would not optimise the contribution of education to national development. In short the rate of expansion is limited by the rate which the educational

system can absorb and have built into it the necessary changes of structure and content to relate it to a developing society. Otherwise it will be falling below the optimum and be consuming resources which could be better used for other national objectives, unless, of course, a clear policy choice has been made by the Government that the quantitative expansion of the educational system in its present form is an over-riding objective.

The fourth constraint is the familiar problem of finance which has two aspects. The first aspect is the problem how much finance a country can actually raise through its fiscal system and devote to education or transfer, if it is policy to do so, to the private sector of fee-paying schools. The second is what is the real cost of the educational expansion having regard to the alternative benefits which could have accrued had the funds been spent in other sectors, i.e. the problem of the rate of return on education as an investment.

The limitations of a purely financial order can be circumvented to some extent by increased foreign aid and by devices, such as those used in the expansion of the educational system in some of the developed countries, of transferring part of the burden to voluntary sources and to the private sector. But these possibilities are restricted since education is considered primarily a public responsibility and a domestic responsibility. It involves purely domestic costs, except perhaps for some 5 to 7 per cent of its total cost which involves foreign exchange. Even in respect of this element of dependency on foreign materials, there are important possibilities of reducing dependence on scarce foreign exchange by the encouragement of domestic industries to produce simple laboratory equipment designed for learning purposes, locally produced textbooks, etc. which no Ministry of Education will wish to overlook. At the same time this vital foreign exchange should be the vehicle of participation in the world wide consortium of knowledge

and for the increase of international understanding through study abroad, access to foreign textbooks, etc. and new developments in the field of education.

Public expenditure on education for the world as a whole is expanding at constant prices at about 15 per cent per annum. This is a remarkable phenomenon which must be mainly attributable to the reassessment which has taken place in the last few years by statesmen, educators, economists and financial authorities, of the role of education in economic development. An increase at this rate, however, obviously cannot continue indefinitely. Were it to continue world educational expenditure would double every 9 years, and in 60 years it would absorb the whole of the world's GNP.

The justification of the extraordinarily rapid increase at this time is that the developing countries are filling large and obvious gaps in their stock of educated people. The returns on this expenditure are clearly very high. Experience of the past shows that a certain minimum ratio of educational expenditure to GNP is required at different levels of development and that countries which do not provide these minimum proportions of GNP for education are held back. Moreover, economic development involves certain quasi-automatic changes in occupational structure leading to varying rate of increase of different occupations (with different educational consequences) as real income per head rises.

A further question before the Commission, of key importance, is that of the balance between the effort made at the different educational levels. The answer to this question can of course only be reached after a close study of the development plan and a translation of it into its educational implications. I hope that the work of the Unesco itinerant mission, which visited India last year -

alas only for a short period - as analysed and improved by the Indian experts who have studied it, will be a useful contribution to your work. Clearly, the balance between the different levels depends heavily on the organic requirements of the educational system itself, and upon the relation of the system to development needs. The harmonisation of these two exigencies within the framework of the total resources available for education is a most difficult task calling for different disciplines and forms of expertise.

In forecasting educational needs two main factors must be taken into account: the demand for skilled manpower for the growing economy, i.e. the requirements of economic growth for the development of education in its first function; and the requirements for the development of education as determined by the aspirations and demands of the individual as well as by the political, social and cultural development of the society. Obviously, the relative importance of the two factors - or, in other words the relative importance of what is usually called the manpower approach and cultural approach to educational planning - will vary according to specific needs, traditions, and problems of each country, and especially according to the level of its economic, social and educational development. In this respect, there are no universally valid solutions. The manpower approach is however, primary in the case of countries which are still at low income levels in the sense that it indicates the minimum essential requirements for educational development in order to sustain economic growth. The wealthier a country is the more it can afford to concentrate on education as a form of consumption rather than as an aid to production - though in all education both aspects can be judiciously intermixed by well planned

curricula. It has been estimated by Professor Schultz that half of the educational expenditure of the United States is a purely consumption character, meaning that the production needs of the economy could be catered for with half the expenditure. Difficulties of manpower forecasting and reliance on the flexibility of the labour force, after a certain level of educational stock has been built up, have led some developed countries to leave aside the manpower approach but I think it would be generally agreed that most developing countries are as yet a long way from a situation in which they could take such a view for their educational systems as a whole, and that the setting of human resource targets, even with limited data, is a priority task.

Comparisons between the educational position of the rich and the less wealthy countries bring to light the sad fact that educational expansion is relatively much more costly in the countries where the needs are greatest. The unit cost of education in relation to per capita income is higher. Educational costs are made up largely of the salaries of teachers, and teacher's salaries in the developing countries are higher in relation to per capita income than in the developed countries. Secondly, because fertility rates and mortality rates are higher, the developing countries have a larger proportion of their population of school-age. Thus, each member of the working population in a developing country is providing for the resources to educate more children than his counterpart in the developed countries. Unfortunately too there is a higher return on educational investment in the developed countries because of the longer life expectancy. In India in 1962 average life expectancy was 46 years whereas in a number of the developed countries the

figure is around 70. Unless there is a decline of fertility and a reduction of mortality rates, the investment in people in countries where life expectancy is in the 40s, will be practically half of that of countries where it is in the 70s.

The relation between education and population is a key question for nearly all of the developing countries and it will be one of the leading subjects discussed at the second World Population Conference which is taking place at Belgrade in August.

There is a reciprocal reaction between education and population growth. Education affects mortality rates both indirectly through its effect on raising living levels and promoting economic and social development, and directly through its contribution to health campaigns and general influence through the spread of knowledge on the reduction of morbidity. As regards birth rates there is considerable evidence that education reduces fertility because of its influence on attitudes as well as on the cost of child raising and the age of marriage. Its impact of course varies at different socio-economic levels and in different socio-cultural situations.

It will be recalled that the Karachi Plan, extended and revised at the Tokyo Conference of Asian Ministers of Education, recommended that from 4 to 5 per cent of GNP should be spent on education by Asian countries by 1960. For India this would mean rather more than doubling the proportion of GNP spent on education (2.34 per cent in 1962) if the target of 4 per cent of GNP is taken, and just short of trebling if 5 per cent of GNP is the target.

An expansion of this magnitude will throw a heavy burden on resources of finance, manpower and educational administration, since the education system is itself a major employer of educated manpower. Decisions to increase the supply of teachers, mean that fewer educated people are

at work in the other productive sectors and services of the economy, but this is a familiar problem of development. A society which consumed all it produced would suffer steady decline. The rapid growth of the educational system has to be seen as a dual form of investment; a form of saving which provides the basis of the better society of the future; and a means of giving here and now to the children of India who are the population of the future, the cultural, social and individual values on which to build their lives. It is therefore most appropriate that the present Commission has been set up to review the whole structure, form and content of Indian education, so as to provide criteria on which this great expansion can take place.

All who are deeply interested in India and Indian education will look forward eagerly to the report of your Commission, which, I have no doubt, will constitute a land mark in the history of Indian education. You will agree that the report, however, will be but the first step. The planning for development of education is not a once-for-all task. It is a continuous process, in which planning, implementation, review and evaluation are interlinked and feed each other. It requires, on the one hand, clear enunciation of the goals and consistency in translating them into action, and, on the other hand, constant evaluation of the experience gained and adjustment to new needs and situations. I was therefore, particularly happy to note in the Minister of Education's address to the Commission at the inaugural session that he expects you also to say how your recommendations should be implemented. While it greatly add to your responsibilities, it also contains the promising prospect that out of this experience will

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emerge some forms and patterns of organisation through which what the Commission is doing will be carried forward in a continuing process.

May I conclude by saying how honoured I feel to have been invited to address you at the outset of, your historic task, and to pledge you all the assistance Unesco can give. I wish you every success in your work.

CHAWLA
3. 2. 65.

De/INT(1)/EC
 Education Commission
 Government of India.

Subject: Discussion with Shri Morarji Desai.

The Education Commission met Shri Morarji Desai for a discussion on 2nd February, 1965, from 4-30 pm to 6 pm. The following is the gist of the main points discussed:-

(1) Education is extremely important in re-moulding the life of people. The entire future of India depends upon the type of education we shall give to our children.

(2) Residential schools are of great importance because they can mould the character of rising generation.

(3) India has made a great contribution to the culture of humanity in several fields. For instance, we have developed a unique attitude towards religion; we have a philosophy of renunciation or non-attachment which has an important place in the development of the human personality. We also attach great significance to love and worship of parents and teachers. Several illustrations of this type can be given. The national system of education must foster this typical Indian view of life.

(4) Mahatma Gandhi wrote a great deal on national education because he attached very great significance to it. The Commission should study his writings and their spirit should permeate its recommendations.

(5) The most important thing is the idealism and the spirit of service which teachers have. Salaries alone will not improve the status of teachers or solve the educational problem. The society must give the teachers their due - that is not disputed at all. In addition, it must give them adequate status. Teachers should seek higher status through a life devoted to the service of the people and the children.

(6) Government should not allow special schools to exist at the school stage - elementary and secondary. Such schools create class distinctions which are undesirable.

(7) The role of training institutions is very significant. It is they and the teacher-educators who mould the personality of the teachers of the country. This problem should receive the highest priority and the most detailed consideration.

(8) The Government of India should spend more on education. But there is a no need to expand the Central sector. The Centre should give grants-in-aid to States. There should be as few strings attached to these grants as possible.

(9) The three-language formula is political in origin no doubt, but in the present situation, something like this is essential. The North will have to study a modern Indian language or a Southern language for some years. After a while, people might probably forget this issue.

(10) Moral education is of very great importance and includes three things: (i) truthfulness; (ii) fearlessness; and (iii) love of religion. We have to inculcate all these in the rising generation.

(a) At the elementary stage, we should tell stories of religious saints from all religions. This could form a good introduction.

(b) At the secondary stage, religious education should be provided in any one religion which should be selected by the student or his guardian. If a parent objects to any form of religious instruction, this should be dropped; but normally the parent or the child would select one religion in which intensive instruction should be provided for 2 or 3 years. This proposal should not be objected to because the choice of the religion is left to the person concerned.

(c) There should be some study of comparative religion introduced in higher education.

If such a programme of religious education is adopted, every child will have made a thorough study of one religion and it would also develop acquaintance with other religions. This programme would, therefore, develop attitudes which are desirable in a secular democracy like India.

J.P. Naik
Member-Secretary
4.2.1965

P.S. to Chairman
All Members
All Officers.

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De. Int(2)/65/EC
Education Commission
Government of India.

Subject: Discussion with Dr. G.S. Mahajani,
Vice-Chancellor, Udaipur University,
Udaipur.

The following points were made in the discussion with Dr. G.S. Mahajani, Vice-Chancellor, Udaipur University, on 3rd February, 1965:-

(1) In order to reconcile the claims of quantity and quality in higher education, an attempt should be made to separate the good students from the average ones. This could be done by having separate pass and honours courses - the honours course being a year longer than the pass course. In States, where the total duration of the course up to the first degree level is 14 years - we shall have to make the duration of the honours courses fifteen years.

(2) The unions of students will have to be reorganised. The membership of the unions should be optional and not compulsory, but this is a point which need not be insisted upon. The authorities should not only tolerate students' unions but actively encourage them through financial assistance. The conditions for such assistance should be:

- (i) students agree not to take direct action;
- (ii) the accounts are maintained properly;
- (iii) due intimation is given of all programmes to the authorities of the institution; and
- (iv) there should be a system under which every member of staff of college or university is put incharge of not more than 20 students. The staff on the Science side should be put incharge of Arts students and the staff on the Arts side should be incharge of Science students. There should be weekly meetings between the staff and his group. The staff member should be responsible for the general care of all the students entrusted to his charge. Problems of general interest should also be discussed at these weekly meetings. Funds should be provided for a cup of tea at some of these meetings. No honorarium etc. is contemplated to the members of the staff for this work.

(3) It would be possible to improve the existing system of examinations by introducing four examinations a year - quarterly, terminal, pre-final and final. Fifty per cent of the total marks should be reserved for the 3 examinations during the year and only 50 per cent for the final examination.

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Dr. G.S. Mahajani has agreed to prepare a note on all his suggestions and send it to us shortly. It will then be circulated.

J.P. Naik
Member-Secretary
4.2.1965

P.S. to Chairman
All Members of the Education Commission
All Officers of the Education Commission

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(EDUCATION COMMISSION)

Prof. White Bakke came to the Education Commission on the 11th of February and discussed with us some of his ideas about the problems of higher education in India in which he has been rather keenly interested and which he has been studying for some months. Prof. Mathur and Prof. Thomas were also present at the discussion. He was strongly critical of some of the trends and existing conditions which he had mostly learnt in the course of his discussions with Indian teachers and educators but explained that he was making these observations in a spirit of sympathy and understanding. The following are some of the points made by him:

(1) (a) There appears to be a great deal of indecision in India both about the objectives of education and the procedures to be followed for their implementation.

(b) In the last fifteen years there has been a rapid increase in the number of universities and university students, to many of whom the image of what a student should be and how he should work and behave is not at all clear.

(c) The Indian intellectuals in their discussions are over-critical about themselves and their situations but not greatly are exercised about what can and should be done to improve the existing conditions.

2. The objective of education should be to promote an understanding of the broad national objectives and purposes understood not as vague statements but interpreted in operational terms.

The educational institutions should be staffed by competent and educated persons who are very carefully selected and once that has been done, work and responsibility should be entrusted in their hands. He greatly deplored the fact that there was a widespread tendency to distrust teachers and to feel shy of sharing responsibility with them. This is reflected in many non-academic appointments that are made on the Senate and other university bodies and the political pressures that are usually brought to bear on educational institutions and educational workers.

He had the impression that the students in India were inferior to students in other countries and possessed the necessary capacity and intelligence but full use was not being made of them.

(3) While technical, agricultural and professional education is, on the whole, developing quite satisfactorily, there is not enough realisation of the fact that if the basic revolution is to be brought about in India in attitudes, outlook and efficiency, new types of thinkers and persons with adequate cultural background would be needed. These were not being thrown up at present by the educational institutions.

(4) Indian rightly feel that they cannot accept all their patterns of education or of thought from abroad but the question still remains: Where are the thinkers who will be able to accept the new challenges over the next fifty years and what is being done to train them.

(5) If education is to become a vital element in Indian national life, an attempt should be made to transform the

universities and colleges into communities of life-minded scholars amongst whom there is an adequate balance of people belonging to different disciplines. For this purpose it is essential that the choice of the faculty should be localized in the hands of the Chairman and Professors of Department instead of being entrusted either to the Public Services Commission or to Special Committees for appointment.

(6) A strong effort should be made to encourage a desire for excellence and a spirit of pride on the part of the teachers and students in their colleges and universities, and the stress should be not on covering courses and passing examinations but on carrying on fruitful and creative experiments in good education. The widespread tendency to let the minimum prescribed become the maximum of ambition should be resisted.

(7) It would be a good thing if the degrees given by the University indicate also the name of the college from which the candidate has passed the examination. For instance the B.A. degree may be described as B.A. (St. Stephens) or B.A. (Elphinston) etc.

(8) He advocated the idea of the establishment of autonomous colleges and giving good colleges greater freedom from control by the University so as to achieve higher standards of excellence.

(9) He advocated the importance of 'job enlargement' for staff members in the sense that they should have the freedom to prepare their own courses and to modify the university prescribed syllabi to some extent, if they find it advisable. A rigidly prescribed syllabus exercised unhealthy and undesirable restrictions on the freedom of students and teachers. There is certainly some risk in giving this freedom to teachers and it is possible that, in some colleges, this may lead to third or fourth class degrees being conferred on students but if, as a result of this approach, even a comparatively few colleges produce excellent scholars, the experiment would be worthwhile.

(10) The teaching of Social Sciences in many of the colleges and universities in India is usually divorced from the practical needs and problems of the country.

(11) Students in India are the object of political solicitations by parties which interferes with their studies. The universities should lay the greatest possible emphasis on the development of intellectual excellence and mental maturity and cultivate the habits of strenuous thinking. These things should absorb them so fully that they are not unduly affected by the exploitation of political parties. They should be made to realise that this intellectual competence and maturity, which includes the development of the scientific outlook and objectivity of judgment and is not developed by memorisation, is essential for the success of whatever enterprise they undertake in their later life.

(12) In order to encourage this kind of mental development, residential colleges provide a very good environment because there is a good deal of informal discussion amongst students as well as between students and teachers which is of great educative value.

(13) At present the age at which the student are admitted to the university, i.e. about 16, is too low and many of them are unable to accept the intellectual challenges of university education. That is precisely the age when they suffer from many mental and emotional conflicts and are passing through the difficult process of "finding themselves" as unique persons. There is a tendency at this age to revolt against parents and authority and to try to prove that they are right in every thing that they do or think about. At about 18 they are comparatively more mature and have a greater sense of security. In some countries they also start working for wages on a part-time basis which provides a very useful experience in 'growing up'. This is, therefore, a very strong argument for raising the age level for admission to the university and protecting the students from passing through the difficult experience of learning to exercise freedom at the university at the age of sixteen. This is partly responsible for a good deal of indiscipline. If, on the other hand, students are admitted at that age, the whole problem of their education would have to be reviewed in different terms and emphasis will have to be laid more on general training than on intellectual competence.

(14) In this context he advocated and agreed with the idea of establishing a new institution on the lines of the Junior College which will act as an intermediary between the secondary school and the university. In his opinion it would serve various purposes:

(i) it would be a transitional stage between the school and the university and would eliminate an abrupt change from one to the other;

(ii) it will be possible to use it as a period for screening the students and eliminating those who are not really capable of receiving university education;

(iii) it could be utilised to improve their language competence;

(iv) it would be useful for broadening their concept of national problems and better understanding the world problems in the context of which national issues have to be faced;

(v) some of these colleges could specialise in providing suitable kinds of polytechnical education.

He was of the opinion that a two-years institution of this kind could make an impact on the student's mind.

(15) In regard to discipline he expressed the view that whenever there were cases of student indiscipline, the question was always asked negatively as to what was wrong with the Indian educational system instead of raising the issue in what direction we should move to meet this difficulty? He recommended that U.G.C. should organise case studies of, say, 20 good colleges which maintain high standards of discipline and education, and analyse their students' records, condition of work, staffing position, etc. to find out the positive causes responsible for their success as educational

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institution. An attempt could then be made to see how other colleges could be improved on similar lines. He was not in favour of the tendency to separate research institutions from the universities.

K.G. Saiyidain

P.S. To Chairman
All Members of the Commission
All Officers of the Commission.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary of the proceedings of the meeting of the Education Commission held on the 26th February, 1965 with Shri. A.E.T. Barrow, M.P.

The Chairman welcomed Shri. A.E.T. Barrow and introduced him to the Members present. He then requested Shri. Barrow to express his views on some of the current educational problems.

2. During the course of his interview, Shri. Barrow touched on the following points:

- (a) Minority schools
- (b) Language problem
- (c) Duration and pattern of secondary education
- (d) Examination reforms
- (e) Independent Schools
- (f) Administrative set up.

3. Minority schools: Shri. Barrow referred to the Delhi Secondary Education Bill, 1964, pending before the Parliament, particularly to the clause relating to taking over of schools by the Government in case the schools were not managed efficiently. He pointed out that this clause was literally taken from the Kerala Education Act, which the Supreme Court had held to be ultra vires of fundamental rights of the minorities provided in the constitution to establish and administer educational institutions of their own choice. In this connection, he particularly referred to Articles 29, 30(i) and 30(ii) of the Constitution. He was of the view that in every Education Department - both at the Centre and in the States -, there should be a Cell to keep in touch with the legal provisions and the judgements passed in educational cases by the High Courts and Supreme Courts. Departmental rules and regulations should be drawn up with due regard to the Constitutional provisions and Court judgements.

In the discussion that followed, it was pointed out that the Clause, in question, applied to all the schools equally and that there was nothing discriminatory against the minority schools. Shri. Barrow was, however, of the view that the Govt. had no Constitutional power to take over the management of minority schools even if they were being mis-managed. He added that the right to manage always implied a right to 'mis-manage' also and right of management cannot be taken away from minority institutions on grounds of mis-management. All that the Government should do is to withhold its recognition or grant-in-aid.

Shri. Barrow was also of the view that there should be some machinery for periodical consultations between the Government and the minority schools so that they could understand the view point of each other better.

4. Language problem: On the language issue, Shri Barrow observed that personally he was in favour of 2 languages but in view of the political climate prevailing in the country he felt that the 3 language formula had come to stay. In this connection, he felt that it would be necessary to minimise the load of languages upon a child and it would be desirable to have a Committee of linguists who should carefully study the problem and indicate in precise terms the content of courses in each language. This would provide some guide-line for the teachers. The aim of the lower level language course should be to give the child working knowledge of the language and enable him to carry on simple conversation. He also felt that one important problem in which particular emphasis was necessary was training of teachers for teaching the languages prescribed.

In the discussion that followed, Shri Barrow agreed that the students in north would not have the same strong motivation for learning a third language as those in the South. He was of the view that the 3rd language to be studied in North India may be a neighbouring North Indian language e.g., Bengali for East U.P. or Orissa, as this may not involve such a great difficulty in securing teachers. He was also of the view that study of Sanskrit was of great value and that it should be encouraged.

Shri Barrow was emphatically of the view that every child does not possess the necessary linguistic ability to master three languages. It would, therefore, be necessary to work out detailed syllabus for language courses which would suit the normal requirements.

Another point made by Shri Barrow in this connection was that while planning language courses, they may be planned at two levels - (i) for a 3-year course, and (ii) for a 5-year course to provide option to such schools as would like to introduce different languages from earlier classes.

5. Secondary Education: Shri Barrow was of the view that Secondary Education needs to be more clearly defined. He felt that the total duration of the school education should be 12-years - divided as 8+2+2. Students should be allowed to branch off to different vocational studies at the end of the 8th Class. They may go to Technical schools at the end of 10th Class.

Shri Barrow was also of the opinion that the existing Multipurpose Higher Secondary schools have created certain difficulties in the field of secondary education. In this opinion, Multipurpose schools should be regarded as experimental schools and the concept of multipurpose schools also needs to be clarified. At present secondary schools with even two streams are called multipurpose schools.

They syllabus of secondary schools also needs to be revised as it contains a lot of dead material at present.

6. Examination Reforms: Shri Barrow stated that in his opinion there should be internal assessment up to class VIII. At the end of Class X, there should be a Regional examination in which a common paper should be set for all the schools in a region. This would ensure that local regional problems are duly taken note of. The first public examination should be at the end of Class XII.

In order to ensure that the standards in different schools are comparable, it would be desirable to set up a Committee consisting of the representatives of these schools which may go round the different schools. Shri Barrow also emphasised the importance of inspectors of high calibre.

In reply to a query, Shri Barrow clarified that the scheme of regional examinations was adopted by Anglo-Indian schools in West Bengal and it worked highly satisfactorily. He added that in the case of regional examinations in Anglo-Indian Schools, it had been even possible to give to the different schools reports on the performance of their pupils by scrutinising the answer papers of the best and worst students from different schools.

In reply to a further query about setting up a few selected secondary schools of a good standard, Shri Barrow expressed himself in favour of such schools but added that these schools should be residential. In this connection he clarified the concept of public school education. He observed that education in public school is not aimed at the most intelligent ones. Even an average student has a place in public school. The public schools only attempt to see that the students develop all their latent abilities to the fullest extent possible. He also suggested that the question of feeder schools for the selected secondary schools should also be considered.

7. Independent Schools: Shri Barrow strongly advocated the case for independent schools, i.e., those schools which did not look to Govt. grants for their working. He clarified in this connection that he was not for encouraging the type of teaching shops that have come up in different parts of the country. He suggested that the Govt. may make it obligatory for every educational institution to seek recognition and to acquire a license. Rigid conditions may be prescribed to control the undesirable activities of these institutions. But they should not be eliminated altogether from the educational system of the country. They should be allowed to exist and grow.

8. Administrative Reforms: In this connection, Shri Barrow suggested that both at the State and at the District level there should be Teachers' Councils consisting of the representatives of Teachers and Government. This council would provide a forum to make the difficulties of teaching profession known to the Govt.

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as also the Government's viewpoints to the teachers. This will go a long way in maintaining better relations between the Government and the teaching profession.

In the end the Chairman thanked Shri Barrow who, in turn, thanked the Commission. Shri Barrow also agreed in response to a suggestion from the Chairman to send a memorandum incorporating his views to the Commission.

V.S. Jha
Member
Education Commission

Chairman

All Members/Member-Secretary/Associate Secretary

All Officers of the Commission.

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Del/Int/4
Education Commission
Government of India

Summary record of the proceedings of the meeting of the Education Commission with Dr. A.H. King, Controller, Education Division British Council, London held at 10-30 a.m. on March 2, 1965 in the Conference Room of the U.G.C. Building, New Delhi

In his opening remarks, Chairman introduced Dr. King to the Members present. He then requested Mr. King to give some of his views.

2. Mr. King observed that what he was going to say were his personal views and they should not be taken to be the official views of policies of the British Council. During the course of his interview, he mainly dealt with the question of teaching of English as a second or foreign language, and made the following points:

- (i) A language grows only by the use made of it. Students should be taught those languages only which he is supposed to use. The medium of instruction at the university stage should be a regional language plus some other language-including English or any other language.
- (ii) Every University should have Language Unit. This Unit should provide remedial teaching in the languages ~~xx~~ used as medium of instruction at the University. Dr. King was also of the view that in order to avoid departmental rivalry, it would be better to have a language unit in each Department which should cater to the needs of both students and teachers.
- (iii) In the teaching of languages, oral approach (and in the case of English - structural method also) should be adopted. The Grammar and Translation method is not suitable. The guiding principles should be teaching a language by using it.
- (iv) As regards scientific and technical terms, Dr. King was in favour of retaining the international stock of terms so that there should be greater similarity between different languages.
- (v) A language develops with social needs. There is a wide gap in the development of different languages. It is difficult for the under-developed nations to bridge up this gap. With a determined will, this gap could be covered, as it has been for example, in U.S.S.R.

- (vi) On the question of scripts, Dr. King felt that a common script made the learning of other languages easy but script is not the only consideration. With a strong motivation any language in any script could be learnt. Although Roman script is not phonetically sound, yet on the basis of international experiments he could say that Roman script is easier. The question of scripts could be further discussed with Sir James Pitman who would be visiting India on 26th April.
- (vii) In reply to a query whether it would be appropriate to emphasise more on comprehension and less on expression at the school stage and to leave literature to be taught at the Collegiate stage, Dr. King said that that would not be the correct strategy. We are now moving in an aural world and oral expression is most important. If by literature we understand any piece of good writing, it should be emphasised at all stages. But literature in the restricted sense (meaning fine prose, poetry or drama) could be left over to be taught only to those who are specially interested in it. He also believed that that part of literature which related to one's aesthetic and deepest personal feelings could best be dealt with through the mother tongue only.
- (viii) A language should be taught in its totality i.e. skills of reading and writing as well as its subtleties. Language should be treated as an organic whole.

As regards methods of teaching and quality and preparation of teachers, he was in agreement with Report of the Working Group on the Teaching of English. He emphasised 2 things in the connection: (a) Oral - approach - language teaching should be considered as a "perpetually renewed road on inarticulation," and (b) the reading material should be related to interests of children at that age.

- (ix) Dr. King did not agree with the views of Dr. Penfield about teaching of foreign languages at an early age. He said that while children learn more easily, they are also known to forget more easily. Much depends on efficiency of teachers and no attempt should be made to teach beyond the capacity of teachers.
- (x) Students in North India should not be taught South Indian languages. If they have no motivation to use those languages, the language would be forgotten and time devoted to it a waste.

- (xi) There should be separate provision for teaching of mother tongue and other languages because of cultural factors involved in mother-tongue. The teacher who teaches mother-tongue should not teach other languages. there is
- (xii) There is no harm, and some positive advantage, if there is one teacher for teaching of second, third, or even the fourth language.
- (xiii) A student could be taught more than one language simultaneously provided there are separate facilities (i.e. social situations) for the use of different languages.
- (xiv) Dr. King clarified the concepts of second language and foreign language. The second language is already within the social environment of the child. The teaching of second language is with reference to its use by the child. The teaching of foreign language is influenced by the relations with the foreign country concerned, and acquisition of culture of that country.
- (xv) Dr. King favoured a gap of one or preferably of two years between the introduction of second language and the third or foreign language.

Normal time for the introduction of second language would be the age of 8, 9 or 10 years and to devote 7 or 8 years to it. In reply to a query, Dr. King clarified that both longer courses with lesser number of periods per week and shorter courses with more periods per week have done well depending upon the motivation of learners. He also said that the general practice in Western countries has been to devote 5 to 6 periods per week to languages to begin with dropping to 3 periods per week in later stages.
- (xvi) Dr. King visualized a great future for Indian English, i.e. introduction of Indian accent and idiom in English.
- (xvii) Dr. King also expressed himself in favour of utilising the various mass media of communication, e.g. radio and T.V. Radio and T.V. would also provide best form of correspondence courses.
- (xviii) In view of the limited resources available Dr. King suggested a two-fold scheme: (i) Training schools should be provided all the necessary equipment and modern aids for a language laboratory to improve the accent and intonation of pupil teacher, and Radio and T.V. programmes should be specially correlated for teachers-training, and (ii) a chain of Central Institutes should be set up to help teachers-training institutions

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(xix) In reply to another query as to how many languages could one learn, Dr. King observed that it primarily depended upon the motivation for learning languages but some research studies had suggested that bilingual cultures have greater stability than monolingual ones.

In the end Chairman thanked Dr. King who, in turn thanked Chairman and the Commission.

V.S. Jha
Member

Chairman

All Member/Member Secretary/Associate Secretary

All Officers.

No. DEL/Int/6
 EDUCATION COMMISSION
 GOVERNMENT OF INDIA

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Summary of the proceedings of the meeting of the Education Commission with Shri Ashoka Mehta held on Thursday, 4th March, 1965 at 11 a.m. in the Conference Room of the U.G.C. Building, New Delhi.

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The Chairman welcomed Shri Ashoka Mehta and introduced him to the Members of the Commission. He then requested Shri Mehta to give some of his views on the current educational problems before the country.

2. During the course of his interview, Shri Ashoka Mehta touched on the following points:

- (a) Peculiarities of Indian conditions
- (b) Educational implications of socialism
- (c) Education for productivity
- (d) Ancient values and traditions
- (e) Language problem

3. In his opening remarks, Shri Ashoka Mehta referred to his concept of socialism and the need to bring about structural transformation of society through evolutionary process and the importance of education in bringing about this forward thrust.

4. Peculiarities of Indian Conditions: Shri Mehta then referred to the five main characteristics of Indian situation which made India a sort of miniature world: (a) multi-party democracy, (b) a federal country - with some of the constituent States as big as some of the States in Europe, (c) a mixed society, (d) a mixed technology - simultaneous existence of most advanced techniques with primitive techniques, and (e) multiplicity of languages with primacy of none.

He said that in such a complex situation there can be no simple, uniform and easily available solution. Every-thing has to be tailor-made. It would further be something patchy - having something of everything. We should, however, preserve the vitality and homogeneity of the country in view looking for solution to our problems. We should also have a broad vision view of things as they would be, say, after about 50 years.

5. Educational implications of socialism: Shri Ashoka Mehta made two points in this connection (i) There will be certain areas where quality education, with restricted facilities for education for selected persons, has to be provided in order to prevent stunting the whole national growth, and (ii) in other fields equal educational facilities should be provided on some logical basis. This view, he added, was not wholly socialistic.

He also believed that education and health should receive a high priority and should get precedence over other consumption needs, excepting the basic needs of food and clothing. Expenditure on education should be regarded as investment in persons and particularly in younger generations.

Shri Mehta further expressed the view that at the first level of education there should be common schools for all children. He was against public schools or other similar schools which were the privilege of a few. He would like to raise the quality of all schools in a phased programme. Some students may get the benefit of proximity of such schools in earlier stages of such a programme but then it would be a mere accident and not related to one's social status.

In reply to a query from the Commission, Shri Ashoka Mehta observed that he would not say whether the quality of instruction provided in public schools and other similar schools was educationally good or not but his point was that it was not consistent with socialistic principles.

Shri Ashoka Mehta also suggested that we might go slow on implementation of Constitutional directive for free and compulsory primary education so that we might be able to provide our students a sort of education which may not be very good but which should not also be very bad. As regards those children who did not receive their elementary education, Shri Mehta suggested a programme of adult education. Education designed for them should aim at more than mere literacy. It should help them develop a capacity to understand and interpret the problems which they have to face.

6. Education for productivity: Shri Ashoka Mehta observed that while first level of education has to be provided for all children, secondary and higher education has to be selective. Greatest emphasis has to be laid on building up a stock of science and technology. Not only at high scientific level but also at popular level so that the society may be able to take its full advantage. Education should be so organised that not only it leads to an increase in literacy but also to an increase in productivity. It was pointed out in this connection that while Kerala has the highest percentage of literacy, the agricultural production in the State was not correspondingly high.

7. Ancient values and traditions: Shri Ashoka Mehta emphasised the need for indication of ancient values and traditions, and referred to the role of mythology and epics in providing the roots to human mind and giving it some stability. The latest developments in science and technology were breaking national barriers and ushering in world community and world culture. He made two points about the image of the world as he visualised about 50 years hence. Firstly, the world would be very much crowded in the sense that every single human individual would count then. Secondly, things would be changing at a much faster rate. He added that the world of future have 3 characteristics: /world
 (a) it would be a world of science and technology, (b) it would be a world /which each individual will matter, and
 (c) it will be a world of change where things would be changing at a much faster rate than at any time earlier in history. He emphasised the importance of learning to live with these changes. The knowledge of one's own heritage, the mythology and great epics will help the individual to gain a certain amount of stability, a sense

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of continuity in time. It will also give man an abiding faith in change. It is often said that the past colours future; but this will not be so in future. In the past changes have been so slow that the changes had to adjust themselves in the traditional setting. The flux of changes in the future will be unprecedented and the traditional ways of life will be in danger of being wiped out. The greater the rapidity of change, greater will be the need for preserving one's stability.

In reply to a query from the Commission, Shri Mehta said that he was in agreement with the need to change the hang-over from the past feudal values of the society, but what he was arguing for was the concern necessary for preserving values of 'perennial philosophy'.

8. Language problems: Shri Mehta was of the view that every language has to play an important part irrespective of the number of people who speak that language. A language is developed to the extent a community is developed and generally the linguistic abilities of a community are a little ahead of the linguistic requirements of the community. In India we have been using English and our problem is that none of the Indian languages is sufficiently developed to take its place as a prime language. We cannot go in also for intensive translations in Indian languages to develop them adequately. He observed that in modern times a language has to keep pace with the development of modern thought in science and technology. The backlog of Indian languages in this respect is far greater to-day than in 1950 and would be growing further with further development in world science and technology. He said that in future two languages in the world would hold the key to the highest knowledge in science and technology and they would be English and Russian.

With regard to 3 language formula, he agreed with the view that there would be no motivation to students from North to study South Indian languages. He was, however, of the view that India may be a bilingual country - with Hindi as the national language and English as an Associate---language as accepted by the Constitution. Every child may be required to learn at least two languages - (i) mother-tongue or regional language, and (ii) Hindi or English. They may learn both Hindi and English and other Indian or foreign languages of their own accord. Regional languages should be allowed to develop in their own respective areas.

In the end, Chairman thanked Shri Ashoka Mehta who, in turn, thanked Chairman and Commission.

V.S. JHA
MEMBER

Chairman.

All Members/Member Secretary/Associate Secretary.

All Officers.

NO. Del/Int/5
GOVERNMENT OF INDIA
EDUCATION COMMISSION

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Proceedings of the meeting of Education Commission with Shri D.R. Gadgil, Gokhale Institute of Politics and Economics, Poona - 4 held in the Conference Room on the 5th March, 1965.

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The Chairman welcomed Prof. D.R. Gadgil and introduced him to the Members of the Commission. He then invited Prof. Gadgil to give his views on some of the current educational problems before the country.

2. In his opening remarks Prof. Gadgil observed that he had already sent a memorandum incorporating some of his views. He would, however, like to make it clear that the memorandum was based on the conditions prevailing in Maharashtra, and which also prevailed largely in Gujarat. Perhaps they may not be applicable to areas where different conditions prevail. During the course of his interview, Prof. Gadgil touched on the following points :-

- (i) Role of private enterprise
- (ii) Priorities in educational system
- (iii) Contents of secondary education
- (iv) Equalisation of opportunities
- (v) Place of public schools
- (vi) Language problem.

3. Role of private enterprise: Prof. Gadgil pointed out that generally speaking the emphasis of private efforts in education in India had been on the expansion of education rather than on experimentation and research. Even during the national movement, a number of national-minded institutions came up for the expansion of education but they were not research or experiment-oriented. Research work has mainly been carried on by individuals though later on it was institutionalised.

4. Priorities in educational system: Prof. Gadgil was of the view that keeping in view the limited resources available for education, he would not like to give a high priority to adult literacy and that whatever resources were available should be spent on the education of children. Mere adult literacy was a very costly proposition and did not give a high return on the investment. He clarified his view further that the Russian and American studies about increased productivity following an education for workers did not hold good for India where the workers were altogether illiterate whereas those in USSR and USA had a certain amount of general education. Prof. Gadgil added that the levels of skills changed with technological progress and it was, therefore, necessary that higher priority should be given to general education of children. General education coupled with on the job training would be able to give the workers adequate skills.

In reply to a query, Prof. Gadgil stated that he did not have any personal experience of Gram Shikshan Mohim but he felt that sporadic efforts would not make a big dent in the state of illiteracy. It would require much of constant work, and that at the

present stage of our development India could hardly afford to spend the limited funds on adult literacy.

In reply to another query from the Commission, Prof. Gadgil said that he would not agree with the view that stagnation and wastage is greater in the case of children whose parents are also illiterate. Dr. Gadgil pointed out that illiterate parents also belong to low social strata as well as to low income groups and in his opinion the economic and social factors were more responsible for stagnation and wastage than merely illiteracy of parents.

He further clarified that he was not against adult education as such but he felt that it would not be practicable in India to wipe out illiteracy within a short period through social service as in the case of USSR. Achievement of adult literacy would involve a very high outlay, which would not be commensurate with the return and in his opinion this amount could best be spent on the education of children.

5. Contents of secondary education: Prof. Gadgil stated that he was not in favour of diversification of secondary education. He was of the view that the secondary education should be broad based and liberal in outlook. It should have a practical bias but it should not aim at developing skills qua skill or producing fulfilled craftsmen. He added that technical education could easily be assimilated after a student had a good background of general education. He also agreed that the present course of secondary education was not suited to the requirements of rural students, and was of the opinion that the whole structure and contents of secondary education needed modification.

6. Grants-in-aid to private institutions: Prof. Gadgil was of the view that the Commission should review the whole question of grants-in-aid. No grants should be given to educational institutions which mainly served the upper strata of society. He would suggest a system of subsidisation of tuition fees according to a thoughtfully worked out means test rather than giving general grants to all schools. Capital grants to schools could, however, be considered on a separate basis according to the needs of different institutions.

7. Tuition Fees: Prof. Gadgil declared that he was in favour of charging adequate tuition fees for three-fold reasons: (i) they reduced the burden on the State, (ii) shifted some burden on to the well to do parents, and (iii) encouraged the community to put in larger effort.

8. Relative role of public and private enterprise in education:

Elaborating his views mentioned in the memorandum, Prof. Gadgil said that he would like the State to take a leading role in elementary education, vocational and technical education, and post-graduate education. Secondary and collegiate education should largely be left to private enterprise. His main argument for leaving collegiate education to private enterprise was that there was generally a large differential in the return on college education and that students and that ambitious parents would be quite willing to pay for collegiate education. A large number of colleges have grown up on private effort only because of demand from parents for college education for their children, and he would like this trend to continue. It was clarified to Prof. Gadgil at this stage that unlike Maharashtra where tuition fees formed a substantial portion of college revenues the position in other States was somewhat different where the State

Governments undertook to meet a large part of the deficit of the College - even to the extent of 90% in some cases.

Prof. Gadgil did not agree with the view that it would be necessary for the State to set up schools and colleges to ensure planned development of education according to manpower requirements or for maintaining the requisite standards. He pointed out that in the context of mixed economy prevailing in India it is not possible to estimate accurately manpower requirements and that in spite of three plans the backlog of uneducated employed and consistently increased. Quality in educational institutions could be maintained not by restricting the number but on insisting certain minimum conditions to be observed by all institutions and also by helping institutions in meeting their requirements of teacher equipment.

Prof. Gadgil, however, agreed that the case of backward areas was different and here it would be desirable for the public and private enterprise to co-exist side by side. The State should try to stimulate private effort. In this case it would also be necessary to develop suitable criteria for ranking different areas in a State, and treating certain areas as backward.

Place of public schools: Prof. Gadgil observed that he was not in favour of public schools or other similar schools. These in his opinion, were reflection of heirarchical value in the society and public funds should not be spent on such institutions. These institutions cater to the needs of a limited section of society and particularly the section which can easily afford to pay for them. He did not agree with the view that such schools are necessary from national view point to provide leadership. He did not think that leaders necessarily come from public schools or other similar schools.

Language problem: On the language issue, Prof. Gadgil said that he was broadly in agreement with the recommendations of the Conference of 6 Vice-Chancellors of the Gujarat, Vallabh Vidyapith, Karnatak, Mysore, Poona and Bombay Universities, that the Regional language in the State should be used for all purposes in the state. He felt that the transitional period would be shorter and switch over to regional languages easier if the regional languages were simultaneously adopted for higher education and administration in the State. The language of the Union should be Hindi. He felt that the fear of 14 Regional languages coming in the way of mobility of teachers and inter-communication is only 'illusory' and there is a large common ground between different languages.

Improvement of Colleges: Prof. Gadgil also expressed himself against proliferation of universities. He considered it immaterial whether a College is affiliated to one university or to another. Instead of spending funds on the establishment of more and more universities, the available resources should be utilised in improving standards in selected colleges and raising them as university college centres. In view of the limited funds available, however, the university college centres would not be as large as other colleges.

In the end, Chairman thanked Prof. D.R. Gadgil for taking the trouble of coming and meeting the Commission. Prof. Gadgil, in turn, thanked Chairman and the Commission for having given him an opportunity of sharing his views with the Commission.

V.S. JHA
MEMBER

Chairman
All Members/Member Secretary/Associate Secretary
All Officers.

Del/Int/9
Education Commission
Government of India

Summary Record of the proceedings of the meeting of the Education Commission with Shri D.S.Reddi, Vice-Chancellor, Osmania University, Hyderabad held at 11.00 A.M. on the 5th March, 1965 in the Conference Room of the U.G.C. Building, New Delhi.

In his opening remarks, Chairman welcomed Shri D.S. Reddi and introduced him to the Members present. He then requested Shri Reddi to give his views on some of the current educational problems.

2. During the course of his interview, Shri Reddi touched on the following topics:-

- (a) Student Indiscipline.
- (b) Selecting right type of students for admission to Colleges.
- (c) Reorganisation of P.U. Course.
- (d) Incentives to good teachers.
- (e) Uniformity of standards between different universities.

3. Student Indiscipline:- The main point dealt with by Shri Reddi was in regard to student indiscipline. He considered it as a fairly serious problem and did not agree with a view that it was merely glorifying of minor incidents. Among the main suggestions he made in this connection were:

(i) Smaller hostels: In bigger hostels, one student who was out to create trouble could easily reach a large number of students. He, therefore, thought that smaller hostels with comparatively more homogeneity, would make for better discipline.

(ii) University Students' Union. Dr. D.S. Reddi expressed himself against University Students' Union. The activities of the students should be confined to their respective colleges and they should not join in any university union. The University Union undermined university discipline in two ways. (a) they often had an easy access to politicians, and (b) they often invited outsiders to their functions without prior knowledge of the Principal or Vice-Chancellor, sometimes even to the embarrassment of the latter. Dr. Reddi also added that even his experience of associating Students Union in the award of freships and stipends to other co-students was not happy.

(iii) Political interference. was also responsible at times for acts of indiscipline among university students. There should be a gentleman's understanding among the politicians for not interfering in student organisations and university affairs.

(iv) N.C.C. Compulsory N.C.C. has also created discipline problem among university students. Now-a-days N.C.C. is treated like any other academic subject at which 85% attendance is necessary. Most of the students do not like N.C.C. and there is lot of fake attendance. Students know that no action can be taken against them if they do a thing in mass.

So indiscipline grows. Dr. Reddi also complained against the standard of N.C.C. Officers, which, he felt, left much to be desired. He had made an offer to N.C.C. Officers to take over the entire physical education programme of the university and Colleges and be treated as any other member of the staff of the College, but they were not prepared for this, as it meant some extra work load for them.

Dr. Reddi added in this connection that discipline was much better in N.C.C. Cadets in the past before the scheme was made compulsory. In fact, the cadets at that time were ashamed of being found in any demonstration or strike, which they thought lowered the prestige of N.C.C. The position has changed now that it had been made compulsory and every student was a member of N.C.C. He said that he is preparing a memorandum on N.C.C. and would send a copy of it to the Commission. It would also give concrete suggestions for toning up discipline among university students.

In reply to another query from the Commission Dr. Reddi clarified that most of the drawbacks he had mentioned related to the Army Wing only. The position was much better in the Air and Navy and other professional Wings of N.C.C. Even the Army Wing was working better in the mufasil colleges.

(iv) Curriculum: Dr. Reddi stated that it had been his experience that discipline was much better in the case of Science Students as compared to those in Arts courses. It was perhaps because of the more challenging or occupying nature of syllabus for Science Students. It was suggested that some provision could be made for supervised study in the library, or through tutorials or home assignments for Art students to keep them more occupied the discipline could be better.

It was also suggested that if the teachers could maintain better relations with students and if there could be some formal machinery through which the felt needs of students could be known, there would be better atmosphere for discipline.

4. Selecting right type of students for admission to Colleges.

Dr. Reddi pointed out that in the Colleges in Hyderabad there was surplus capacity in Arts and Commerce faculties. Any student who has obtained the minimum number of marks could get admission. He was of the opinion that admission to colleges should be restricted to candidates who possess the right type of aptitude, and would like an All India policy decision to strengthen his hands.

5. Reorganisation of P.U. Course:- Dr. Reddi was also of the opinion that the one year pre-university course has been the cause of much trouble in colleges, and has ruined the academic atmosphere. He would suggest that in place of the present arrangement of 11-1+3, the new arrangement should be 10+2+3.

6. Incentives to good teachers:- Dr. Reddi was also critical of the way in which the U.G.C. had introduced III Plan scales of pay in the constituent Colleges. He had to make a selection as only about one-third of the total number of lecturers were to be covered by the U.G.C. Scales and this had very nearly brought a strike in the University.

He also wanted that there should be some provision to give incentives to good teachers. The present incremental scales applied equally to good and bad teachers and did not offer any incentive for good work. There should be more efficiency bars within a scale and also some selection grades to which those doing good work could be promoted.

Dr. Reddi also complained that there should be some provision under which the Vice-Chancellor could discharge an unsuitable teacher on the staff of the University. It was felt that there could be some such regulation under which the Faculty could make recommendation to the Vice-Chancellor for removing a teacher after carefully scrutinising each individual case.

7. Uniformity of standards between different universities.

Dr. Reddi also made a strong plea for some sort of arrangement to bring about uniformity of standards between different students. He pointed out that in one Engineering College where admissions had been on the basis of marks obtained at the last university examination. The last admitted candidate had obtained 85% marks. This showed that in some universities there had been a tendency to inflate the marks with the result that students from some universities who believed in maintenance of proper standards had to suffer. He, therefore, suggested that the U.G.C. should set up a Visiting Committee of a few Vice-Chancellors who should go round different Universities to see that all the Universities were properly maintaining students.

It was felt that it may be difficult to look into examination results of different Universities from this point of view. In the case of admissions perhaps an entrance examination conducted by an institution may as well meet the point. It was agreed that the question of uniform standards between different universities needed further consideration as it was also connected with recruitment by Public Service Commissions.

In the end Chairman thanked Dr. D.S. Reddi, who, in turn, thanked the Chairman and the Commission.

V. S. JHA
MEMBER.

P.S. to Chairman.

All Members/Member Secretary/Associate Secretary.

All Officers.

No. Del/Int/7
 EDUCATION COMMISSION
 GOVERNMENT OF INDIA

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Summary recorded of the proceedings of the meeting of the Education Commission with Shri H.C. Mathur, M.P. held at 3.00 p.m. on the 5th March, 1965 in the Conference Room of the U.G.C. Building, New Delhi.

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In his opening remarks, Chairman welcomed Shri H.C. Mathur and introduced him to the Members present. He then requested Shri Mathur to give his views on some of the current educational problems before the country.

2. Shri Mathur observed that he would be speaking just as a lay man. He was not competent to make any suggestions and that he would only say what he felt about education and would convey the reactions of the people. During the course of his interview, Shri Mathur touched on the following points :

- (a) Proper balancing of internal and external factors in education,
- (b) Model Schools,
- (c) Values in education,
- (d) Working with hands, specially in vocational and technical courses,
- (e) Student indiscipline, and
- (f) Open-door policy in higher education.

3. Proper balancing: Shri Mathur felt that there was a growing need for properly balancing the external and internal factors affecting policy decisions right from primary education through up to university education. Some people, he said, advocated autonomy of universities in academic matters but not so in other matters. He could not see how the two aspects could be split up. Similarly, there was also some confusion in the fields of primary and secondary education. Primary education was being handed over to Panchayati Raj institutions and secondary education to Zilla Parishads. There should be a coherent link from primary to university education.

In reply to a query whether the "coherent link" from primary to university education should be internal or external, or, in other words, administrative or curricular, Shri Mathur observed that in his opinion both went together. Clarifying his point further, he added that the relationship between different stages of education and their pattern and structure should be uniform throughout the country. He was also not in favour of handing over primary and secondary education to panchayati raj institutions and Zilla Parishad respectively. If education had to be decentralised, he would prefer creation of a separate educational heirarchy and would like this educational heirarchy to build up proper relations with other institutions.

Shri Mathur expressed a feeling that in the administration of universities, even if there was no external influence, there were internal group-rivalries which should be eliminated. He also felt that an Education Commission in the States on the lines of U.G.C. should also be

be seriously considered.

4. Model Schools: Shri Mathur then referred to the comparatively ill-equipped schools in rural areas which put the persons coming from rural areas at some disadvantage. He would, therefore, suggest that at least at every district headquarter there should be one fully-equipped and well-staffed higher secondary school so that students from rural areas may be able to obtain good secondary education within the District. He would like that through a phased programme a good secondary school should be established in every Block but to begin with the target may be one such school per District.

5. Moral values in education: Shri Mathur felt that the country was more and more drifting away from real values of life and that they should be brought back through education. He felt that for a long time to come India would not be able to contribute to world anything in science and technology but it could present to the world its old moral and ethical values which should be revived through education. In his opinion there was no conflict between scientific and technological education and inculcation of moral values. It was only a question of approach to the subject and a slight difference in emphasis. Moral values have, however, to be adjusted to modern needs.

Asked to spell out some of the moral values he had in view, Shri Mathur observed that they had been dealt with at length in some of the articles written by Shri K.M. Munshi.

6. Working with hands: Shri Mathur observed that a large number of Indian students acquitted themselves well in foreign countries and this testified to their capabilities. He would, however, emphasise the need for working with hands in vocational courses and particularly in the field of agriculture. Agriculture graduates should take to farm work. They would make much better Extension Officers after some experience of actual farm work. There were immense opportunities for graduates with agriculture in Rajasthan - particularly with the opening of the Rajasthan Canal.

7. Student indiscipline: Shri Mathur felt that this was a very important question and had been the subject of many questions in Parliament. He would suggest two remedies for this problem, though the Commission would not be concerned with his first suggestions: (a) The Cabinet organisation and management at the Centre should be sound and efficient. The Government itself should set the tone, and (b) there should be a wide and varied programme of youth activities.

8. Open-door policy in higher education: Asked about his views for diversion of students to vocational courses at the age of 14+, i.e., at the end of elementary education, Shri Mathur stated that he had not applied his mind to that aspect but he saw no reason why those who passed matriculation in the III Division should not be allowed to pursue higher Education. He recounted his experience of having got 2 or 3 III class students admitted to a Degree course in Engineering who were topping the list of successful candidates at the final examination. He, therefore, saw no reason why admission should be

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refused to III class students.

In the end Chairman thanked Shri Mathur who, in turn, thanked Chairman and the Commission for having given him an opportunity to place his views before the Commission.

V.S. JHA
MEMBER

Chairman

All Members/Member-Secretary/Associate Secretary.

All Officers.

No. Del/Int./8
 EDUCATION COMMISSION
 GOVERNMENT OF INDIA.

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Summary record of the proceedings of the Education Commission with Shri G.D. Sondhi, I.E.S. (Retd.), Subbathu, Simla Hills, held at 4.00 P.M. on the 5th March, 1965 in the Conference Room of the UGC Building, New Delhi.

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In his opening remarks, Chairman welcomed Shri G.D. Sondhi and introduced him to the Members present. He then requested Shri Sondhi to give his views on some of the current educational problems before the country.

2. During the course of his interview, Shri Sondhi touched on the following points :

- (a) Development of national outlook,
- (b) Importance of teachers,
- (c) Selective education at secondary and higher education,
- (d) Right steps for inculcation of dignity of labour,
- (e) Medium of instruction,
- (f) Maintenance of standards in universities,
- (g) N.C.C.,
- (h) Student Indiscipline, and
- (i) Training of university teachers.

3. Development of national outlook: Shri Sondhi observed that politicians were mainly responsible for coming in the way of national outlook. It would require devoted teachers to give right type of education to children so that they may rise above caste and other narrowing considerations.

4. Importance of teachers: In this connection Shri Sondhi emphasised that in the field of education every thing ultimately depended on the quality of teacher. A good teacher would carry on the work inspite of all types of difficulties and a bad teacher would make a bad job of even the best syllabus, curriculum and textbooks. It was, therefore, necessary to attract the right type of persons to the teaching profession and to give them attractive salaries. It is no use expecting teachers alone to work on the basis of self-sacrifice. Teacher-training institutions have also to be strengthened. Research work has to be encouraged and proper environment for research created. He would like to have 'bi-focal' teachers, i.e., those who would not only be concerned with the teaching of academic subjects but who would also spend some time with students in their activities outside the classroom. For this type of teachers, it would be necessary to improve substantially their salary scales. With the present low salary scales it will be impossible to get anything better than what he characterised as "thrice-distilled essence of third class".

5. Selective education at secondary and collegiate stages: Shri Sondhi advocated free and compulsory education for every one upto the end of Class VIII. He was in favour of restricting admissions to secondary and higher education to deserving students only. Others should be diverted to

industry and trade at the end of Class VIII and again screened at the end of secondary course. Shri Sondhi felt that the present type of education is more disabling than enabling and that he saw no use in giving bad education to every one. Education at higher levels must be selective.

6. Right steps for inculcation of dignity of labour and character development: Shri Sondhi was in favour of inculcating dignity of labour and character development but he felt that the way it was done at present suggested that perhaps we believed in building the dome first and foundation later. Foundation for character building or dignity of labour cannot be laid at the age of 18. It has to be much early in the formative years of life at the primary school. Further dignity of labour cannot be developed through compulsory social service scheme. If anything, compulsion defeated the very purpose and essence of social service. Conditions of work in social service camps were also far from satisfactory. He would, therefore, suggest that social service activities should be introduced in a more pleasant way and in the initial stages should be confined to the class room or the school. In this connection, he referred to the campus work projects. He further suggested to the need for recognition of social service work done by children and also the necessity for part payment in cash for the work done.

As regards dignity of labour, Shri Sondhi said that he attached the highest importance to working the hands and fingers. It should be part of curriculum from the earliest stage. Instruction should be woven round hand work, as far as possible. He would like that all schools at the secondary stage should be multi-purpose schools and the students passing out of these schools should be given all help by the Government to settle in independent trade and vocation. He also felt that India needed a large number inventors and they could come only from those who were working with hands on small machines.

7. Medium of instruction. Shri Sondhi expressed himself in favour of education through the mother tongue. There should, however, be one language which should be known by every one. In this connection he quoted the example of USSR which had 15 languages - used as regional languages in different States and one national language, Russian, which was compulsory for all. He pointed out that India was as big as Europe without USSR and if in that part of Europe a number of languages could prevail, he saw no reason why India could not adopt Regional languages in different States.

8. Maintenance of standards in universities: Shri Sondhi also expressed a view that the standard of universities had gone down on account of competition between universities. It was pointed out to him that the experience in other countries has been that standards had rather risen on account of competition between universities. Shri Sondhi, however, said that his experience with Indian universities was otherwise. There was also a tendency in some of the universities to pass more candidates in first class to meet the requirements of Public Service Commissions in many cases. UGC should take some steps to ensure common standards between different universities.

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He suggested that we should rub out of our educational system the present practice of denial of pleasure and joy to youth.

12. Training of university teachers:- Elaborating his views mentioned reply to the questionnaire, Shri Sondhi suggested that a short six-month course should be developed for training university teachers. This should primarily be training in man-management, i.e., understanding the needs and requirements of the students at the university stage and also their psychology. It would give the teachers confidence in dealing with students. He said most of the teachers were today afraid of meeting the students outside the classroom mostly because they lacked self-confidence. This course would help the teachers to regain some confidence.

In the end Chairman thanked Shri G.D.Sondhi who, in turn thanked the Chairman and the Commission for giving him an opportunity of placing his views before the Commission.

V.S. Jha
Member

Chairman.

All Members/Member Secretary/Associate Secretary.

All Officers.

Shri Sondhi also stated that he was in favour of abolishing all pass courses in the universities at the Degree stage and to substitute them by Honours courses, on the lines of the practice prevailing in Cambridge and some other Universities. The standard of these Honours courses should be higher than the present pass courses but somewhat lower than the present Honours courses. The main point of Shri Sondhi was that there should be only one type of course at the first Degree stage and its standard should be higher than the present BA/B.Sc pass course.

9. N.C.C. Coming to NCC, Shri Sondhi observed that the scheme had three objectives: (a) to prepare a number of eligible young for defence services, (b) to ensure a ready supply of trained persons in any emergency, and (c) to give the students the idea that there is a country and they have to defend it against any aggression. Shri Sondhi added that in actual practice none of these objectives were fulfilled and the scheme was a colossal waste.

He pointed out that NCC was compulsory only at the college stage and it, therefore, failed to make any impact on fitness for army service. Initial aptitude for such work had to be developed in primary schools through such activities as hiking, excursions, sense-training, outdoorism and adventurism. NCC drill on the other hand is rather a dull affair. Students are not enthused by it and very often there is fake attendance. Shri Sondhi felt that NCC had killed scouting which was doing much more useful work at the school stage by taking over much of their programmes and also through diversion of funds to NCC in preference to scouting. He also complained that NCC Officers did not themselves have the requisite integrity of character and hence failed to develop any in their students. He was of the view that compulsory NCC should be scrapped-it may remain optional for those who wanted to join it, and the money saved thereby should be diverted to scouting and such other programmes in primary schools and developed physical fitness, right type of attitudes, spirit of adventure and outdoorism. He also stated that his calculation has been that under the NCC programme it cost the country about Rs. 4 lakhs per candidate admitted from NCC ranks to the National Defence Academy. He pointed out in this connection that 650 trades were required behind every soldier and it is high time that the country realised this and gave greater importance to craft training in primary and secondary schools rather than carrying on only NCC in the Universities.

In reply to another query from the Commission, Shri Sondhi stated that most of drawback of NCC he had mentioned related to the Army wing of NCC. The position in respect of other wings of NCC such Signals Engineering as Air, Navy and other professional wings was more or less satisfactory.

A-s regards NDS Scheme, Shri Sondhi characterised it as a "Non-Descript Scheme" and he was happy that he had killed it.

10. Student Indiscipline: Shri Sondhi said that NCC was introduced to tone up discipline amongst students but the results had been quite otherwise. He said that the youth would over remain flambouyant and we have to accept it as normal. The violent acts of indiscipline could, however, be avoided if the teachers mixed more freely with the students, and the lives of students were made more enjoyable. He characterised in this connection the present system of education as a system of "Don'ts"- both at home and in school, under which the students were given a long list of activities they should not indulge in but which were more or less natural to them at their age.

No. Del./Int/10
 EDUCATION COMMISSION
 GOVERNMENT OF INDIA

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Summary record of the proceedings of the meeting of the Education Commission with Dr. V.K.R.V. Rao, Member, Planning Commission, held at New Delhi on 29th March, 1965.

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Present:

Education Commission

1. Dr. D.S. Kothari	Chairman
2. Dr. K.G. Saiyidain	Member
3. Shri A.R. Dawood	"
4. Miss S. Panandikar	"
5. Prof. M.V. Mathur	"
6. Dr. B.P. Pal	"
7. Shri J.P. Naik	Member-Secretary
8. Mr. J.F. McDougall	Associate-Secretary
9. Dr. John Guy Fowlkes	Consultant

Planning Commission

1. Dr. V.K.R.V. Rao (Member)
2. Shri D.P. Nayar.

Shri K.L. Joshi, Secretary, University Grants Commission also attended the meeting by special invitation.

1. In his opening remarks, Chairman welcomed Dr. V.K.R.V. Rao and introduced him to the Members present. He then requested Dr. Rao to give some of his views on the current educational problems.

2. Dr. Rao observed that the work on the IV Plan was already at an advanced stage and the IV Plan had to be finalised before the final Report of the Education Commission could be available. He would, therefore, like to have the views of the Commission on some of the major problems.

3. During the course of the meeting, the following points were discussed:

- (i) Stages and duration of education: Dr. Rao was in favour of a 12 year school course divided as 7 3 2. Elementary education should be an integrated course of 7 years, followed by three years of secondary education and a further 2-year course of higher secondary education.

The last two years may be in a junior college or in selected higher secondary schools. The first degree course should be of three years. The Commission was in broad agreement with the views expressed by Dr.Rao and the Chairman to-ld Dr.Rao that the present thinking in the Commission also was along similar lines.

(ii) Class X as the terminal stage: Dr. Rao was of the opinion that although the Constitution provided for compulsory education upto the age of 14, a 7-year primary course would not be able to meet the requirements of growing industrialisation and modernisation of agriculture. He was, therefore, of the view that the course of general education should extend over a period of 10 years and class X should be the breaking point for diversification of education. It was explained to Dr.Rao that a similar view has also been ~~is~~ placed before the Commission by other eminent persons but this may not be practicable in the near future. Dr.Saiyidain suggested that 10 years of general education for all may be regarded as an objective to be achieved in course of time and pointed out in this connection the experience of U.K. The British Government had taken about 20 years to raise the age of compulsory education from 14 to 16 years after passing the Education Act of 1944.

(4) Junior Agricultural Schools: To meet the requirements of agricultural development, Dr.Rao suggested starting of Junior Agricultural Schools after Class VII to provide a 3-year course upto Class X. During the course of the discussion, it was agreed that the Junior Agricultural Schools would not provide a full-fledged technical course in agriculture. The course in these schools would be of general education but it would be largely agriculture-biased. Further specialised courses in agriculture may

be instituted in agricultural polytechnics.

5. Languages: Dr. Rao was of the view that only two languages should be taught upto Class VII - mother tongue or regional language and Hindi. Even Hindi should be taught in the script of the mother-tongue or regional language. In this connection, he referred to some of the literature brought out by the Dakshin Bharat Hindi Prachar Sabha. The Commission was in general agreement about the need to reduce the pressure of languages upon the child but felt that the question was a complicated one in view of its political implications and needed to be further considered. The Commission was, however, in full agreement with the view expressed by Dr. Rao that at the elementary stage more attention should be paid to teaching of science and social studies and development of a scientific outlook.

6. English: Dr. Rao was of the opinion that English should not be taught at the primary stage (i.e., upto Class VII). He felt that those going for higher education to universities should be required to have a higher knowledge of English and since most of the students from urban areas usually went in for higher education, Dr. Rao was in favour of allowing English to be taught in primary schools in urban areas. The Commission was, however, of the view that this would be interpreted to mean discrimination against rural persons. Dr. Rao agreed that it might be desirable not to discriminate between urban and rural schools in this matter and to allow teaching of English as an optional subject in all primary schools.

Dr. K. L. Joshi stressed the desirability of teaching foreign languages at as early an age as possible. Dr. Rao observed that the opinions of experts are rather conflicting.

He, however, requested Shri K.L. Joshi to prepare a note giving his views on the subject and he would have the matter further examined.

7. Minimum Age under Apprenticeship Act: Dr. Rao suggested a large-scale apprenticeship programme to provide practical experience to students passing out of ITIs and other institutions. The Commission pointed out to Dr. Rao that the main difficulty in the matter was that the minimum age required under the Apprenticeship Act was 18 years whereas students going through a 7-year course followed by two year trade course were generally about 16 years. Dr. Rao agreed that this was a matter in which something should be done. The Chairman also suggested that a survey should be made of the actual age of entrants to ITIs and a paper prepared on the basis of the findings for further consideration.

8. Matriculation as the minimum qualification for Teachers:

Dr. Rao was of the opinion that matriculation should be the minimum qualification for primary teachers. He pointed out that there were about 7.5 lakhs of unemployed matriculates on the registers of employment exchanges and what was necessary was a crash programme for training the requisite number of teachers. Shri J.P. Naik pointed out that at present about 73% of the new recruits were matriculates. Non-matriculates were appointed only in the case of women teachers and teachers in tribal and backward areas. While nothing could be done for this category, Shri Naik observed that something could be done in those cases where the States Governments adopted a deliberate policy of appointing a certain proportion of non-Matriculates with a view to keeping down the bill on teachers' salaries. He cited the case of Andhr Pradesh in this connection. Dr. Rao agreed that was an undesirable practice and if a note was given to him about this, he would take up the matter with the State Government.

concerned from the Planning Commission.

9. Part-time education: Dr. Rao emphasised the need to provide part-time education or continuation education to those who dropped out before completing the primary education course. Shri Dawood observed that the part-time or continuation education should be partly academic but largely vocational. The time-table for part-time courses would also need to be adjusted to suit the convenience of students. Dr. Rao informed the Commission at this stage that he had got the State Governments to agree to change the vacations and school hours according to local requirements. In the ensuing discussion it was felt that the question of part-time education was a complicated one. Chairman suggested that a note may be prepared on the operational techniques of part-time education for a fuller consideration of the question at a later stage.

10. Junior Technical Schools: Dr. Rao informed the Commission that there was some controversy about the usefulness of Junior Technical Schools and a Working Group had been set up to go into their working. The Report of the Working Group is still awaited. He, however, agreed with the Commission that the trade schools had to be terminal in character.

11. Science teaching: Dr. Rao emphasised the need for improving the teaching of science, especially in primary schools and suggested in this connection inclusion of biographies of scientists and relating science-teacher to one's environment. Dr. J. G. Fowlkes gave an account of science teaching in primary schools in U.S.A. and emphasized the role in this connection of audio-visual aids like tape-recorders and filmstrips. Dr. Rao requested Dr. Fowlkes to prepare a note on the economics of providing every school

with such aids. Chairman felt that the question of science teaching was an important one and a note should be prepared about orientation of primary education towards science through biographies of scientists, study of one's environment, etc. The role of Basic Education should also be examined in this connection.

12. Improving the quality of elementary education:

Dr. Rao expressed his great concern about improving the quality of elementary education. He recounted in this connection some of the measures contemplated by the Planning Commission, e.g. (a) provision of incentives like midday meals, uniforms (specially for girls), textbooks and stationery to poor students; (b) increasing adult literacy; (c) improving the quality of teachers; (d) making education in lower classes more interest-centred than knowledge-centred; (e) treating the first three classes as a single unit for the purposes of promotion of students; and (f) adjusting school hours and vacations to community requirements.

13. Treating first three classes as a single block for purposes of promotion.

Chairman attached great importance to seeing that no student is detained in Class I. He explained that the present thinking in the Commission is that the first three classes should form a single unit for purposes of promotion. Shri Naik pointed out that this practice is being followed in first two classes in some parts of the country. Dr. Rao agreed with this view and suggested that if a note could be sent to him, he would take up the matter from the Planning Commission with the State Governments for introducing this reform right from the next academic year.

14. Equipping libraries and laboratories: Dr. Rao emphasised the need to equip the libraries and laboratories of schools adequately. He wished the Commission to evolve a

mechanical formula for ascertaining the exact library and laboratory requirements of schools. There was also a need for creating interest in reading and providing cheap books. He suggested that every school should have a small library of science reports of CSIR, a small picture gallery and a few records of classical music, and casts of archaeological finds to give the students some idea of the culture of the country. Chairman assured Dr. Rao that the Commission also attached great importance to this and would go into the matter at length.

15. Training of teachers: Dr. Rao suggested that the question of training of teachers had to be tackled in a big way and a massive programme for training of teachers needed to be organised. He suggested institution of correspondence courses. The feeling of the Commission was that the correspondence courses for teachers could be usefully supplemented by personal contact programme in the form of Summer Institutes for candidates taking up correspondence courses. Dr. Rao felt that there were some misunderstandings about correspondence courses and there was need for publishing a small booklet on the subject. A suggestion was made that those undergoing correspondence courses and summer institutes should be given some incentives. Dr. Rao informed the Commission at this stage that it was proposed by the Planning Commission, that in the IV Plan there should be no general improvement in the salary scales of teachers. It should be related to acquiring additional proficiency by individual teachers through correspondence courses or summer institutes. Chairman informed Dr. Rao that the Commission had set up a separate Sub-Group to go into the question of salary scales of teachers in different States. This Group would prepare a comprehensive note on this aspect.

Dr.Rao also agreed with the Commission that there is need to give some sort of orientation training to the inspecting officers and headmasters as well.

16. Teachers under local authorities: Dr.Rao was of the opinion that some reform in the administration of education is necessary. The Commission informed Dr.Rao that during the course of Commission's visits to States it has been brought to notice of the Commission that transfer of primary education to panchayati raj institutions has created certain undesirable influences. Dr.Rao agreed with the Commission about the need to safeguard the interests of teachers. Three suggestions emerged in the discussion:

- (a) the panchayati raj institutions should be under obligation to appoint teachers only from a duly approved panel to be drawn up at District level, (b) provision of suitable residential accommodation for teachers in rural areas so that the teachers posted in such areas do not have to depend upon some of the local persons, and (c) reasonable safeguards against frequent transfers of teachers. The general opinion of the Commission was that no teacher should normally be transferred except on promotion.

17. Experimental Demonstration Schools: The Commission then asked Dr.Rao about his views on the setting up of 'Model' schools. Dr.Rao expressed himself against any general programme of setting up of a few 'model' or 'quality' institutions in every Block or District as they would not give equal chance to all. The Chairman

clarified the point and explained that the present thinking in the Commission was to set up a few experimental demonstration schools with better equipment and staff. Dr.Rao agreed with the need for experimental demonstration schools but felt that such schools need not wholly depend on taxpayers' money. There should be some element of community participation in these schools.

Dr.Rao also agreed with the Commission about the need for having a few experimental or autonomous colleges of Honours standard, which could award their own degrees. Dr.Rao asked the Commission to send him a scheme for the establishment of such experimental colleges and he agreed to recommend it to the State Governments.

As regards selection of students to such experimental institutions, Dr.Rao agreed with the need to carry out research in identification of talent at different levels. He suggested that the Commission might consider the question of setting up a research institution to undertake research in this connection.

In the end both the Commission and Dr.Rao expressed a feeling that the meeting had been very useful in clarifying very many issues. It was felt that the present meeting was largely devoted to primary education and that it would be necessary to have a few more meetings to consider the problems of secondary and higher education, agricultural education and technical education.

The meeting came to a close with a vote of thanks to Dr.V.K.R.V.Rao.

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the meeting of the Education Commission with Dr. H.N. Kunzru, President, Servants of India Society, New Delhi, held at 3.00 P.M. on the 5th April, 1965 in the Conference Room of the U.G.C. Building, New Delhi.

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Dr. D.S. Kothari, Chairman, Education Commission, welcomed Dr. H.N. Kunzru, President, Servants of India Society, New Delhi, and introduced him to the Members. He then requested Dr. Kunzru to give some of his views on the current educational problems. During the course of the meeting Dr. Kunzru made the following points:-

(i) Selection of Vice-Chancellors: The method for selection of Vice-Chancellors in most Universities was rather unsatisfactory. He felt that the Delhi University pattern of selection of Vice-Chancellors was a good one. In this connection he also referred to the recommendations of the Model Act Committee. He was of the view that the Vice-Chancellor should be chosen by the Court from a panel of three names recommended by the Executive Committee.

A suggestion was also made that all the powers should not vest with the syndicate. Some powers should also be delegated to Vice-Chancellors.

(ii) National System of Education: Agricultural, industrial or economic development should not be the sole aim of education. There should be a more fundamental and broader aim. Education should develop spirit of cooperation. In a democratic society, students should be trained to live with those whose opinions and ideas differ from theirs.

(iii) Modernisation of Education: Dr. Kunzru stressed the need for modernisation of education. This should, however, be distinguished from imitation of West. Youth should be prepared for living in a new social order, and to develop a liberal outlook. Science should be regarded as a cultural subject as it emphasises unflinching devotion to truth.

(iv) Secondary Education: Duration of secondary education should be 12 years. There should be an integrated course for classes IX-XII. There should be a general course for first ten years and specialisation should commence from Class XI. History and Geography should be taught as separate subjects and should not be combined into social studies. English should be taught as a compulsory subject. Lowering of standards of English has been one of the main reasons for deterioration in educational standards. Dr. Kunzru was of the opinion that there had been no improvement in standards on account of shift over to Indian

languages. Universities should have a greater hand in the prescription of courses at the secondary stage. A Commission should be established, on the lines of the University Grants Commission, to give grants to secondary schools and to improve the standard of secondary education. Such a Commission may be established by the Central Government with the consent of State Governments. Dr. Kunzru was of the opinion that it is easier to obtain the consent of the State Governments than to amend the Constitution to make Education a Concurrent or Central subject.

(v) Higher Education: Dr. Kunzru felt that in the last few years U.G.C. has been able to make an impact on higher education. He did not agree to a suggestion about having a Commission, on the lines of the U.G.C., in every State, as in his opinion State Commissions would not be able to do much in the matter.

(vi) Same Salaries to Lecturers in Universities and Colleges: Dr. Kunzru suggested that the lecturers in Universities and Colleges should be paid same salaries according to their qualifications. No distinction should be drawn between Universities and Colleges in this regard. There should also be a common recruitment agency for universities and colleges.

(vii) Student Indiscipline: Dr. Kunzru was of the opinion that politicians are largely responsible for indiscipline. To counteract this he was of the view that a strong public opinion should be developed in the country to desist politicians from interfering in the affairs of educational institutions.

The meeting came to a close with a vote of thanks to Dr. H.N. Kunzru.

V.S. Jha
Member

Chairman
All Members/Member Secretary/Associate Secretary
All Officers

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EDUCATION COMMISSION
GOVERNMENT OF INDIA
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Summary Record of the Evidence of Dr. C.D. Deshmukh,
Vice Chancellor, Delhi University Before the
Education Commission

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The Chairman welcomed Dr. C.D. Deshmukh and introduced him to Members of the Commission. He then invited Dr. Deshmukh to give his views on some of the important educational problems before the country.

In his opening remarks Dr. C.D. Deshmukh observed that as he had been rather busy, he could not send any memorandum to the Commission. In the course of his evidence, Dr. Deshmukh made the following points:

(1) Language Policy:- Dr. Deshmukh pointed out that Universities live in a social environment and students passing out of universities must develop a capacity to translate most of the concepts in their local language. It could be possible only if they were taught to think in their own language. Dr. Deshmukh expressed himself in favour of regional languages as the medium of instruction at the university stage. He was of the opinion that scientific and technical terms could be adopted by different regional languages and this would make for greater similarity between different languages. Students should, however, be familiar with English and there should be ample time for teaching English at the school and college stage so that they could benefit from talks by visiting professors etc. and also be able to follow the written works of distinguished scholars in English.

(2) During the transitional period, both English and regional languages should continue to be the media of instruction. Dr. Deshmukh pointed out that no university could afford to have two sets of faculty one for English and the other for regional languages. We would, therefore, have to adopt a sort of mixed approach - viz., teaching in English and leaving the students free to answer in English or in any other language as they like. He was of the opinion that most of the students had a fear of writing a good and correct English and if they could be given an option to write their answers in Hindi or any other regional languages, they would not mind being taught in English.

(3) Common Script:- Dr. Deshmukh expressed himself in favour of Roman script for all-Indian languages. He thought that Devanagari script was a waste of time and, if necessary, we could evolve our own alphabet based on the Roman script. It was pointed out to Dr. Deshmukh that by adopting Roman script, it would not be possible for a larger number of people to take benefit of the existing literature available in different languages. To this, Dr. Deshmukh remarked that majority of the persons did not read much. Scholars and specialists may learn different scripts at a later stage for specialized studies, if necessary. In this connection, he pointed out that Roman script had been adopted by Turkey and Indonesia and he saw no reason why India could not do it.

(4) Teaching of English: Dr. Deshmukh was of the opinion that at the school stage English should be introduced from class IV or V and should be taught for about 7 years. Targets of achievement to be realised at the end of the school course should be laid down. Greater emphasis should be laid on the teaching of English as a language without going in very much for its grammar or literature. He advocated oral method for teaching of English at the school stage.

(5) Teaching of third language: Dr. Deshmukh was of the opinion that teaching of third language (which may be Hindi in non-Hindi areas) may be introduced almost simultaneously along teaching of the second language. He was of the opinion that teaching of Hindi should continue throughout the whole of

post-primary period and the longer the period over which it was spread the better it would be. In his opinion if the teaching of Hindi was to be delayed to the secondary stage, it was likely to create some psychological resistance. The students did not welcome addition of new subjects towards the end of their school course. He was also of the view that there should be more of language teaching at early stages and that in the last 2 years of the secondary education course there should be no language teaching.

(6) Sanskrit: Dr. Deshmukh agree with the suggestion for teaching of Sanskrit but suggested that its teaching could be considerably simplified and it might perhaps be possible to evolve a composite course of Sanskrit and mother tongue or regional language, as had been done in some of the Southern States.

(7) Dr. Deshmukh also agreed with the view that it might be desirable for one teacher to teach more than one language. He felt that as a Vice-Chancellor, it had been his experience that at the post-graduate stage language courses offered soft options and did not have enough material for full eight papers. In this connection, he pointed out that Deccan College Institute was offering an intensive language course of 100 hours to be completed in about 2 months in different languages. He agreed that it would be worthwhile to try an experiment of combining two languages in a single language course at the post-graduate stage.

(8) Duration of Education: Dr. Deshmukh was in favour of a 15 year degree course divided as 10 + 2 + 3. He also suggested a four-year Honours course at the degree stage. In reply to a query from the Commission, Dr. Deshmukh said that he had not given any thought to the question whether after passing the four years' Honours course, a student should be allowed to do his M.A. in one year.

Dr. Deshmukh felt that the two years course between the school course and the college courses could be organized in some selected higher secondary schools or attached to some good colleges or some of the institutions may even be developed as independent junior colleges, as in U.S.A. and Japan.

(9) Tutorials: Dr. Deshmukh also briefly explained the new scheme of tutorials put in operation by Delhi University and informed the Commission that 25% marks had been reserved for tutorials. The opinion of the Commission was somewhat divided about the organization of tutorials. Some of the Members pointed out that even in western countries the tutorial system is being given up in favour of more dynamic methods of teaching. Tutorials were considered too subjective and in most cases the tutors had not received any orientation training. Dr. Deshmukh pointed out that even the most advanced methods of teaching had some elements of tutorial work. He agreed that the tutorials should not become repetition of class-room work or revision classes. They should provide an opportunity to the tutor to understand closely the mind of the student and help him in developing along the right lines.

(10) Dr. Deshmukh invited the Chairman and Members of the Commission to visit the University some time at their convenience.

The meeting ended with a vote of thanks to Dr. C.D. Deshmukh.

V.S. J a
Member

Chairman
All Members/Member-Secretary
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

SUMMARY RECORD OF THE PROCEEDINGS OF THE MEETING OF THE EDUCATION COMMISSION WITH SHRI P.S. JAYASINGHE, HEAD OF THE ASIA PUBLISHING HOUSE AND PRESIDENT, PUBLISHERS ASSOCIATION OF INDIA AT 4.15 P.M. ON THE 6TH APRIL, 1965 IN THE CONFERENCE ROOM OF THE U.G.C. BUILDING, NEW DELHI.

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In the absence of the Chairman who could not attend the meeting, Dr. V.S. Jha, Member, Education Commission, presided over the meeting.

Dr. Jha introduced Shri P.S. Jayasinghe to the Members present and invited him to give his views. The discussion related mainly to the reprinting in India American books under P.L. 480 programme.

Shri Jayasinghe explained at length the mechanism of price-fixation of books under P.L. 480 programme, and made out the point that under this programme 50% of the Indian capital involved was being used to the detriment of the Indian publishing industry. He explained that there was some difference in the printing techniques and on that account alone similar books of Indian authors would cost 2 to 2½ times more and if the P.L. 480 programme continued, Indian authors would not be able to find a market for their books.

Another point made out by Shri Jayasinghe was that the royalty payable to American authors for reprinted books under P.L. 480 programme was exorbitant.

As regards the British programme, Shri Jayasinghe explained that since in this case the books were actually printed in U.K., it did affect the Indian industry as much as the American programme under P.L. 480. It was only the question of foreign exchange. So about the Russian programme.

Asked about the high costs of Indian books, Shri Jayasinghe blamed the high material costs. Paper alone, he observed, accounted for one-third of the cost. A fund of excise duty on paper was allowed only in the case of books exported abroad.

In reply to another query from the Commission, Shri Jayasinghe said that cheap Indian books could be brought out only if libraries could make bulk purchases of books.

Shri Jayasinghe was also of the view that it was not correct to say that books are expensive in view of the fact that a single book, unlike any other commodity of direct consumption, could be repeatedly made use of by more than one person.

Shri Jayasinghe expressed himself against nationalisation of text books and preferred a state of mixed enterprise in publishing industry where nationalised text books could coexist with privately produced text books and the schools should have freedom to select the best books available.

During the course of meeting a suggestion was also made for having a Book Council which could scrutinise the books and suggest changes or modifications.

As regards Government subsidy to book trade, Shri Jayasinghe was of the opinion that it could take various forms but he thought the best way would be for the State to under-write the purchase of a certain number of books.

In the end, Dr. V.S. Jha thanked Shri P.S. Jayasinghe who, in turn, thanked the Commission for giving him an opportunity to place his views before the Commission.

V.S. Jha
Member

Chairman.
All Members/MS/A,S
All Officers.

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary record of the evidence by Dr. S.R. Ranganathan,
Honorary Professor and Head, Documentation Research and
Training Centre, Bangalore before the Education Commission
held on 6th April, 1965.

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The Chairman welcomed Dr. S. R. Ranganathan and introduced him to the Members present. The memorandum submitted by Dr. Ranganathan had already been circulated to the Members. He then requested Dr. Ranganathan to elaborate some of his views mentioned in the memorandum.

Dr. Ranganathan stressed the need for complete overhauling of the methods of teaching, school organization, time-table and class-room arrangements. He observed that we should do well to remember that no one was unfit for learning. In this connection he narrated his own experience as a teacher on first appointment in the Government College, Bangalore in 1917. Education was not a process of teaching but of learning and we should do well to give attention to the requirements of the individual - what he called "pedagogy of individual instruction".

(2) Dr. Ranganathan then proceeded to define education and to deal with its jurisdiction in the light of some of his postulates about individual's personality. "Education", he observed, "is the process of the development of the personality of an individual along its own lines at its own speed and to its own fullness." Personality, according to him, consisted of three sheaths - physique, mind and soul. Soul, he observed, was outside the jurisdiction of education, Education had to concern with physique and mind only.

(3) So far as physique is concerned it had received little attention on the part of educationists in the past. It was only recently that its importance had been recognized and certain schemes such as Physical Education, Health Education and Mid day meals were being considered as part of the educational programme. This was because of the fact that the primary senses of a child had already been developed before he came to the school so that the school was largely concerned with developing his mind. Even in the development of mind, greater attention was paid to intellectual development. It is only of late that some attention is being paid to the emotional development of the child. If the child is to grow into an integrated personality, all the aspects should receive due importance.

(4) Dr. Ranganathan emphasized the role of reference services in the field of education. He observed that to him 'Reference' represented the fourth 'R' of education. The child should be encouraged to consult references from an early stage and for this purpose time-table and school organization should be suitably adjusted. In this connection Dr. Ranganathan pointed out that in the present day knowledge was increasing at a very rapid rate. Self-learning was, therefore, absolutely necessary to keep pace with rapid expansion of knowledge. Libraries could play a very important role in this process of self-education.

(5) There should be a trained librarian in every high school. It may not be possible in the initial stages to have a trained librarian in all the higher secondary schools to begin with, but this should be the goal to be realized as early as possible. In reply to a query from the Commission, Dr. Ranganathan said that in his opinion an ideal library should have 50:50 ratio for expenditure on staff and books.

(6) Dr. Ranganathan also stressed the need for open shelf libraries in schools. If the students were to be encouraged to consult library more and more, it would not be desirable to

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Lock away the knowledge. There might be some loss of books in open-shelf system, but it had to be accepted and we should not penalize librarians for this.

(7) Dr. Ranganathan also dealt with the problem of adult education and the role of libraries in promoting literacy. He pointed out that the movement for adult education originally started in UK with the Reforms Act which required every voter to sign his name. Today, however, the concept of adult literacy is much wider. It is not merely reading and writing but to enable one to probe one's personality through knowledge. To this end, it would be necessary to have a large number of libraries in all parts of the country, even in scarcely populated areas so that the adults and neo-literates could find suitable reading material. Dr. Ranganathan expressed a feeling that it may not be possible to wipe out illiteracy completely but steps must be taken to see that such of the illiterate persons as had been once made literate, do not relapse into illiteracy for want of reading material. He suggested that there should be new type of books to cater to their needs and requirements. In this connection he suggested books dealing with different crafts and trades. Dr. Ranganathan also emphasized the need for production of suitable books for children.

(8) Dr. Ranganathan was also of the view that there should be a joint organization with representatives of publishers and Government. This organization should go in for production of books on a wide variety of subjects.

The meeting ended with a vote of thanks to Dr. S.R. Ranganathan.

V.S. Jha
Member

The Chairman
All Members/Member-Secretary
All Officers

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the proceedings of the meeting of the Education Commission with Dr. C.A. Moser, Consultant, Education Commission held in the Conference Room of the U.G.C. Building on 22.4.1965

Members present:

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| 1. Dr. D.S. Kothari | .. Chairman |
| 2. Dr. K.G. Saiyidain | .. Member |
| 3. Dr. V.S. Jha | .. Member |
| 4. Shri A.R. Dawood | .. Member |
| 5. Miss S. Panandikar | .. Member |
| 6. Dr. C.A. Moser | .. Consultant |
| 7. Shri J.P. Naik | .. Member-Secretary |
| 8. Mr. J.F. McDougall | .. Associate-Secretary |

Shri K.L. Joshi, Secretary, U.G.C. also attended the meeting by special invitation.

2. Chairman welcomed Dr. C.A. Moser and thanked him for his paper on "Some Aspects of the Robbins Committee's Statistical Work". He then requested Dr. Moser to give some of his views.

3. During the course of the meeting, Dr. Moser touched on the following matters:

(A) Labour Government's educational policies.

(B) Statistical work for the Commission.

4. Dr. Moser gave a brief account of the Labour Government's educational policies. He explained that lately education has become a much more publicly exciting issue and had an important role in the last election. Labour Government was very much interested in reducing social inequalities. He said that he would be sending a copy of the paper which he had prepared on the subject from London.

5. Dr. Moser felt that teachers' supply was the most pressing problem at the school stage. Robbins' Committee had suggested doubling of teachers' supply in 10 years but the Government proposed to move much faster. The main problem was of building materials etc. required for establishing new institutions. It was being realised that it would be better to expand the existing institutions than to open new ones. Some thinking is also going on the question of auxiliaries so that pressure on trained teachers could be minimised but the National Union of Teachers is opposed to them. The present Government is in favour of comprehensive schools so as to get away from hierarchical schools. The Government had also set up a body to examine public schools one by one to bring them closer to the national system. The other main problem at the school stage was of slum old buildings. This was again a problem of materials.

University and higher education had the lowest priority. The current thinking is that the universities are receiving large sums of money and that they should show full return for the amount spent on them. This question is also related to the autonomy of universities.

Coming to Robbin's Report Dr. Moser felt that it was often misunderstood that the Robbins Committee had suggested an open door policy for university education. He quoted from the Report to show that admission of students to universities should be qualified by their "ability" and he was of the view that 20 years hereafter the competition for admission to universities would be much more or at least as much as it was today.

Dr. Moser added that the main contribution of Robbins Committee was not so much in the matter of targets but rather in terms of the basic assumptions. The Report had shaken the country and taken it out of ruts. It had changed the morale and attitude of the persons in authority and institutions, and set in motion a process of reform from within. In reply to a query from the Commission, Dr. Moser clarified that this welcome change in the atmosphere was mainly brought about by the large-scale publicity and realisation of dependence on science and technology for economic development. He pointed out that the Report had much greater impact on educational institutions than on the Government. In this connection he pointed out that even the Vice-Chancellors of the Universities had criticised the University Grants Committee for not taking immediate action on the recommendations of the Robbins Committee.

In reply to another query, Dr. Moser said that he was personally in favour of decentralising the work of the University Grants Committee. He felt that the U.G.C. should have a whole-time head and there should be a supporting cadre for each Member of the Committee to feed him with ideas.

Dr. V.S. Jha raised the question of teacher-training institutions and their relationship with Universities. Dr. Moser pointed out that the Robbins Committee had suggested that the teacher training institutions (which had traditionally been under the local bodies) should be brought under the umbrella of universities. They might be financed by Government but should become a part of the university complex for academic purposes. The suggestion had, however, been opposed by all the parties concerned - the local authorities, the universities, the teacher-training institutions and the Government for different reasons.

Dr. Moser then came to elaborate the views which he had mentioned in the paper circulated to the Commission on "Some Aspects of the Robbins Committee's Statistical Work." He emphasized the need for having a short report on the aims and principles or the philosophy behind the Commission's recommendations. The arguments or recommendations should be supported by relevant statistics in the main report as far as possible. Statistics should not be relegated to an inferior place in appendices. Full details should also be given - either in the main report or in appendices - of the various figures or concepts used in recommendations. While it is important that the Report should take account of the educated stock at present, it should

also give a clear picture of the changes in the stock which would occur as a result of the implementation of its recommendations. Further, while framing the recommendations education should be conveyed as a whole. Sectoral approach, he felt, was likely to lead to contradictory recommendations.

Dr. Moser laid great emphasis on manpower studies. He mentioned the following in particular: (a) A clear picture of the educated stock at different levels. The data about this would be mainly available in census reports. Shri J.P. Naik gave in this connection a brief account of the educational data available in census reports and NSS reports. (b) Future requirements of trained manpower at different levels under a few broad categories. These may be worked out on the basis of the Planning Commission's targets of productivity and broad estimates of skilled personnel required up to 1985. (c) The Task Force on Manpower Requirements should make deeper estimates of future requirements in key professions, e.g., engineering, medicine, supervisory and vocational personnel, etc., (d) Studies should also be made of feed-back in the teaching professions. Some studies have been made with 1954 data but there was a need to take some more recent studies. Shri J.P. Naik informed the Commission that sample studies were being made in 5 universities. (e) He also suggested making studies of the non-statistical part of the manpower requirements, e.g., changes in the job patterns so that the Commission could avoid repeating the mistake of the Robbins Committee of perpetuating past trends in terms of contents of courses. He emphasised the need to have contact with employers and outside world to find out the changing patterns of job requirements.

Dr. Moser agreed that since the Commission was required to give its report within a short period of 18 months while the Robbins Committee had taken about 3 years, it would not be possible for the Commission to bring out its main report and appendices simultaneously as was done by the Robbins Committee. The various studies, leading to different recommendations, could be published a little later.

The Commission appreciated Dr. Moser's suggestion that the Statistical Unit should prepare short papers to show from time to time what the statistics revealed so that the statistical framework could get built into the thinking of the Commission. Shri Naik informed the Commission at this stage that Dr. Moser had agreed to keep in touch with the work of the Commission and particularly of the Statistical Unit by correspondence and would send his comments from London on the papers prepared for the Commission. He would also help in getting the district-wise data further processed in U.K. for multi-variate analysis. In this connection Chairman also suggested that the Commission should seek the cooperation of various statistical agencies within the country as well and their representatives associated with the Commission's Working Group on Educational Statistics.

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In reply to a query from Dr. V.S. Jha, Dr. Moser informed the Commission that programmed learning was still in an experimental stage in U.K. It had largely been tried at under-graduate stage with satisfactory results.

Dr. Moser also said that he would request Lord Robbins to prepare a note for the Commission on the relationship between education and productivity.

The meeting then came to an end, with a vote of thanks to Dr. C.A. Moser.

V.S. Jha
Member

P.S. to Chairman
All Members/Member-Secretary/Associate Secretary
All Officers

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Proceedings of the Meeting of the Education Commission with Rev. Fr. T.N. Siqueira, S.J. held at 3.30 p.m. on Monday the 2nd May, 1965 in Room No.419-A, U.G.C. Building, New Delhi.

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In the absence of the Chairman, who could not attend the meeting due to an unavoidable work, Mr. J.F. McDougall presided over the meeting. Mr. McDougall introduced Fr. Siqueira to the Members present and requested him to give some of his views on the current educational problems.

During the course of the meeting, the following points were touched:

The age of admission to University should be 17 or even 18. The duration of secondary education course should be 12 years. Fr. Siqueira was rather particular that the higher secondary stage should be an integrated course of five years following seven years of primary education. He also suggested that the methods of teaching should be reformed. Self-study should be encouraged and greater weightage should be given to sessional work. In reply to a query from the Commission, Fr. Siqueira suggested that 50 per cent weightage should be given to sessional work. The Members of the Commission pointed out that they had noticed that even a weightage of 20 to 30 per cent to sessional work had led to disastrous results in many cases and for this reason the practice had already been given up in Bihar and Madhya Pradesh. It was the general feeling that the marks obtained in external-examinations and internal assessment might be shown separately.

Teaching of English

Fr. Siqueira favoured the teaching of English from an early age. He suggested III class as the best time for introduction of English. He was even in favour of teaching English on a compulsory basis from class III. In reply to a query from the Commission, Fr. Siqueira said that he had not paid much attention to the question of availability of qualified teachers to teach English from such an early age. In reply to another query, Fr. Siqueira said that he did not think direct method was quite suitable for teaching of English. He felt that grammar and double translation (translation from English into Vernacular and vice versa) was the most suitable method for the teaching of English at this stage. Members of the Commission pointed out to Fr. Siqueira that in almost all the advanced countries direct method was being adopted for teaching foreign languages. This method laid greater emphasis on the structure of language, and teaching of grammar as a formal discipline was discouraged. Co-translation was being adopted but translation exercises as such were being given up.

Medium of Instruction

Fr. Siqueira observed that theoretically mother tongue or, a regional language close to mother tongue should continue to be the medium of instruction at the university stage. However, in view of the need for national integration and also to facilitate exchange of students and Professors, Fr. Siqueira was of the view that it would be desirable to have English or some other common language as the medium of instruction at the higher education stage. Fr. Siqueira was, however, in favour of continuation of English at both under-graduate and post-graduate stages. The Commission was inclined to the view that change over to the regional languages at the under-graduate stage would be the logical conclusion after regional languages had been accepted as the media of instruction at the higher secondary stage. The question of mobility or

exchange of teachers came up only at the post-graduate stage and at this stage the medium of instruction could continue to be English. A view was also expressed that the question of medium of instruction would also have to be related to the language of administration in the State.

Improving Standards in the Schools

The Commission then requested Fr. Siqueira to give some of his views about the measures to improve the standard of education. Fr. Siqueira felt that greater autonomy to schools to experiment syllabus and methods of teaching would go a long way in improving standards. In reply to query, Fr. Siqueira observed that missionary schools were able to maintain higher standards even within the existing set-up mainly on account of the spirit of self-sacrifice on the part of the teachers in these schools. He pointed out that in most cases the teachers in missionary schools were recruited from their old students who had imbibed the same spirit. Fr. Siqueira added that it was his personal experience that whenever they had recruited outsiders as teachers in missionary schools, they felt out of place and did not stay long.

Training of Teachers

Fr. Siqueira suggested a longer training programme, say, of three years' duration, for training of teachers. He agreed to send to Commission a detailed programme for the organisation of such a course.

Inspection

Fr. Siqueira was in favour of giving more freedom to inspectors. He also suggested panel system of inspection.

Autonomous Institutions

Fr. Siqueira suggested setting up of autonomous institutions at secondary stage at the rate of at least one school per district. These schools may be permitted to conduct their own examinations and award their own certificates.

Reading Habits

Fr. Siqueira felt that the habit of reading was dying out, as proper reading habits were not being inculcated in young students. The general feeling was that the decline was mainly in reading books in English. So far as the regional languages were concerned, the students wanted to read more and more books but there was not enough literature available in those languages.

Moral Education

Fr. Siqueira was of the opinion that moral education should be given to all. It was the practice in his institution to give religious education to Catholic students and moral instruction to non-Catholic students. He felt that some of the recommendations of Sri Prakasa Committee on Moral and Religious Education were quite good but the main difficulty was that while moral education was compulsory and the State Government had drawn up a syllabus for moral instruction, teachers were not given any training to handle this subject. In reply to a request from the Commission, Fr. Siqueira agreed to send a copy of the syllabus in moral instruction prescribed by the Madras Government.

The meeting came to an end with a vote of thanks to Fr. Siqueira.

P.S. to Chairman
All Members/Member-Secretary.
All Officers.

J.F. McDougall
Associate Secretary

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the Proceedings
of the Meeting of the Education
Commission with Shri P.N. Sapro, M.P.,
held at 3.00 P.M. on the 4th May,
1965 in the Conference Room of
U.G.C. Building, New Delhi.

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Members present:

1. Dr. D.S. Kothari	Chairman
2. Dr. K.G. Saiyidain	Member
3. Miss S. Panandikar	Member
4. Prof. M.V. Mathur	Member
5. Shri A.R. Dawood	Member
6. Shri J.P. Naik	Member-Secretary
7. Mr. J.F. McDougall	Associate-Secretary

Chairman welcomed Shri P.N. Sapro and introduced him to the Members present. Chairman also referred to the useful work which the Sapro Committee on Higher Education had done and the Commission had taken a careful note of its recommendations.

Shri P.N. Sapro explained the background of the recommendations of the Sapro Committee and referred to the main recommendation of the Committee about putting higher education on the 'Concurrent List'. Shri Sapro explained that he was generally in favour of decentralisation but in respect of higher education he was fully convinced that it should be on the Concurrent List. In reply to a query from the Commission, Shri Sapro said that he did not feel that Entry 66 about maintenance of standards or the present U.G.C. Act was quite adequate as believed by some. In this connection he pointed out that as things were at present, UGC's approval was not necessary for the establishment of new universities nor did its scope extend to affiliated colleges. Enlargement of Centre's powers would also lead to a corresponding enlargement in the scope of the U.G.C.'s activities. Shri J.P. Naik pointed out in this connection that there was an apprehension in the minds of the State Governments that with education on Concurrent List, the powers of the State Governments would be curtailed and they would have to be subservient to the Centre, particularly in respect of language policy and medium of instruction.

On the language problem Shri Sapro expressed the view that the present Hindi was not the language of the common man. Hindi terminology needed to be enriched from other Indian languages and cited in this connection the instance of Urdu which, he felt, was particularly rich in legal terminology.

Shri Sapro expressed himself in favour of diversification of secondary education so as to reduce the pressure on colleges. The scope of vocational education should be enlarged.

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Shri Sapru also dealt with the question of student indiscipline and in this connection gave a brief account of the recent disturbances at Aligarh, where he was present as a Member of the Court of the University. He was of the view that teacher politicians who obtained a sort of "substitute gratification" in undermining the authority of the Vice-Chancellor. He suggested active participation of students in the affairs of a University to improve student teacher relationship and to tone up discipline in universities. He even advocated nomination of elected representatives of students to Court and Senate of the universities. If some responsibility is given to students, they would have a greater and better appreciation of the real issues involved. He did not agree with the view that association of elected representatives with the Senate of the University would lead to a worsening of the situation and quoted in this connection practices in some of the foreign universities.

Shri Sapru also suggested that the academic atmosphere in the universities also needs to be considerably improved. The talented persons must be provided fullest facilities for creative work, as in foreign countries.

The meeting came to a close with a vote of thanks to Shri P.N. Sapru.

J.F. McDougall
Associate-Secretary

P.S. to Chairman
All Members/Member-Secretary/Associate Secretary
All Officers

No. Del/Int/18.
GOVERNMENT OF INDIA
EDUCATION COMMISSION

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Summary record of the Proceedings of the meeting of the Education Commission held with Major General Virendra Singh, Director General, N.C. C. held at 3.00 p.m. on the 7th May, 1965 in the Conference Room of the U.G.C. Building.

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Members present

Education Commission

- 1. Dr.D.S. Kothari, Chairman
- 2. Dr.K.G. Saiyidain, Member
- 3. Miss S.Panandikar, Member
- 4. Dr.A.R. Dawood, Member
- 5. Shri J.P.Naik, Member-Secretary
- 6. Shri J.F.McDougall

N.C.C. Directorate

- 1. Maj.Gen.Virendra Singh, D.G. N. C.C.
- 2. Comdore S.D. Kale I.N. Dy.D.G. N.C.C.
- 3. Col J.H. Chibber Dir(Adm) N.C.C.
- 4. Shri P.C. Chawala Dir(Pers) N.C.C.
- 5. Lt.Col. P. Dayal Dy.Dir(PL&Cord)
- 6. Wing/Cdr.G.B.Singh Dy.Dir N.C. C.(AIR)
- 7. Commander M.J.Kannik I.N. Dy.Dir N.C.C.(NAVY)

The Chairman welcomed Maj.Gen. Virendra Singh and introduced him to the Members of the Commission. Maj.Gen.Virendra Singh introduced his colleagues to the Chairman and Members of the Commission. Chairman then invited Maj.Gen.Virendra Singh to give some of his views about the development of N.C.C.

Maj.Gen.Virendra Singh gave a short resume of the development of N.C.C. movement in India. He pointed out that the N.C.C. programme was originally conceived in 1948 as sort of an improvement over the then prevailing U.O.T.C. Programme. This programme was largely a regimented programme, and did not have any educational orientation. N.C.C. programme was started as a voluntary movement and was to a certain extent oriented towards educational requirements. It was only in 1962 after the Emergency that the programme was made compulsory in universities.

Maj.Gen. Virendra Singh further observed that although it was yet too early to make an assessment of the impact of the programme yet he would say that the N.C.C. had given the cadets a sort of unity of purpose, coherence improved their posture and behaviour. He added that N.C.C. was doing better in semi-urban and rural areas where there were less distractions to cadets as compared to larger cities. Lately technical bias had been introduced in the N.C.C. training and women cadets were also trained in first-aid, nursing, signalling, etc. He also said that

as a result of the recommendations of the Kunzru Committee, the A.C. C. was going to be wound up but they would develop the junior wing of the N.C.C. at the higher Secondary stage. He informed the Commission that at the last meeting of the Inter-University Board, all the Vice-Chancellors had agreed to make participation in capps compulsory.

The following points were made in the subsequent discussion:

- i) The Impact of N.C.C. on student discipline;
- ii) Whether N.C.C. should be compulsory; and
- iii) The cost per cadet in the N.C.C.

The Impact of N.C.C. on Student Discipline

While Maj.Gen.Virendra Singh was emphatic that introduction of N.C.C. on a compulsory basis had improved the tone of discipline amongst students, Members of the Commission observed that during the course of their visits to almost all the Vice-Chancellors and other Members of the Faculty in their evidence before the Commission had stated that the introduction of N.C.C. on compulsory basis had seriously undermined the student discipline. It was also mentioned that the officers in-charge of the N.C.C. programme did not often co-operate with the Heads of the educational institutions and this also led to some difficulties. Maj.Gen.Virendra Singh was of the view that in his opinion N.C.C. training to improve discipline amongst students and cited some examples where N.C.C. cadets had given demonstration of a much better sense of discipline. He added that students were under the influence of N.C.C. for only 4 hours a week and for rest of the time they were open to various other influences. N.C.C. training could not be expected to undo the effect of such influences. At best it could only provide a sort of corrective. He, however, agreed with the Commission that there was a need to carry out a scientific study in the matter.

Whether N.C.C. should be Compulsory

The Commission informed Maj.Gen.Virendra Singh that there was a overwhelming opinion that N.C.C. should not be made compulsory and that it should continue only on a voluntary basis as was the case prior to emergency. There was a feeling that compulsory introduction of N.C.C. basis had watered down the quality of N.C. C. training. Maj.Gen.Virendra Singh explained that the watering down of standards was inevitable in the initial stages when suddenly a large number of students had to be covered. It was also not possible to obtain an adequate supply of equipment and trained personnel. The position has since changed. They were now able to get full requirements of men and material. The standard of N.C.C. was expected to be restored to the original level before long. He was, however, emphatic that N.C.C.

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programme should not be made voluntary. In this connection he referred to the Report of Deshmukh Committee on National Service which had suggested a period of 6 months compulsory military training and another period of 6 months for social service. The recommendation of the Deshmukh Committee could not be implemented mainly on financial grounds. With the introduction of compulsory N.C.C. programme, the first part of Deshmukh Committee's recommendations had been implemented to some extent. It was, however, not possible for the N.C.C. programme to provide for Social Service Camps mainly on account of limitations of time and transport facilities.

The Cost per Cadet in the N.C.C.

(for a
period
of about
years)

In reply to a query, Maj.Gen.Virendra Singh informed the Commission that the non-recurring cost per cadet was about Rs.200/and the recurring cost about Rs.160/- per annum. Shri J.P.Naik pointed out that at present the country was spending about Rs.300 per student per annum. The cost per cadet under N.C.C. came to about Rs.220 per annum and he raised a question whether it was commensurate with the results. Maj.Gen.Virendra Singh said that they were receiving certain equipment from the Ministry of Defence and the estimates of cost also included expenses on camps, etc. He informed the Commission that he would be sending a note on cost per cadet under different heads for information of the Commission.

The meeting came to an end with vote of thanks to Maj.Gen.Virendra Singh.

J.F.McDougall
Associate Secretary

P.S. to Chairman
All Members-Member-Secretary
All Officers

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary record of the Proceedings of the meeting of the Education Commission with Shrimati Shanti Kabir, President, Youth Hostel Association of India, held at 4.15 P.M. on the 7th May, 1965 in the Conference Room of the U.G.C. Building, New Delhi.

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Members present:

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| 1. Dr. D.S. Kothari, | Chairman |
| 2. Dr. K.G. Saiyidain, | Member |
| 3. Miss S. Panandikar, | Member |
| 4. Dr. A.R. Dawood, | Member |
| 5. Shri J.P. Naik, | Member-Secretary |
| 6. Shri J.F. McDougall, | Associate-Secretary |

1. The Chairman welcomed Shrimati Shanti Kabir and introduced her to the Members present. He then requested her to give some of her views. During the course of interview, Shrimati Shanti Kabir touched on two points: (i) Youth Hostels and (ii) Parent-Teacher Cooperation.

Youth Hostels

2. Shrimati Kabir emphasised that Youth Hostels should be accepted as a part of educational programme and the Commission should make definite recommendations in this regard. In reply to a query from the Commission, Shrimati Shanti Kabir said that this involved not only earmarking larger allocations for youth hostels but introducing the programme in the schools. She suggested the two divisions could be developed - a junior group for the age-group 10-15 and a senior group for those above 15. The Youth Hostels movement, she pointed out, would provide facilities for physical education and healthy recreation to students and the cost of providing youth hostels was not very much.

3. She further informed the Commission that during the Third Plan the Youth Hostel Association of India had approached the Planning Commission for an allocation of Rs. 22 lakhs for setting up four youth hostels in four important cities and 10 medium-sized hostels in different States. But this programme had to be given up because Government's assistance did not materialise. In reply to another query, Shrimati Kabir said that there were at present 25 full time youth hostels and the Association had arrangements for reservation of seats in about 125 hostels attached to different schools and colleges. There were not separate hostels exclusively for girls but separate arrangements were made for girls in those hostels.

4. The Commission agreed with Smt. Kabir that there was a great need to give a filip to the programme of youth hostels and in Fourth Plan provision should be made for opening more youth

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hostels in every State.

Parent Teachers Cooperation

5. The next point touched by Shrimati Kabir was regarding Parent-Teacher Cooperation. Shrimati Kabir referred to the recommendations of the Secondary Education Commission about the development of parent-teachers' association in a school and narrated the experience of the initial stages of establishing the parent teachers associations. There was some opposition then to the organisation of parent-teacher associations and doubts were expressed about their usefulness. This initial resistance has since been overcome and it is now realised on all hands that parent-teacher associations were doing good work and needed to be strengthened. She informed the Commission that at present three State Branches of the National Association were working in Madras, Delhi and Andhra Pradesh. The All-India Federation of Parent-Teachers Association also brought out a journal about Parent Teachers Cooperation. In reply to a query from the Commission as to the nature of the activities which an all-India Association of this type could sponsor, Smt. Kabir said that an all-India body would consider such general problems as those relating to health, nutrition, exercise, mental health of children etc. In this connection, she narrated the experience of Japan where the Parent-Teacher Associations were undertaking various welfare activities in the schools.

6. The Commission informed Shrimati Kabir that it was also thinking more or less on the same lines and would make some recommendations about the development of Youth Hostels and Parent-Teacher Cooperation.

7. The meeting came to an end with a vote of thanks to Shrimati Kabir.

J.F. McDugall
Associate-Secretary

P. S. to Chairman

All Members/Member-Secretary/Associate-Secretary
All Officers

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the meeting of the Education Commission with Dr. (Mrs.) Okja Choi, M.D., Vice-President, Soodo Women's Teachers College, Seoul, South Korea, held on the 25th June, 1965 at 11 a.m. in the Chairman's Room.

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Dr. V.S. Jha, Member, Education Commission, presided over the meeting in the absence of the Chairman, who was out of the station.

Dr. Jha welcomed Dr. Choi and the representative of the South Korean Embassy, who accompanied her and acted as her interpreter. He introduced the Members of the Commission to them and briefly explained the tasks before the Commission. Dr. Choi gave a brief account of the working of the Soodo Women's Teacher College and answered some of the queries regarding education in South Korea.

Dr. Choi informed the Commission that her College was running 12 different types of courses for teachers of primary and secondary schools. The completion of the high school course was the minimum qualification for admission. The first two years were devoted to general education. Special Training courses were conducted from the third year onwards. The College was a private one and did not receive any grant-in-aid from the Government. As much as 70 per cent of its expenditure was met from endowments from a private foundation which was running commercial concerns - buses and hotels. The remaining 30 per cent was met from fees. The College was fully autonomous. It conducted its own examinations and awarded its own certificates but these were approved and recognised by the Government for employment purposes. About 70 per cent of the students completing the course entered the teaching profession. There was no bar on married women working as teachers. There was no problem of unemployment among trained teachers in South Korea, and teachers of Fine Arts and Physical Education were in great demand.

In reply to another query, Dr. Choi informed the Commission that there were about 5,00,000 students in South Korea at the High School stage. There were 45 universities in the Republic with an enrolment of about 1,20,000. Seoul alone had 18 Universities with about 17,000 students. There was no definite move for decentralising the larger universities in Seoul but the Government was making an effort to limit the overall number of students to raise the standards of education. She added that even the standards at high school stage varied considerably from institution to institution. About 20 per cent of the students at University stage dropped out during the four-year course.

The medium of instruction at the University stage was Korean. English, French and German were the foreign languages commonly taught. German was preferred by those going in for Music, French by those going in for Fine Arts and the rest preferred English.

The meeting ended with a vote of thanks to Dr. Choi. Dr. Choi took a group photograph of the Members present and also took their autographs.

S. Panandikar
Member

P.S. to Chairman
All Members/Member-Secretary
All Officers