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SUMMARY RECORD OF EVIDENCE

**Volume II
upto 31st December '65**

**EDUCATION COMMISSION
University Grants Commission Building
Bahadur Shah Zafar Marg
NEW DELHI-I**

For Restricted Circulation.

S U M M A R Y R E C O R D
of
E V I D E N C E

Vol. II

(1st July - 31st December, 1965)

Education Commission
University Grants Commission Building
Bahadur Shah Zafar Marg
New Delhi

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Summary Record of the Evidence of Dr. B.N. Prasad, M.P., President, Indian Science Congress before the Education Commission on 5.7.1965.

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The Chairman welcomed Dr. B.N. Prasad, M.P., President, Indian Science Congress and introduced him to the Members present. He also briefly explained the tasks before the Commission and requested Dr. Prasad to give some of his views on the current educational problems.

2. In his opening remarks, Dr. Prasad made a general observation that in the last few years a number of reforms had taken place, which he appreciated and admired. He would speak mainly about the drawbacks that still remained and which needed attention. In the course of his evidence, Dr. Prasad made the following points:-

(a) Textbooks: Some of the textbooks are not only bad but are even wrongly written. Dr. Prasad, therefore, suggested that there should be a Central Committee to scrutinise and examine books before they are prescribed as textbooks.

(b) Improving standards: Dr. Prasad was of the opinion that standards in educational institutions depended largely on the quality of the teaching staff. He, therefore, laid great emphasis on selecting right type of personnel and equipping the universities adequately with well-qualified staff. He deplored the tendency for mushroom growth of universities which not only did no good to the cause of education but brought down the prestige of the universities and educational institutions in the country nationally and internationally. He pointed out a number of instances where the Universities did not have even a single Professor or Reader in a Department. He was of the opinion that the University Grants Commission should be strict about opening new universities and no new university should be allowed to come up until it had adequate well-qualified staff.

As regards selection of personnel, he made the following suggestions:-

(i) Vice-Chancellors: Dr. Prasad held wrong selection of Vice-Chancellors as one of the main reason for politics and indiscipline in university affairs. Only those persons who are eminent scholars and have the requisite administrative ability, missionary spirit and deep conviction in the importance of scientific research and development should be selected as Vice-Chancellors. A Vice-Chancellor should also be strong enough to resist political pressures.

(ii) Other Teaching Staff:- Other teaching staff in the universities, e.g., Professors, Readers, Lecturers,

/its

etc. should be similarly selected on merit only. The Selection Committee should consist of a number of experts drawn from all over the country and not from a particular region. The Vice-Chancellor himself should act as the Convenor of this Committee. No other member of the University staff should be associated with the Selection Committee.

For selection to higher posts, the research work carried on by the candidates during their service as Lecturers or Readers should also be taken into account. This would counteract the tendency to relapse into inactivity after having once obtained a Ph.D. Degree.

(c) Pre-Service Training to University

Lecturers:- Dr. Prasad observed that even at the post-graduate stage a lot of mugging-up was going on. It was, therefore, not desirable to offer teaching jobs to students just after passing their Master's Degree. He suggested that there should be a two-year course after Master's Degree, during which period the students should undergo advanced studies, not necessarily leading to a doctorate degree but to enable the students to digest and systematise their knowledge and to gain confidence. Such a course, he pointed out, was already in vogue in France.

(d) U.G.C. Centres of Advanced Studies: A suggestion was made that the advanced level training advocated by Dr. Prasad might be organised at the Centres of Advanced Studies set up by the U.G.C. Dr. Prasad was of the opinion that these Centres were not working well in practice and after some time good teachers went away to other places. Chairman clarified the position in this connection and informed Dr. Prasad that the U.G.C. had a system of checks on these Centres and every Centre had to earn the right to continue as a Centre of Advanced Studies.

(e) Medium of Instruction: Dr. Prasad was of the view that both the students and teachers preferred English as the medium of instruction. English should continue as the medium of instruction at the post-graduate stage for some years to come. Even at the Degree stage there was a marked preference for English. Wherever Hindi had been adopted as the medium of instruction, it was an instance of using English nouns with Hindi verbs.

(f) Promotion of research: Dr. Prasad observed that the existing administrative practices were not conducive to promotion of scientific research. Normally bright students go in for research work and the not-so-bright take to service careers. When after devoting some years to research work, these persons come to join the service, they find themselves junior to their not-so-bright colleagues. They also find themselves

financially losers in as much as the others have drawn a few increments in their time-scale. He, therefore, suggested that some advance increments should be given in recognition of research work. University teachers should also be given sabbath leave and other facilities to engage themselves in research work. Research work should be considered as an essential requirement for appointment to higher posts, viz., Readers, Professors, etc.

(g) Scholarships: There should be a statutory body at the national level to administer various scholarship schemes. He was not in favour of award of scholarships by universities or other similar institutions to their own students.

(h) Membership of Expert Committees: Dr. Prasad was of the opinion that as far as possible expert researchers should be spared from the Membership of different Committees/Commissions so that they could devote attention to research work, unless absolutely necessary.

(i) Encouragement to young workers: Young research workers should be given due recognition. The Commission should examine, in camera, some of the young workers to gain a first-hand knowledge of their difficulties.

(j) Pool System: Dr. Prasad also referred to the anomalies in the working of the Pool System under the C.S.I.R. He felt that the system was working against the interests of Indian research workers. Bright Indian research workers were not considered for inclusion in the pool whereas second-rate persons who had obtained Degrees abroad were given preference in the Scientists' Pool. He, therefore, suggested a careful examination and modification of the present working of the Pool System.

(k) Replies to some selected questions from the Questionnaire: Dr. Prasad also referred to the questionnaire issued by the Commission and chose to reply to the following questions:

Q.31 (reform of existing system of public examinations): There should be a Board of Paper-setters, just as is the practice in the Madras University.

Q.32 (Internal assessment): The marks obtained in internal assessment should not be combined with those obtained in external assessment for the time being. The two should be shown separately.

Q.42 (Reducing pressure on universities):
Universities should hold their own entrance examinations.

Q.52 (Student Indiscipline): True causes of student indiscipline are not known. Politicians are largely responsible for student indiscipline. However, there is no problem of indiscipline wherever the teacher is good, painstaking, and takes interest in his work and in his students.

Q.64 (Central universities): There is no need to have Central universities and to create system amongst universities.

Q.158 (Role of private business and industry in providing facilities for vocational, technical and professional education): There should be a system of compulsory deductions from profits of such organisations for educational purposes.

Q. 168 (Role of Central Government in education):
The Government of India should take all responsibility for promoting scientific research.

The meeting ended with a vote of thanks to Dr. Prasad.

J.P. Naik
Member-Secretary.

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

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Summary Record of the Evidence of Shri S.S. Khera,
Chairman, Hindustan Aeronautics Ltd., New Delhi,
before the Education Commission on 5.7.1965.

....

Chairman welcomed Shri S.S. Khera, Chairman, Hindustan Aeronautics Ltd., New Delhi, and introduced him to the Members present. He also explained briefly the tasks before the Commission and invited Shri Khera to give some of his views on the current educational problems before the country.

2. Shri Khera stated that as he had been recently out of Delhi, he could not send any note or memorandum. In the course of his evidence, Shri Khera touched on the following four main problems:

- (1) Basic approach,
- (2) Science and Technology,
- (3) Student Indiscipline, and
- (4) Status of Teachers.

He made the following points under each of these broad heads:

3. Basic Approach:

(i) Mass literacy: Shri Khera emphasised the need for an effective mass literacy campaign to wipe out illiteracy at the earliest. He pointed out that even during the decade 1951-1961, there had been an increase in the absolute number of illiterates and in some areas even the percentage of literacy had gone down. He felt that this was more due to a lack of money. He suggested that a nation-wide campaign should be organised to promote mass literacy and spare time and energy of all persons utilised for the purpose. Promotion prospects of Government servants should be linked to some extent to realisation of national targets. It may not be strictly on the Russian or Chinese pattern but all citizens should be called upon to participate in a mass campaign to wipe out illiteracy.

(2) Wastage: Shri Khera also posed the problem of wastage of national resources invested in those students who obtained III class or low II class. He was of the view that some sort of follow-up study should be undertaken of such students. Shri Khera did not agree with the view that admissions to universities and other institutions of higher education should be selective. He was of the view that in order to achieve a proper social equilibrium it would be necessary and desirable to make available higher and advanced education to all citizens.

(3) Manpower Planning: He emphasised the need for manpower planning particularly in view of our rapid

population growth. Special attention should be paid to age-group bulges brought about by improved health services and decrease in child mortality.

(4) Reorientation of training programmes:

Shri Khera pointed out fundamental disparities in the training of educational administrators, politicians and armed services personnel in as much as they are not aware of the social purposes to which educational system is linked. He suggested that the educational system should be geared to the new social aims which are sought to be achieved. Higher education should be in national social setting and the tendency on the part of people in the higher strata of society to send their children to Oxford and Cambridge should be discouraged.

(5) Equalisation of educational opportunities:

Shri Khera stressed the need for equal opportunities for higher education to all sections of society. The proportion of scheduled castes in enrolment is not commensurate with their proportion in population. There was a sort of "cascade process" by which the privileged ones were becoming more privileged and the backward ones getting more backward. He foresaw in this seeds of future social imbalances.

(6) Dropouts: He felt that in the matter of dropouts from educational institutions at all levels - primary, secondary and university - a similar cascade process was at work. Most of students dropped out on account of economic considerations. Something should be done to put an end to this state of affairs.

(7) Lack of coherent national educational policy: Shri Khera also referred to the controversy as to whether education should be under the Central or State direction. In his opinion the controversy was quite irrelevant and demonstrated a lack of coherent national policy. Some aspects should be under the Centre and it should be decentralised in some other respect.

4. Science and Technology:

(i) Definition: Shri Khera observed that the scope of 'science' had never been properly defined. It was necessary to do so now because new subjects such as personnel management etc. were coming up. These require integration of the discoveries and findings of physical sciences and other fields. This integration should be introduced right from the earliest stage.

(ii) Linking institutional training and research to actual projects: Shri Khera suggested that higher level training and research should be linked to actual projects on the USSR pattern. This would be to the mutual benefit of both. The project authorities and industries should also be asked to take in more apprentices. Shri Khera suggested a three-fold formula in this connection: (i) to increase the capacity of existing training institutions, (ii) training to be increasingly linked to actual projects, and (iii) on-the-job association with training and research work. This would also enable the nation to utilise the training facilities and resources available at the industries to the maximum.

(iii) Encouragement to young scientists: Shri Khera suggested that greater encouragement and recognition should be given to young scientists. He was of the opinion that younger persons (below the age of 45) should also be given greater responsibility. Heads of laboratories should invariably be selected from younger persons. Older persons should be made National Professors, and Professors Emeritus.

(iv) Improving mutual relationships between scientists: Shri Khera felt that one of the most important task in the promotion of science education was to maintain and improve mutual relationships between top-level scientists.

5. Student Indiscipline: Shri Khera was of the view that in most of instances of indiscipline students were really least at fault. Students are mostly misguided. Incidence of student indiscipline could be greatly minimised if politicians passed a sort of 'self-denying ordinance' to keep away from interfering in universities affairs.

6. Teacher-Training and Status of Teachers: Teachers should be given better status. Attempts should be made to feed-back all first class students in the teaching profession. There should be no water-tight compartments between teaching and research work. There should also be some arrangement for interchange of teaching and administrative staff.

7. The meeting came to an end with a vote of thanks to Shri S.S. Khera.

J.P. Naik
Member-Secretary.

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

Summary Record of the Proceedings of the meeting of the Education Commission with the representatives of the Education Commission of the Delhi Municipal Corporation held in the Conference Room, U.G.C. Building, at 11.30 a.m. on the 6th July, 1965.

....

1. Members present:

Dr. D.S. Kothari	..	Chairman
Shri A.R. Dawood	..	Member
Miss S. Panandikar	..	Member
Shri J.P. Naik	..	Member-Secretary.

The Education Committee of the Delhi Municipal Corporation was represented by the following:

Shri Bansi Lal Chauhan	..	Chairman, Education Committee.
Shri Kula Nand Bhaik	..	Dy. Chairman, Education Committee
Shri Ram Prakash Gupta	..	Member, Education Committee
Miss Shanti Devi Ditta	..	Member, Education Committee
Shri Aklaq Hussain	..	Member, Education Committee
Shri D.L. Sharma	..	Education Officer
Dr. J.N. Mathur	..	Assistant Education Officer (Planning)

2. Dr. D.S. Kothari, Chairman, Education Commission welcomed the Chairman and Members of the Education Committee of the Corporation and introduced them to the Members present. Shri Bansi Lal Chauhan introduced the representatives of the Education Committee.

Dropouts:

3. The Commission noted with satisfaction that the percentage of non-attending children in the Corporation area was only 6%. The Commission then considered the question of dropouts. It was informed that about 40 per cent of the students joining class I reached Class IV. The dropout was mostly in case of migratory sections of population. Chairman observed that since Delhi had already reached enrolment of about 95%, the main emphasis should now shift to keeping students in schools upto the end of primary course once they had joined the school. He, therefore, suggested that the Corporation may undertake a survey of dropouts in different wards.

4. Plan and non-Plan grants-in-aid: The representatives of the Corporation then drew attention of the Commission to the fact that the Corporation received 100% grants from the Central Government for Plan schemes and 50% grants for non-Plan schemes. The assistance for Plan schemes was restricted to the Plan period only and thereafter it became a committed liability of the Corporation. The N.D.M.C., on the other hand, received 100% grants for both Plan and non-Plan expenditure. At the end of the Plan period, the Corporation suddenly found itself burdened with

a large amount of non-Plan committed expenditure. It had, therefore, to be cautious in accepting and implementing Plan schemes for which 100 per cent assistance was available. The representatives of the Committee, therefore, pleaded for a more stable policy in respect of grants-in-aid.

5. Confirmation of teachers: The representatives of the Education Committee also pointed out that since the Central assistance for Plan schemes was restricted to the Plan period only, they could not confirm the persons appointed against those posts. Teachers were not entitled to Provident Fund and certain other benefits until they were confirmed, but, as it were, most of the teachers had to wait upto the end of the Plan period to be confirmed.

6. Handicaps to quality education: The Commission was informed that lack of suitable accommodation was the main handicap. Most of the schools specially in the city area were congested. Land acquisition in that area was also a tough problem. In the case of new colonies, the Corporation had a programme of constructing semi-pucca school buildings.

7. Double shift system: It was pointed out that on account of lack of accommodation, almost all the schools had to work in double shift. This was brought about by a reduction in school hours and partly by a reduction in the recess time. On an average, a school had 4½ hours working day. The Education Officers of the Corporation was asked to send to the Commission a copy of the school time-table. There was a general feeling that the work-load of teachers working in double-shift schools was quite low and tended to be uneconomic in one hand and effected the quality of education on the other. Chairman was of the view that the second shift had to be properly organised.

8. Co-education and Appointment of Women Teachers in Boys' Schools: The Commission was informed that the Corporation did not allow co-education in its primary schools nor did it permit appointment of women teachers in Boys' schools. It was explained in this connection that the Corporation maintains two wings in the Education Department - one for men and the other for women. They had, therefore, to separate women teachers. In the case of co-education, the Members of the Education Committee explained that it was mainly the local residents of the city area and urban population who were opposed to co-education. The Commission was of the opinion that there should be no bar to the appointment of women teachers in schools for boys as also to co-education where the parents did not have objection. The representatives of the Education Committee said that they would reconsider the position, if the Commission made some definite recommendations in the matter.

9. Trained Graduate Teachers in Middle Schools: The representatives of the Corporation pointed out that there were different grades of pay for graduate teachers working in Middle Schools and those working in High Schools. The salary scales for trained graduate teachers working in Middle schools were lower with the result that the Corporation was not getting right type of teachers for its middle schools. There was a general feeling that this sort of anomalies should be avoided.

10. Teachers for Rural Areas: The representatives of the Corporation pointed out that until the formation of the Corporation, education in rural areas was responsibility of the District Board. It did not have any difficulty in recruiting teachers for rural areas - since in most of cases teachers themselves belonged to rural areas. With the coming into existence of the Corporation, teachers in urban and rural areas came to form a common cadre, and consequently to be recruited from a common select-list. In this some candidates from urban areas came to occupy higher position and they were reluctant to be posted to rural areas and brought to bear all sorts of pressures to secure their posting in urban areas.

11. Duplicity of Authorities: The representatives of the Corporation also pointed out the duplicity of authority between different bodies which was coming in the way of development of educational institutions on sound lines. Grants-in-aid are paid by the Delhi Administration, while recognition is granted by the Central Board of Secondary Education. They pointed out an instance in which the Corporation withdrew the grant-in-aid of some middle school on account of certain charges against it. The school authorities were able to circumvent it by going to Central Board of Secondary Education for recognition as Higher Secondary Schools. They were of the opinion that in the new set up of Delhi, this sort of duplicity of authority should be avoided.

12. Moral and Religious Education: The Education Officer of the Corporation was of the opinion that introduction of moral and religious education would make teachers more responsible. He was also of the opinion that since ordinary teachers were not competent to impart moral and religious education, preachers of different religions may be asked to impart such training to students. The Commission did not favour this view. It was felt that the religious preachers would be biased in favour of their own religion and might be fanatical in their approach. Moral and religious training had, therefore, to be given by ordinary teachers and should be given short-term training for the purpose. Chairman suggested that an experiment may be tried to give lectures on different religions by rotation for a term.

13. Teaching of Social Studies: The representatives of the Corporation also pointed out that social studies were not being properly taught in elementary schools. The students were not getting knowledge of history, geography or social affairs. Chairman observed that teaching of history or geography is much more easy than teaching of social studies. He felt that our educational system was being made worse by the adoption of sophisticated ideas of West.

14. Selection of teachers: Shri R.P. Gupta suggested that greater attention should be paid to the behaviour of teachers at the time of their selection and pointed out in this connection the practice followed in the U.K. It was felt that in the Indian conditions this would not be practicable.

15. Lower Standards: It was pointed out to the representatives of the Corporation that while the teachers in Delhi were comparatively paid better and had better working conditions and equipment, it had not led to a corresponding improvement in educational standards. While this was partly due to reduced working hours on account of double shift-system, Shri Naik pointed out that as a result of his personal contacts with some of the teachers, he felt that this was mainly due to too much of centralised control which killed the initiative on the part of teachers. The heads of the schools did not have the authority to vary even the time-table according to their requirements. He suggested that each inspecting officer may adopt at least one school where the teachers should be given comparatively greater freedom to see what effect it could have on the standards.

16. Differentiated curriculum: The meeting felt that one of the reasons for lower standards in Delhi was that there was a common curriculum which was not suitable for students coming from slum/rural areas. It was felt that it would be desirable to have a differentiated curriculum to meet the requirements of different categories of students. This sort of differentiated curriculum would not tantamount to discrimination but would on the contrary provide a type of curriculum suited to the requirements and background of students from different areas. It was further clarified that the differentiated curriculum would be only for the lower classes. At higher level it would have to be a common curriculum.

17. Survey of Schools: The Members of the Commission expressed an interest in visiting some schools under the Corporation. It was suggested that schools may be broken up in five categories according to examination results,

and according to their location - city areas, slum areas and rural areas. Thereafter the Commission would select a few schools in each category for on-the-spot visit. It was agreed that Dr. J.N. Mathur, Assistant Education Officer, Delhi Municipal Corporation would get in touch with Member-Secretary about selection of schools.

18. The meeting ended with a vote of thanks to the Chairman and Members of the Delhi Corporation.

J.P. Naik
Member-Secretary.

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

7. Shri S.K. Bhattacharya, M.L.C. (West Bengal)
Member, Executive, A.I.S.T.F.

8. Shri Pran Raj Sharma (Delhi)
Member, Executive, A.I.S.T.F.

9. Shri R.S. Bhardwaj (Delhi)
Member, Executive, A.I.S.T.F.

10. Smt. Gian Darshan Kaur (Punjab)
Vice-President, A.I.S.T.F.

2. The Chairman welcomed Shri Satya Priya Roy, President, and other representatives of the Federation and introduced them to the Members present. Shri Satya Priya Roy introduced the representatives of the Federation. He also gave a brief account of the membership, and activities of the Federation. The Federation was also publishing a journal entitled "Madhyamic Shiksha Sandesh". The replies to the questionnaire sent by the Federation had already been circulated to the Members. In the course of the meeting, the following points were made:

(1) The Commission invited the reactions of the Federation to a proposal to increase the number of working

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Summary Record of the Evidence by the
All India Secondary Teachers' Federation
before the Education Commission on 7.7.65.

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The Federation was represented by the following:-

1. Shri Satya Priya Roy, M.L.C. (Calcutta)
President, All India Secondary Teachers'
Federation.
2. Shri Ram Prakash Gupta (Delhi)
General Secretary, A.I.S.T.F.
3. Smt. Anila Devi, M.L.C. (Calcutta)
Joint Secretary, A.I.S.T.F.
4. Shri Chandreshwar Prasad Singh (Patna)
General Secretary, Bihar Secondary Teachers'
Association.
5. Shri Madhu Sudan Narain Lal (UP)
Joint Secretary, A.I.S.T.F.
6. Shri B.P. Roy, M.L.C. (Bihar)
Joint Secretary, A.I.S.T.F.
7. Shri S.K. Bhattacharya, M.L.C. (West Bengal)
Member, Executive, A.I.S.T.F.
8. Shri Pran Raj Sharma (Delhi)
Member, Executive, A.I.S.T.F.
9. Shri R.S. Bhardwaj (Delhi)
Member, Executive, A.I.S.T.F.
10. Smt. Gian Darshan Kaur (Punjab)
Vice-President, A.I.S.T.F.

2. The Chairman welcomed Shri Satya Priya Roy, President, and other representatives of the Federation and introduced them to the Members present. Shri Satya Priya Roy introduced the representatives of the Federation. He also gave a brief account of the membership, and activities of the Federation. The Federation was also publishing a journal entitled "Madhyamic Shiksha Sandesh". The replies to the questionnaire sent by the Federation had already been circulated to the Members. In the course of the meeting, the following points were made:

(1) The Commission invited the reactions of the Federation to a proposal to increase the number of working

hours and working days in a school year so as to cover in 11 years what is covered today in 12 years. The Federation supported the proposal in principle but expressed an apprehension that it would increase the load of the teacher. On behalf of the Commission it was clarified that the intention was not to increase the work load of a teacher but to utilise more intensively the existing facilities of buildings and equipment. While recommending increase in number of working hours and working days, the Commission would also recommend appointment of additional staff. The Federation, however, observed that its past experience has been that the Govt. was rather quick to act immediately on recommendations increasing the work load of teachers but rather slow to appoint additional staff, wherever necessary.

(ii) The representatives of the Federation were in favour of abolishing vacations and giving the teachers earned leave like Govt. servants.

(iii) The Federation pointed out that at present there was no provision for leave reserve teachers except in Delhi. They suggested the introduction of leave-reserves in all the States.

(iv) In reply to a query, the Federation informed the Commission that it had not undertaken any study of work load on teachers in different States. It was not in favour of the proposal regarding introduction of a basic salary for a certain fixed work load and giving extra remuneration for additional work over and above the fixed standard, as is the practice in U.S.S.R. The Federation felt that in the light of the prevailing conditions in India it was likely to lead to malpractices.

(v) The Federation expressed itself in favour of productive work as a compulsory subject. All students should be asked to take up some craft work. There should be a variety of crafts and students should have an option to select the craft.

(vi) The Federation was in favour of a 12 year pattern divided as 5 + 3 + 2 + 2. Diversification of courses should begin in the last two years of the 12 year course.

(vii) It was felt that the setting up of a Secondary Education Grants Commission and introduction of a national scale for teachers should be treated as two separate issues. It was further felt that the prescription of a national scale would be against the interests of teachers themselves. There should be a national minimum and the States should be free to give more than the national minimum. The Central Govt. should give grants to States for achieving at least the national minimum.

(viii) It was explained to Federation that the Centre cannot come in the field of secondary education directly as

Education was a State subject. The Federation was of the view that the Centre is giving large grants for education and it should have some authority to see that its grants were properly utilised and grants meant for education were not diverted to other fields.

(ix) Every State should set up autonomous Boards of Secondary Education consisting of representatives of various interested parties. This Board should be charged with the work of grants, recognition, etc.

(x) Teachers in schools under different managements should be given same rates of salary and allowances. There should be a Model Act for private schools. Powers of dismissal should be withdrawn from private managements. Teachers have difficulties in fighting law suits for their rights. There should be a separate Tribunal for teachers on the same lines as Labour Tribunals.

(xi) It should be obligatory for private managements to depute teachers for inservice training.

The meeting ended with a vote of thanks to the All India Secondary Teachers' Federation.

J.P. Naik
Member Secretary

P. S. to 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. D.N. Wadia, F.R.S., Geological Adviser, Department of Atomic Energy, held at 3.00 p.m. on Thursday, the 8th July, 1965, in the room of the Chairman, U.G.C. Building, Bahadur Shah Zafar Marg, New Delhi.

Chairman welcomed Dr. D.N. Wadia and introduced him to the Members of the Commission. He also explained briefly the tasks before the Commission and invited Dr. Wadia to give to give his views.

2. The note sent by Dr. Wadia had already been circulated to the Members. Dr. Wadia proceeded to elaborate his views mentioned therein. He briefly surveyed the development of geological and geophysical education in India and made certain suggestions for its future development.

During the course of the meeting, Dr. Wadia made the following points:

(a) The country would require about 2,000 to 2,500 trained geologists over the next ten years. The present ^{training} facilities are adequate to supply the requirements of trained personnel but the training programme itself needs to be considerably strengthened and supplemented.

(b) The present training programmes are not suitable for producing mature field workers. The training programmes should emphasise adequate field-work. Visits to different mines, mountain and sites should be regular feature of the syllabus.

(c) A Central Geological Institute may be set up to provide advanced training in exploration work in different fields. The Institute may admit about 50 post-graduate students per annum. There is a great need

for such a type of institution - particularly in view of
the fact ^{that} the Petroleum Institute or O.N.G.C. does not have
any training programmes for higher level personnel.

(d) Although geophysics is a separate subject,
geologists should also be given good grounding in
geophysics.

(e) There is no need for multiplying training centres
for geologists. There may be about a dozen centres spread
all over India but these centres should be very well
equipped and adequately staffed.

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

Dr. D.N. Wadia.

J.P. Naik
Member-Secretary.

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

Summary Record of the Evidence of Dr. B.H. Mehta
before the Education Commission on 10.7.1965.

Shri J.P. Naik, Member-Secretary, who presided over the meeting in the absence of Chairman, welcomed Dr. B.H. Mehta and requested him to give some of his views. Dr. Mehta observed that he had already sent a note containing some of his views to the Chairman of the Study Group on Education of Backward Classes. During the course of his evidence, he mainly dealt with the education of tribals and made the following points:

(1) The Commission should clearly define the philosophical concepts which guide its recommendations. It is such concepts which should determine the goals. Local people should not be allowed to tamper with the goals of education, once they are laid down at the national level.

(2) Dr. Mehta laid emphasis on the universal and human objectives of education. He did not believe much in the national objectives of education which, in his opinion, led to narrow nationalism. He declared that he was more interested in the problems of tribals vis-a-vis non-tribals.

(3) Dr. Mehta then gave a brief resume of the tribals of Madhya Pradesh - Gonds, Rajgonds, Koyas, Mauriyas, Kalals - their origin, social customs, religious institutions, etc. Dr. Mehta was of the view that although in the census returns these peoples have been classified as tribals, but their social organization was certainly not of a 'Tribe'. They were at best 'clans'. They were classified as tribals during British days because of the then prevailing tendency to play down the number of Hindus. In this connection Dr. Mehta also referred to the studies of Elwin and other Western anthropologists and observed that these too were biased against Hinduism.

(4) Dr. Mehta also observed that Gonds called themselves Nais (barbers) and they were, therefore, not entitled to benefits admissible to scheduled caste and backward class students. Similarly Kalals, who mainly dealt in country liquor, were also not given the benefits admissible to scheduled castes and backward classes.

(5) Dr. Mehta was of the view that the educational programmes for these so called tribals should be planned with reference to the following factors.

CURRICULAM:- The existing Madhya Pradesh curriculum was not suitable for these areas and it should be suitably revised. The curriculum for these areas should be drawn up for the whole day and it should be made to cover various aspects of their social and cultural life.

HILL-SIDE AGRICULTURE:- Dr. Mehta emphasized that hill-side agriculture should be given due importance in the education of tribal children. He felt that since these people had to live in forest surroundings, Botany comes natural to them and we must take advantage of this fact in planning their education.

(6) The Educational Institutions should be planned as centre of tribal culture. Schools should also provide extra-curricular activities such as dancing and music.

RELIGION: Religion occupied an important place in the daily life of the tribals. In any scheme of education of these persons, it would be necessary to invent new rituals and to link them with the daily life of tribals. In this connection, Dr. Mehta suggested harvesting ritual, cultivation (or sowing) ritual, hunting festival, etc. which had been adopted by his institution.

Dr. Mehta was of the view that keeping in view the peculiarities of the tribal life, it would be necessary to ensure that the education imparted to them was not an abstract ideological basis but should take them up gradually through nature worship. He explained that in his nursery school, he had made a practice for students to worship the trees for 30 minutes every day. During this time, the students gathered around the trees and even climbed up the trees to clean them but not to destroy them. In this way he thought that the forests could be preserved and further developed which would give a tremendous fillip to the economic activities to the region.

(7) Dr. Mehta also pointed out that at present 23% of the total land in the country is covered by forests but the density of population in these areas is very low - 25 to 100 per square mile. The education of these people should be planned keeping in view the fact that forest land is capable of multiple economic activities, including hill-side agriculture. The education of these people should be given due attention to teach them such subjects as Geology, Botany, Zoology, Biology, Agronomy. Courses have to be especially framed for students in these areas. Dr. Mehta emphasized that agriculture should grow along with forestry and hill-side agriculture.

(8) Dr. Mehta was not in favour of handing over elementary education to Panchayati Raj Institutions. He felt that it would create serious problems. He was of the opinion that there is tremendous scope for the Central Government in the field of education. States too have a distinct role to play.

(9) With regard to national integration, Dr. Mehta was of the view that the problem of integration should be

tackled in a natural way and there should be no deliberate or conscious effort in this regard. Seeds of disintegration are sowed by exploitation of the backward people and if this tendency could be avoided, national integration would not present any serious problem. Efforts should be concentrated on reducing imparities in economic development in different regions,

(10) As regards training of sociologists, Dr. Mehta was not in favour of sending students to U.S.A. and other countries for advanced education in sociology. He characterised advanced education in America as 'education in ignorance'. He said that scientists should be original thinkers and every scientist in this sense was his own creation. A sociologist had to remain in touch with the social phenomena to study Sociology. Sociology was a study of social change and nobody could study this science without remaining in touch with the social environment on the spot. It would, however, be necessary to provide adequate facilities for sociological studies in the country. In this connection, he suggested creation of 6 (six) research cells in different regions.

(11) Dr. Mehta also drew attention to the special problems of education of Ahirs. These people lived in grassy lands and each family owned about 5,000-6,000 heads of cattle.

(12) As regards education of ex-criminals, Dr. Mehta was of the view that it was wrong to call these people as ex-criminals. In his opinion these people were not at all criminals, but they had been so labelled by the feudal lords because they loved their freedom very much and could not concede to the Feudal concepts of private property, servility and law and order. It is necessary that we should take due note of these factors in planning their education, and give them special treatment.

(13) Coming to the role of Education and community Development Departments, Dr. Mehta felt that the role of education was a more fundamental one and the Community development could help only in a secondary role.

(14) He emphasized the role of co-operation in education and said that for the different social order which we are going to create, we need co-operative men, with a co-operative mind in a co-operative society. The process of education has to emphasize togetherness and the object should be simultaneous socialization of the individual along with his individual development.

(15) Asked to comment on the utility of basic education, Dr. Mehta said that he was in favour of activity education. In his opinion, the German system was better. There should be

education for work. At the secondary stage the child educated for leadership and society and the curriculum should be adjusted accordingly.

(16) The question of education of girls, youth working adults and women should be tackled separately. In the education of girls, sex education should play an important part. Co-education would not be tolerated in tribal areas. Education of girls should be planned keeping in view the social customs and social institutions (ghetools) prevalent in these areas.

(17) Dr. Mehta characterised single-teacher schools as substandard education for second class citizens and pointed out that there would be lot of resentment among the tribals for this sort of education. In any scheme for education of tribals great emphasis should be laid on Science teaching and he suggested teaching in science such as Geology, Botany, Zoology, Agronomy etc. in order. Development of skills should keep pace with development of knowledge. Hill-side agriculture and forestry should receive important attention for long term development region.

(18) As regards medium of instruction, Dr. Mehta was of the view that we should not disturb the existing practices. He was, however, for abolition of teaching of Sanskrit and to reduce the emphasis of teaching of English.

(19) In the end Dr. Mehta emphasised that in dealing with the problems of tribals, backward classes, ahirs and ex-criminals all the efforts should be directed towards their economic and educational development and not at detribalizing them (as had been the practice in the past). They should be gradually assimilated in the main-stream.

The meeting came to an end with a vote of thanks to Dr. B.H. Mehta.

J.P. Naik
Member-Secretary

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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SUMMARY RECORD OF THE EVIDENCE BY SHRI KASTURBHAI LALBHAI BEFORE THE EDUCATION COMMISSION AT ITS MEETING HELD ON 23rd JULY, 1965

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The Chairman welcomed Shri Kasturbhai Lalbhai and introduced him to the Members present. He also briefly explained the tasks before the Commission. The Memorandum submitted by Shri Kasturbhai Lalbhai had already been circulated to the Members of the Commission and the Chairman requested Shri Kasturbhai Lalbhai to state his views mentioned therein. In the course of the evidence, Shri Kasturbhai Lalbhai made the following points:

i) The standard of Primary Education in Municipal Schools is very low. People are willing to pay very high fee for primary education for their children in good schools. This shows that they realize the value of good primary education. Primary Education according to Shri Kasturbhai Lalbhai was the fundamental base upon which an adequate system of higher education can be built. He, therefore, suggested that steps should be taken to improve the quality of primary education in all Government and local body schools. To some extent this could be brought about by raising the salary of teachers and reducing the teacher pupil ratio. He did not agree with the suggestion that some of the people sent their children to costly primary schools on account of snobbery. He said that most of the parents who sent their children to these schools could hardly afford to pay the rate of fee charged in these schools but they were forced to do so since they wanted to provide their children good education.

ii) Shri Kasturbhai Lalbhai referred to the Rules for grant-in-aid of the Gujarat Government which stipulated with every school and even in rural areas should have a pakka building before it was entitled for a grant-in-aid. He did not see any justification for such stipulations in the grant-in-aid rules.

iii) He informed the Commission that there were certain privately run colleges which charged exorbitant amounts as donations before they admitted students. He was of the view that this practice

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should be banned under the law.

iv) Shri Kasturbhai Lalbhai observed that he had been noticing since 1956 a marked tendency in the universities and Boards to award unduly high marks to their candidates in the spirit of rivalry with the universities and Boards. This spirit was unfortunate and damaging. He pointed out that sometimes students had been given as much as 90% to 95% marks. He pleaded that there should be a definite recommendation from the Commission that the highest marks in no case should exceed 75%. He was also of the opinion that it was very necessary to take some immediate steps to bring about parity of standards between different institutions.

v) Shri Kasturbhai Lalbhai suggested that the high pressure of students for admission to colleges and universities could be reduced by diverting students to certain other avenues where there ~~xxx~~ were reasonable opportunities of employment. In his opinion the students of India did not have any definite ideas about their future career as in some other countries and if they could find reasonable opportunities for employment, they would be willing to take any field.

vi) Shri Kasturbhai Lalbhai was also of the opinion that at present most of the institutions for technical education are fairly well-equipped and also have some sort of library and laboratory facilities but the non-availability of the competent staff was the most important factor in keeping their standards down. He was of the view that for a number of years to come, it would not be possible in India to equip the institutions with well-trained staff and educational institutions would not be able to compete with the industry in securing the services of competent persons. He was, therefore, of the view that the training institutions should work in co-operation with industry and the Government. They should be able to draw upon the trained personnel working in industrial organizations as well as government departments, who would be teaching on a part-time basis in the technical institutes. This would be of mutual advantage to all the parties concerned - the industry, the government and the technical training institutes. In this connection he informed the Commission that in one of his mills he himself had started training courses for weavers and this do improve their quality and efficiency considerably

He was of the view that initially all industrialists may not be fully co-operative but they would soon come to realize the benefits which would be accruing to the industry and catch up in the matter.

vii) In reply to the query from the Commission, Shri Kasturbhai Lalbhai agreed that some of the industries would be willing to start technical training institutes if the government gave them grants. He did not favour the idea of tax rebate for expenditure incurred by industries on such training institutes. He felt that our tax structure is already complicated and we should not make it more complicated. He felt a direct subsidy on a certain percentage basis would be much more preferable by the industry. Such training he clarified would, however, be in the nature of specific job training and not some sort of generalized vocational training.

viii) Shri Kasturbhai Lalbhai pointed out that the standards of the 4 Regional Institutes of Technology and the two Institutes of Business Management at Ahmedabad and Calcutta were almost comparable to those of any institutions in the West. The standard in most of the other institutions were very low. He was of the opinion that no engineering college should be opened unless there is competent trained staff. He felt that at the moment greater attention was being paid to the procurement of equipment etc. than to the question of obtaining competent staff. He was of the view that no engineering college should be opened until there was full band of competent staff. In reply to the query from the Commission he said that we will have to build up training personnel slowly and at the initial stage it can be done by obtaining the services of the competent persons from the industry and government employment on a part-time basis.

ix) Shri Kasturbhai Lalbhai was not in favour of opening schools or colleges in backward areas. He felt that this did not allow the students from backward areas the opportunity to come in contact with bright students. He felt that it would be a much better arrangement to select the bright students from the backward areas and to send them to selected institutions where they can come in contact with bright boys and also have the benefit and guidance of better teachers.

x) Shri Kasturbhai Lalbhai expressed himself in favour of introduction of religious education in all schools from the earlier stage. He was of the

view that the common prayer which had been introduced in the schools was not enough. It had to be further supplemented by religious education of three or four periods per week. This education may be given to persons belonging to different religions. He was also in favour of the view that the students should not only be given instructions in their own religion but also be made familiar with some of the major religions of the country.

xi) As regards medium of instruction, Shri Kasturbhai Lalbhai was of the view that at present and for some time to come English continue to be the medium of instruction. Ultimately the medium of instruction at all levels including the university perhaps in the regional language. He, however, added that this would have to wait until such time as suitable text books etc. could be available in the regional languages. Students should however, continue to learn English as an important language as well as Hindi.

xii) The meeting came to an end with a vote of thanks to Shri Kasturbhai Lalbhai.

V.S. Jha
Member.

1. The Chairman
2. All Members/Member Secretary
3. All Officers.

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Summary Record of the Evidence by Family
Life Institute, Association for Moral and
Social Hygiene, New Delhi before the
Education Commission on the 2nd August, 1965

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The Family Life Institute, All-India Association for
Moral and Social Hygiene, New Delhi was represented by the
following:

1. Mrs. Shakuntala Lal General Secretary, AMSHI
2. Mrs. Mukand Rao Counsellor, AMSHI Family
Life Institute.
3. C.K. Basu Dept. of Psychology, Delhi
University, Delhi-7.
4. H.P. Mehta Deputy Director, D.G.E.T., Ministry
of Labour and Employment.
5. Dr. W. Mathur Convener Health Sub Committee
AMSHI and retired ADG, DGHS.
6. Shri B.K. Bakshi Social Worker, Family Life
Institute, New Delhi.

(2) Shri A.R. Dawood, Member, Education Commission,
welcomed the representatives of the Association on behalf of
the Commission and introduced them to the Members of the
Commission. The memorandum submitted by the Association had
already been circulated to the Members. The General Secretary
of the Association gave the Members a further supplement of
comments and suggestions received by the Association on its
memorandum on Sex Education from different institutes and
organizations. They also presented another paper on "Family
Life Education Course for Parents - Parent-child Relationship".

(3) Mrs. Lal, General Secretary of the Association
gave a brief account of the development of the Association for
Moral and Social Hygiene. She pointed out that about 10 years
ago a modest beginning was made with a University Counselling

Centre at the University of Delhi. The Centre provided individual counselling services and very soon it came to realize that most of the problems of the students related to their lack of knowledge about proper sex habits.

(4) The Association then briefly explained the views mentioned by them in their memorandum. They emphasized that sex played an important part in the life of a man but neither the home nor the school paid enough attention. The Commission was informed that some studies had been made of medical students about the source of obtaining information about sex matters. It was found that 80% of the students had no formal knowledge. The main sources of their information about sex matters were, (i) Ayahs, (ii) friends, (iii) mothers and (iv) books - in that order. This was obviously an unsatisfactory state of affairs. It was felt that in the changed social situation, schools should play an important role in providing sex education to students. Some of the Members of the Association pointed out that they had organized a few seminars at which students and parents had evinced considerable interest in the subject. They were of the view that schools and colleges would be willing to introduce sex education if there was some official backing for the programme.

(5) The Members of the Association were of the view that sex education should not be treated as a separate subject but requisite information should be conveyed to students as a part of different subjects such as Biology, Botany, Physiology, Hygiene, etc. It was felt that sex education could easily be integrated with General Science and Social Studies.

Best results could be achieved if the students were imparted the requisite knowledge at as early a stage as possible. Formal sex education would not be necessary beyond the secondary stage. At the collegiate level formal sex education would not be feasible. College students were more mature and could take care of themselves by obtaining the requisite knowledge from standard books. At this stage a programme of extensive counselling and guidance would be needed.

(6) In order to implement this programme, it would be necessary to give suitable training to teachers so that they may be able to impart correct information and adopt a clean approach with a spirit of detachment. The language to be used should also be dignified. The Association, in its memorandum, had suggested that the teachers selected for training in sex education should be graduates and preferably teachers of Science subjects. It was felt that it would not be possible to get graduate teachers at least in primary schools. Moreover if sex education were to permeate the whole atmosphere of the school, the more important thing would be to select a teacher who could impart the information in a right way rather than limiting it to teachers of Science - though teachers of Biology might be in a better position to do this. It was pointed out in this connection that the experience of Western countries had been that women teachers made better teachers for sex education- specially in the case of girls.

(7) The Association suggested that it would be necessary to organize short-term training courses in sex education for serving teachers to begin with. As a long-term programme, the Association suggested that sex education should

be incorporated in regular teacher-training course. A beginning in this connection was already made by the Regional Colleges of Education established by the NCERT. This has to be extended to all the Teacher-Training Institutions.

(8) While there might be some difficulty in getting right type of teachers for imparting sex education at primary stage, there were also some obvious advantages in starting sex education at this stage. An important advantage of starting early is that the knowledge is easily assimilated. Giving sex education at an advanced stage is comparatively more complicated.

(9) There was, however, a general feeling that the programme of sex education in the first instance should be introduced among the higher secondary schools as the number of these schools was not very large.

(10) It was felt that introduction of sex education in rural areas would present much more serious problems. It would, therefore, be desirable to organize some pilot studies in the first instance before the programme is extended to other areas.

(11) While sex education should mainly be the responsibility of those teachers who have received specialized training in the subject, all the teachers in a school should co-operate in creating a suitable atmosphere for sex education. It has been found that the response from students is much better if an atmosphere of inquisitiveness was already created by different teachers.

(12) It was also felt that the problem of sex education was to a very great extent linguistic problem. There was a great

need to create strong social opinion against abuses. The persons charged with imparting sex education should try to get over their own inhibitions and should not feel any shame in talking about the subject.

(13) It was felt that in any programme of sex education, parents would also have to be brought in the picture. The success of the programme would depend upon the extent to which the parents were taken in. Voluntary organizations will have to play a very important role in educating parents about the need for sex education to their children.

(14) The Association in its memorandum suggested the setting up of a separate Advisory Board for Sex Education in every state. The Commission pointed out that there were already a large number of advisory bodies and it would ^{not} be worthwhile to multiply their number. It was agreed that there should be a single advisory body for health education which should also look after the problems of sex education. It was also felt that it would be much better to treat sex education as an integral part of health education so that the programme could have larger acceptability. The concept of health education should be amplified to include physical and mental health.

(15) The State Advisory Board of Health Education should also undertake studies on the evaluation of sex education techniques. There should also be a suitable machinery in the Directorate of Education for feed-back of experience in the schools so as to improve the prevailing techniques.

(16) In reply to a query, the Association informed the Commission that the syllabus in sex education suggested by it in the memorandum was on the basis of syllabus in sex

in Sweden, America and some other western countries. The Commission suggested to the Association that copies of the memorandum might be sent to some of the schools for their opinion about the syllabus as the problem would largely be concerning them.

(17) It was felt that there was a great dearth of suitable literature on the subject. The Commission, therefore, suggested that the Association for Moral and Social Hygiene should bring out some literature on sex education. The books should provide authoritative information, and should at the same time be readable, interesting and clean. The representatives of the Association presented to Commission a copy each of the Students' and Teachers' Manual of the Hand Book on Sex Education brought out by the Association. It was felt that there was a considerable scope for preparing more books and teaching aids. The books prepared by the Association may be published with the help of National Council of Educational Research and Training or National Book Trust.

(18) It was agreed that sex education should form an intergral part of health education. The success of the programme would depend largely upon having right type of teachers. This, in turn, depended upon their proper training. It was also felt that in the initial stages, heads of the institutions would have to be very actively involved in any programme of sex education.

The meeting ended with a vote of thanks to the Association.

V.S. Jha
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 Dr. Malcolm Adiseshiah, Deputy Director General, U.N.E.S.C.O. held on the 3rd August, 1965.

The Chairman welcomed Dr. Adiseshiah and Dr. Betancour of UNESCO and introduced them to the Members present. He observed that he was particularly happy to welcome distinguished guests from the UNESCO since the UNESCO had helped the Commission in its work by men, material and ideas. Dr. Adiseshiah in reply observed that he too was very happy to be with the Members of the Commission, as he had been actively connected with the setting up of the Commission right from the embryonic stage.

Dr. Adiseshiah stated that the Indian Education Commission was unique in some respects. Firstly, the Commission had very wide terms of reference and covered almost the entire field of education. This had not been done in the past in anyone of the 119 Member-Nations of the UNESCO. Secondly, education, like foreign policy, is often regarded as the sole responsibility of the nation, but the Indian Education Commission was international in its composition. UNESCO had to devise special procedure for providing Members and Consultants from abroad to India at the instance of the Government of India. Thirdly, the Commission was also unique in as much as it had to concentrate upon qualitative improvements in the system of education, the quantitative expansion being left to the Planning Commission. UNESCO was looking forward with great interest to the report of the Commission.

Dr. Adiseshiah added that he was personally interested in the work of the Commission since it was dealing largely with fields which were not susceptible of normal scientific measurement, e.g., teacher-pupil ratio or identification of talented pupils, etc.

Dr. Adiseshiah also referred to the report of the Asian Conference held at Tokyo which has prepared a model plan for 1980. He informed the Commission that he had given a copy of this report to E.M. 14 new equations have been evolved in the report and it would be of considerable value to those interested in Economics of Education. This report, he added, would be further considered at the November meeting of the Education Ministers from the Asian countries at Bangkok.

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On behalf of the Commission, it was pointed out that quality and quantity were intimately related in education and in any economy of scarcity, quality of education could not be considered apart from quantity. Reconciliation of the relative claims of quality and quantity led to the problem of priorities with which the Commission to grapple.

Prof. Adiseshiah was requested to give some of his views about the priorities in the field of education. In this connection Dr. Adiseshiah observed that one thing that struck him the most was the lack of emphasis on agricultural education in the educational system of the emerging countries. Agriculture is the main stay of economy in these countries, but it is not reflected in the educational system.

Dr. Adiseshiah was of the opinion that the existing educational system was the out-growth of urban post-industrial & civilisation. The erstwhile colonial countries was largely a reflection of the educational system of imperialist countries. A new pattern would have to be evolved to suit to the needs of the emerging countries.

Next priority, Dr. Adiseshiah observed, should be given to qualitative improvement of second level of education. At this stage Science education should also be given due attention.

Dr. Adiseshiah emphasised the need to check wastage in Primary education. He characterised it as 'the greatest mis-investment' of resources which an emerging country could hardly afford.

Dr. Adiseshiah also referred to variety of problems in different countries of South East Asia. It was explained to Dr. Adiseshiah that although India was one country politically, it was so large a country that almost every variety of problem existing in different countries was reflected in different regions of India. It had to find out a suitable pattern of education suited to it.

Dr. Betancour, Assistant Director, UNESCO also addressed the Commission. He emphasised the importance of (a) relating education to economic realities in the country; (b) leadership; (c) relating education to productivity; and (d) improving quality of education through: (i) programmes of teacher training; (ii) relating curriculum to the capacity of students, (iii) improvement of methodology of teaching, and (iv) utilising various audio-visual aids. Dr. Betancour also emphasised the need for better understanding between planning and administrative machinery. He also added that greater attention should be

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paid to educational research, which would help to utilise limited resources to the maximum advantage.

The meeting ended with a vote of thanks to Dr. Adiseshiah and to Dr. Betancour.

V.S. Jha
Member.

Chairman
All Members/Member-Secretary
All Officers.

tion. Such institutions should be set up at all levels - primary, middle, secondary and they should be residential in character. Setting up a chain of such schools should enable even deserving poor people to get the best available education in the country on purely merit basis.

(3) All private institutions which receive financial assistance from the government should be asked to admit at least 30% of the students on the basis of merit only, irrespective of their capacity to pay fees.

(4) Teachers who are doing good work should be recognised. A team of experts should visit the school, see the teacher actually doing his work in the class, and on the basis of the markings done by them he should be given promotion, no matter what class he is teaching.

(5) In order to encourage teachers doing good work, the government should institute a scheme of "Merit Pay" for teachers. The State Government of Rajasthan has already introduced a scheme for officers in the Technical Departments but that is not applicable for the teaching staff. Under the Rajasthan Scheme there are three grades of merit pay (I) Rs. 150 per month, (II) Rs. 100 per month and (III) Rs. 50 per month to be awarded to the persons selected. What is needed is an extension of this scheme on a national scale and in a big way and covering teaching staff.

education. At this stage Science education should also be given due attention.

Dr. Adiseshiah emphasised the need to check waste in Primary education. He characterised it as 'the greatest mis-investment' of resources which an emerging country could hardly afford.

Dr. Adiseshiah also referred to variety of problems in different countries of South East Asia. It was explained to Dr. Adiseshiah that although India was one country politically, it was so large a country that almost every variety of problem existing in different countries was reflected in different regions of India. It had to find out a suitable pattern of education suited to it.

Dr. Betancour, Assistant Director, UNESCO also addressed the Commission. He emphasised the importance of (a) relating education to economic realities in the country; (b) leadership; (c) relating education to productivity; and (d) improving quality of education through: (i) programmes of teacher training; (ii) relating curriculum to the capacity of students, (iii) improvement of methodology of teaching, and (iv) utilising various audio-visual aids. Dr. Betancour also emphasised the need for better understanding between planning and administrative machinery. He also added that greater attention should be

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the evidence by Shri B.S. Mehta, Chief Secretary, Government of Rajasthan, before the Education Commission, on the 3rd August, 1965.

Shri B.S. Mehta, Chief Secretary, Government of Rajasthan met the Education Commission on the 3rd August, 1965 to place his views on some aspects of education for consideration by the Commission. Shri Mehta had already submitted a memorandum outlining his views and the discussion was based on this paper which had already been circulated among the members. The following points were highlighted by Shri Mehta during the course of the discussion:-

(1) First priority should be accorded to consolidation rather than to expansion, in the field of education in the fourth Five-Year Plan. Increasing emphasis should, therefore, be laid on more equipment, better quarters and better equipped teachers to improve the quality of education at all levels.

(2) The Government should set up model Institutions on the pattern of public schools and admit students who have done well and who show aptitude for receiving higher education. Such institutions should be set up at all levels - primary, middle, secondary and they should be residential in character. Setting up a chain of such schools should enable even deserving poor people to get the best available education in the country on purely merit basis.

(3) All private institutions which receive financial assistance from the government should be asked to admit at least 30% of the students on the basis of merit only, irrespective of their capacity to pay fees.

(4) Teachers who are doing good work should be recognised. A team of experts should visit the school, see the teacher actually doing his work in the class, and on the basis of the markings done by them he should be given promotion, no matter what class he is teaching.

(5) In order to encourage teachers doing good work, the government should institute a scheme of "Merit Pay" for teachers. The State Government of Rajasthan has already introduced a scheme for officers in the Technical Departments but that is not applicable for the teaching staff. Under the Rajasthan Scheme there are three grades of merit pay (I) Rs. 150 per month, (II) Rs. 100 per month and (III) Rs. 50 per month to be awarded to the persons selected. What is needed is an extension of this scheme on a national scale and in a big way and covering teaching staff.

(6) In order to retain teachers in the teaching line in schools it would be helpful if a grade like Rs. 200 to 750 is kept up for school-teachers so that each one of them is able to look for at least the maximum of the grade, if not anything better.

(7) The training arrangements as are made at present are unsatisfactory. It would be necessary to introduce inservice training for teachers and to cover all teachers on a regular periodic basis.

(8) Most of the State Government have taken up production of textbooks under departmental control. Difficulty is, however, experienced everywhere to produce quality textbooks. One idea in this connection would be that the Centre produces textbooks at least for the elementary stage, on all subjects with the help of a National Organisation, drafting the services of top people competent in the subjects and subsequently get them translated into the regional languages.

It would be useful if such a National Board also takes up the production of books for libraries for the students of the elementary stage.

(9) The teachers in colleges today have very little practical knowledge of the people and their problems, as also the working of administration. This is mainly due to the fact that they do not have opportunities for getting first hand knowledge of these problems. An improvement to this situation can be brought out by drafting teachers to administration and administrators to teaching at higher levels.

(10) There should be a statutory provision restricting admission to institutions of higher learning so that students who have attained certain level of proficiency alone would be admitted to such courses.

(11) The curriculum and syllabi of the schools do not provide for any training for inculcating good manners and clean habits among the students. This should be incorporated in the curriculum at the school stage particularly at the elementary stage.

(12) The Scout Movement has received a set back in the post-independent period. In view of the obvious usefulness of this movement it is necessary to revive this at the earliest opportunity.

(13) A good deal of the wastage at the elementary stage can be met by providing continuation classes at the middle stage.

(14) There should be a 4 years' course for secondary education after an 8 years' course for elementary education.

(15) The schemes of Basic Education and Multipurpose schools cannot be considered to have been successful.

(16) English should be introduced in schools only after the elementary stage of education. English should, however, be introduced from Class IV onwards in the special schools that are proposed to be established throughout the country and where students of merit only are to be admitted.

(17) No new universities should be set up in the country during the course of fourth Five-Year Plan period.

(18) The Indian Education Service is not favoured for the main reason that it would prevent teachers from working in a particular institution all through their career. This is particularly important in institutions of higher learnings where a teacher is required to identify himself with a particular institution for its proper and efficient growth. The establishment of I.E.S. should therefore be considered a retrograde step.

(19) The three language formula should be implemented with all sincerity. While education up to the higher secondary stage should be imparted in the regional language, the need for learning at least two more languages, one of them preferably English is only obvious, if unity is to be maintained.

(20) Medium of teaching in the Universities in regional languages should not result in depriving the institutions of higher learning, of the services of good teachers from other stages for the reason that they are not in a position to teach the students in their regional languages.

(21) Organisation of Social Camps should be taken up on a large scale as it should be very useful both for the students and for the community. These camps should be made compulsory and should include social work in the form of Social Education including adult literacy classes.

(22) It should be made compulsory for every student who passes the matriculation examination to make certain number of adults, literate.

(23) One main consideration for the Fourth Five Year Plan should be to make all persons who are 25 years and below, literate.

(24) There should be a Directorate of Youth Movement in every State so that the programme of youth movement could be organised effectively.

(25) Our textbooks are not providing any moral background to the youth. They should, therefore, be revised and the lessons which bring home the basic moral values are incorporated in them. For this the life-sketches of great leaders of humanity whether they are Hindus, Budhists, Sikhs or Christians or any other religion should find a place in them.

J. P. Naik
Member-Secretary

P.S. to Chairman

All Members/Member-Secretary/Associate Secretary/Consultants

All Officers

Summary Record of the Evidence by
Shri S.D.Pande, Secretary, Birla Education
Trust, Pilani before the Education Commission
on 6.8.65.

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A cordial welcome was accorded to Shri S.D. Pande who was also introduced to the Members of the Commission present. The memorandum sent by Shri S.D.Pande had already been circulated to the Members. Shri S.D.Pande was then requested to give some of his views on the current educational problems. In the course of his evidence, Shri S.D.Pande made the following points:

i) The basic need was to give attention to the children in rural areas where more than 80% of the population lived. He suggested that the Commission should pay visits to some of the rural areas to gain a first-hand experience of the situation prevailing in these areas. The Chairman agreed that the Commission should visit a few rural areas also.

ii) Education should take into consideration the special needs and requirements of the area in which the school is situated. The direction of the new educational effort in schools should be to encourage teaching of science and technology in the context of the local conditions.

iii) Panchayati Raj Institutions have failed to create enthusiasm amongst teachers. The Panchayats should not at the present stage be entrusted with the responsibility of school education.

iv) The syllabus for rural schools should be suitably revised. Some subjects should be common both for schools in the urban as well as in the rural areas. Some subjects should be optional and rural areas should teach those subjects which have a bearing on the local environment. Shri Pande added that much depends upon the teachers' approach to a subject than to the content of the syllabus. A good teacher can easily relate many things to matters of local interest.

v) Village teacher is very often not satisfied with his posting. He neglects his work so that he might be transferred. It was felt that this problem would continue until all villages were electrified and modernised. It was also felt that with the coming into existence of the Panchayati Raj institutions, intelligent people in the villages had got some opportunities to enter into local politics and to go in for village leadership. This would in course of time check the tendency to migration to urban areas.

vi) National service should be made compulsory. It would be desirable to create an organisation on the basis of American Peace Corps. It might be possible to give the participants later on some accumulated benefits for the work done during national service to

vii) Craft-work should be a core subject. In every school there should be a workshop. To encourage students in craft work, they should be allowed to take their products home if they so desire on payment of price of materials only.

viii) Schools should adopt certain areas and do intensive work in these areas to eradicate illiteracy within the shortest time.

ix) Engineering colleges should also run in two shifts to economise on capital costs and to double enrolment without any additional expenditure.

x) Special programmes should be developed for (a) gifted children, (b) handicapped children, and (c) socially unwanted children, e.g. orphans.

xi) Secondary education should extend to 12 years, divided as 8 + 2 + 2 = 12, and should achieve the old intermediate standard. There should be an examination at the end of class 10, after which students could go in for training in different trades and crafts. They could also go in for a 3-year training course for teachers in Middle School. For secondary school teachers these should be an integrated four year course after class XII.

xii) Shri S.D. Pandey suggested two stages - class X and the first degree at which the standards throughout the country should be nationally recognised and comparable.

xiii) Regional language should be the medium of instruction at all stages but every one should be required to have good working knowledge of English, Hindi (or the language of a neighbouring state in the case of Hindi speaking areas) and English should be taught compulsorily. International terminology and signs could be retained as such and should be common to all languages.

xiv) Greater care should be taken of the handicapped children. They should be taught some crafts to enable them to make a living and to make their lives happier.

The meeting ended with a vote of thanks to Shri S.D. Pande.

V.S. Jha
Member

Chairman
All Members/Member-Secretary,
All Officers

Summary record of the Evidence by Dr. B. Alphonso Karakala before the Education Commission on 6th August, 1965.

Dr. V.S. Jha welcomed Dr. Karakala on behalf of the Commission and introduced him to the Members present. He then requested Dr. Karakala to give some of his views about the development of a programme in humanities in Indian Universities. In the course of the discussion, Dr. Karakala made the following points:-

(1) Need for the programme: Dr. Karakala pointed out that in American Universities, the courses in humanities were already well established. They had introduced regular courses in European humanities some time ago and now new courses in oriental (Asian) humanities were being introduced. The need for these courses was felt on account of realisation of the fact that most of the present day conflicts in the world were due to cultural conflicts and a lack of understanding of traditions of other people. It was clearly realised in United States that the scheme of good or bad in different cultures differed widely. The policy makers had, therefore, to know the different cultures better so that they should be able to deal with international affairs in a much more realistic way. It was felt that the training of the rising generation was going to play an important role in making policy decisions in 1980-90 and it had to be planned right from now. The American University had, therefore, devised special syllabus for giving them the requisite training and background.

Dr. Karakala then gave a brief account of the programme as it had evolved in the Columbia University.

It was pointed out to Dr. Karakala that even the programme for general education in Indian Universities had to suffer on account of lack of suitably trained teachers. Dr. Karakala observed that we should make a slow beginning and as the body of trained personnel became available, the programme could be gradually extended to cover all the Universities. He suggested a small beginning in the first instance. Some selected teachers may be given training initially with the help of eminent Indians and a few foreigners, if necessary. They in turn, should be able to introduce the programme in their respective institutions.

A suggestion was also made that provision should be made for teaching of elements of humanities in all scientific, engineering and technological institutions.

It was felt that a number of approaches could be adopted in study of humanities - literary, philosophical, religious or historical. The general

feeling was that the historical approach would be the most suitable approach, though the other approaches should not be ruled out altogether. The Commission agreed with Dr. Karakala that there was an imperative need to familiarise Indian students with their culture and traditions.

Dr. Karakala also pointed out that ancient Indian works were being translated in foreign countries, but not much was being done in India in this direction. Recently USSR had translated Chanakya's Arath Shashtra in Russian.

It was also felt that the development of a programme of studies in humanities would require cooperation of different disciplines. It may also require inter-university cooperation at the national as well as international cooperation.

The meeting ended with a vote of thanks to Dr. Karakala.

V.S. Jha
Member.

Chairman
All Members/Member-Secretary
All officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of Evidence by Shri K. Kamaraj,
President, All-India Congress Committee before the
Education Commission on the 9th August, 1985.

The Chairman welcomed Shri K. Kamaraj, President, All-India Congress Committee and introduced him to the Members present. He also briefly explained the tasks before the Commission and informed Shri Kamaraj that the Commission would be interested in his views about making education more effective and purposeful in the social and economic development of the country, role of education in national integration, role of Panchayati Raj institutions in education, free education, financing of education, medium of instruction, student indiscipline, national integration etc. or any other problem in which he may be particularly interested.

2. Shri Kamaraj emphasized the urgency of mass education at school level. Teaching should be effective to make children aware of the unity which prevails in the rich variety and diversity in the country. Even at the primary stage, a child should be familiarised with how peoples in different parts of this great country as well as in other countries lived. Students should be prepared for participation in the national life. Since masses are poor, there is no escape from free education, whatever be cost. Free education should cover not only tuition fees but also such other essential facilities as free meals, textbooks, and clothes.

3. Role of Panchayati Raj Institutions in Education: Shri Kamaraj observed that in Madras education upto Higher Elementary stage had been transferred to the Panchayats and in his opinion it was the right thing. He agreed that lately estrangement between Sarpanches and M.L.As. had been growing but he did not expect any great damage from this to the cause of education. Some complaints about abuse of powers by panchayats had also come to his notice, particularly in respect of transfer of teachers but he did not consider these complaints to be so serious as to cause concern. Things like this are inevitable in the first rush of power and the experiment of democratic decentralisation need not be reversed on this account. Public opinion will have a healthy impact in course of time. He added that there was a need for stricter supervision on the part of administration to correct and check such malpractices. Panchayat Unions should also be advised not to do such things.

Note: The Members of the Commission put their questions to Shri Kamaraj in English but he replied to them in Tamil. Shri R.A. Gopalaswami, a Member of the Commission and Shri G.B. Patki, P.S. to Shri Kamaraj translated Shri Kamaraj's replies into English.

4. Elections to Local Panchayats and Panchayat Unions: It was pointed out to Shri Kamaraj that on account of Congress party's decision to keep out of panchayat elections, certain unhealthy trends had developed. Panchayat elections were being fought on the basis of casteism and of local factions. In some backward and tribal areas, creditors and money lenders got themselves elected to Panchayats and such anti-social elements actually came in the way of social and economic development. It was, therefore, suggested that at the Panchayat level, Congress should fight elections not on the basis of an all-India programme but of a programme emphasising local requirements such as education, health and community development. Shri Kamaraj explained the policy of the Congress party in this connection and he felt that the decision of the party to keep out of elections at the local level was basically a sound one, and the present position should continue. So far as the second level, viz. Panchayat Unions at the District level were concerned, the position could be reconsidered. He further pointed out that in any case casteism and local feuds played an important part even in state elections. The malaise was more deep-rooted and we have to reckon with it. The only way to get rid of it was to go in for economic and social development.

5. Lower educational standards under Panchayati Raj Institutions: Shri Kamaraj did not agree with the view that transfer of education/panchayats led to lowering of standards in the educational institutions. Lower standards, he believed, were due to inadequate facilities in the shape of equipment, text-books and properly qualified teachers provided by the State. Panchayats had not caused any deterioration which could be avoided by keeping schools under the State Govt. He agreed with the suggestion that the teachers looked to Sarpanchs for favours but added that this was rather immaterial as in the past they looked for favours to the District Boards or Educational Inspectors. Teachers sometimes themselves played double role. He asked the Commission to take balanced view of the situation, and wherever necessary inspectors should strictly check the malpractices.

6. Education for a new order: In reply to a query as to how to avoid a conflict between the traditions which bound the society, some of which were of great value on the one hand and modernising tendencies of the new world of science and technology, Shri Kamaraj suggested that we must try to retain some of those rich traditions which have been valuable; but certainly we should look ahead and endeavour to modernise Indian society.

7. Education of the talented: In reply to a query whether providing special schools for the talented could be considered anti-democratic, Shri Kamaraj observed that he was in agreement with the view that absence of means should not come in the way of the talented. He, however, agreed with those who considered setting up special schools for the talented as anti-democratic.

Our present methods of identifying talent had many limitations. He, therefore, suggested that upto school stage all should have equal opportunities. Special provision for the talented may be at the college stage only. There was a general agreement in this connection that there should be separate tests for urban and rural children and there should be greater scope for decentralisation in application of tests. A suggestion was made that the first two or three top students in the highest class in schools in the rural areas be given special facilities for higher education and regarded as the material from which talent may be expected. Shri Kamaraj, however, was of the view that by limiting competition in this way, the basic problem of identifying the talented would not be solved. He also did not think that talent could be properly identified at the end of class V.

8. Public Schools: Shri Kamaraj agreed with the desirability of banning the "public" schools but he felt that the present was not the appropriate time for the purpose. Those who maintained them had money and even the press was on their side. He was doubtful whether even those in whose interests it was sought to be done would support the move for banning public schools. He agreed that although the Govt. did not pay any grant to the "Public" schools, the students coming out of them had certain indirect benefits and Shri Kamaraj could not completely 'reconcile' himself with such schools since he also believed that the people should have full freedom to get the best education.

9. Free University Education: In reply to a query whether free education at the university stage could be practicable, Shri Kamaraj observed that it was not only a question of money but also of mentality and urge. Education was made free at primary, middle and secondary stage (in some parts of the country) though at every stage doubts were raised whether education could be made free at that stage. Free education has to be brought by stages, by scholarships to the poor, concessions to scheduled castes, scheduled tribes and backward classes. Free university education should be regarded as a distant goal but he would try to hasten the process of reaching it.

10. Universal university education: In reply to a query whether university education should be universal, Shri Kamaraj observed that it had to be so. There was no suitable basis for making selection for admission and restricting the numbers. In the scientific and technical subjects the limitation might be set by the physical facilities available but all avenues could not be closed/ students when they had no other place to go. He did not agree with the view that bulk recruitment for the Central and State services after the Higher Secondary stage would put a check on the number of students going up for university education. He felt that those who were not selected for State services would not give up hope completely and would still go in for university education.

11. Three Language Formula: It was pointed out to Shri Kamaraj that the study of three languages compulsorily by every one upto the university stage, as visualised in the Congress Working Committee's Resolution, was not likely to leave adequate time to be devoted to other subjects like science and mathematics. Shri Kamaraj observed in reply that the three language formula was something inevitable in the circumstances of this country. He added that even in some other countries three or more languages were being taught to students. It was explained by the Chairman that wherever there were good teachers and literary background at home, teaching of two or three languages may not be a much problem. However the children coming from the rural and backward areas could not be expected to do as well and it was pointed out that this was also the experience of some of the advanced countries faced with a similar problem.

The general feeling was that the three language formula might be accepted as an ultimate goal to be achieved through a phased programme. In the early stages of the programme attention should largely be devoted to training of teachers and to research in improved methods of teaching additional languages. The teaching of three languages need not be introduced simultaneously in all the schools. It should first be introduced in good urban schools which have the necessary facilities. It should be gradually introduced in other schools as and when the fully trained teachers became available.

It was felt that what was necessary at this stage for a large bulk of population was that they should be trained to become better agriculturists and better producers and not to be mere linguists. It was, therefore, necessary that their education should emphasize the mother tongue (or the regional language), a little science and technology and some knowledge of English to make them better producers. Teaching of other languages could wait for some time and be developed slowly. It was further pointed out that every student would not have the requisite linguistic ability to pursue three languages upto the university stage compulsorily. It was also pointed out that learning of three languages involved learning of three scripts whereas in the case of European languages, there was a common script. There was also a feeling that the national integration was a complex problem and it was 'exploded fiction' that it could be brought about by merely learning more languages. The opinion in the Commission was somewhat divided as another set held the view that learning a common language was definitely essential to achievement of national integration and the task of learning additional languages could not be regarded as a burden. There were new methods of approach to teaching languages which made learning of language easy.

In his reply Shri Kamaraj observed that these ideas could not be disputed educationally, but the main problem was the language of administration at the Centre. If it were to be Hindi, schools would have to impart competence in that language. The Commission pointed out in this connection that the Central Services covered hardly 1% of the total population. On the other

hand about 80% of the population had to be good farmers and good technicians. They would have no use for 3 languages but would need some knowledge of science and technology. Shri Kamaraj observed that he would be interested in knowing if any formula could be found according to which there was no compulsion for learning languages. Shri Kamaraj further clarified that according to the present decision three language formula was meant for only secondary and higher education. It did not apply to primary education. He also agreed with the view that devoting too much time to languages would affect educational standards in other subjects. The Chairman clarified in this connection that ultimately every Indian should know his own mother tongue, the national language and English or any other foreign language which would serve as a window to the world.

12. Medium of instruction: Shri Kamaraj expressed himself in favour of the mother tongue as the medium of instruction at all stages. However, his experience in Madras was that students preferred English which happened to be the language of administration.

13. Salaries of teachers: It was pointed out to Shri Kamaraj that mainly on account of the large numbers of teachers involved, the country could either have the requisite number of teachers at substantially low level of salaries or to have a lesser number of teachers at decent salaries. A question was raised whether it could be possible to bridge the large gap in the wage differentials that we have got today by fostering a spirit of self-sacrifice. A reference was made in this connection to the Congress resolution restricting the salaries of Ministers to Rs. 500/- per month. Shri Kamaraj observed that while the idea was good and he was personally in agreement with it, he was doubtful if/would get at present enough support to carry it through. He was trying to do something in this connection but it would take time to fructify. He pointed out that even Mahatma Gandhi could not fully persuade some of his colleagues and followers for such a course of action.

14. Student Indiscipline: Shri Kamaraj was of the opinion that lack of certainty about the right direction was the main cause of student indiscipline. Students had also lost allegiance to political parties. They do not see any satisfying programme of action before the country. The more adventurists among the students get symbolic satisfaction of heroic actions in acts of indiscipline. He did not agree with the view that frustration from lack of employment opportunities was related to indiscipline. In this connection he referred to the recent disturbances in Madras in which students of engineering, medical and technical institutions were also involved, in whose case there are plenty of employment opportunities.

15. Adult Education: Shri Kamaraj agreed with the view that the national leadership had not given adequate attention to eradication of illiteracy. We have lost an important opportunity

to harness the enthusiasm immediately in the post-independence period. The problem has become more complex now. People have developed a tendency now to look upto Govt. for everything. Politicians have also encouraged the growth of this tendency. The problem cannot be solved in the normal routine way by the Govt. He agreed that a mass movement had to be built up to eradicate illiteracy in the shortest possible time.

The meeting came to a close with a vote of thanks to Shri K. Kamaraj.

V. S. Jha,
Member.

Chairman
All Members/Member-Secretary
All Officers.

Summary Record of Evidence of Dr.S.Hussain Zaheer, Director General, C.S.I.R. before the Education Commission, held on 12.8.65.

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The Chairman welcomed Dr.S.Hussain Zaheer and introduced him to the Members of the Commission. He then invited Dr.Zaheer to express his views on some of the current educational problems.

2. Dr.Zaheer observed that there are certain reforms to be brought about on which there is almost unanimity of views. He would, therefore, not touch upon them and would confine himself to controversial issues only. In the course of meeting, Dr.Zaheer made the following points:-

(a) Salaries and service conditions of secondary school teachers should broadly be in line with that of administrative posts requiring comparable qualifications. In reply to a query, Dr.Zaheer clarified that he had the Subordinate Civil Service in the State services in view.

(b) English, Science and Mathematics should be compulsory at the secondary stage, and 4-5 years should be devoted to these subjects.

(c) Dr.Zaheer expressed himself against aided institutions. He felt that it was illusory to think that voluntary organisations (or aided institutions) brought in additional resources for Education. On the other hand they indulged in underhand practices. In great many aided schools standard of teaching was not satisfactory. These institutions were also subject to various kinds of political and communal influences.

(d) Private institutions may be allowed but they should not be given any subsidy from the State. Exceptions, however, should be made in special circumstances.

(e) Education upto secondary stage should be free. It was explained to Dr.Zaheer that except U.P. and Bihar education upto middle school stage was free in all other states. Some of the States have also made secondary education free. The trend was in favour of free secondary education.

Dr.Zaheer suggested in this connection, that instead of charging fees in schools the necessary resources should be raised by way of taxes. In this connection he pointed out the case of Ceylon. He added that in Egypt not only education was free but every student

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admitted to university classes was also given a suitable stipend for maintenance. The Commission felt that the case of Egypt or other socialist countries was somewhat different in as much as these countries had selective admissions to the University based entirely on merit. The Chairman felt that the people should also have a right to buy education like any other commodity if they were ready to pay full price for it.

(f) Dr. Zaheer suggested that teachers should be given promotions on the basis of merit. Dr. Daniere pointed out in this connection that even in U.S.A. there had been complaints of favouritism and the teachers' associations were against this system.

(g) In reply to a query from the Commission, Dr. Zaheer observed that he was out of touch with the syllabi prescribed at present in science at the secondary stage, but he felt that it should be taught as an integrated composite course rather than teaching physics, chemistry, etc. as different subjects. It was felt that at present we do not have adequate number of competent teachers who would be able to teach general science or social studies in an integrated manner. It was, however, agreed that in teaching of science emphasis should be more on 'application' than on 'information'.

(h) Dr. Zaheer referred to multiplicity of authorities awarding scholarships at higher level. He felt that while different authorities may continue to award scholarships, there should be frequent consultations between them and the quantum of scholarships awarded under different schemes should also be similar. Procedure for award of scholarships should be simplified.

(i) Dr. Zaheer observed that the quantity and quality of research work done in the universities is not satisfactory.

(j) As regards possibilities of greater cooperation and exchange of Professors between the C.S.I.R. and Universities, Dr. Zaheer observed that the C.S.I.R. would welcome it. C.S.I.R. had actually offered to the universities assistance by way of making available to them for short periods some of the selected staff of the C.S.I.R. but the response from universities was not encouraging. It was felt that U.G.C. might be able to persuade the universities to take greater advantage of the facilities - both in men and materials - available at the National Laboratories.

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(k) Dr. Zaheer did not agree with the view that the scientists in National Laboratories spent most of their time in guiding the work of research students from the universities who were permitted to work in National Laboratories and that their own work in the Laboratories suffered thereby. He pointed out that the scientists were generally willing to share their experiences with students. He also felt that it would be unfair to students to deny them the facilities of guidance by eminent scientists working in the National Laboratories.

(l) In reply to a query whether it would be desirable to develop Research Institutes within the universities and to give them special grant for the purpose. Dr. Zaheer pointed out that the purpose of research in the National Laboratories and that in the universities was somewhat different. Universities were concerned with fundamental research and with adding to the total fund of knowledge. Universities also trained younger persons to attain high intellectual level. The National Laboratories on the other hand were more interested in applied research - in developing scientific techniques and technical know-how.

The meeting came to an end with a vote of thanks to Dr. Hussain Zaheer.

*S. Jha
Member

Chairman

All Members/Member Secretary/Associate Secretary/

Consultants

All Officers

Summary record of the Evidence by the Institution of Engineers(India) before the Education Commission on the 17th August, 1965.

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The Chairman welcomed Sarvashri N.S. Govinda Rao and B. Seshadri, President and Secretary respectively of the Institution of Engineers (India) and introduced them to the Members of the Commission and Task Force on Technical Education (who also attended the meeting by special invitation). He then requested Shri Govinda Rao, President of the Institution to give some of his views regarding development of technical education.

Shri Govinda Rao informed the Commission that the Institution of Engineers had recently conducted a seminar on Technical Education and Its Development (1966 - 81). Shri Govinda Rao proceeded to elaborate some of the points mentioned in the proceedings of the seminars. In the course of the meeting, he made the following points :-

The aim of technical education should be to raise the level of technical man-power and the students coming out of technical institutions should be able to make substantial contribution to national income. He pointed out if we could raise the productive efficiency of workers by 5%, the national income would increase quite considerably.

Coming to the stages of technical education, Shri Govinda Rao drew the attention of the Commission to various stages mentioned on page 3 of the proceedings. He observed that the first level related to elementary school stage and it should be necessary that technical bias/given to the education at this stage. The Commission was in general agreement with Shri Govinda Rao about the need to give technical bias to elementary education. In this connection, a reference was made to the recommendation No.3 on page 4 of the proceedings relating to excursions for observation of productive processes. Shri Govinda Rao clarified that the suggestion made by the seminar related/excursions for training the mind rather than actual productive work experience involving acquisition of technical skills.

Coming to the second level of education, Shri Govinda Rao suggested that at this stage greater attention should be given to technical education. He was of the view that present system of vocational education in I.T.Is and Junior Technical Schools needed to be suitably modified. At present I.T.Is and Junior Technical Schools led the students to a blind alley. This was one of the main reason for the failure of I.T.Is and Junior Technical Schools to attract right type of students.

He was even of the view that these students should be given preference in admission to scientific and technical courses. He was also of the view that methods of teaching in Junior Technical Schools should be suitably revised and greater emphasis should be laid on practical training. Shri Govinda Rao also suggested that the right thing would be to draw up a system which would allow the fullest mobility to students to move over from one system to another.

In reply to a query by the Commission as to what would be the quantum of capital investment required to provide gainful employment to technically trained personnel, Shri Govinda Rao said that the Institution of Engineers had not made any such assessment, but he felt that it would not involve a large capital outlay. The Chairman informed Shri Govinda Rao that a rough study made by the Planning Commission had indicated a capital outlay of about Rs. 20,000 for providing gainful employment to a technically trained person. Shri Rao of the /was opinion that the Planning Commission would not have taken into account the possibility of employment in small-scale industries as well as self-employment on small trades and vocations. He felt that there will never be any instance of unemployment in the case of technically trained man-power.

In regard to a query whether there should be two separate types of institutions for giving vocational education and general education or both the types of education could be given in one institution, Shri Rao pointed out that the Seminar had made a comparative study of the syllabi prevailing in different countries. In the opinion of the Seminar, the Czechoslovakian practice was the best one and in this connection he invited the attention of the Commission to the Czechoslovakian syllabus on pages 56 to 57 of the Report of the Seminar. They had evolved a built-in system of technical education in the general curriculum and diversion of students to technical or non-technical subjects was not necessary.

In reply to another query from the Commission, Shri Govinda Rao suggested that in his scheme of technical education, the drop-outs, i.e., those students who did not proceed to complete their secondary education course should be allowed to go in for apprenticeship training. Apprenticeship training /could be visualised whereby they would receive technical education coupled with some elements of general education in evening or part-time courses. In this connection, it was also felt that in India we do not have adequate industrial base and it would not be possible to provide apprenticeship facilities to all those who may desire.

/could be given either in the industries or some sort of arrangement

Coming to diploma courses, Shri Govinda Rao felt that these were watered down B.E. courses. The diploma holders neither had technical work experience to be able to supervise the work of mistries nor did they have adequate knowledge of design and planning. The courses were also too wide. He

was of the view that it would perhaps be desirable to split diploma courses in civil engineering into two or three separate courses. It was pointed out to Shri Govinda Rao that India had not yet reached high degree of specialisation and it would, therefore, be undesirable to restrict the employment opportunities for diploma holders by making their courses more specialised.

As regards degree courses, Shri Govinda Rao felt that, by and large, these courses were satisfactory. There was, however, scope for making these courses more practical. Here also Shri Govinda Rao was of the opinion that the present B.E. Course was a very wide course and almost 70% of the material learnt during the course had to be forgotten after securing employment in a particular field. He was also of the view that the B.E. course in Civil Engineering could be usefully split up into three courses.

Shri Govinda Rao emphasised the need for research in technical education. The aim of research should be to eliminate the import of foreign know-how as early as possible. He suggested that in research emphasis should be laid on research in design and development. Another important area for research suggested by Shri Govinda Rao were border-line fields between science and technology. He also suggested evolving two types of courses; (a) science - oriented courses and (b) technology-oriented courses. The science-oriented course should admit science graduates and in this case the emphasis should be on applied science. The object of technology-oriented course should be to produce technologists of the highest order.

Shri Govinda Rao also suggested a two-year post-graduate course in engineering, on the lines of one prevailing in U.K., and a six-year Ph.D. course.

The meeting ended with a vote of thanks to the Institution of Engineers (India).

V. S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of Evidence by the Headmasters of Primary and Middle Schools under the Delhi Municipal Corporation before the Education Commission on the 19th August, 1965.

The following Headmaster of Primary and Middle Schools under the Delhi Municipal Corporation (led by Shri D.L. Sharma, Education Officer, Delhi Municipal Corporation) met the Education Commission:-

1. Smt. Santosh Manchanda,
Headmistress,
M.C. Middle School,
Tihar I, School II,
Subhash Nagar (Market),
Delhi.
2. Shri S. Nasir Mehdi,
M.C. Senior Basic School,
Okhla.
3. Smt. S. Chadha, Headmistress,
Jamna Bazar I.
4. Smt. Sharmista Devi,
M.C. Primary School,
Khatta Harding Bridge,
New Delhi.
5. Shri Chandan Singh Yadav,
Headmaster, M.C. Prathamik School,
R.K. Puram, Sector IV,
New Delhi.
6. Smt. C. Agarwal,
M.C. Girls Middle School I,
Tihar I.
7. Shri S.O. Sharma,
D.E.O., Municipal Corporation,
Delhi.
8. Shri Tek Chand,
Headmaster,
Faiz Bazar, -I
9. Shri Syed Hussein,
M.C. School,
Ganj Mir Khan, Delhi.

The Chairman welcomed the Headmasters/
Headmistresses and introduced them to Members of the

Commission. He then invited their views about improvement of education. In the course of the meeting the following points were made out:-

(1) Accommodation: Almost all the teachers were unanimous that there was lack of adequate accommodation in the schools. The situation was particularly worse in the walled area of the city where in some cases hardly two rooms were available for four classes and there was no space for other amenities. The Education Officer, D.M.C. pointed out that so far as outer areas and new colonies were concerned, the Corporation had a scheme of putting up semi-pucca or pre-fabricated structures. In the walled areas of the city, however, there was no space available for constructing school buildings. He pointed out that until rules relating to acquisition of land/buildings for educational purposes were suitably modified, there would not be much scope for improving the conditions in this regard.

(2) Text-Books: The Commission was informed that in class I the Corporation supplied free textbooks to 80% of the students. In Class II and III, 10% of the students were supplied books free of cost. In classes IV and V 5% of the students were similarly supplied free books. The Commission was informed that the price of textbooks was not very high. Full set of textbooks for class V cost Rs.6 only. The Commission was further informed that almost all the students did have textbooks.

(3) Improving Standard: The question of improving standards was then taken up for consideration. The general opinion of the teachers was that the following factors were mainly responsible for lower academic standards:

(1) Lack of suitable space for classrooms, library and craft work.

(2) Weak base of students in class I. It was pointed out to the Commission that there was no examination at the end of class I. Students who had put in 70% of the attendance are promoted to the next class.

(3) In the case of students without any literary background at home, some difficulty was experienced as they often forgot what they had earlier learnt at school during long vacations.

(4) High teacher-pupil ratio: The Headmasters were of the view that in order to pay proper individual attention to students, the teacher-pupil ratio should not be more than 1:30.

(5) Craft work: The schools should be provided with adequate facilities for developing craft work.

(6) Textbooks: It was felt that there should be some differentiation in the textbooks for rural and slum schools as the environment and background of the students coming from these areas differed widely.

(7) It was also pointed out to the Commission that of late a large number of extracurricular activities had been introduced in the schools without any corresponding increase in the working hour. The net result has been a cut in the time devoted to academic subjects and this, in turn, had effected the standards in schools. It was also noted in this connection that the duration of a period in double-shift schools was 30 minutes only. The Headmasters pointed out that in some cases they were devoting two consecutive periods to a subject whenever they felt that one period would not be sufficient. The Commission felt that this was obviously an unsatisfactory arrangement. A period of 30 minutes was too small and two consecutive periods of one hour were too much to be taken at a time. It was felt that a more satisfactory and elastic arrangement would have to be devised.

The Commission noted with satisfaction that in many cases the inspecting officers were providing useful guidance to the teachers. It was, however, felt that there was considerable scope for giving more detailed guidance to the teachers.

The Headmasters/Headmistresses were given a copy of the brochure on the Inaugural Function of the Commission and the Questionnaire issued by the Commission. They were requested to send in their replies to such of the questions in which they were interested as early as possible.

The meeting ended with a vote of thanks to the Headmasters/Headmistresses.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

Summary Record of the Evidence by the Members
of the University Grants Commission before the
Education Commission on the 2nd September 1965.

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The following Members represented the University
Grants Commission:

- (1) Shri D.C. Pavate
- (2) Prof. A.R. Wadia
- (3) Shri S.R. Das
- (4) Shri K.L. Joshi.

2. The Chairman welcomed the Members of the UGC and introduced them to the Members of the Education Commission and invited them to give their views on some of the current educational problems. In the course of the discussions, following points were made:

Shri D.C. Pavate:

(i) He emphasised the need for consolidation. He suggested that a larger proportion of the available funds should be earmarked for qualitative improvements. Education should not be compulsory beyond class IV. Undue importance should not be given to paper qualifications. There should be an impartial agency to judge the work of the persons.

(ii) The duration of teacher-training should be raised to two years for secondary teachers. Attention should be given to subject-content, specially in science subjects. There should also be some provision for refresher training.

(iii) Shri Pavate was also in favour of Junior Colleges under the universities.

(iv) At the university stage, admissions should be highly restrictive and teaching should largely be by tutorials in a group of 2 or 3 students. The salaries of university teachers should be further improved to attract really qualified persons.

Prof. A.R. Wadia:

He also emphasised the need to restrict admissions to universities and suggested that we should go slow on multiplying the number of universities.

(vi) As regards promotions, Prof. A.R. Wadia was also in favour of giving due importance to merit but suggested that the judgement of merit should not be left in the hands of the single individual. There should be a Committee of at least three persons for the purpose.

(vii) The professional colleges should also be brought within the purview of the University Grants Commission and the UGC should have more representatives from agriculture, medicine and other related fields.

(viii) English should continue to be the medium of instruction for higher education. He felt that recruitment on all India basis would not be possible with regional languages as the medium of instruction. For the same reason he was doubtful if the Indian Education Service would work because regional languages would create difficulty in inter-State transfers of inspecting officers.

(ix) Prof. Wadia further observed that theoretically he had no belief in examinations. He was in favour of an internal examination if the teachers were honest. The American system of periodical tests was useful up to a certain point. The standard of institutions should not be judged in terms of failures. Some make should be set aside for internal assessment.

(x) Prof. Wadia approved the suggestion of declaring selected colleges as 'autonomous colleges' but added that the position should be reviewed periodically and the colleges should try to earn the right to retain the title.

(xi) Prof. Wadia was also in favour of having at least one residential university in each State.

Shri S.R. Das:

(xii) Shri Das raised the question of those who could not get admissions to universities and suggested that there should be some alternatives for them.

(xiii) He also emphasised the role of residential universities and suggested that even in non-residential universities there should be some provision for day-homes for students.

(xiv) He expressed himself in favour of blending science, technology, humanities and fine arts.

(xv) Referring to the problem of indiscipline among students, he suggested that the political parties should come to some understanding to keep out of universities and educational institutions. He was also of the opinion that High Courts should not be allowed to interfere in educational matters.

Shri K.L. Joshi:

(xvi) Shri K.L. Joshi, Secretary, UGC, gave a brief resume of the background of the setting up of the Commission, salient features of the UGC Act and its

working in actual practice. He clarified that by a convention the duration of development grants by the UGC has been decided to be 5 years. In reply to another query, he observed that there was some difficulty in the universities getting matching grants from the State Governments concerned. Shri Joshi was also doubtful if it would be possible to put up with the social pressures for expansion of education.

The meeting ended with a vote of thanks to Members of the University Grants Commission.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

be solved only through expansion of education. Shri Ramachandran complained in this connection that even primary education has not touched some of the rural areas.

(c) Shri G. Ramachandran referred to Basic education and the Report of the Assessment Committee on Basic Education of which he was the Chairman. He gave a brief account of his impressions about Basic education and observed that any good system of elementary education would come quite close to Basic education. He was of the opinion that Basic education has failed largely on account of bad administration. In this connection he referred to the recommendations of the Assessment Committee which observed 'give us good administration and we will give you good Basic education'. Basic Education had released certain forces and the administrators felt nervous at the prospect of facing the forces released.

(d) In reply to a query as to why a number of good reforms failed to take a root in the country, Shri Ramachandran observed that it was mainly due to three reasons: (i) malnutrition which resulted in a lack of stamina, (ii) socio-religious prejudices which he termed as malnutrition of the mind and (iii) lack of knowledge about elementary scientific principles governing the life.

(xi) Prof. Wadia was also in favour of having at least one residential university in each State.

Shri S.R. Das:

(xii) Shri Das raised the question of those who could not get admissions to universities and suggested that there should be some alternatives for them.

(xiii) He also emphasised the role of residential universities and suggested that even in non-residential universities there should be some provision for day-homes for students.

(xiv) He expressed himself in favour of blending science, technology, humanities and fine arts.

(xv) Referring to the problem of indiscipline among students, he suggested that the political parties should come to some understanding to keep out of universities and educational institutions. He was also of the opinion that High Courts should not be allowed to interfere in educational matters.

Shri K.L. Joshi:

(xvi) Shri K.L. Joshi, Secretary, UGC, gave a brief resume of the background of the setting up of the Commission, salient features of the UGC Act and its

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Summary Record of the evidence by
Shri G. Ramachandran, Secretary, Gandhi
Samarak Nidhi, New Delhi, before the
Education Commission on the 3rd
September, 1965.

The Chairman welcomed Shri G. Ramachandran and introduced him to the Members present. He then requested Shri Ramachandran to give some of his views on the current educational problems. In the course of the meeting, Shri Ramachandran made the following suggestions:-

(a) During the last 30 years there has not been any substantial improvement in the conditions of the rural areas. The community development programme too has failed to make a marked impact. Most of the developmental efforts are concentrated in the urban or semi-urban areas, and have not touched rural areas.

(b) Most of the problems of rural areas could be solved only through expansion of education. Shri Ramachandran complained in this connection that even primary education has not touched some of the rural areas.

(c) Shri G. Ramachandran referred to Basic education and the Report of the Assessment Committee on Basic Education of which he was the Chairman. He gave a brief account of his impressions about Basic education and observed that any good system of elementary education would come quite close to Basic education. He was of the opinion that Basic education has failed largely on account of bad administration. In this connection he referred to the recommendations of the Assessment Committee which observed 'give us good administration and we will give you good Basic education'. Basic Education had released certain forces and the administrators felt nervous at the prospect of facing the forces released.

(d) In reply to a query as to why a number of good reforms failed to take a root in the country, Shri Ramachandran observed that it was mainly due to three reasons: (i) malnutrition which resulted in a lack of stamina, (ii) socio-religious prejudices which he termed as malnutrition of the mind and (iii) lack of knowledge about elementary scientific principles governing the life.

(e) Training of teachers is horrifying. The position about Basic training schools is no better. Unless something was done to improve the quality of training, there would be no hope of any improvement in schools.

(f) Shri Ramachandran also dealt with the question of productivity and creativity in education. A creative activity is an activity with a purpose. A productive activity on the other hand is not only an activity with a purpose but it is also an activity of material value. He agreed with the view that playful activities should also have an important place in the curriculum. He also agreed with the view that in the earlier classes, i.e., classes I, II and III, it should largely be a programme of playful and creative activities remotely related to productive work. Real productive work may commence from class IV onwards.

(g) The goal of adult education should not be mere literacy but involvement of an adult in education to a maximum extent. Adult illiteracy could be eradicated only if a sustained national drive was organised for the purpose. In this connection, Shri Ramachandra suggested creation of a hard core of full-time workers to draw up a detailed programme and carry on the follow up work as well as to coordinate the activities of voluntary organisations.

(h) In reply to a query from the Commission, Shri Ramachandran observed that there was a greater rush on high schools than in the elementary schools because the conditions in high schools were somewhat better than those in the elementary schools.

The meeting ended with a vote of thanks to Shri G. Ramachandran.

V.S. Jha
Member

Chairman

All Members/Member-Secretary

All Officers.

Summary record of the Evidence by
Shri J.C. Daruvala before the
Education Commission on 3rd September, 1965.

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Dr. V.S. Jha, Member, welcomed Prof. Daruvala on behalf of the Education Commission and requested Prof. Daruvala to give some of his views on the current educational problems. The note sent by Prof. Daruvala on 'Experiments in University Education' had already been circulated to the Members. Elaborating his views mentioned therein, Prof. Daruvala made the following observations:

(1) Almost all our educational programmes in the schools and colleges have been geared to the requirements of examination. The net result was that the students depended upon notes etc. and did not develop their original thinking. He suggested that the examination system should be suitably reformed so that greater emphasis is laid on original thinking. Prof. Daruvala was of the view that some of the measures suggested by him could be introduced even within the existing frame-work.

(2) As regards open-book-system in examinations, Prof. Daruvala agreed with the Commission that this would have limited application in the case of humanities, languages, etc. The system had not been tried so far in mathematics or science subjects. In reply to a query from the Commission, Prof. Daruvala agreed with the view that we will have to develop a multiple system of examinations in which open-book system will form one of the methods of examinations. He also agreed that teachers would have to be given special training in framing questions suitable for this type of examination.

(3) Prof. Daruvala also agreed with the view that a system could be evolved in which the questions could be given to the students before-hand and they should not only be allowed facilities of consulting books and other reference material, but they may also be allowed consultations amongst themselves.

(4) Prof. Daruvala then dealt with discussion method and explained the way in which he has been carrying on this system. He informed the Commission that under this system the response from students was much better than under the normal lecture method. It was, however, felt that discussion method would not be suitable for all subjects or in every situation. It was also felt that adequate background preparation would be necessary for the success of the discussion method.

(5) Prof. Daruvala did not agree with the view that the teachers did not have adequate motivation for following latest methods. The main problem, according to him, was lack of knowledge on the part of teachers.

(6) Tutorials: Prof. Daruvala was of the opinion that tutorial groups should not be larger than 10. The main job of tutorials should be to supplement the work of lectures.

(7) Voluntary Attendance: Prof. Daruvala did not agree with the view that the attendance should be voluntary at the graduate stage. This could, however, be tried at the post-graduate stage.

(8) He agreed with the view that it would be desirable to have a few good lecturers to teach larger classes as is the case in America.

(9) Prof. Daruvala pointed out that it was essential to provide some sort of training to young lecturers. This would help them to improve their communication with students as well as give them some idea of the ways in which their own subjects could be taught better. In this connection, Prof. Daruvala give details of a pilot project he had drawn up and which he was implementing in a limited way at the Bhawan College. In this scheme, some sort of in-service training was given to young lecturers and orientation training to post-graduate students who were interested to become lecturers later on. He felt that the scheme should be worked on a larger scale if U.G.C. gave some financial assistance. Prof. Daruvala was requested to draw up a concrete scheme, which may for the time being be restricted only to teachers of English, the subject in which he was working at present and send ^{set} for consideration by Education Commission and the U.G.C.

The meeting ended with a vote of thanks to Prof. Daruvala.

V. S. Jha
Member

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

SUMMARY RECORD OF THE PROCEEDINGS OF THE MEETING OF THE EDUCATION COMMISSION WITH SHRI SARASWATI SARAN, SUB-EDITOR, TRIBUNE, AMBALA, HELD AT 3.30 P.M. ON THE 6TH SEPTEMBER, 1965 IN THE CONFERENCE ROOM OF THE U.G.C. BUILDING, NEW DELHI.

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Dr. V.S. Jha welcomed Shri Saraswati Saran on behalf of the Chairman and introduced him to the Members present. He regretted that the Chairman was unable to attend the meeting on account of some sudden urgent business. He congratulated Shri Saran on his valuable memorandum on "Problem of National Script" and remarked that it was a well-thought valuable piece of work. He invited Shri Saran to give a brief resume of his memorandum to enable the Members present to initiate discussion.

Shri Saran thanked the Members present for the serious thought they had given to his modest attempt and gave a resume of his memorandum by stressing the need to give recognition to the problem of common National script for India to cross the linguistic barriers in the face of the linguistic issue that has come to the fore in the context of cultural unity and national emotional integration. He then pointed out that the proposed common National script should be evolved by modifying either the Roman Script or the Devanagari Script and because of their inadequacy and inherent phonetic confusions it should be fashioned on an entirely new scientific and comprehensive basis. He further pointed out that there are people who advocate the adoption of some old form like 'Brahmi' as a National Script but about this he remarked that it would make the whole Nation illiterate for at least ten years. He emphasised that the proposed common National Script should be clear and distinct in character for a speech unit and it should enable all to be conveyed through it. It should satisfy the phonetic needs of all the languages it wishes to serve, need for ease of reading and writing and need for typographical facility. He reiterated that unless every section of society adopts the proposed common script, our objective could not be achieved. Those persons who value their own scripts should be taken into confidence.

He then pointed out that the proposed National Script, for all practical purposes, should be based upon 72 phonemes - 44 primary to be used as such by all and every one should have a thorough mastery over them; 19 secondary to be used for polished speech by cultured persons only; and 9 tertiary for use of scholars, historians etc. in the transliteration of classics etc. The 44 primary characters should be taught at Primary stage of education; and 19 characters

at the Secondary stage; and 9 tertiary characters at the University stage. He referred to I.P.A. characters as difficult and non-representative and suggested that they should not be adopted. He favoured the adoption of modified Roman as India's National Common Script. Then he discussed the principles of modification of the phonemes and favoured combination of two or more characters to give a new sound and the use of diacritical marks above or under the existing characters to give allied phonemes.

Following points were made in the subsequent discussion:-

With the adoption of modified Roman Script as India's National common script, all would be at equal disadvantage. Some of the Members were of the view that the Roman Script with the use of so many diacritical marks proposed would become unpalatable and complicated and perhaps modified Devanagari Script would be much better. Others felt that very few diacritical marks would be needed with Roman Script, the problem of writing would be simple and teaching would also be simple. Shri Saran was in favour of adopting modified Roman Script. But, he said, that we should proceed very cautiously so that there is no discouragement at any stage. The proposed Roman Script should be fashioned in such a way that future generation may realise the advantage of having a scientific and comprehensive Script. In reply to a query as to what advantage was there in teaching the child its mother-tongue or regional language in the proposed modified Roman Script at the primary stage, Shri Saran observed that the real formative age of the child was at the primary stage. So far as secondary students were concerned who had to study English, Shri Saran felt that the learning of proposed modified Roman Script would not come into conflict with the learning of language at this stage.

In reply to another question as to why he called the 19 secondary phonemes as polished, Shri Saran replied that because they just provided writing facility.

It was felt it would be imposing a great strain on the child if he is taught the proposed modified Roman Script along with other languages he had to learn in school and, therefore, more difficult phonemes should be discarded. Shri Saran observed that out of the 72 phonemes, everybody is to master only the 44 primary phonemes and the polished 19 secondary phonemes need not be mastered by all. The 9 tertiary phonemes may be left out.

The question of Arabic glottal stop (hamza) was then considered and Shri Saran remarked that this hamza is a great thing and is absent in the present Roman or Devanagari Script. It is a very useful mark for adoption in the proposed modified Roman Script.

A reference was also made to regional variations in spoken languages quoting example of Lakhmi and Lakshmi. Shri Saran replied that they should be treated on a different footing.

Shri Saran was then asked about his considered opinion on "Lokanagari". Shri Saran replied that it is as simple as Vinobaji.

The meeting ended with a vote of thanks to Shri Saran.

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri K.C. Pant, M.P.,
before the Education Commission on the 7th September, 1965.

The Chairman welcomed Shri K.C. Pant and introduced him to the Members present. He then requested Shri Pant to give his views on some of the current educational problems. In the course of the meeting, following points were made:-

(1) The existing educational system does not meet the needs of the society. The educated persons become misfit and are not able to find suitable jobs. This uncertainty about future is also at the root of student indiscipline. It should be possible to plan the educational system on the basis of manpower requirements. It should be possible to lay down the ratio between doctors and para-medical personnel and engineers and other auxiliary personnel.

(2) The existing number of universities is too large. They are not able to maintain proper standards.

(3) There is a heavy pressure on universities because a university degree is considered a passport in the employment market even for clerical jobs. This is not desirable. Pass in Higher Secondary Examination should be enough for clerical jobs.

(4) Talented students should be given adequate financial assistance for pursuing their studies at the high school or college stage.

(5) The provision of seats at the secondary stage should be increased.

(6) The present system of education does not promote national unity. A reference in this connection was made to textbooks in Madras. Centre should have some control to ensure uniformity of standards. There should also be uniform policy about textbooks etc.

(7) Extracurricular activities have the potentiality to weld people together. They should, therefore, be encouraged.

(8) There should be a common medium of instruction at higher education. This should be English.

(9) The present watertight compartments between industries and national laboratories should be broken. There should be cross-fertilisation of ideas.

(10) Correspondence courses should be introduced to relieve pressure on universities and also to provide facilities to those who cannot pursue higher education on a full-time basis.

(11) Greater attention should be paid to moral education and inculcation of moral values.

(12) Education in rural areas is not properly oriented to the requirements of these areas. Education in rural areas should be so reoriented that the children should not become foreign to their own surroundings.

(13) Standardised building plans may be drawn up for school buildings. Cost of school buildings could be considerably brought down by utilising prefabricated materials.

(14) Foreign qualified persons on return to India are often not appointed to jobs for which they are best suited by their training. This should be avoided, and things should be so planned that persons on return are suitably placed within a reasonable time.

(15) At present there is too much emphasis on mere book-learning. The emphasis should be shifted to comprehension, and application.

The meeting ended with a vote of thanks to:
Shri K. C. Pant.

J. P. Naik
Member-Secretary.

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri Frank Anthony, M.P., before the Education Commission on the 7th September, 1965.

Shri Frank Anthony, M.P. met the Education Commission on 7-9-1965. After making the introductions the Chairman requested him to explain his views on important educational problems.

Mr Anthony presented a memorandum to the Members and elaborated the issues he had raised therein which he felt should receive the consideration of the Commission.

Firstly, regarding student indiscipline he said (a) the problem was accentuated by a general lack of discipline specially among political parties and leaders which resulted in a crisis of faith especially among thinking youth; (b) while students may be expected to take an honest and intelligent interest in political affairs, there must be a firm embargo on the exploitation of students by political parties for agitational purposes.

Secondly, regarding multiplicity of language media, he felt that it would result in a competition in mark giving between examiners in different language. The moderation and standardisation of marking would be well-nigh impossible. The quota system would become inevitable and all semblance of all-India character will disappear. Educationists should therefore, resist the political pressures for such a move.

Thirdly, the three language formula has become a burden on the pupils particularly at the Higher Secondary state: (a) It has a crippling effect on the adequate pursuit of what should be specialised study particularly in view of the vast increase in whole range and depth of knowledge in recent years. (b) It has not been implemented honestly in many schools, and even in some States. (c) Wherever it is being honestly worked out students who are otherwise brilliant, are penalised because of the weakness in the third language. (d) Adequately qualified teachers in Hindi and other languages are not available both in Hindi and non-Hindi States for teaching a language as a second language. (e) If as has been suggested the third language is a modern Indian language, Sanskrit will have to be dropped and the migration of children will become even more difficult. (f) In the U.P.S.C. examinations it has been suggested that the test in the second language should be equivalent to the Matriculation standard- Apart from this being too

high a standard, it will adversely affect some and give undue advantage to others. (g) The extension of the three language formula to the University stage will be disastrous educationally for the same reasons as far the Higher Secondary stage.

Minority run institutions under Article 30

Such institutions may be set up either by a linguistic or a regions minority. There are a number of judicial decisions which clearly state that Government cannot impose any regulations on them even when aid is given. All that the Govt. can do is to withdraw the aid if the conditions are not implemented. For according recognition also the Govt. cannot impose any unreasonable restrictions like asking these school not to charge fees at the primary stage.

Independent Schools

In spite of what is sometimes said, independent schools have an important role to play as they can give rise to healthy competition in evolving and achieving progress in the techniques and methods of education. Everywhere demand for them is increasing and they are generally preferred to Govt. schools. All that should be done is to prescribe certain minimum standards regarding buildings, teachers and equipment.

Teaching of science and mathematics

Increasing emphasis has to be placed on the teaching of these subjects generally and for this purpose well equipped laboratories have to be provided. Schools affiliated to the Council for I.S.C. examination have a high standard of teaching in science and mathematics. Their standard of teaching English is also the highest in the Commonwealth. (The Chairman here pointed out that it would be better if these schools diverted more attention to other subjects than for the attainment of such high standards in English).

Admission to Universities.

Apart from Scheduled Castes and Scheduled Tribes, there should be no reservations for any particular caste or sub-caste or community. Backwardness which has become a vested interest should be based entirely on economic tests. Scholarship based on merit-cum-r means tests only should be provided in educational institutions.

Suitable qualifications for Govt. posts.

Some recommendation should be made that a degree is necessary for certain top posts only. A degree should also not be given preference for jobs requiring a lower qualification.

Education on the Concurrent List.

Education should be on the concurrent list if possible for all stages so that there is a minimum coordination in educational standards and the quality of text-books. Otherwise educational separatism will result and foster divisive tendencies.

An all-India Educational Service is urgently needed, but it should be given an all-India basis by having a good deal of direct recruitment and special training and ensuring that a minimum number of members do not go back to their own States.

Adult Illiteracy:

The number of illiterates is increasing and it is essential to reduce this by making adequate provision for education.

Private tuitions.

To control this, no teacher should be allowed to give private tuitions to any pupil of the school to which he belongs. A/teacher/should be permitted to take up private tuition only for a limited period for about an hour a day.

Summary Record of the evidence by Dr. A. Appadorai, Member, U.P.S.C., New Delhi before the Education Commission on 8.9.65.

Chairman welcomed Dr. A. Appadorai and introduced him to the Members present. He then requested Dr. Appadorai to give some of his views on the current educational problems. Dr. A. Appadorai observed that he was particularly interested in teaching of humanities and he had sent a note on the subject (which had already been circulated to the Members). In the course of his evidence, Dr. Appadorai elaborated his views and made the following points:-

(1) Students were not clear about the basic concepts. There was little contribution from the teachers and other scholars to the theory or fundamentals of social sciences. Giving his opinion about the reasons for this state of affairs, Dr. Appadorai observed: (a) foundation in secondary schools was not as good as it ought to be, (b) students did not have an awareness of the purpose and hence they were not fully interested in their studies, (c) best minds were not attracted to the teaching profession, (d) conditions of work in colleges, particularly in the affiliated colleges, were generally not satisfactory, and (e) our methods of teaching were not satisfactory. There should be less of 'lecturing' and more of seminars and tutorials.

(2) In reply to a query, Dr. Appadorai clarified that he was not against lectures as such but he would advocate Sussex University practices. The number of lectures should be minimum - in the case of Political Science, it should be 1 per week, and it should be followed by intensive tutorials. Lesser the number of lectures, the more possible it will be to plan them properly.

(3) Admission to educational institutions should be related to manpower requirements. It was, however, felt that in the existing state of our economy the number of job seekers would generally be larger than the jobs available. Dr. Appadorai was, however, of the opinion that in order to make education more purposive, admissions have to be restricted.

(4) In reply to a query whether a university degree should be required for Government jobs, Dr. Appadorai expressed his view that for higher jobs, a university degree should be the minimum requirement. He did not agree with the view that it would be possible to make recruitment to public services after higher secondary stage.

(5) In reply to another query, Dr. Appadorai stated that the U.P.S.C. did not use aptitude tests in making selections. He felt that aptitude tests were more useful at an earlier age than at the age U.P.S.C. was called upon to make selections.

(6) As regards medium of instruction, Dr. Appadorai was of the opinion that theoretically mother tongue should be the medium of instruction. However, in our case the difficulty was that we did not have an adequate number of textbooks and teachers in Indian languages. Students on the

other hand were not in a position to follow the concepts in English.

(7) As regards the proposal to hold the U.P.S.C. examinations in 14 languages, Dr. Appadorai agreed with the view that it would be difficult to assure uniformity of standards.

(8) Dr. Appadorai recommended a common agency for recruitment to university services on an all India basis. It was, however, felt that universities were unlikely to agree to such a move. It was mentioned in this connection that even affiliated colleges did not like to surrender their right of selection.

(9) Dr. Appadorai advocated substantial improvement in service conditions of teachers to attract right type of teachers.

The meeting ended with a vote of thanks to Dr. A. Appadorai.

V.S. Jha
Member.

Chairman
All Members/Member-Secretary
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the evidence by Shri R. S. Mugali, Principal, Willingdon College, Sangli before the Education Commission on the 9th September, 1965.

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Dr. K. G. Saiyidain welcomed Shri R. S. Mugali, Principal, Willingdon College, Sangli and introduced him to the Members present. The note sent by Shri R. S. Mugali had already been circulated to the Members. Dr. K. G. Saiyidain requested Shri R. S. Mugali to elaborate his views contained in the memorandum and in the course of the meeting, following points were made:

- (1) There has been a large expansion in the provision of educational facilities but the quality of education has gone down. Efforts should be made to improve the quality of education.
- (2) A national system of education should emphasize love of and service to the nation and these should be made an integral part of the personality.
- (3) The total duration of education up to the first degree stage should be 16 years, (divided as 4 primary plus 3 middle plus 4 secondary plus 2 intermediate plus 2 undergraduate). The pattern should be uniform for the whole country.
- (4) Diversification of courses should be after the secondary stage.
- (5) Admissions to universities should be selective. Ability and aptitude of the students should be the basis of selection.
- (6) Possession of a Degree should not be necessary for recruitment to junior appointments.
- (7) The standards of existing universities should be improved upto a certain point before new universities are established. College libraries and laboratories should also be improved.
- (8) U.G.C. should prepare a master plan for opening of new colleges and universities during each Five Year Plan period after carefully assessing the needs and requirements.
- (9) Shri Mugali expressed himself in favour of 3 years' Honours Courses but admission to them should be strictly on the basis of merit.
- (10) The system of annual examinations should be supplemented by periodical tests and they should be given some weightage.

(11) Education, or at least, the higher education should be on the Concurrent List.

(12) Seminars and refresher courses should be arranged for teachers to improve their efficiency and the knowledge of subject-content.

(13) Regional languages should be the media of instruction at the undergraduate stage. Universities should be given a five year period for change-over to Regional languages. English should continue to be the medium of instruction at the postgraduate and research stage for some more time to come.

(14) Three language formula is not working well in practice. The whole language question should be thoroughly reviewed. There should be no compulsion for teaching any language other than the mother tongue or the regional language.

The meeting ended with a vote of thanks to Shri R.S. Mugalkar.

J.P. Naik
Member-Secretary.

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

Summary Record of the evidence by Prof. U.A. Asrani before the Education Commission on the 9th September, 1965.

Prof. M.V. Mathur, Member, Education Commission, presided over the meeting in the absence of the Chairman who could not be present owing to an unavoidable engagement. Prof. M.V. Mathur welcomed Shri U.A. Asrani and requested him to elaborate his views contained in the memorandum sent by him. The memorandum had already been circulated to the Members. In the course of the meeting, following points were made:-

(1) The Regional language should be the medium of instruction upto the first Degree level. At the post-graduate stage, national language, i.e., either Hindi or English should be the medium of instruction.

(2) Teaching of English in schools should commence from Class IX onwards.

(3) We should avoid blind initiation of Western culture in our educational system. We should encourage development of social service and altruistic attitudes right from the earliest stage.

(4) Every institution should be allotted some area for social work. There should be an Inspector for social work to supervise the social service activities undertaken by the institutions.

(5) Physical education and aesthetic education should be democratised. At present undue attention is focussed on the selected few whose performance in games or arts was of a fairly high degree. Others were generally neglected. Shri Asrani emphasised that physical education and aesthetic education were important for an integrated development of a child and all children should, therefore, be encouraged to participate in physical and aesthetic activities.

(6) Due publicity should be given to social service activities in order to encourage the participants.

(7) Special grants should be given to the voluntary organisations doing social service work.

(8) School Leaving Certificates should indicate on the back page details of social service/extra-curricular activities.

(9) In appointments to public services preference should be given to those who have done some social work, specially in recruitment to social service departments.

(10) Shri Asrani suggested the establishment of Shramdan Colleges on the lines of the Blackburn College, where every student is expected to do a certain amount of manual work. Payment should, however, be made to the students for the work done by them.

(11) There should be less formal lectures. Emphasis should be laid on tutorials. Tape recorded lectures could also be usefully employed.

(12) Shri Asrani also touched upon Basic Education. He suggested that teachers should be given higher salaries to attract bright type of persons. Salaries of teachers should be linked to the cost of living. Prompt relief should be given to teachers in the case of rise in cost of living. Teachers should be allowed to retain the craft produce, as it would give an incentive to teachers to organise craft work properly. It should, however, be ensured that students are not required to work beyond certain fixed hours.

(13) The administrative machinery should be toned up. There should be provision for efficiency bars as well as advance increments for the meritorious.

The meeting ended with a vote of thanks to Shri U.A. Asrani.

M.V. Mathur
Member.

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

Summary Record of the Evidence by Dr. Tara Chand,
M.P., New Delhi before the Education Commission
on the 10th September, 1965.

Dr. K.G. Saiyidain, Member, Education Commission, welcomed Dr. Tara Chand, on behalf of the Chairman who could not attend the meeting owing to an unavoidable engagement. Dr. Saiyidain introduced Dr. Tara Chand to the Members present and requested him to give his views on some of the current educational problems. In the course of the meeting, following points were made:

(1) Dr. Tara Chand was of the view that we had never developed a national system nor do we have it now. Elaborating his views he observed that under the British rule India was divided in a variety of ways - politically it was British India and the Indian States, religiously it was Muslims and non-Muslims, socially and culturally it was masses and classes. In this connection, Dr. Tara Chand clarified that though there had always been a distinction between the educated and uneducated in India, the difference created by English education was of a different type. In the past communication was possible between Pandits or Ulemas and the common man but this communication ceased with English education.

(2) Dr. Tara Chand disagreed with the view that the English language was mainly responsible for bringing about national consciousness. He added that it was no doubt one of the factors but the most important factors according to Dr. Tara Chand, were economic and political. Before the British it was not one India but something like million Indias in million villages, each living in isolation. This isolation was broken up by the British. Through Permanent settlement in 1792 in West Bengal a new class of zamindars was created which came to acquire some interest in land but was not itself agriculturist. Another factor responsible for this was the British investment in Tea/Coffee plantations and the development of transport and communication facilities. The educational system also gave a new bias to mind and all these led to the development of national consciousness. India, however, did not develop its industry and dynamism which came in society in Western countries did not come in India and hence the religious and communal forces which receded in the background in Europe are still in the fore in India. However, the educated urban Indian is very much like his Western counterparts and feels the urge of nationalism.

(3) Nationalism, Dr. Tara Chand observed, implies growth of the modern mind. Nationalism, he pointed out, was a new concept which grew up after the French Revolution and was opposed to medievalism. He identified nationalism with modernism and secularism. He referred to the relationship between members of society on the basis of equality and humanistic and rationalistic considerations.

(4) Dr. Tara Chand advocated education through the mother tongue or regional language upto the highest stage. He did not agree with the view that it would adversely effect the unity of the country.

(5) Dr. Tara Chand suggested that the teachers' salaries should be substantially improved. The existing standard of salaries did not allow teachers to have a good standing in the society or to follow cultural and intellectual pursuits.

(6) About 70-80% of the students are unable to purchase books. Hence they have to depend entirely upon lecture notes. There should be some system of textbook lending libraries.

(7) Dr. Tara Chand characterised the existing organisation of courses as "medieval" as they permitted all sorts of combination of subjects even wrong combinations. One subject should be allowed as a principal subject and instruction should be given in all the related subjects.

(8) We should go slow on the expansion of primary education. It is better to give effective primary education to some than to give poor quality education to all.

(9) Fresh lecturers should not be given full teaching load. He should be given opportunities to read more and to systematise his knowledge. He should be encouraged to do research work and within 5 years of his appointment he should either obtain a Ph.D. Degree or should have worked satisfactorily towards it.

(10) Recruitment of the teaching staff should be on merit on an all India basis. There should be high-powered selection Committees presided over by a Vice-Chancellor and consisting of experts in the field drawn from outside the University.

(11) There should be a plan for the development of courses over the next 10 years. Wherever there is shortage of trained personnel, selected bright students may be sent abroad to acquire the requisite training and experience.

(12) There should be uniformity of duration of courses all over the country.

(13) In reply to a query as to what should be the relationship between education and security, Dr. Tara Chand observed that the society should be trained to stand up

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to various dangers. Education can help in bringing about this attitude of mind.

(14) Commenting on the administrative set up in the Union Ministry of Education, Dr. Tara Chand observed that it should largely be staffed by advisers duly supported by field staff who can evaluate the working of the schemes in actual practice.

(15) The Government of India can bring about a uniform pattern through the lever of financial assistance.

The meeting ended with a vote of thanks to Dr. Tara Chand.

V.S. Jha
Member.

Chairman
All Members/Member-Secretary
All Officers.

Summary record of the evidence by the
Jamaat-e-Islami Hind before the Education
Commission on the 10th September, 1965.

Dr. K.G. Saiyidain presided over the meeting in the absence of the Chairman who could not be present owing to an unavoidable engagement. Dr. Saiyidain welcomed the representatives of the Jamaat-e-Islami Hind and introduced them to the Members present. The Jamaat-e-Islami Hind was represented by its Secretary, Shri Mohammad Yusuf and Shri Afzal Husain, Joint Secretary. The memorandum sent by the Jamaat had already been circulated to the Members. Dr. Saiyidain requested the ~~Members~~ representatives to elaborate their viewpoints. The following points were made during the course of the meeting:

(i) The representatives of the Jamaat-e-Islami Hind emphasized the need for moral and spiritual values. They pointed out that the Commission's main questionnaire did not include any section on moral and spiritual education. It was explained on behalf of the Commission that the question of moral and spiritual education was separately under consideration and the Commission had decided to organise a seminar to consider the question of moral and spiritual education at length.

(ii) The representatives of the Jamaat emphasized that the moral and spiritual values should be precisely and clearly defined. The Jamaat was of the opinion that moral and spiritual values were common to mankind and they could be precisely defined. The Commission was, however, of the opinion that while there could be no difference of opinion on certain basic values, there will be some other points on which there can be some differences.

(iii) The Jamaat was of the opinion that moral and spiritual values could be imparted to students through religious education. The Commission was however of the opinion that imparting instruction in moral and spiritual values was a complicated matter. It was more important to have a right type of atmosphere and also the teachers who would be able to teach them in a right way. Greater damage could be done if the atmosphere and the approach was not suitable for the purpose.

(iv) The Jamaat stressed the need for provision of religious education in the schools and quoted some extracts from the speeches of late Maulana Abul Kalam Azad, the then Education Minister to the Central Advisory Board of Education to emphasize the importance of religious education. Dr. Saiyidain

clarified the position in this regard and observed that it had never been the intention to introduce religious instruction in Government schools. Under the Constitution, there was, however, no ban on imparting religious education by the aided schools provided no one was compelled to attend. The Jamaat was, however, of the opinion that religious instruction should be imparted in all Government schools and, if necessary, Constitution may be amended for the purpose.

(v) The Jamaat also suggested a course of comparative study of different religions as recommended by the Sri Prakasha Committee on Moral and Religious Education.

(vi) The Jamaat was of the opinion that the moral and spiritual education, to be effective, has to be based on religion. The Commission was, however, of the opinion that moral values need not be tagged on to religion. It was pointed out in this connection that progress in the field of science became possible only when the religious sanctions and beliefs were held aside and did not interfere in man's search for knowledge and truth.

(vii) The Jamaat also expressed a feeling that there were instances of disrespect to Islam and to some other religions in some of the text books. The Jamaat was requested to bring concrete instances of this type to the notice of the Commission.

The meeting ended with a vote of thanks to the representatives of the Jamaat-e-Islami Hind.

V.S. Jha
Member.

Chairman.

All Members/Member-Secretary.

All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the evidence by Shri V.K. Krishna Menon before the Education Commission on the 10th September, 1965.

The Chairman welcomed Shri V.K. Krishna Menon and introduced him to the Members present. He then requested Shri Krishna Menon to give his views on some of the current educational problems before the country. In the course of the meeting, the following points were made:-

(1) Shri Krishna Menon emphasised the need for mass education and rated it as the problem number one. He observed that the essence of education was in discrimination between good and bad. In order to enable the masses to lead a good life, it was necessary that they should be educated as early as possible. The framers of the Constitution were quite clear about this and wanted this to be achieved within a period of 10 years. He, however, felt that as the things were going it may not be possible to reach this goal even by the end of the century.

(2) Apart from individual considerations, there were also important social and national considerations for giving a high priority to mass education: (i) illiterates were fast becoming a separate caste and were being discriminated against in the society; (ii) industrialisation required a higher degree of understanding and skills; (iii) every individual in a regulated economy, such as ours, should clearly know what he is expected to do, and (iv) in the modern era the percentage of literacy is a measure of national status in a committee of nations. It was, therefore, necessary to spread mass education as early as possible.

(3) Shri Krishna Menon was of the opinion that it will not be possible to implement the programme of full literacy through Governmental machinery alone. Not only the Government did not have the requisite resources, the Government rules and regulations often hampered the programmes also. In this connection, he pointed out the instance of married educated women whose services could be utilised on a part-time basis for a programme of this kind. He was also of the view that the services of N.C.C. cadets could be utilised on a voluntary basis for organising adult education work.

(4) Dealing with the content and techniques of adult education programmes, Shri Krishna Menon cautioned against doing anything on a monolithic pattern. There

should be no insistence on any particular way of teaching reading and writing. The aim of the programme should be to give the individual: (i) literacy in any one language; (ii) information about things most frequently used in life; and (iii) programmes of economic and social welfare. He suggested the use of modern methods of teaching and mass media of communication in a nation-wide campaign for eradication of illiteracy.

(5) In reply to a query from the Commission, Shri Krishna Menon agreed with the view that adult education should play an important role in promoting security consciousness in the present emergency.

(6) Shri Krishna Menon also suggested the setting up of a national organisation to give direction to sub-stations for launching a massive effort to promote adult education all over the country.

(7) As regards compulsory N.C.C., Shri Krishna Menon was of the opinion that it would involve tremendous expenditure to militarise all students.

(8) Shri Krishna Menon referred to his experience as former Defence Minister and observed that he had come to regard the army as a great university. After recruitment, a jawan is, apart from military training, given training in literacy, first aid, elementary health and hygiene, and some trade or vocational, so that he is much better equipped by the time he goes back to civilian life. Although he may forget a good bit of his training, yet he retains something of it and helps and serves the local community to a considerable extent. N.C.Os have often done useful social service work and provided good leadership in the local community.

(9) Shri Krishna Menon laid a great emphasis on getting right type of teachers. The salaries of teachers should be considerably raised, and the quality of training programmes substantially improved. He suggested that the Commission should draw up a long term programme spreading over the next 20 years for improvement of teacher-training.

(10) Shri Krishna Menon expressed himself against graduate teachers teaching in primary classes. He was of the opinion that they are not in a position to get down to the level of students.

(11) Shri Krishna Menon supported public control of schools. However, he suggested that there should be a degree

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of elasticity and the schools should be free to tryout and experiment with new ideas.

The meeting ended with a vote of thanks to Shri Krishna Menon. He also agreed to meet the Commission once more to discuss some other issues which he could not deal with in the present meeting due to lack of time.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

Summary record of the Evidence by the representatives of Indian School Certificate Examination Board before the Education Commission on the 13th September, 1965.

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The Chairman introduced the Members present to the representatives of the Board and invited them to give some of their views on the current educational problems. In the course of the meeting the following points were made:-

(1) Duration of Secondary Education should extend over 12 years.

(2) Specialisation courses should be introduced in Class XI and XII.

(3) Three language formula is not working satisfactorily. A suggestion was made that we might have two languages - mother tongue and English or Hindi as compulsory languages and the teaching of the third language should be optional.

(4) The teaching of second and third languages should have a limited objective. It was suggested that first language should be taught as a full language-including its literature. The second language should aim at achieving functional literacy in that language and the third language should be taught only as spoken or conversational language. If the third language is to be taught as a written language, there should be option to teach the third language in any script and not necessarily in the script of that language.

(5) It would be desirable to carry out a detailed analysis of the basic structures and frequency of vocabulary in different languages so as to minimise the load of teaching two or three languages on the children.

(6) The representatives of the Board also complained of rigidity of Government rules and regulations. It was pointed out that all Anglo-Indian schools do not necessarily charge very high fees. Some of these schools are run free of cost for orphans (to which orphans of all communities are admitted). They were of the opinion that Government should liberalise the terms of their financial assistance to such schools.

(7) One of the representatives suggested that there should be more women members on the Commission. On behalf of the Commission it was explained that the Commission had set up a separate Working Group on the Education of Women and the Commission would welcome any concrete proposals and a memorandum from the Board about the education of girls for consideration by the working group.

(8) Some of the representatives of the Board also pointed out that the Commission's general questionnaire did not contain any question on moral and spiritual education. It was explained on behalf of the Commission that the question of moral and religious education was separately under consideration, and the Commission proposed to organise a seminar on the subject in November.

(9) As regards examination-reforms, the representatives of the Board felt that it would be desirable to set up some independent machinery to ensure comparative standards between different Boards and Universities. In this connection Shri A.E.T. Barrow explained at length the moderation system followed by the Board.

The meeting came to an end with a vote of thanks to the representatives of the Board.

V. S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary record of the evidence by Shri Sham Lal,
Resident Editor, Times of India, New Delhi,
before the Education Commission on the 14th
September, 1965.

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In the absence of the Chairman, who could not be present due to an unavoidable engagement, Dr. K.G. Saiyidain presided over the meeting. Dr. Saiyidain welcomed Shri Sham Lal and introduced him to the Members present. He then requested Shri Sham Lal to give his views about any educational problems he might be interested in. In the course of the meeting, following points were made:-

(1) Shri Sham Lal was of the opinion that, in order to improve the quality of secondary and university education, it would be desirable to adopt a policy of restricted admissions to these institutions. Shri Sham Lal, however, agreed with the view that this may have some adverse effects on the education of backward classes. He, therefore, suggested that there should be some relaxations for students from backward classes.

(2) Shri Sham Lal expressed the view that education should be a Central subject. It was pointed out to him that this was likely to to a lot of opposition from the State Governments. He agreed with the view that for the time being we should make only higher education a concurrent subject.

(3) Shri Sham Lal expressed himself against nationalisation of text-books. Instead, he suggested that syllabus should be standardised all over the country. The number of text-books to be recommended could be restricted to two or three sets, but the choice of text-books in each individual case should be left to the institution concerned. He, however, emphasised the need for preparing good text-books as he felt that a good text-book can make up the deficiency of a teacher to a great extent.

(4) Shri Sham Lal emphasised the need for uniformity of the standards all over the country. He suggested that a minimum criteria should be prescribed in respect of buildings, staff, library and laboratory facilities, etc. and no relaxation should be permissible.

(5) In order to attract better teachers, Shri Sham Lal suggested that the salary scales of the teachers should be improved.

(6) Shri Sham Lal was also of the opinion that a time has now come when we should give attention to improvement of quality side-by-side with expansion of educational facilities. He suggested that a certain percentage of amount to be spent on education should be earmarked for qualitative improvement only.

(7) As regards language problem, Shri Sham Lal pointed out that at present regional language was the medium of instruction at the school stage. At the college stage, it was English. He felt that there was a need for developing an integrated approach to the medium of instruction in schools and colleges. He felt that for the next 10 years, English would probably continue as the medium of instruction at the college stage. During this period steps should be taken to get basic books and supplementary reading material translated into regional languages.

(8) Shri Sham Dal complained about the poor standards in English. He was of the view that if English were to continue as the medium of instruction at the college stage, it would be necessary to improve the standard of teaching of English. He suggested a programme of intensive training for English teachers and obtaining a few good teachers from abroad, if necessary.

(9) Shri Sham Lal felt that the three language formula was the best formula in view of the political conditions prevailing in the country. In reply to a query whether a two-language formula under which a child may study his mother-tongue or regional language and English or Hindi compulsorily and other languages at his own option would not be better, Shri Sham Lal replied that he had not given much attention to this aspect of the problem.

(10) In reply to another query whether moral and spiritual education should be made compulsory in the schools, Shri Sham Lal observed that moral and spiritual education was primarily a problem of religious bias. He felt that it would not be possible to divorce the study of moral and spiritual education from religion.

(11) In reply to another query Shri Sham Lal agreed that at present our standards of work and integrity were rather low. He was of the opinion that this was because there was no attempt to set norms. Government should take the lead in remaking the situation by setting up norms of speed and efficiency in its own work. This will help to create a climate of hard work in the country.

The meeting ended with a vote of thanks to Shri Sham Lal.

J.P. Naik.
Member-Secretary.

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

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary record of the evidence by Shri Chanchal Sarkar before the Education Commission on the 14th September, 1965.

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In the absence of the Chairman, who would not be present due to an unavoidable engagement, Dr. K.G. Saiyidain presided over the meeting. Dr. Saiyidain welcomed Shri Chanchal Sarkar and introduced him to the Members present. He then requested Shri Sarkar to give his views on some of the current educational problems. In the course of the meeting, Shri Chanchal Sarkar made the following points:-

(1) Our universities have neglected certain important fields. For instance, no study has ever been made of Muslim mind or of our relations with some of the Muslim countries. The School of International Studies has no doubt just started taking interest in Middle-East, but this work has to be done on a larger scale and many more universities have to interest themselves in problems of this type.

(2) In India, Press and specially Language Press enjoys much greater respect and responsibility than is legitimately due to it. At present the Press is called upon to interpret the existing facts, but it is hardly competent to do so. Universities should play a greater role in this respect and should help the journalists to know more about the scientific and technological matters as well as about the current affairs. Shri Sarkar felt that greater coordination between universities and the Press will get benefit of specialised knowledge of the universities and the universities in turn, can get the benefit of specialised knowledge of working journalists.

(3) Another area of cooperation between universities and the Press was in respect of correspondents to be sent out to foreign countries. Shri Sarkar felt that it would be much more advantageous if the universities could give some sort of orientation course to the correspondents going out and should utilise their first-hand experiences on return from foreign countries.

(4) Shri Sarkar suggested that there should be better relations between universities and industrialists. Universities can overcome the problems of funds by making some of the industrialists and businessmen take interest in sponsoring some of the research projects. The response from the industrialists would be better if there were some specialists bodies who could vet the research programmes to be sponsored.

(5) The universities should also take greater interest in adult education. Some of the universities should have their own radio or television centres on the lines of the American universities. They should also have an experimental department to evaluate work of the press, radio and television.

(6) Shri Sarkar also suggested that there should be a greater collaboration between politicians and the university students. He regretted that most of the politicians at present did not give due respect to university students. He suggested that politicians should be frequently sit down and discuss problems of current interest with students rather than giving lectures to them. He felt that discussions of this sort could play an important role in launching students into public life.

(7) Coming to student indiscipline, Shri Sarkar felt that in order to find out the real cause of students' indiscipline, it would be desirable to study the students' minds. He felt that, in his opinion, one of the important reasons for student indiscipline was the disregard, by older generation of the emotions of the rising generation. He was of the view that it should be worthwhile to carry out studies of attitude of teachers to students on one hand and of the students to the authorities on the other. He felt that such studies could be carried out with advantage by the UGC.

(8) Discussing the role of Press in students' indiscipline, Shri Sarkar pointed out that the job of the journalists was to bring out the causes leading to indiscipline, but they were not competent to go beyond this to interpret them.

(9) In this connection he also suggested a study of university unions which, he felt, were required to look after welfare of 10,000-12,000 students. A single body, he felt, would not be able to do the job effectively. He was of the opinion that the number of the student bodies should be for greater and a sort of federal structure should be built up in the organisation. There should also be adequate machinery to look into the grievances of the students.

(10) Shri Sarkar also dealt with the question of launching students in the outside world at the end of their university career. He suggested the establishment of employment bureau which may act as a link between the universities and employers and provide necessary employment information to students. He agreed that the students will also need psychological preparation for being launched out in the world. But he felt that it would be huge job for which we are not properly equipped at the moment.

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(11) In reply to a query from the Commission, Shri Sarkar agreed about to the desirability of national service, He was, however, of the opinion that it will be necessary to evolve a suitable machinery to engage the minds of lakhs of students who will have to be brought within the ambit of national service every year.

(12) In reply to another query from the Commission Shri Sarkar observed that he was not competent to define the crucial sectors on which the Commission should concentrate, but he was of the opinion that if the top class students were to be attracted to the teaching profession, the profession would have to be so organised as to give them the fullest job estisfaction.

The meeting came to an end with a vote of thanks to Shri Chanchal Sarkar.

J.P. Naik
Member-Secretary

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

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Summary Record of the proceedings of the meeting
of the Education Commission with Shri S. Mukanda Rao
M.L.C. on the 18th September, 1965.

Shri J.P. Naik, Member-Secretary, presided over the meeting in the absence of the Chairman, who could not be present due to unavoidable circumstances.

Shri J.P. Naik welcomed Shri Mukanda Rao and introduced him to the Members present. He then requested Shri Mukanda Rao to elaborate his views given in the memorandum. During the course of the discussion, following points were made:

(i) Government should try to improve the standard of all Government and local body schools. Financial assistance should not be given to those private schools who charge very high fees.

(ii) Shri Mukanda Rao suggested that an act should be passed making it an obligatory responsibility of the State to provide educational facilities at all stages. It was felt that it would not be a practicable proposition. Any legislation which is not justiciable would not be of much help.

(iii) Shri Mukanda suggested that the duration upto first Degree course should be 15 years divided as 7+3+2+3= 15 years.

(iv) Shri Mukanda Rao suggested that students were experiencing some difficulties in migrating from one State to another. The Commission did not agree with his view that heads of the institutions should be given full powers in this connection but it was felt that the administrative procedures needed to be simplified.

(v) With regard to the age of admission for private students to public examinations, the Commission was generally of the view that there should be no age restriction.

(vi) There was a general agreement that all public examinations should be open to private candidates also.

(vii) Shri Mukanda Rao was of the opinion that there should be a public examination at the end of primary education. He was informed that the question is under consideration in the Commission.

(viii) There was a general agreement that the recognition of private schools which do not conform to minimum standards should be withdrawn.

(ix) There was also a general feeling that while religious institutions should be allowed to open schools, it should be ensured that these do not encourage communalism.

(x) Shri Mukanda Rao agreed with the need for 3 language formula but he was of the opinion that the load of languages should be considerably reduced. Poetry should not be taught in the third language. He was also of the opinion that the English language readers should cover some of the material of elective subjects taught in the mother tongue so that the students may not have much difficulty when they come to colleges. The Commission was in general agreement with the view that language teaching should be purposive and utilitarian and felt that it need not go into matters of detail.

(xi) Shri Mukanda Rao suggested a scale of Rs. 100-200 for a primary school teacher and Rs. 200-350 for a secondary school teacher. He was of the view that all teachers should be given salaries according to their qualifications and not according to the classes taught by them. He was also of the view that the salaries and old-age benefits should be uniformly admissible to all Government and non-Government teachers.

(xii) Shri Mukanda Rao was also of the opinion that teachers in private and local body schools should also be treated on par with teachers in Government schools for appointments in the inspectorate.

The meeting came to an end with a vote of thanks to Shri S. Mukanda Rao.

J.P. Naik
Member-Secretary

P.S. to Chairman
All Members
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary record/proceeding of the meeting of the Education Commission held with Dr. A.C. Joshi, Adviser (Education), Planning Commission, New Delhi, on the 20th September, 1965.

The Chairman welcomed Dr. A.C. Joshi, Adviser (Education), Planning Commission, New Delhi and introduced him to the Members present. He then requested Dr. A.C. Joshi to give some of his views.

Dr. Joshi gave a brief resume of the proceedings of the International Conference of University Associations held recently at Japan, of whose Executive Board he was a Member. Dr. Joshi also gave a brief history of the development of the Association and its activities. He clarified that the membership of the Association is on the basis of universities and not on the basis of States.

Dr. Joshi then read out extracts from the address of the Director General, UNESCO. He also read out a few extracts from the Presidential Address at the Conference and explained the background of some of the suggestions made therein. A copy of the relevant extracts is being circulated separately.

Giving his personal impressions, Dr. Joshi observed that in addition to the five points of university autonomy mentioned in the Report, it would be desirable to add an additional clause that the universities should be free to grant affiliation to colleges.

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could be
particular
application in
India

Giving his general impressions about the Conference, Dr. Joshi observed that the Conference was of the view that a time had come when the universities should take more interest in the training of middle level personnel, and particularly the training of secondary and primary school teachers. Some of the universities have undertaken programmes of training of secondary teachers but none of the universities has done anything in regard to primary teachers. He is of the opinion that the universities should go in for a programme of teacher-education in a big way. He suggested the setting up large-sized comprehensive teacher training institutions to meet the requirements of different types of training personnel.

Dr. Joshi also informed the Commission that it is being increasingly realised at the Conference that universities in developed countries should play an important role

in helping to develop their counter-parts in under-developed countries. There was also a feeling that the question of access to higher education should be considered from the point of view of democratisation of higher education and no one who was gifted should be denied higher education. General opinion at the conference was that the number of students in universities could be checked through diverting students to other fields and through educational and vocational guidance.

It was, however, felt that development of educational and vocational guidance services in India would take a very long time. He was, therefore, of the opinion that in the initial stage, necessary guidance should be provided to those students who were admitted in colleges in helping them to select right type of courses.

The meeting came to an end with a vote of thanks to Dr. A.C. Joshi.

J.P. Naik
Member-Secretary

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

Summary record of the evidence by Smt. Renuka Ray, M.P., before the Education Commission on the 23rd September, 1955.

The Chairman welcomed Smt. Renuka Ray and introduced her to the Members present. He then invited Smt. Renuka Ray to give some of her views on the current educational problems. In the course of her meeting, Smt. Renuka Ray made the following points.

(1) Smt. Renuka Ray referred to the Report of the School Health Committee of which she was the Chairman and stressed the need for follow up programme as suggested in the report.

(2) Smt. Renuka Ray also suggested the establishment of an evaluation organisation which may be a permanent organisation to evaluate the progress of different schemes initiated by the Government.

(3) Due attention should be paid to priorities between education and other spheres of social welfare as well as between different fields of education.

(4) As regards national system of education, Smt. Renuka Ray suggested that the national system of education should have three aspects: (1) it should promote national integration, (2) it should provide purposeful education, and (3) it should fulfil the basic aims and objectives laid down in the Constitution.

(5) Smt. Renuka Ray suggested that special efforts should be made for the uplift of the backward classes. In this connection, she made a particular point that the backward classes should not be isolated or segregated from other classes of the society. She added that she had particularly in view the hostels for backward classes, which were often exclusively meant for backward classes.

(6) Smt. Renuka Ray suggested equalisation of educational opportunities for both rich and the poor. She suggested that elementary and secondary education should be free. If fees are levied

at all they should be according to parents income. She suggested that even the Anglo-Indian Schools should be asked to have a graduated scale of fees to suit the income of parents of the children in schools.

(7) Smt. Renuka Ray expressed herself against grant of scholarships purely on the basis of caste. She was of the opinion that even the scholarships admissible to scheduled castes and Scheduled Tribes should have a means test. In reply to a query from the Commission whether all scholarships should be purely on economic considerations, Smt. Renuka Ray observed that she would favour separate scholarships for Scheduled Castes since they suffered from several handicaps.

(8) Smt. Renuka Ray also stressed the need for equalisation of educational opportunities between urban and rural areas. She suggested the establishment of a few good schools in rural areas also. In this connection, she commended the scheme of establishment of day homes.

(9) In reply to a query whether education should be a concurrent subject, Smt. Renuka Ray observed that education need not be a concurrent subject. She agreed that it was important for the Central Government to guide the States in the development of education, but it should be on the same lines as is done by the U.G.C. in the case of universities. Smt. Renuka Ray was of the view that States initiative should not be killed. Central Govt. was too far removed from the people to realise the felt needs of people. She was also in favour of the experiment of democratic centralisation.

(10) Smt. Renuka Ray agreed with the view that the standards of our universities left much to be desired at present. This, she explained, was partly due to the fact that the UGC could only give development

(11) Smt. Renuka Ray also referred to the wastage in elementary education. She said that the only solution of the problem was to get teachers of good calibre. This could be possible only if teachers were given adequate salaries. Teachers' salaries should also be related to changes in the cost of living.

(12) Smt. Renuka Ray referred to basic system of education and observed that the system had to be given up because of the prejudices of a few persons. She felt that basic education was much better suited to the needs of the country. It will, however, require good trained teachers to work out efficiently the scheme of basic education.

(13) Smt. Renuka Ray referred to the high cost of text-books. She suggested that the text-books should either be free or there should be lending library facilities for text-books.

(14) As regards girls' education, Smt. Renuka Ray was of the opinion that girls' education should be free up to the highest stage. She did not think it desirable to apply the means test in the case of girls' education as most of the parents did not set any store by girls' education and even well to do parents were not willing to spend on the higher education of girls.

As regards educational finance, Smt. Renuka Ray suggested that the resources of voluntary organisations and the State Governments should be pooled together for a programme of education development and expansion. She observed that she has not been convinced about the need to treat plan and non-plan expenditure separately. She also suggested a sort of technical audit of the educational programmes to make sure that the funds provided for different schemes were being effectively utilised.

The meeting ended with a vote of thanks to Smt. Renuka Ray.

V. S. Jha.
Member.

Summary record of the evidence by the Principals Forum of the Child Guidance School Society, New Delhi before the Education Commission on the 27th September, 1965.

The Principals' Forum of the Child Guidance School Society was represented by the following members:

Shri Jagat Singh - Secretary, Child Guidance School Society and convener of the forum.

Shri Tejbhan Sethi,
Principal, L.N. Girdhari Lal
Higher Secondary School, Delhi.

Principal M.L. Rengen,
Principal, I.A.F. Central School, New Delhi.

Miss K. Sen Gupta,
Principal,
Lady Irwin Higher Secondary School, New Delhi.

Shri M.N. Kapur,
Principal,
Modern School, New Delhi.

Rev. Father T.V. Kunnunkal, SJ
Principal,
St. Xavier's School, Delhi.

Shri J.P. Naik, Member-Secretary welcomed the representatives of the Forum and introduced them to the Members present. The note sent by the Forum had already circulated to the Members.

Shri Jagat Singh, Secretary of the Child Guidance School Society gave a brief account of the history and development of the Child Guidance School Society and its activities. The society had also organised three forums: (1) Principals' forum (2) Teachers' forum and (3) Mothers' Forum.

The Commission then considered the question of private tuitions. The representatives of the Forum pointed out that under the existing rules teachers were restricted to devote not more than two hours to private tuitions and to credit one-third of the income from tuitions to Government. The Forum wanted both these restrictions to be withdrawn. During the discussion it transpired that both the rules were almost dead rules and in actual practice teachers neither reported tuition work nor the income derived from private tuitions.

The Commission broadly considered the question of tuitions in general. It was realised that the

need for private tuitions could not be completely done away with. Private tuitions are engaged not only for weak children but also sometimes for bright children to improve their position in the examination. It was also a matter of faith with the parents who sometimes felt that a particular person taught their children better than the other. In such a situation private tuitions should not be completely ruled out.

It was suggested that the schools themselves may organise extra coaching classes for weak students and charge them a reasonable fee. It was pointed out that in some cases even this practice has been abused and students had been compelled to undergo extra classes in order to make the organisation of such classes economic. A suggestion was made for organisation of vacation classes for remedial teaching. It was pointed out in this connection that from this year the Delhi administration had started four zonal schools during summer vacation to prepare students for supplementary Higher Secondary examination.

Miss K. Sen Gupta, Principal, Lady Irwin Higher Secondary School gave an account of the experiment in her school. Her school charged a lump sum of Rs.50 per student per annum and this amount was utilised to appoint additional teachers to obtain lower teacher-pupil ratio and also to provide certain other facilities to children which was not covered by the administrative rules and regulations. In this connection Shri J.P. Naik informed the Principals' Forum about some of the tentative thinking going on in the Commission to revise the grant-in-aid rules, giving greater freedom and choice to the managements in view of efficient running of schools. These proposals were generally endorsed by the forum.

The meeting then considered the question of guidance services in the schools. It was felt that it will not be possible for a long time in India to provide guidance and counselling services to the students in the same way as in some of the advanced countries for want of both funds and trained personnel. A suggestion was made that all the teachers in the schools should be given a short-term orientation course to make them guidance-conscious. Such teachers should be able to handle minor cases. More serious cases requiring professional attention could be referred to the specialists and child guidance clinics on a regional basis.

The meeting also considered the question of teachers' salaries. A suggestion was made that instead of having more working days, it would be desirable to have longer

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school days. The Commission informed the Forum that it had before it a proposal that improvement of teachers' salaries should be related to increase in work load and improvement in qualifications. It was explained that under this arrangement additional remuneration would be payable to teachers for taking up additional work on a voluntary basis either during or after regular school hours for implementing programmes of educational development. It was suggested that under this arrangement the teachers should be required to acquire additional qualifications for the special field of their interest.

The meeting ended with a vote of thanks to the representatives of the forum.

J.P. Naik
Member-Secretary

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

Summary record of the evidence by Dr. P.M. Joseph Principal, Lakshmi Bai College of Physical Education and Shri S.D. Chopde, Secretary, all-India Association of Colleges of Physical Education before the Education Commission on 28th September, 1965.

In the absence of the Chairman who could not be present due to an unavoidable engagement, Shri J.P. Naik, Member-Secretary presided over the meeting. Shri J.P. Naik welcomed Dr. P.M. Joseph and Shri S.D. Chopde.

Dr. P.M. Joseph and Shri S.D. Chopde elaborated the points which they had made in their note to the Commission and these were broadly discussed.

Dr. P.M. Joseph also gave a brief account of the activities of the Lakshmi Bai College of Physical Education, National Discipline Scheme and National Institute of Sports, Patiala.

It was also suggested to the Commission that the physical education should be introduced as one of the subjects in colleges.

Dr. P.M. Joseph agreed to prepare a short paper on role of physical education in the national system of education giving aims and objectives and broad details of programme of physical education.

The meeting ended with a vote of thanks to Dr. P.M. Joseph and Shri S.D. Chopde.

J.P. Naik
Member Secretary

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary record of the evidence by Maj. Gen. A.S. Pathania, Director General, National Discipline Scheme before the Education Commission on 30.9.65.

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Dr. V.S. Jha, Member, Education Commission, presided over the meeting in the absence of the Chairman who could not be present owing to an unavoidable engagement. Dr. V.S. Jha welcomed Maj. Gen. A.S. Pathania and requested him to elaborate his views contained in the note sent by him. A copy of the syllabus for schools under the National Fitness Corps programme, prepared by the Ministry of Education and a brief note on the subject prepared by Maj. Gen. A.S. Pathania had already been circulated to the members.

Maj. Gen. Pathania gave a brief resume of the historical development of the programme of physical education. He pointed out that physical education never had its full impact in pre-independence days. U.O.T.C. course was available only in a few selected institutions. After independence, the Government of India prepared the N.C.C. programme and the N.C.C. Act was one of the earliest acts passed in independent India. A.C.C., a cheaper version of N.C.C., was introduced in schools. Maj. Gen. Bhonsle had separately drawn up a National Discipline Scheme primarily for displaced students which was later on adopted on a national basis. On the recommendations of the Kunjru Committee (which was set up to draw up an integrated programme of physical education) a National Fitness Corps programme has been drawn up. This programme contains the salient features of all these above programmes and scouting & Girl Guiding.

In reply to a query by the Commission, Maj. Gen. A.S. Pathania clarified that the aim of physical education, according to him, was education (in its fullest sense) through physical activities. In this connection, he explained the Scheme of National Fitness Corps emphasised not only physical fitness but also mental and emotional fitness. He added that the scheme included also Yogic exercises.

In reply to another query from the Commission, Maj. Gen. Pathania observed that health education was also included in the N.F.C. programme. Although it has not been treated as a separate item under the programme, it is covered the heading "national ideal and good citizenship".

Maj. Gen. A.S. Pathania further explained that the N.F.C. programme included only fundamentals of gymnastics. Elementary gymnastics was a compulsory part of the programme. Those who may be interested in gymnastics could go in for further specialisation in the field on an optional basis.

In reply to another query, Maj. Gen. Pathania clarified that the N.F.C. programme differed from the N.C.C. programme in as much as the former is a fullfledged curricular programme (i.e., a part of the regular school curriculum) whereas the latter is largely extra curricular. Maj. Gen. A.S. Pathania also explained that unlike the N.C.C. instructors, the N.F.C. instructors will, like any other teacher, be under the full administrative control of the head of the institution. The scheme had also taken note of the need for refresher training to the N.F.C. teachers and had made regular provision for annual refresher training.

The meeting ended with a vote of thanks to Maj. Gen. A.S. Pathania.

V.S. Jha
Member

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

GOVERNMENT OF INDIA
EDUCATION COMMISSION

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Summary record of the evidence by Chief Justice,
Shri P.B. Gajendragadkar, before the Education
Commission on the 1st October, 1965.

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The Chairman welcomed Chief Justice, Shri P.B. Gajendragadkar and introduced him to the Members present. He then requested him to give his views on some of the current educational problems before the country.

In his opening remarks, the Chief Justice observed that although he belonged to the same social stock, he was shocked at the present state of affairs in the country. He was of the opinion that the students and the teachers generally lacked a sense of responsibility and ethos. Intellectual leadership had lost its grip and a general feeling that power and corruption went together was gaining ground in the country. The Chief Justice observed that he had not given much thought to the factors responsible for this state of affairs but he was of the view that it was to a large extent hand-over from the past when under the influence of freedom movement the universities were often considered hand maids of the foreign government. The Chief Justice suggested that a time has now come when the students should develop a sense of seriousness and the nation should get over the past and settle down to some solid constructive work. Teachers had a very important role to play in this. The Teacher training programmes should emphasise teachers have an important duty to society. In this connection, the Chief Justice referred to impressions of his visit to U.S.S.R. He was very much impressed by the sense of participation in national reconstruction shown by everyone with whom he came in contact in U.S.S.R. He remarked that according to him the test of the success of the Commission's work would be the extent to which it is able to bring out a regeneration of enthusiasm among the students and teachers in particular and the community in general.

The Chief Justice also referred to the methods of teaching in India which in his opinion were extremely unsatisfactory. In this connection, he referred to his impressions about the successful working of the "dialogue method" prevalent in U.S.A. under which both the teachers and students participated actively in the process of learning and education. He felt that under the existing system, we can only hope to have in future either communalists or communists but not nationalists. In this connection, he also referred to the recruitment policy adopted by the British under which recruitment was very often on caste and communal considerations. This, he felt, had a considerable effect on the working of their subconscious mind.

The Chief Justice also referred to the talk about restricting admissions to universities in the interests of improving quality of university education. He felt that if admissions to institutions of higher education were to be restricted, then students from middle and backward classes would be great sufferers. On behalf of the Commission, it was explained that the Commission was visualising a system of correspondence course to provide suitable opportunities for higher education to those who could not get admission to the universities.

The Chief Justice felt that in his opinion a university should have two functions; (1) it should be the seat of higher learning and (2) it should spread general education among the masses. The Chief Justice also referred to the need for having a larger number of institutions so that the students could get opportunities for higher education near their home and they need not be uprooted from their society. A suggestion was made that students may also be allowed to appear privately on their own without undergoing a course of formal education or correspondence education. The Chief Justice felt that such a system of self-study was not likely to be effective, at least in the case of legal education.

The Chief Justice emphasized the need for national unity and called upon the Education Commission to approach the issues before it primarily from this standpoint. As an instance he referred to the language problem. There was a demand in some of the States to introduce Regional Languages in the High Courts on the ground that every State has a separate High Court of its own. He was, however, of the view that introduction of Regional languages in the High Courts and the National language in the Supreme Court would be incalculable harm to the cause of national unity. The High Courts and the Supreme Courts were able to uphold the rule-of-law today primarily because of a common language. Two different languages between the High Courts and the Supreme Court would not only make the administration of justice more delayed, costly and complicated on account of the large-scale translations involved but it would also make the mobility of judicial personnel - both judges and advocates - between different High Courts and between the High Courts and the Supreme Court well-nigh impossible. The work of the High Courts and the Supreme Court should, therefore, be conducted in the National language only, i.e., English or Hindi when it is adopted as the national languages. He pointed out that the Conference of the Chief Judges of the High Courts have made a similar recommendation.

The Chief Justice was very emphatic that all other considerations, including the educational soundness of the proposals, should be subordinated to the overall need for national unity. He was of the view that whatever be the educational considerations in favour of the mother tongue as the medium of instruction, from the national point of view English or Hindi alone should be the medium of instruction at the post-graduate stage. Mother tongue may continue to be the medium of instruction upto the intermediate or even the first degree level.

The Chief Justice also referred to the importance of legal education in a country like ours which had laid great faith in the rule of law and had a written constitution with a federal structure. The teaching of law, however, was not properly organised and he expressed a doubt in future the legal profession would come up to the mark without a radical reorganisation of legal education. In this connection he referred to the case-book method of teaching in U.S.A. He was of the opinion that the best course would be to combine the lecture-method and the case-book method in such a way

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as to supplement one another. He also suggested a quarterly system of examinations to ensure that the students worked round the year rather than mugging up things towards the end of the year.

The meeting ended with a vote of thanks to the Chief Justice.

V.S. Jh
Member

Chairman
All Members/Member-Secretary.
All Officers

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary record of the evidence of Dr. B.V. Keskar, Chairman, National Book Trust, before the Education Commission on the 1st October, 1965.

The Chairman welcomed Dr. B.V. Keskar and introduced him to the Members present. The note sent by Dr. Keskar had already been circulated to the Members. The Chairman then requested Dr. Keskar to elaborate his views contained in the note. In course of the meeting the following points were made.

In view of the limited resources available, and rather slow rate of growth of our economy, we should not go in for costly buildings and equipment. The emphasis should be on expansion of educational facilities on something like Shantiekatan pattern which represented a cross between the modern and the ancient traditions. Dr. Keskar agreed with the Commission that the case of primary schools was to be considered separately as most of these schools were held under extremely unfavourable conditions. He added that his suggestion about temporary structures was not an ideal solution but it was more of a sort of make-shift arrangement.

Dr. B.V. Keskar referred to the curriculum and the large number of text-books and copy-books which the students were required to carry. The curriculum was so heavy that the students had no time for thinking and relaxation. The students were also required to have a large number of text-books and copy-books. He characterised them as 'educational red-tape' which did not allow the native abilities of the students to blossom. They also imposed a heavy financial burden on parents.

Dr. Keskar expressed himself against public schools. He observed that public schools were never known for teaching well and the students coming out of these schools rarely obtained academic distinctions. The Indian public schools also did not provide the right type of leadership in India. Dr. Keskar observed that in every State there should be model schools admission to which should be regulated strictly on the basis of merit. In this connection he referred to the French National schools. These schools started with high school standards and went up to college standards and laid very great stress on rigid mental discipline.

Dr. Keskar also emphasised the role of aesthetic education. He suggested that to be effective, it should be given from the earliest stage. The aim at this stage should not be so much to teach the scientific principles of music etc. but to lay down a foundation upon which further structure could be built in future. In this connection, he referred to the practice in West Germany where some songs have been set in music and the students are asked to sing them individually and in chorus. These songs give them all the elements of good music. He also referred to the work done by Shri Shankar in organising painting competition where the emphasis was to make children enjoy the colour. He also pointed out that at the request of Gandhiji, Shri Vishnu Digambar composed about one hundred bhajans which have been included in the Ashram Bhajanavali and these included almost all the musical tunes. He suggested that in order to make education more interesting, aesthetic education should be made an integral part of the school curriculum.

practical
experience,
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Dr. B.V. Keskar observed that we have a great hierarchy of degrees and diplomas in India, for instance in the field of medicine, we have got L.M.P., M.B.B.S., M.S., M.D., F.R.C.S., F.R.C.P., etc. This, he felt, was primarily due to the fact that in India we laid great emphasis on the degrees and diplomas in preference to actual experience. In this connection he referred to the practices in some of the Western countries where there were hardly one or two degrees or diplomas and greater value attached to practical experience. In this connection, he pointed out that at present the students who go to U.K. for F.R.C.S. are not allowed to undertake actual surgical operations. They are allowed to observe the operations only. Degrees and diplomas of this kind would hardly make them better or more efficient surgeons. Dr. B.V. Keskar also decried the preference given to foreign degrees and diplomas in comparison to corresponding degrees and diploma awarded in India. He was of the opinion that we should discourage the tendency for going abroad for undergraduate education. Students may be allowed to go abroad for post-graduate and advanced training only in such fields in which adequate facilities for training and research did not exist in India.

Dr. Keskar also referred to the unsatisfactory methods of teaching in our colleges. He pointed out that the practice in foreign countries was to provide more guidance and reference facilities to students. In India, however, the students depended entirely on lecture notes and ready-made guides.

As regards medium of instruction, Dr. Keskar was of the opinion that an average boy is not capable of doing higher thinking in English. The country

has, therefore, to take a firm decision whether it is going to retain English as the medium of instruction for higher education or not. If it decided to have English as the medium of higher instruction, then it should take all the necessary steps, including import of English teachers from abroad, to improve the standard of English within the country. Dr. Keskar, however, expressed himself personally in favour of Hindi as the medium of instruction at the higher level. He felt that non-availability of Hindi text-books was not so serious a problem as it had often been made out. He recounted in this connection his personal experience in the Kashi Vidyapeeth where the teachers used English technical terms in the initial stages and slowly and gradually developed the Hindi vocabulary by translating the technical terms. For the political solution of the problem, Dr. Keskar was of the opinion that we should give an option to the State Governments to have either English or regional language from a particular date. Centre may also shift over to Hindi. Special arrangements may, however, be made for those States which wanted to retain English. Dr. Keskar felt that if such an option was given to States, they would come up to realise the need for falling in line with rest of the country before long.

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dealing with

Dr. Keskar also referred to the need for preserving and developing the autonomy of universities. Most of the universities today were in a bad state. The greatest hope was on the University Grants Commission. He was of the opinion that the financial assistance to the universities should be given through the University Grants Commission and not through State Governments. The Chairman pointed out that in such an event, there was also a likelihood for the University Grants Commission should have two wings - one dealing with developmental work in the universities. Dr. Keskar was also in favour of setting up a University Council as a super-university organisation on the lines on the Press Council. It was felt that this sort of University Council could be organised even within the frame work of the existing University Grants Commission Act without modifying or amending it in any way.

The meeting ended with a vote of thanks to Dr. B.V. Keskar.

V.S. Jha
Member.

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary record of the evidence by Shri C. Subramaniam, Minister for Food & Agriculture before the Education Commission on the 5th October, 1965.

The Chairman welcomed Shri C. Subramaniam, Minister for Food & Agriculture and introduced him to the members present. He then requested Shri Subramaniam to give some of his views regarding the current educational problems before the country. In the course of the meeting Shri Subramaniam made the following points.

Education has to be made compulsory according to the Constitution upto the age of 14. Madras had done it upto the age of 11 in the first instance. However, the experience was that there was a great wastage in class I. This was mainly because children were coming from those communities in which there was no education. These children, therefore, found their adjustment in the school somewhat difficult. Shri Subramaniam suggested some sort of pre-school education for the children in the age group 3-5 to prepare them mentally for regular school later on. He suggested that some of the ladies in the village who had received some education may be given special training to take up the pre-school education of these children. The children may also be given some incentives like biscuits and milk to attend these institutions for about an hour in the morning or in the evening.

Shri C. Subramaniam referred to the many difficulties which the teachers had. Apart from the need for improving their salaries and other amenities, Shri Subramaniam emphasised the need for teachers' quarters near the schools so that the teachers were not required to cover long distances to reach the school. He further suggested that the community may also be involved in some way to look after the welfare of teachers. That would make teachers more enthusiastic about their work.

Shri C. Subramaniam also gave a brief account of the mid-day meals programme and the school improvement programme developed to help the students of poorer sections. As the community came into contact with the school through the mid-day meals programme, the State Government launched upon a school improvement programme in which also the community was actively involved.

Shri C. Subramaniam also referred to the need for initiating a programme for improving the quality of teaching. He suggested taking up different subjects, viz. English, Mathematics, Languages in order of priority.

Shri Subramaniam favoured appointment of women teachers in the first three classes of primary schools.

As regards pattern of education, Shri Subramaniam observed that Madras had at present 7 plus 4 plus 1 plus 3 pattern. He, however, felt that 7 plus 3 plus 2 plus 3 pattern which would permit to have a two-year junior college course in place of the existing one year PUC course, would be better. The junior colleges could be attached either to schools or to colleges. He was, however, of the opinion that if the junior colleges were attached to the degree colleges their standard would be much better.

As regards language problem Shri C. Subramaniam favoured the three-language formula.

As regards medium of instruction he felt that it would have to be a politico-academic decision. Personally he was in favour of regional languages as the medium of instruction. He pointed out that a study had been made in Madras which showed that except bright boys in both media who were equally good in English and other subjects, so far as mediocres were concerned, the study had shown that those students whose medium was the mother tongue did better had also a better comprehension than similar students who learnt through the medium of English. He clarified, however, that he was not against teaching of English as a language but not as a medium of instruction. He agreed that the English medium had certain advantage so far as teaching of Science and Technology was concerned. He, however, pointed out that English medium was not without its disadvantages. In most instances those going in for English medium did not have clarity of thought and expression and their comprehension was found wanting. Shri Subramaniam expressed himself in favour of a common script for Indian languages and he was of the opinion that the Roman script should be common script. He was of the opinion that every Educated person should know the Roman script in addition to the one in which his own language was written. In this connection he also suggested the use of international scientific and technological terminology and numerals in the regional languages. He felt this would make it possible for the students to learn in their own languages and yet be in a position to move from one place to another. In this connection he pointed out that although the students in different countries of Europe studied through different media, yet they did not have any serious difficulty in migrating from one country to another and were, in fact, doing so. He, therefore, felt that there was no reason why there should be insurmountable difficulties in the migration of Indian students from one State to another. In this connection Shri Subramaniam also referred to the fanaticism of the protagonists of Hindi. Shri Subramaniam pointed out that the Hindi speaking people would not like to give up even Hindi numerals and would try to find far-fetched Hindi equivalents for commonly accepted international terms and at the same time they would insist that the rest of the States to give up their languages, and script.

In reply to a query whether it would be desirable to put aside the language question in cold storage for some

time in view of the more urgent economic and educational issues before the country, Shri Subramaniam observed that he would agree with the suggestion provided English was taught from class III onwards and nothing was done to disturb the existing media of instruction at the University and Higher Education level. But he did not think that this was practical possibility.

Shri Subramaniam emphasised the need for giving special facilities to meritorious students. He was in favour of charging fees (at the secondary stage) from those who could afford to pay. He was of the opinion that the private schools charging high fees could not be abolished altogether.

Shri Subramaniam also referred to the problem of discipline in the schools. He observed that the attitude of the students towards their teachers depended largely upon the respect which the society gave to the teachers. If we are to provide better education to our children, it would be necessary to improve the status of teachers in the society at large. Teachers will also have to be trusted more and more and given the powers of internal assessment. The public examinations were favoured today because we had no faith in the teacher. He was, however, of the opinion that things will not improve until we put greater faith and trust in the teachers.

Shri Subramaniam also observed that our present system of examinations was not conducive to the training creative thinkers. He pointed out that even though the number of students undergoing higher education was not commensurate with the size of our population, it was almost as large as that in some of the smaller countries of the world. In spite of this we did produce enough number of original and creative thinkers.

Shri Subramaniam also pointed out that the Science and Technology could not be emphasised at the university level only. We have to build a strong base for Science and Technology from the school level onwards. In this connection he observed that Science and Mathematics were generally the weakest subjects at the school level.

Shri Subramaniam also referred to the regimented pattern of Higher Education specially in the field of Engineering and Technology. He pointed out that there was a common syllabus all over India which in the course time had grown out-dated. There was an urgent need to give institutions certain amount of freedom to frame or modify the syllabus. He also suggested the encouragement of young blood in the technological and scientific institutions. He pointed out that some of the studies had shown that most of the scientists and engineers did some original thinking between the age of 25 and 30. Their further work was, therefore, in

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favour of young blood being given greater opportunities and facilities.

It was decided that the Commission will have another meeting with Shri Subramaniam to discuss the problems of Agricultural Education.

The meeting ended with a vote of thanks to Shri C. Subramaniam.

V.S. Jha
Member

Chairman

All Members/Member-Secretary

All Officers.

EDUCATION COMMISSION

Summary Record of the evidence by Shri A.K. Ghosh
Secretary, Ministry of Education before the
Education Commission on 7.10.65.

Dr. K.G. Saiyidain, Member, Education Commission presided over the meeting in the absence of the Chairman who could not attend the meeting owing to an unavoidable engagement. Dr. Saiyidain welcomed Shri A.K. Ghosh and introduced him to the Members present. He then requested Shri Ghosh to elaborate his views contained in the note he had sent to the Commission earlier. In the course of the meeting, following points were made:-

(i) Shri Ghosh suggested that some credit should be given for the sessional work to provide an incentive to the students to work throughout the year. It was pointed out to Shri Ghosh that some of the States, notably Bihar, Madhya Pradesh, Punjab, and Vidarbha had tried the experiment of internal assessment but it has not proved successful and was being abandoned in those States. Shri Ghosh suggested that the experiment may be tried in a few selected institutions in the first instance.

(ii) Shri Ghosh also suggested that the examination system should be reformed to permit use of reference books by the students during the course of examinations. It was, however, felt that in such an event the questions would have to be so framed that there should not be any readymade answer to them.

(iii) In order to education more practical, the students should be encouraged to do things by hands themselves rather than merely observing them. Students should also be encouraged to think and not merely cram the textbooks.

(iv) Right type of persons should be attracted to the teaching profession. The salaries and conditions of teachers should broadly be comparable with those of other persons in similar positions. Teachers should also have greater amenities - particularly housing and good company in the rural areas.

(v) Experts working in business, industry or Government service may keep in touch with the universities as visiting professors.

(vi) With regards to administrative handicaps in the implementation of development programmes in general and educational programmes in particular, Shri A.K. Ghosh observed that there should be greater decentralisation of power and authority. Man on the job should be free to take quick decisions as warranted by the circumstances. Reference was also made in this connection to delays in according administrative and financial sanctions.

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Shri Ghosh suggested that this could largely be avoided if there were greater decentralisation of authority.

(vii) At the Block level, education did not receive adequate attention at the hands of the Block Development Officer. The inspectorate machinery was largely utilised for administrative or reception purposes. Shri Ghosh suggested that the position may change for the better if the education was given separate allotment and educational inspectors should be free to look after educational matters.

In the course of the meeting a suggestion was also made that considerable work has been done by the Army in the field of adult education, mental testing, etc. It would be desirable to invite some of persons connected with educational work in the Army for an exchange of views with the Commission.

The meeting ended with a vote of thanks to Shri A.K. Ghosh.

(V.S. Jha
Member.

Chairman
All Members - Member Secretary
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri P.D. Gupta,
Ex-Vice-Chancellor, Agra University before the
Education Commission on the 8th October, 1965.

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Dr. K.G. Saiyidain, Member, Education Commission presided over the meeting in the absence of Chairman who could not be present owing to an unavoidable engagement. Dr. Saiyidain welcomed Shri P.D. Gupta - Ex-Vice-Chancellor, Agra University and introduced him to the Members present. He then requested Shri Gupta to elaborate his views in the memorandum sent by him. In the course of the meeting following points were made.

(i) Hurried adoption of Hindi as the medium of instruction without adequate preparation of teachers and text books had adversely affected the academic standards.

(ii) Regional languages may be media of instruction upto the first degree level, but a national language English or Hindi should be the medium of instruction at the postgraduate stage and for research work. It would be necessary in this connection to strengthen the teaching of English from an early stage.

(iii) Shri P.D. Gupta considered the adoption of 14 languages as media for All India Services as fantastic and unworkable. He was of the view that education/decisions should not be taken by politicians.

(iv) Teaching of Urdu received a set back in U.P. because of communal considerations.

(v) A Ph.D. degree should not be the sine qua non for jobs. At present Ph.D. is an essential requirement for appointment as a Reader. This need not be so. Bright persons who do not possess a Ph.D. degree should not be debarred from appointment as Readers or Professors.

(vi) Every Ph.D. candidate should be required to put in at least one year in regular research work.

(vii) Universities should be free in academic matters. At present various types of pressures are brought to bear in the matter of affiliation of colleges, their disaffiliation, appointments, etc. He gave concrete illustration of how pressures were brought to bear on the decision to recognise colleges which did not merit affiliation.

(viii) Salaries of teachers working in Degree and Post-graduate Colleges should be according to qualifications and not according to the type of institutions in which they are working.

(ix) Teaching should be considered as a vocation to be entered by those who are interested in students and who take up the job with a missionary spirit.

(x) Secondary education should be a 12-year course of which first 10 years should be devoted to general education.

Specialisation should begin in the last two classes.

(xi) There should be no restriction on admission of students to universities. There should be alternative channels to divert students away from universities, in-to other profitable channels.

(xii) There is no suitable method for ^{appointment} appointment of Vice-Chancellors. Vice-Chancellors authority is often greatly diluted in practice, and he is subjected to various pressures.

(xiii) Grant-in-aid rules should be revised to avoid the need for certain malpractices followed at present by managements. At present the institutions is eligible for a grant-in-aid only four years after its recognition.

(xiv) There is an urgent need for reforming the managements of private Colleges. The constitution of managing committees should be revised on the Delhi pattern. The powers of the Principal and the Managements should be clearly defined.

(v) A University Service Commission should be constituted for recruitment to the posts in the University and affiliated colleges.

(xvi) The institution of a Chancellor is a useful one but the Chancellor should be free to act on his own and there should be no interference from the Ministers, and other politicians. The powers of Chancellor are often exercised by the Govt. This should be avoided.

(xvii) Shri Gupta did not agree with the view that the Colleges should earn the right to affiliation from time to time. If the Colleges were not granted permanent recognition, they would always be in a suspense and would not be able to appoint the staff on a permanent basis. If the argument about maintenance of standards were to be carried further, even a University might be subjected to the same treatment but nobody would advocate that.

The meeting ended with a vote of thanks to Shri P.D. Gupta

V.S. Jha
Member

Chairman
All Member
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri R.R. Diwakar, M.P., New Delhi before the Education Commission on the 19th October, 1965.

Dr. V.S. Jha, Member, Education Commission, presided over the meeting in the absence of the Chairman who was out on tour. Dr. V.S. Jha welcomed Shri R.R. Diwakar, M.P., and introduced him to the Members present. He then requested Shri Diwakar to elaborate his views contained in the memorandum, which he had submitted to the Commission earlier. In the course of the meeting, Shri R.R. Diwakar made the following suggestions:

(1) The aim of education should be not only to develop the faculties of an individual to the fullest possible extent but also to attempt something more. He referred to his concepts of Sarvodaya and Basic Socialism. Education should also play a significant role in the process of socialisation. The child should also learn to render service to the society for the services rendered by it. It should be like 'paying the Caesar back in Caesar's Coin'.

(2) Dealing with the question of national system of education, Shri Diwakar observed that so far we have failed to evolve a national system. The concept of nationhood in India will have to be some what different than in other countries which have more homogenous population. Elaborating his views, he observed that the Preamble to the Constitution and the Directive Principles should be the Bible for civic life. He observed that we have to make efforts to create a nation and referred in this connection to the warning sounded by Dr. B.R. Ambedkar at the time of passing the Constitution that mere giving a Constitution does not make people a nation. A conscious, and deliberate attempt has to be made to soak the minds of children with right type of Sans Karas.

(3) Shri Diwakar emphasised the importance emotional education. This should provide students education in living together, controlling their anger, etc. He felt that the play field would provide the best opportunities for emotional education.

(4) As regards aesthetic education, Shri Diwakar observed that at present in a large number of schools, aesthetic education is not at all provided and even wherever it is provided, it is done merely as a matter of routine. The aim of aesthetic education should be to develop a keen sense of beauty. In this connection he referred to the aesthetic sense as displayed by the Japanese.

(5) Education, Shri Diwakar observed, should be an integral whole and should emphasize an integrated development of all faculties, physical, mental, moral and spiritual.

(6) Shri Diwakar was in favour of Regional languages as the medium of instruction. English and Hindi, however, be taught as compulsory subjects. In this connection he also observed that the Indian languages are rich in imagery which is peculiar to them. Certain words in the Indian languages could not be appropriately translated into English.

(7) There is a lot of wastage in primary schools. Steps should be taken to check it.

(8) Greatest importance should be attached to adult literacy. With the spread of literacy we will be able to tackle many of our social and economic problems. A high rate of adult literacy has helped even in increasing agricultural output and reducing the wastage in schools.

(9) Asked about his views on religious education, Shri Diwakar observed that instead of religious education, we should think in terms of 'ethical' education. It was pointed out to Shri Diwakar that certain people have a feeling that sanctions for ethical training have their basis in religious orders and hence religious education is necessary even for ethical training. Shri Diwakar was, however, of the view that the Govt. should not direct responsibility for providing religious education in schools. Private schools may provide religious education if they so desire.

(10) In reply to a query as to how he would interpret the term "secularism" - i.e. whether he would suggest equality to all religions or neutrality in religious matters, Shri Diwakar supported the latter view.

(11) Shri Diwakar also suggested that the education should attempt to develop a scientific attitude on life and pursuit of truth.

(12) In reply to a query as to what should be done if there were a conflict between religious dogmas and Constitutional directives, Shri Diwakar observed that no body can lay down an eternal law.

The meeting ended with a vote of thanks to Shri R.R. Diwakar.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the Evidence by Shri Annasaheb Sahasrabudhe, Chairman, Standing Committee of the Rural Industries Planning Committee, Planning Commission, New Delhi, before the Education Commission on the 21st October, 1965.

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Shri J.P. Naik, Member-Secretary, welcomed Shri Annasaheb Sahasrabudhe in the absence of the Chairman who could not attend owing to an unavoidable engagement. Shri Naik introduced Shri Sahasrabudhe to the Members present and requested him to give his views on some of the current educational problems. In the course of the meeting, the following points were made.

(1) The existing educational system has failed to find out the native intelligence, to develop it and to take full advantage of it.

(2) The demand for education today is largely because of the job opportunities which are available to the educated. A peon's job is preferred to that of an agricultural labourer. Some of the older persons have an apprehension that if the present trend continues, the time is not far distant when an adequate number of persons may not be forthcoming to work as farmers.

(3) The real need of farmers is not full-time agricultural education but short-term or part-time training courses spread over a period of three to four ^{years} to give the farmer requisite theoretical orientation and also to familiarise him with improved techniques. In this connection, Shri Sahasrabudhe observed that our greatest difficulty today is that those who know the theory well do not have adequate practical experience and those who have practical experience do not have any theoretical background at all. Unless something is done to bridge this gap, things will not improve much. In order to provide theoretical training to practicing farmers, Shri Sahasrabudhe suggested organising special short term training courses in special institutions or ⁱⁿ the existing agricultural schools at the District or Block level. These schools will have the added advantage of developing village leadership, and help in agricultural and Socio-economic development.

(4) The present procedures are not conducive to the growth of local leadership, initiative and public participation in local development programmes.

(5) Shri Sahasrabudhe suggested part-time colleges of longer duration for those working on farms, on the lines of the ones in Israel. Such colleges will give us better agriculturists, better farmers, better leaders and better administrators. On the other hand students will not be displaced from their homes and fields for their studies.

(6) Agro-industries have suffered not only for want of talent but also because of the fact that the students coming out of educational institutions of the day are not willing to put in the hard work. It takes them 2-3 years to get adjusted to the job requirements in these industries.

(7) Availability of land should not be a problem in opening agricultural schools or colleges. The village land should be treated as unit and utilised for this purpose. Similarly in the case of Basic Schools, land and craft equipment should be provided by the Gram Panchayat.

(8) Instead of providing agricultural education to a larger number of students under the scheme of Junior Agricultural Schools, who may or may not take to agriculture, part-time agricultural education may be provided to those who have decided to be agriculturists.

(9) At early stages agricultural education may be by observation. Actual participation may commence from a later age when the students could usefully participate.

(10) Shri Sahasrabudhe also dealt with the problems of the self-employed category of workers or artisans. According to 1961 census about 12 million people have been shown under this category and they form about 3% of the total population. Age-group 35-59 accounted for the largest number of persons and the agegroup 15-34 came next. Shri Sahasrabudhe pointed out that since 1900 the percentage of artisans has been gradually declining. It was about 40% in 1901 and it had come down to 3% in 1961. On the other hand the percentage of agricultural labour has gone up from 60% in 1901 to 70% in 1961. Unless therefore, some steps were taken to improve the conditions of artisans, this class of workers would completely disappear resulting in still greater pressure on land. He added that on the basis of his surveys, he had come to the conclusion that the solution to the problem of artisans lay in providing them a complete kit of tools, giving them short-term training in the use of tools and to have some service centres at central places to give them facilities of good raw materials. The training should not be a long and sophisticated. It should be a short-term training and the artisans should not be taken away for such training.

(11) If the self employed sector is to be developed, the whole industrial policy will have to be changed. The roles of organised and unorganised industries will have to be reconsidered. Some parity has to be maintained between wages in different sectors. The technical training of artisans needs to be improved.

(12) Centres of higher education and technology should be woven around industrial and craft centres. They can show better performance and also simultaneously improve the industrial and craft centres.

(13) In reply to a query as to whether the artisan training centres should be in industrial centres or in educational institutions, Shri Sahasrabudhe observed that both have got their own strong points. The former would emphasise practical training and the theoretical aspect would receive greater attention in the latter. However, on the whole, he would prefer it in industry.

(14) Shri Sahasrabudhe also referred to the lack of motivation among landless labour and those with small land holdings (less than 10 acres). They are just living on subsistence economy and have become so resigned to their fate that they do not seriously believe any improvement is possible. They, therefore, do not put in work throughout the year. On the other hand, those working as industrial labourers are sometimes unscrupulously persuaded to spend their earnings in any manner so that their employer is assured of regular labour supply.

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(15) It was decided that Shri Sahasrabudhe would meet the Commission once again to discuss the problems of agro-industries as well as drawing up a District Development Plan for the development of a District in an integrated way.

The meeting ended with a vote of thanks to Shri Sahasrabudhe.

J.P.Naik
Member-Secretary

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

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the Evidence by Shri K.L. Joshi,
Secretary, U.G.C., New Delhi before the Education
Commission on the 22nd October, 1965.
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The Chairman welcomed Shri K.L. Joshi and thanked him for his comprehensive replies to the questionnaire and other notes. He then requested Shri K.L. Joshi to highlight briefly the main points he would like to make. In the course of the meeting, the following points were made:-

(i) Decisions about schemes and Plan allocations are often taken on political or personal considerations rather than on firm educational policies or principles.

(ii) It will not be possible to devote more than 6-7% of total Plan allocations to 'Education'. University and Higher Education has been neglected in the IV Plan allocations and this was mainly because there is no proper planning machinery to allocate funds.

(iii) University education should not be a Central or Concurrent subject. Shri Joshi expressed himself against Central universities and he favoured the handing over of the existing Central universities to the respective State Governments. Some of the State Universities are as good as Central Universities. He was of the view that all Universities should be regarded as national Institutions. He further clarified that all universities should be regarded as national institutions in the sense that the Students and teachers should be drawn from all over India, particularly for research and post-graduate education.

(iv) The existing powers of the U.G.C. under Entry 66 of the 7th Schedule are quite wide. The present policy of the U.G.C. is to work in a persuasive manner and so far there had been no occasion for U.G.C. to take recourse to punitive measures.

(v) The Ministry of Education should have two main functions: (a) Collection of factual information and (b) tendering advice to the State Governments through C.A.B.E. In this connection, Shri Joshi felt that although NCERT was working on behalf of the Ministry of Education, it would not carry the same weight with the State Governments. It should be the job of the Ministry of Education to publish short factual brochures on the lines of the Office of Education, U.S.A.

(vi) N.C.E.R.T. should not be burdened with research work. Research and teaching should go together and it should be the concern of the Training Colleges.

(vii) C.I.E. should be a part of the Delhi University rather than of the N.C.E.R.T. So also the Regional Colleges of Education.

(viii) Universities should have full freedom and responsibility. There should be no interference from the State Governments. Academic side of universities should be strengthened. In order to enable new universities to maintain proper standards, there should be a provision in the Constitution of all new universities to have an Academic Planning Committee for a period of 10 years.

(ix) Rural Education should not be something separate. The Rural Institutes should be affiliated to the Universities within whose territorial jurisdiction they are situated. That the National Council for Rural Higher Education has failed would be evident from the fact that it had to approach the U.G.C. to confer upon it the status of a university.

(x) The Central Government was far removed from the masses and could not know the felt needs of the people. The State Governments did not feel responsible for programmes thrust upon them by the Centre. That is why the Basic Education and Multi-purpose schools failed. The Central Government should not directly sponsor educational schemes. It should try to 'sell' the schemes to State Governments through good salesmanship.

(xi) The All India Council for Technical Education was doing good work till about 10 years back. It has now set up its own Boards of Studies, prescribed syllabus, and had drawn up a rigid list of equipment and other requirements. It took a very long time- in some cases as much as six years to process cases through A.I.C.T.E. It was clarified in this connection that the syllabi drawn up by the A.I.C.T.E. are only model syllabi and not obligatory. It was, however, felt that the question of detailed list of equipment and other requirements needed to be looked into. The procedures could be simplified and institutions given a greater degree of freedom.

(xii) The question of the U.G.C. taking over technical education was also considered. It was felt that it would make U.G.C. an unwieldy organisation. The Chairman was of the view that the A.I.C.T.E. could be converted into a sister organisation on the lines of the U.G.C. or on a slightly different pattern, if necessary and may also cover polytechnics and other undergraduate technical institutions.

(xiii) Shri K.L. Joshi suggested setting up of autonomous Boards and the management of Government Colleges should be transferred to these Boards.

(xiv) Shri Joshi favoured the idea of setting up large sized colleges to secure the benefit of internal economies.

(xv) Shri Joshi suggested the setting up of Junior Colleges on the U.S.A. pattern. In the subsequent discussion on this issue, the general opinion of the Commission was that the classes XI and XII which would form the terminal point for formal school education would also combine in themselves some elements of P.U.C. and would prepare the students for smooth transition from the school to the college. These classes may form the top classes in such good secondary schools as may have the requisite personnel and resources or they may be attached as P.U.C. course to regular colleges or in some cases they may be set up as independent institutions. Shri Joshi was of the view that it should also be possible to set up large junior colleges of 2 years duration providing facilities for different types of pre-professional courses and combining even classes IX and X of secondary schools.

(xvi) There should be a separate Board of Intermediate Education to conduct examinations in various subjects for students coming out of Junior Colleges.

(xvii) Shri Joshi was of the view that the resources spent on training of teachers were largely wasted. His own experience was that, some times untrained teachers did better than the trained teachers. He was of the view that there should be no difference between the salary offered to a trained and untrained teacher.

(xviii) Through a suitable scheme of incentives an effort should be made to attract bright and meritorious persons to the teaching profession. He also suggested organisation of correspondence courses and summer institutes, particularly for training of science teachers.

The meeting came to an end with a vote of thanks to Shri K.L. Joshi.

V.S. Jha
Member.

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri Sidheshwar Prasad, M.P., New Delhi before the Education Commission on the 22nd October, 1965.

The Chairman welcomed Shri Sidheshwar Prasad and introduced him to the Members present. He then requested Shri Prasad to elaborate his views and replies to the Commission's questionnaire which had already been circulated to the Members. In the course of the meeting, following points were made by Shri Sidheshwar Prasad:-

(1) There should be a clear and well-defined educational policy to bring about national integration. It is fostered today by an awareness of external danger to the security of the country. In a multilingual and multireligious society such as ours, education has to play a much more important role in bringing about national integration.

(2) Shri Sidheshwar Prasad suggested that people should be educated to regard religion as one's private affair and it should be subordinated to national interests. In this connection he referred to the practices in Malaysia and Lebanon.

(3) In reply to a query as to how education can bring about national integration, Shri Prasad suggested that there should be a common pattern of education. We should also change our outlook on education. In this connection he added that there had been no educationists in India after Gandhiji and even here, he observed, we have been going more and more away from his teachings.

(4) There should be no religious education. Instead, however, there should be moral education. In reply to a query as to how the forces of communalism and casteism could be overcome, specially as the politicians themselves exploited communal caste considerations in elections, Shri Prasad observed that it is a matter for educationists to consider. He did not think it would be possible to do away with caste and communal considerations in elections in the near future. It should be the job of educationists to encourage the development of national sentiment.

(5) In reply to another query, Shri Prasad suggested that the textbooks could be suitably revised to promote national feelings and democratic values.

(6) Shri Prasad observed that the British system of education has been grafted over the indigenous system in India. It has no root in this country. In this connection he pointed out that even the Britishers did not consider the system suitable for them

in the present day world

(7) He agreed with the view that every political party should have some educational programme. However, he added that the existing standard of living in the country was so low and there were so many other urgent economic problems that education did not have any direct vote-catching value.

(8) Shri Prasad also expressed his doubts if the 14 language formula would work.

(9) In reply to another query, Shri Prasad observed that he would personally prefer a realistic report from the Commission. The Commission should boldly say as to whatever would or would not be possible to achieve in the foreseeable future. The Commission should also draw up a phased programme of implementation for the next 15 years.

(10) Shri Sidheshwar Prasad agreed with the view that adult literacy will have a very important role to play in the defence preparedness of the country. He also agreed that it would not be possible to build a new generation or to fully mobilise peoples' enthusiasm in defence efforts or grow-more-food campaigns until the masses had been made literate.

(11) Various mass-media should be effectively utilised to promote leadership by the younger element in villages.

(12) Shri Prasad did not think that lack of funds was the real factor militating against mass literacy. He was personally of the view that it was more due to a lack of determination on the part of the people and the Govt. rather than lack of resources.

(13) Shri Prasad also suggested that education should be given greater prominence and it should be in the charge of a Cabinet Minister.

The meeting ended with a vote of thanks to Shri Sidheshwar Prasad.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

Summary of record of the evidence given by Rev. Fr. T.A. Mathias, Principal, St. Joseph's College, Tiruchirapalli before the Education Commission on the 26th October, 1965.

Shri A.R. Dawood, Member, Education Commission, welcomed Rev. Fr. T.A. Mathias, on behalf of the Commission and introduced him to the officers present at the meeting. He referred to the note which Rev. Fr. Mathias had already sent to the Commission and requested him to elaborate the views contained in the note. The following points were emphasised in the course of the discussion:

1. Private enterprise in education should not only be supported but positively encouraged. Private educational organisations should be given considerable freedom in respect of (a) academic matters; (b) maintenance of standards; and (c) selection of staff and students. It was agreed that, with reference to the national goal of providing equality of opportunity for all, private organisation should be subject to a certain amount of supervision and control by Government and in no case be allowed to exploit teachers and students.
2. The recent regulation of the Government of Madras raising the endowment required for establishing a middle or secondary school from Rs. 35,000 to Rs. 70,000/- would discourage private managements from establishing new schools. It was agreed, however, that the increase was due to the anxiety of the State Government to ensure that private managements had the requisite resources to maintain any new institution that they desired to establish.
3. Government should not interfere in the internal administration of private institutions which were working satisfactorily on the ground that Government was meeting a large part of their expenditure. A reference was made in this connection to a directive of the Government of Madras that in the appointment of headmasters seniority alone should be the criterion.
4. English should continue to be the medium of instruction at the university stage. In order that English may be an effective medium, its teaching should begin in Class III and greater attention should be paid to improved methods of teaching the language.
5. There should be only two categories of scholarships (a) merit scholarships and (b) scholarships given to needy students. No

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scholarship should be awarded on the basis of caste or religion.

6. Admission to university education should be selective. About 30 to 40% of the students at present in colleges or universities were really unfit for higher education and were largely responsible for lowering academic standards and creating problems of indiscipline.

7. The marks obtained at the S.S.L.C. examination provided a fair basis for selection of students to institutions of higher learning. The judgement made on the basis of the marks should be supplemented by the results of an interview. Some concession should, however, be made in favour of first generation learners and those coming from rural and backward areas.

8. The system of examination should be changed in such a way that it would not be possible for the students to guess any of the questions in the question paper at the examinations.

9. Syllabuses should be drafted in a way that would discourage memorisation and create an incentive for supplementary reading.

10. There should be no difference between the salaries of teachers in affiliated colleges and those of teachers in constituent or professional colleges.

11. The language load in the B.Sc. course in Madras should be reduced.

12. The basic principles of all religions should be taught to all students as a part of Indian culture. Catholics would, however, like to have separate religious education. There was no objection to Catholic students receiving moral instruction along with the other students in addition to their own religious education. But this would lead to the practical difficulty of finding additional time in the school programme for Catholic students. There should be no religious education in Government schools.

The meeting ended with a vote of thanks to Rev. Fr. Mathias.

A.R. Dawood
Member

P.S. to Chairman.
All members/Member Secretary
All Officers.

Summary Record of the Evidence by Shri Sri Prakasha before the Education Commission at its meeting held on the 29th October, 1965.

The Chairman welcomed Shri Sri Prakasha and introduced him to the Members present. He then requested Shri Sri Prakasha to elaborate his views contained in the note sent by him (Which had already been circulated to the Members) In the course of the meeting, Shri Sri Prakasha made the following points :-

- (1) The existing system of education is continuation of the one evolved during the British period. After independence education needs to be invested with a new object and purpose and consequently the methods of education should also change.
- (2) Dealing with patriotism, Shri Sri Prakasha observed that although our history abounds in great deeds for personal honour, family pride, service of the master, upholding religious rights, there was hardly any instance until late 19th century of sacrifice for country. Patriotic fevour generated during chinese invasion and trouble with Pakistan should not be mistaken for real patriotism. Patriotism may be developed through text books, written on the lines of the Book of Golden Deeds. In reply to a query as to what would be the positive function of patriotism and how to identify it peacetime, Shri Sri Prakasha observed that it could be seen from reactions to simple situations like singing the national anthem, hoisting national flag, etc, and referred to the solemnity accompanying their observance in UK. It was pointed to Shri Sri Prakasha that the people in Italy, France and some other countries were not as much disciplined as in UK but were nevertheless patriotic. Shri Sri Prakasha also agreed with the view that ours was a relatively new nation and the national sentiments and traditions were still in the process of growth.
- (3) Shri Sri Prakasha also emphasised the development of social sense and good manners and was of the opinion that these along with a sense of patriotism should form the basis of national system of education.
- (4) India is a sovereign democratic republic. Shri Sri Prakasha was of the view that sovereignty and republican concepts are not important from the point of view of an individual. Education should play an effective role in strengthening democratic aspect as every individual has his own entity in democracy.
- (5) The value of scholarships should be sufficiently high so that the poor students could move on equal terms with others and should not feel a sense of inferiority.
- (6) The three-language formula is not likely to succeed. Shri Sri Prakasha expressed himself in favour of regional languages as the medium of instruction, and English should be taught as the second language. He was of the view that the

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nation should be prepared to accept a federation of linguistic States.

(7) Shri Sri Pradasha partially agreed with the view that people were sending their children to convent schools not because they were primarily interested in religious education but because these schools provided better educational facilities. However, Shri Sri Prakasha was of the view that the convent schools were able to provide a better atmosphere only on account of religious influence. It was also on this account that they were able to attract missionary teachers.

(8) In reply to a query whether hereditary techniques emphasised by Shri Sri Prakasha should not be modified in the light of the latest scientific techniques. Shri Sri Prakasha agreed that the two could be reconciled and integrated and in this connection quoted the example of Japan where old system has been preserved in the domestic life but science and technology has been fully utilised in industry.

(9) It was pointed out to Shri Sri Prakasha that while he believed that coaching institutions were doing good work, the experience of the Commission has been that they came in the way of real education as their main aim was only to prepare the child to pass the examination. Shri Sri Prakasha was of the opinion that our Universities also did nothing better and most of the reports sent to the U.G.C. were for the purpose of recurring grants in aid only. The Commission was informed in this connection that Japan has developed an efficient system of coaching institutions and these were doing some good work. It was felt that good coaching institutions and these were doing some good work. It was felt that good coaching institutions could be substitute for private coaching.

The meeting end with a vote of thanks to Shri Sri Prakasha.

J.P. Naik
Member-Secretary

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

Summary Record of the Evidence by Shri T.S. Avinashilingam before the Education Commission on the 6th November, 1965.

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Dr. K.G. Saiyidain who presided welcomed Shri Avinashilingam and introduced the Members present to him. The memorandum submitted by Shri Avinashilingam had already been circulated to the Members. In the course of the meeting, following points were made:-

(i) National Service: Shri Avinashilingam pointed out that political and parental pressures will be exerted against the addition of one year, but at the present juncture it is likely to be accepted. The programme of covering about half a million students for a period of one year under compulsory national service to be successful would need to be properly organised. The duration of the service should be determined by the content of the programme. The duration should be uniform all over the country but it need not necessarily be of one year. It may even be more or less depending upon the content which should be challenging and enjoyable. If national service is voluntary, it has to be given some preference for recruitment to services. The objectives of national service and productive work experience could be combined to some extent.

(2) Basic Education: Shri Avinashilingam analysed the factors on account of which Basic Education has not been working satisfactorily. The main difficulty is with regard to craft work. Shri Avinashilingam agreed with the view that instead of craftwork in the lower classes there should be joyful creative activities such as fine arts, clay modelling, paperwork, Kitchen gardening etc. Creativity, originality & artistic tendencies have to be encouraged. Regular craft work may be introduced from class V onwards. Craft teachers have to be properly trained. In reply to a query, Shri Avinashilingam observed that on educational grounds there would be no objection to using mill-made yarn for weaving in Basic schools. A suggestion was also made that students may use coloured yarn to weave beautiful patterns.

Shri Avinashilingam agreed with the view that the Basic system needed some modifications. Modern crafts should be introduced in Basic schools, and craft practices needed to be modernised to the extent the resources were available. It was, however, felt that the traditional handicrafts also had their own educational value, and should have a place in the school curriculum.

There should be no difference between basic and non-Basic schools and rural and urban schools.

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There was also some discussion whether agriculture should be taught as a craft or as an industry, using progressive techniques and modern implements. The general opinion was that while the merits of crafts vs. industry may be discussed theoretically from an academic point of view, the practical need of teaching agriculture today in schools was to familiarise students with modern techniques.

(5) Duration of teacher-training In reply to a query, Shri Avinashilingam observed that he was personally in favour of making B.T./B.Ed. a two year course. However, he felt that it might not be possible to do so on financial grounds. So he had suggested extending the duration of the B.T./B.Ed. course by six months.

(4) Diversiory Courses: Shri Avinashilingam was of the opinion that a variety of courses at post elementary level could be developed to meet the demand for artisans of different types. Such training institutions should be located near connected industries. Apart from industrial trades, training in agro-industries e.g. poultry, piggery, pisciculture etc. could also be usefully developed to provide side jobs to agriculturists and to make agriculture more remunerative.

The meeting ended with a vote of thanks to Shri Avinashilingam.

J.P. Naik
Member-Secretary

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri V.K. Krishna Menon before the Education Commission on the 6th November, 1965.

Chairman welcomed Shri V.K. Krishna Menon, introduced the members present and requested Shri Krishna Menon to give his views on some of the current educational problems which were left over at his earlier meeting with the Commission. The following issues were dealt with.

(1) Education and national integration and socialisation: Shri Krishna Menon was of the view that ultimately the solution to national integration lay in inter-State, inter-caste and inter-community marriages. Education cannot do much in this direction though teachers have to be prepared to promote integration. Some kind of programme can be undertaken on the lines of the Americanisation programme in USA. Something can also be achieved through national songs, celebration of national days, teaching of patriotism, in a broad liberating sense, midday meals etc. For breaking down conventions, it is better to pay attention to the education of adult women. He admitted that it was a complicated problem and did not permit of any textbook solution.

(2) Education and National Defence: Shri Krishna Menon observed that these days one heard of defence-oriented education but he could not conceive of any such thing. He was against militarisation of young people. He felt that all good education is defence-oriented but teaching of Military Science in Colleges on the U.S. pattern is quite useless. What is required is national education to inculcate patriotic feelings, good physical education to teach endurance and a willingness to use the hands and not be a mere pen-pusher. There should be more of NCC or Scouting. Students should be encouraged to do a certain amount of handwork. Every educational institution should have a hobby shop and playgrounds.

(3) Medium of instruction and the three language formula: If the three languages formula is sincerely implemented, there would be no trouble in solving the language problem but political resistance is preventing this. The best time for learning languages is before the age of 10. Languages could be taught conveniently through programmed learning. In reply to a query, Shri Krishna Menon

favoured the study of classical languages as one of the three languages and added that this is being practiced in the sainik schools. Many of the books available in Sanskrit are, however, anti-quoted and need to be modernised.

/observed

(4) Central State Relations Shri Krishna Menon/ that personally he preferred education to be a Concurrent subject but he felt that as there would be stiff opposition to this from the States the matter should be dealt with in a pragmatic way. Many things could be done by the Centre for programmes which do not overlap. Discussion, understanding and the personality and political pull of the Education Minister should be helpful. He suggested the opening of Federal Universities in the States alongside State Universities. When he was the Defence Minister, he had been able to persuade the States to the establishment of a certain number of Sainik Schools.

(5) Education and the Role of Political Parties: Shri Krishna Menon was of the opinion that political parties are an essential part of our constitution and we will have to put up with them. More political activity should be allowed in the universities. He was, however, of the view that retired ICS officers and professional politicians should not be appointed as Vice-Chancellors. Further, Vice-Chancellors should be academicians and required to do some teaching work to keep them in touch with real academic work as well as with the students.

(6) Student and Youth Welfare; and Student Indiscipline: Indiscipline among students is a part of the social atmosphere which is to be improved if results are to be achieved. Restraint on the part of politicians, greater opportunities for political activities within the universities and isolating managements from politics would help to promote discipline amongst students. In reply to a query, Shri Krishna Menon replied that political parties can have some stand on issues like teachers' salaries, school meals, uniforms, etc. but not on pedagogic issues. As regards student welfare, he suggested promotion of schemes of self-help to students. He also suggested that the Commission may usefully consult some of the representatives of students on this issue.

(7) In reply to another query, Shri Krishna Menon was of opinion that education need not necessarily be in Government hands. Some of the private schools are doing good work and they should be encouraged.

(8) The scheme of evening colleges should be encouraged. In this connection he referred to the ban imposed by the Bombay University sometime back on part-time

colleges which he had opposed in the High Court. He also referred to a scheme of the Defence Ministry to provide part-time education to Diploma holders to prepare for the AMIE examinations.

(9) Shri Krishna Menon also emphasised the need for giving greater attention to rural industries as every body is under-employed. Rural industrialisation, he pointed out, differed from cottage industries. There may be industrialisation of groups of 100 villages or so which should be self-supporting in terms of social services.

The meeting ended with a vote of thanks to Shri Krishna Menon.

J.P. Naik
Member-Secretary

P.S. to Chairman
All Members
All Officers.

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GOVERNMENT OF INDIA

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Summary Record of the Evidence by Shri Kartik Oraon, Deputy Chief Engineer (Designs), Heavy Engineering Corporation Ltd., Ranchi, before the Education Commission on the 8th November, 1965.

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Dr. K.G. Saiyidain welcomed Shri Kartik Oraon on behalf of the Commission and introduced the Members present. Shri L. M. Srikant, Chairman of the Working Group on the Education of Backward Classes also attended the meeting. Shri Kartik Oraon was requested to elaborate the views contained in the note sent by him. In the course of the discussion, the following points were made:

(i) Animism is an essential feature of tribal life. A tribe ceases to be a tribe if it ceases to believe in and accept animism. This on conversion to Christianity a tribe should cease to be treated as a scheduled Tribe and should cease to be entitled to the benefits admissible to members of scheduled tribes, as is the practice in the case of scheduled castes.

(ii) Shri Kartik Oraon drew the attention of the Commission to the practice followed by the Govt. of Orissa under which a person belonging to a scheduled tribe but not professing a tribal religion would not be treated as a member of the tribe but would be treated as a member of "other backward classes". He will however not be treated as a member of "other backward classes" if he has educationally, socially or economically obtained a degree of advancement which, in the opinion of the Govt. does not entitle him to any protection to which backward classes are eligible under the Constitution. Shri Oraon pleaded that the Education Commission should also make a similar recommendation for adoption by the Central and other State Governments.

(iii) Shri Kartik Oraon had brought certain graphs with him with the help of which he sought to establish that in the post-independence period the percentage of students graduating from the Christians had been far greater than that from any other community. Hence the largest proportion of Govt. of India scholarships had gone to that community. Shri Kartik Oraon was of the opinion that financial benefits should be given on the dual basis of economic and educational backwardness, i.e., income per capita and the proportion of graduates to the total population of the community.

The meeting ended with a vote of thanks to Shri Kartik Oraon.

J.P. Nsik
Member-Secretary

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

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by the Delhi School Managers' Association before the Education Commission on the 18th November, 1965.

The Delhi School Managers' Association was represented by the following:-

1. L. Sultan Singh Jain, President
(Hira Lal Jain Higher Secondary School)
2. Shri Ram Kunwar Gupta, Vice-President
(Ramjas Higher Secondary School)
3. L. Girdhari Lal, General Secretary
(L.N. Girdhari Lal Boys/Girls Higher Secondary School)
4. L. Kidar Nath, Joint Secretary
(Arya Samaj Girls Higher Secondary School)
5. Shri R.B. Seth (S.D. Girls Higher Secondary School)

2. Dr. K.G. Saiyidain welcomed the representatives of the Association on behalf of the Commission and introduced them to the Members present. The memorandum sent by the Association had already been circulated to the Members. Dr Saiyidain then requested them to elaborate their views contained in the memorandum. In the course of the discussion, the following points were made:

(i) The duration of the school course should be 10 years. This may be followed by a two-year course which may be called higher secondary or Intermediate. As regards duration of the first degree course, the opinion was divided among the managers - some were of the opinion that it should be a two-year course while others favoured a 3-year course. The Managers were, however, unanimously of the view that classes XI and XII should not be in the secondary schools as it created disciplinary and financial problems.

(ii) There should be diversionary courses at the end of the 10-year school course. Students taking professional/vocational courses should, however, be free to come back to the academic stream, if they so desire.

(iii) There should be separate institutions for professional and technical ~~courses~~. They should not be tagged on to general education institutions. All courses of professional and vocational education should have some provision of general education.

(iv) The Managers were of the opinion that co-curricular activities should form the basis of moral and spiritual education. A suggestion was made that it would be better to combine the formal and informal methods of moral education. One period may be set aside per week for moral education where moral instruction may be imparted in a direct way through books like Hitopadesha. Prof. Shumovsky clarified in this connection that the attempt in USSR was to inculcate the elements of good citizenship in children through the school atmosphere as a whole and through personal example by the teacher.

(v) The School Managers also complained of the severe curbs on the managements of aided schools in matter such as appointment of heads of institutions, teachers etc. They pointed out that under the new Delhi Education Code, managements were not authorised to appoint even a teacher without previous approval of the Education Department. They, however, could not give any instance in which the Department had not accepted the recommendations of the managements in this regard except where they involved relaxation of normal rules which the Deptt was not willing to relax. Another grievance of the managers was that they could not discharge a teacher on their own even during the period of probation. On behalf of the Commission it was pointed out that certain regulations had to be made to protect teachers from the malpractices of some of the unscrupulous Managers. The Association was of the opinion that the new Education Code drawn up by the Delhi Administration had given wide powers to the Department and they felt that the scope for departmental interference was greater now than before. The Association was asked to send a note to the Commission about such provisions. The Association also agreed to send a note on the aims and objects of the Association.

(vii) The Association was also of the view that the grants-in-aid rules need to be liberalised in so far as "admissible" items were concerned.

(viii) The Association informed the Commission that the rules in Delhi did not provide for charging any special fees or collecting donations from parents or the community.

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on the same lines as the Madras School Improvement Programme.

(ix) The Managers were also of the view that there should be no co-education beyond Class V.

(x) The Managers expressed a feeling that most of the complaints of malpractices in educational institutions would disappear if greater representation is given to educationists and those really interested in education in the managing committees of schools and colleges.

The meeting ended with a vote of thanks to the Delhi School Managers' Association.

J.P. Naik
Member-Secretary
8.12.65

P.S. to Chairman
All Members
All Officers

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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Summary Record of the Evidence by the Dakshin
Bharat Hindi Prachar Sabha before the Education
Commission on the 19th November, 1965.

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The Dakshin Bharat Hindi Prachar Sabha was represented by the following:

- (1) Shri D. Srinivasa Iyengar, Ex-Chairman, Executive Council.
- (2) Shri M. Rajeswarayya, Member-Executive Council.
- (3) Shri G. Subramaniam, General-Secretary.

2. Dr. V.S. Jha, Member, Education Commission, welcomed the representatives of the Dakshin Bharat Prachar Sabha on behalf of the Commission and introduced them to the Members present. He then requested them to give a brief account of their activities and their views on some of the current educational problems.

3. The representatives of the Sabha informed the Commission that it was started in 1920. More than 2 million students have so far passed various examinations conducted by the Sabha. 43,000 students have taken examinations of the B.A. standard and about 7,000 students have passed their post-graduate Diplomas. The Sabha has about 7,000 Pracharaks. Their annual expenses are more than Rs. 2 crores. The Sabha serves the 4 Southern States with a population of about 105 millions.

4. The representatives of the Sabha were of the opinion that when English declined from public life, Hindi should occupy the place of the national language, and help to maintain national unity.

5. The medium of instruction in higher education should be Hindi so as to make inter-State mobility of students and teachers possible. However, some of the representatives were of the opinion that it would be better that the Regional Languages should be the medium of instruction.

6. Education upto the Higher Secondary stage should be through the Regional language but Hindi and English should continue to be compulsory languages.

7. North Indian should not be compelled to study one of the South Indian languages under the three-language formula. They should study three languages but they should have an option to study any modern Indian language or even a foreign language as the third language.

8. Constitution should be amended to make the Official Language a Concurrent Subject. Teaching of the Official Language should be made compulsory in all the States. In this connection, it was pointed out that at present teaching of Hindi was an optional subject in Madras.

9. Hindi should be made a compulsory subject for SSLC or corresponding examination throughout India.

10. While those students who had not taken Hindi should not be penalised in any way, encouragement should be given to those who had taken Hindi.

11. The Sabha informed the Commission that it had got prepared graded readers for the first three examinations. For higher examinations, standard works of Hindi authors are prescribed. The Sabha has recently been recognised as an institution of national importance for proficiency in Hindi or training of Hindi teachers. Its Rashtra Bhasha Praveen examination has been recognised equivalent to B.A. and Prarangat equivalent to M.A. It also confers M.A. degrees on those who have done B.A. with Hindi, as one of the optional subjects. The syllabus for B.A. and M.A. examinations are drawn up by a Board of Studies. A suggestion was made to the Sabha that it should introduce one or two papers in other languages in its M.A. course so that we could get Hindi teachers in those languages also. Another suggestion was made to the Sabha to persuade some of the Universities to grant regular Degrees to its students after passing examinations in English and some other optional subject.

11. In reply to another query, the representatives of the Sabha agreed with a view that teaching of English need not be compulsory but there should be adequate facilities for studying English on an optional basis.

12. The representatives of the Sabha also emphasised the need for giving some financial incentives for learning Hindi.

13. At the request of the representative of the Sabha, Prof. Shumovsky gave a detailed account of language teaching in U.S.S.R. He informed that primary education in U.S.S.R. is given through the mother-tongue. At the post-primary stage and upto secondary stage, it is mostly through the regional language though there were about 7,000 secondary schools conducted through the media of foreign languages. For this purposes Russian is regarded as a foreign language in the U.S.S.R. There were at present about 17 schools with Hindi medium. At the University stage, education is mostly through the Russian to provide for greater mobility. The persons working in any Republic are expected to learn within a reasonable time the Regional Language of that Republic. Learning of foreign languages, he informed, is rewarded in USSR through additional remuneration.

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14. The meeting ended with a vote of thanks to the
Dakshin Bharat Hindi Prachar Sabha.

V.S. Jha
Member

Chairman
All Members/Member-Secretary
All Officers.

Summary Record of the Evidence by Shri Jagjivan Ram, M.P., New Delhi, before the Education Commission on 25.11.65.

The Chairman welcomed Shri Jagjivan Ram and after the introductions, requested him to give the Commission the benefit of his views on some of the current educational issues. In the course of the meeting, the following points were made:

Aims of Education

(1) India has always believed in the godliness of man. The aim of education should be to develop the personality of man in the social context, i.e., to meet the social needs and to fulfil the social goals. In so far as Indian society is concerned, three social goals towards which education should work may be identified: (i) democracy, (ii) socialism, (iii) secularism. Casteism and communalism work against these goals.

Casteism and Education

(2) Casteism is a more dangerous trend than communalism. Casteism divides the society into a large number of compartments which are difficult to integrate. All foreign invasions have not done as much harm as the caste system in this country. No doubt casteism is losing its vigour socially but it is assuming importance politically. It is playing an important role in elections and it will not disappear with the spread of more education unless special efforts are made to eradicate this evil from the society. It has to be nipped in the bud at the earliest stage, and for this great attention has to be at the primary stage of education.

Primary Schools

(3) (a) There should be a large number of primary residential schools to generate a sense of equality among students and to keep them away from the harmful effects of casteism. All pupils should eat the same type of food, wear the same kind of clothing and receive the same education in these residential schools.

(b) It is very important that there should be common uniforms for boys and girls throughout the country - whether studying in residential schools or in day schools. Financial assistance may be given to poorer sections of society for purchase of uniforms.

(c) There would be no need for special consideration to students from backward classes if there are such residential primary schools and liberal contributions towards board and lodging of the poorer students are made. Deeply ingrained feelings of superiority can be eradicated by this means. A sense of common heritage can also be developed away from parental influences. Finances should not be allowed to stand in the way.

Secondary Schools

(4) (a) There should be no special schools for the talented upto the middle stage. Thereafter talent should be properly identified and the curriculum diversified. Students should be diverted to different courses according to their aptitudes. In this way all schools will become selective. Similarly, there should be further selection after high school standard. There should not be any legislation for this purpose but guidance advice would be generally accepted as students generally drift more out of ignorance of vocational and training facilities available.

(b) At the secondary stage also there would be a large programme of residential schools with the same objectives. The money required should be provided.

(5) There are two kinds of schools at present developing two kinds of citizens - public schools and other schools. Standards in schools are going down because those responsible for maintenance of standards send their own children to public schools and away with public schools. Even liberal scholarships for studies in public schools would not solve the problem as the background or home circumstances are so different and competition becomes unequal and is not free and fair. It is wrong to suppose that public schools provide qualitative leadership to the country.

Higher Education

(6) (a) There should be no control on admissions for higher education (upto first degree level). Even third class students should be admitted. Deterioration in standards is not due to expansion of education but due to wrong selection of staff on caste or communal considerations and it is this that needs to be controlled and not admissions. Education has been the privilege of advanced economic and social groups who may have reached the saturation point but we cannot deny the first generation students - a large section who will be affected by restrictions on admissions. If admissions upto first degree level are restrictive, the first generation learners those belonging mainly to backward classes would be adversely affected. They would be deprived of the opportunities of participating in the governance, administration and development of their country.

(b) Admissions, however, at the post-graduate level should be selective and based on high qualifications.

(7) (a) Education or at least Higher Education could also be made a Concurrent subject but this might be difficult unless the Centre brings its whole pressure to bear on the States.

(b) Universities are autonomous only in name. Most of our universities are powerfully influenced by politicians. The universities should either be made truly autonomous or else politicians, i.e. Education Ministers should formally be made responsible for them.

do not care to improve ordinary schools. The only way to raise standards is to do

(c) The appointment of Vice-Chancellors should be taken out of the hands of State Governments, and renowned educationists or public men, preferably from outside the State, should be appointed as Vice-Chancellors.

(d) All appointments - whether in schools or colleges or universities - should be made through an independent recruitment agency.

Scholarships

(8) (a) There should be liberal provision of stipends and scholarships to students from backward communities or from economically backward classes. Students from backward communities suffer from a double handicap - social and economic. It will, therefore, be desirable to treat their case separately from that of economically backward communities.

(b) Separate funds should be earmarked for stipends and scholarships for bright students. No bright student to whichever caste or community he belongs should find himself handicapped on economic grounds for pursuing higher education.

(c) There should be a large base for award of scholarships to students from scheduled castes and scheduled tribes at the middle and high school stages.

(d) The amount of stipend admissible to students from backward classes at the college stage is Rs. 28 p.m. This is too low and should be suitably revised.

(e) There should be a special coaching programme for students from backward classes.

Teachers

(9) (a) A primary school teacher should not be posted in his own village. Apart from getting involved and being influenced by local politics, many non-existent schools are 'manned' by such local teachers. If necessary, teachers should be provided quarters at the place where they are posted.

(b) Responsibility has to be fixed on the teacher squarely. There should be a scheme for rewarding a teacher consistent with his performance. Suitable criteria may be laid down for the purpose.

(c) There should be a big scheme for training of teachers to meet the requirements of large number of trained teachers.

(d) Primary education should be entirely entrusted to women. If more women teachers are forthcoming, they may even be employed in all middle schools.

(e) There should be refresher courses for all teachers especially for teachers of science subjects.

(f) Every teacher should be required to sign a pledge

against untouchability, casteism, or at least, what is required by the Constitution.

Textbooks

(10) (a) Textbook Banks may be set up for the benefit of all students.

(b) Textbooks can play an important role in fighting the evil of casteism but no positive steps have been taken in this direction so far. From this point of view, history should also be revised and re-written.

(c) Textbooks may be nationalised but the writing of textbooks should be entrusted to experts in the field. Textbooks should not be changed frequently, except where necessary - e.g., in the field of science where new knowledge is being accumulated at a fast rate.

Girls' Education

(11) Girls education should be given higher priority than boys' education.

Science education

(12) (a) There should be a synthesis of modern science and our ancient spiritual heritage. Social development should keep pace with scientific development and science should be made to serve social aims to make a better world. Development in science and technology should be synthesised with ethical and spiritual values.

(b) Educational development and social changes should start right at the primary stage.

Indiscipline

(13) The incidence of indiscipline among students is not as much as it is commonly believed. Indiscipline is largely due to the fact that the old and new generations are not able to adjust themselves to each other. There is also a lack of contact between the teacher and the taught.

Language

(14) The solution of the language problem has to be somewhat on the Russian pattern. All education should be in the regional language. Although the Congress Working Committee Resolution is in favour of the three-language formula, it does not seem desirable that every person should be required to learn three languages. There should be standardised technical terms common to all languages. It should be possible for any one to do with the knowledge of one common language - English or Hindi.

The meeting ended with a vote of thanks to the guest.

J. P. Naik
Member-Secretary

P.S. to Chairman
All Members.
All Officers

Summary Record of the Evidence by the
Standing Committee of the Inter-University
Board of India before the Education
Commission on the 26th November, 1965.

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The Inter-University Board of India was represented by the following:

1. Shri C.P. Ramaswami Aiyer, Vice-Chancellor, Annamalai University, & Chairman, Standing Committee, IUB.
2. Dr. (Mrs.) R.V. Thackersey, Vice-Chancellor, SNDT Women's University.
3. Dr. B. Mallik, Vice-Chancellor, Calcutta University.
4. Shri T.M. Advani, Vice-Chancellor, J&K University.
5. Dr. G.S. Mahajani, Vice-Chancellor, Udaipur University.
6. Dr. T. Sen, Vice-Chancellor, Jadavpur University.
7. Prof. G.D. Parikh, Rector, Bombay University.
8. Dr. Amrik Singh, Secretary, Inter University Board.

2. The Chairman welcomed the Chairman and Members of the Standing Committee of the Inter-University Board and introduced them to the Members of the Commission and invited them to give their views on some of the problems of the Universities. In the course of the discussion, the following points were made:

(1) Co-ordination between the UGC and IUB: There was considerable scope for co-ordination between the work of the UGC and IUB. IUB could help UGC to become better acquainted with the possibilities and potentialities of different universities. UGC could also utilise the machinery of IUB for certain other purposes. The Chairman, Standing Committee of IUB

agreed to prepare a note on the areas of co-operation between IUB and UGC and to send it to the Commission.

(2) Autonomy of universities: In some cases there is considerable interference from the State Governments. Autonomy of universities is in danger of either being ignored or assailed. It was suggested that the Universities should be free to decide (a) who is to be taught, (b) what is to be taught, and (c) how is it to be taught. Issuing of Government directions in respect of admission policies, instructional affairs, appointment of teachers, etc. would

mean negation of university autonomy. In this connection also IUB agreed to send a detailed note giving instances of violation of university autonomy and their suggestions for safeguarding and promoting it.

(3) University finance

(a) Allocations: It was suggested that more funds should be allocated for university education.

(b) System of grants-in-aid: It was suggested that the existing system of grants-in-aid by the UGC had led to some difficulties. In some cases State Governments were not able to provide the funds since the UGC grants ceased after a period of five years. Universities were also finding it very difficult to raise the matching contributions expected from them. It was suggested that the quantum of UGC grants should be increased, and the UGC grants should be in consultation with the State Governments so that there is no difficulty after the UGC grants cease at the end of the five-year period. Attention in this connection was also drawn to the Resolution of the Vice-Chancellors of the South Indian Universities that the grants given by the States or UGC should be on a permanent basis, proposals for grants-in-aid should be processed in co-operation and co-ordination with the UGC and the State Governments, the recurring expenditure which has necessarily to be continued, should be the first charge on the funds of UGC, and the universities should not be asked to give matching contribution as they have no funds at their disposal. It was also suggested that if the I.U.B. could form a Small Committee, the Education Commission would discuss the matter further with it.

(4) Co-operation between universities and technological/research institutions: There should be a kind of conspectus of work of scientific and technological institutions and universities for a more harmonious working of these institutions and exchange of professors, etc.

(5) Position of Chancellors: It was clarified that it has been the opinion of the Law Ministry and the Attorney-General that the Governor, as Chancellor of a University, cannot act on his own. He has to act only on the advice of the Chief Minister. It was felt that this is an unsatisfactory position. The Standing Committee of IUB wanted the Education Commission to make a definite recommendation that the Chancellors should act on the advice of the University, or, at least, at their own and not at the advice of the State Govt. In this connection it was also suggested that eminent men from public life or educationists may be appointed as Chancellors instead of nominating Governors as such.

(6) Powers of affiliation: It was pointed out that in some cases the powers for affiliation or disaffiliation of colleges vested in the State Governments, State Governments claimed these powers on the ground that they were to give maintenance grants to colleges. It was felt

that recognition and grants-in-aid were two separate issues and could be treated separately, as is being done at the school stage. It was felt that in any case the universities should have a right to inspect the institutions before they were granted affiliation by the State Governments.

(7) Equivalence of Degrees & Diplomas: The Standing Committee of IUB pointed out that at present there were wide variations in the standards of different universities and they had decided to set up panels of experts to examine the standards of different universities. The general feeling was that it was the prerogative of the universities to admit a particular student for any course or not, there should be automatic recognition of the Degrees and Diplomas. Otherwise it will lead to hardships to students. In this connection it was also suggested that there should be no bar on the recognition of Degrees or Diplomas of even those Universities whom IUB has refused membership to preserve and promote the essential features of university autonomy.

(8) High School/Higher Secondary School Examination: It was pointed out that in some of the States, universities had no say in the framing of high school or higher secondary courses and syllabi. It was suggested that since the universities have to take over the products of these schools, they should be closely associated with framing of courses and syllabi at this stage.

The meeting ended with a vote of thanks to the Chairman and Members of the Standing Committee of the Inter-University Board.

J.P. Naik,
Member-Secretary

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

Summary Record of the Evidence by Prof. Humayun Kabir
before the Education Commission on the 2nd December, 1965

Prof. Humayun Kabir met the Education Commission on 2.12.65. He observed that his detachment from direct educational responsibilities for the last two years gave him an advantage which enabled him to give an objective assessment of the position. He wished to make two main points.

Firstly, any educational programme should be a long range programme. The temptation to make quick changes in education proposed to meet immediate requirements unlike in other fields, are dangerous and should be firmly resisted. There are several reasons for this.

(a) The impact of patterns, techniques takes anything between 15 to 20 years to take effect and their results persist for a long period.

(b) Another reason is that available human agencies have to be used and it is very difficult to bring about changes overnight in these agencies through orientation programmes, and make a complete break from the past. For example, out of 7 lakhs or so of teachers in 1958, barely 50,000 were Basic trained and this had an adverse effect on the whole programme and perhaps has been one of the causes of its failure to take effect.

(c) At any given time a number of needs appear to be immediate. This is because there are crises all the time which only now and then get concentrated and focussed sharply.

(d) Any orientation course, like defence orientation which is demanded to meet some immediate purpose, is not sound educationally. Education should be man-oriented, the emphasis being on the development of an all round personality which would be able to meet any situation. For this no short-cut in education is possible.

However, Professor Kabir admitted that some aspects of education cannot remain static for long. He was firmly of the view that the pattern of education should not be changed too often and that secondary education should coincide with the period of adolescence. One aspect where a dynamic approach is necessary is in regard to the syllabus which should be under continuous revision. Knowledge is expanding vastly and the burden on the student has become tremendous. It is necessary in this constant revision to distinguish clearly between material which should be regarded as basic principles and material which is purely informatory. It is also necessary to subtract as much as is added to the syllabus at any time.

Secondly, the pivot of the educational system is the teacher. Satisfied, dedicated and efficient teachers are necessary otherwise a teacher can cause more harm even if he does not achieve any good. For this several measures have to be taken.

(a) Emoluments and conditions of teachers must be improved and given first priority. It is not possible to expect the millions of teachers we require to work with a spirit of dedication like missionaries and, therefore, proper attention must be paid to the economic position of the teacher. Elementary school teachers should have a scale of atleast from Rs. 100 to Rs. 250, secondary from Rs. 250 to Rs. 500 and university teachers from Rs. 400 to Rs. 1000.

Professor Humayun Kabir agreed that it would be desirable to have flexibility and movement between secondary and elementary teachers but he did not think this would be practicable in the present circumstances. All that could be done is to adjust selectivity, salaries and qualifications.

(b) The highest importance should be attached to the elementary school teacher whose influence on the growing child is considerable.

(c) Training should be given to teachers after they have done one or two years work in schools. This will enable a teacher to realise the conditions under which he has to work and decide on his own aptitudes and liking. In the training course the emphasis should be more on the subject content rather than on teaching techniques which is the method at present.

(d) Social distinction could be given to the teaching profession if teachers are selected through a nation-wide competitive examination as is done in France. Through this selective process a teacher is marked out for his calibre and a sense of intellectual pride and achievement is developed in him.

(e) The giving of awards to teachers particularly elementary teachers is a good method of creating confidence in them. Meeting the President and being honoured in this way is helpful. Schemes for bringing Headmasters and teachers together from all over the country and even from other countries, in Holiday Camps and beauty spots which they normally would not have the opportunity of visiting would be another good measure. Such compensatory factors resulting in social prestige will help even if it is not possible to equalise teachers' salaries with those of administrators.

At the request of the Members, Professor Humayun Kabir gave his views on some specific problems as follows:-

Research and Training - To keep up the quality of education these two aspects should not be completely separated. The pressure of young people, their intellectual curiosity stimulates the researcher. On the other hand, if research is confined to National Laboratories it becomes sterile because there is as it were too much of inbreeding.

As there is an intellectual product in some universities there are similar differences between departments in any university. Students should be given the choice to attend lectures.

Coordination - Professor Hamayun Kabir was of the view that in administration, coordination which interferes with flexibility is undesirable. There should be a great deal of variety and certain inequalities have to be recognised and accepted. What is required is collaboration and not coordination.

Education in the Concurrent List - Professor Hamayun Kabir said that lack of concurrency had not really affected the taking of States along with the Centre.

(a) If the Minister of Education acts as a leader among equals and gets a consensus of opinion such concurrence is possible even without the pressure of the purse. The Ministry of Education by its superior technique and the experience of all states should be able to take a broad view and give such a leadership.

(b) The Central Advisory Board of Education, the University Grants Commission, the Planning Commission and other bodies have also brought the states together and made possible a common educational policy.

(c) Another measure which has helped is the secondment of officers from the States to the Centre to enable them to understand and appreciate problems from a national point of view.

Indian Education Service - The establishment of this service Mr. Hamayun Kabir said, would help in bringing the States and the Centre closer together and help in the exchange of administrators. The Service should have two wings - administrative and teaching. On the teaching side a select number of professorships about 50 should be enclosed and they should have a status half way between national professors and university professors. These posts may be kept vacant if suitable persons are not available. A professor need not also be transferred from the place where his work lies.

Technical Education a) Prof. Hamayun Kabir felt that Technical Education combined with scientific and professional education should be the sole responsibility of one Minister while General Education along with some of the work now being done by the Ministry of Community Development, should be under another Minister. The coordination between the two should be the responsibility of the Minister for General Education.

b) Regarding the All India Council for Technical Education he said, its function is to give expert advice to the Ministry and he agreed that it may be usefully replaced by a UGC like body. He felt, however, that this responsibility for maintaining standards and giving grants for Technical Education should not be handed over to the UGC which would then become too unwieldy.

Basic Education - Professor Hamayun Kabir said that the constructive part of Basic Education and the pleasure of

doing things with the hands, is not really anything new and is an essential part of education. It should be integrated into the course of elementary education and the distinction between basic and non-basic schools should disappear.

Language and Medium of Instruction: a) Higher priority should be given to proficiency in the mother-tongue in order to produce an integrated personality. At least one more language which may be introduced at the age of 10 becomes necessary if one is to be a civilised and educated person and a third language because of the need for a link language. There should, however, be no compulsion in the choice of second and third languages.

b) At the secondary stage the emphasis in the first three years should be on the mother tongue and this emphasis should become less and less in the last three years and more importance given to the second and third languages.

c) As regards the learning of a classical language or any other modern language, gifted students should be encouraged to take them up in the last two years of the secondary stage by awarding special prizes and scholarships.

d) In the higher stages of education for the next 20 years there should be bi-lingualism and the teaching done in two languages the mother tongue and English. The medium may even be a hybrid kind of language. At the postgraduate level, however, teaching in one language will be necessary as students from different states may have to sit together. Once the terminology gets established and books get written the whole position should be reviewed.

Selectivity- On the question of the selection of some institutions for qualitative improvement, Prof. Humayun Kabir said that this should be used only as a temporary measure. The selection should be made on a geographical and population basis and the admission to such institutions should be by merit.

The meeting ended with a vote of thanks to Prof. Humayun Kabir.

J.P. Naik
Member-Secretary

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

Summary Record of the evidence by Shri G. Ramachandran
before the Education Commission on the 6th December' 1965.

The Chairman welcomed Shri G. Ramachandran and after introducing the Members present, requested Shri Ramachandran to give his views on some of the current educational problems. Shri Ramachandran referred to his evidence before the Commission earlier on the 3rd September, 1965 and made the following points in the course of the meeting:-

1. There should be a strong base of pre-primary education, which is sadly neglected in this country.

II. Basic Education:

- (1) The name "Basic" education should stay. He mentioned this as he feared there was a move to drop the word "Basic" from the elementary system of education. He pleaded for retaining the name of Basic education on the ground that it had certain historic importance and was connected with certain ideas, which would be in danger of being discarded along with the name. The concept of Basic Education should, however, be flexible and its imperatives may be modified as has been done to meet the changing requirements. In fact there has been nothing rigid or inflexible about it. There should, however, be only one system at the elementary stage and the present dual system should go.
- (2) Regarding productive work-centred education, its implications had been clearly brought out in the resolution passed at the Chandigarh meeting (1965) of the C.A.B.E. (Chairman asked M.S. to get a copy of this Resolution). A difference was in regard to work-centred and work-oriented education. While craft work plays an important part in Basic education, it is wrong to say that Basic education is craft-centred. Craft is only a tool for imparting education. The idea of correlated teaching should be modified so that there is no correlation to an artificial situation.
- (3) Too many crafts in Basic schools on practical considerations would be difficult to provide. The requisite number of teachers as well as the equipment and syllabus for different subjects would present difficulties. One main craft and two related subsidiary crafts would be adequate for a Basic school. But in the whole school system a large variety of crafts could be provided.
- (4) Systematic craft work may be organised from Class V onwards, but simple manual activities leading to the respective crafts later on should be introduced in the earlier classes. The aim of these activities should be to prepare the child psychologically for regular craftwork from class V onwards so that it should form a coherent programme. Certain

activities which have got wide potentialities like clay modelling, pottery, etc. may also be introduced in elementary schools but this should be in addition to exploratory activities leading to definite crafts from class V onwards. It should always be borne in mind that at the end of the first 4 years there is a major craft to be taken up.

(5) Explaining the tentative thinking of the Commission, the Chairman observed that it was generally agreed that there should be an important element of productive work experience in any worthwhile system of education. Education should not be purely academic. The effective way of learning science is to work with hands. Crafts should, however, not lead to a blind alley. They should prepare the ground for taking up science and technology, e.g., pottery may lead to plastics and that, in turn, to chemical engineering. New crafts should be devised to lead to computers and electronics.

(6) Shri Ramachandran also referred to the difficulties of Basic students in securing admission in high schools. It was felt that Basic students should not be required to undergo a separate test, and there should be no discrimination between Basic and non-Basic students in this regard.

(7) Shri Ramachandran also referred to post-Basic schools. Nowhere, except in Gujarat, he added, the conditions for post-Basic schools were favourable. He agreed to send a note on this subject.

(8) Basic Education should be capable of being imparted by a normal or an average teacher. The present training programmes needed strong training by raising the duration to three years, if necessary.

III. Shri Ramachandran also enquired about the position and future of Multipurpose schools and the thinking about productive work as a core subject in the scheme of multipurpose education. He was informed that the progress of multipurpose schools has not been uniform and the question was under consideration but the Commission was pretty clear on one issue that productive work should be an integral part of general education at the High School stage. This would help Basic education at the elementary stage.

IV. Shri Ramachandran suggested evolving an integrated pattern of education, as a strategy, for the country as a whole. There should, however, be some scope for experiments to be carried within the broad general framework. Some institutions should be allowed to plough their own furrow and we should not frown upon such experimentation. The scope for experimentation would be greater at the secondary stage. At the elementary stage, duality should be avoided as far as possible.

The meeting ended with a vote of thanks to Shri G. Ramachandran.

J.P. Naik
Member-Secretary

PS. to Chairman
All Members.
All Officers.

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri M.C. Chagla,
Education Minister before the Education Commission
on the 15th December, 1965.

The Chairman welcomed Shri M.C. Chagla,
Education Minister and after introduction to the
Members present, requested him to give his views
on some of the current educational problems before
the country.

2. Shri Chagla observed in his opening remarks
that this was his first meeting with the Education
Commission after the inaugural function. He had
deliberately kept away from the Commission so that
its thinking should not be influenced by official
views and it should be able to give its impartial
advice to the Government. He added that the
Commission should not feel bound by the views
he was now going to express and that he himself
was liable to change his views after seeing the
Report of the Commission.

3. Shri Chagla pointed out that there were
two types of educational problems - one type which
was highly controversial and the other not so
controversial but quite important educationally.
Taking the second category, (i.e. the non-contro-
versial problems) first, he dealt mainly with the
problems of qualitative improvements and

consolidation of education. Among the controversial problems, he referred to the questions of medium of instruction, the three-language formula, place of English, and the place of classical languages in the 3-language formula. In the course of the discussion, the following points were made:

(a) Need for improving quality of education:

There has been considerable expansion in the field of education which was inevitable and a time has come to take stock of the situation as to where consolidation of education should take place.

Dealing with the different stages of education, Shri Chagla made the following observations:

(1) Primary education: There is a Constitutional obligation to provide compulsory primary education upto the age of 14 but for the present the reduced target of covering the age-group 6-11 only has been accepted. A large number of sub-standard schools have been opened to cope with the large number of students, and the education given in these institutions really amounted to a denial of education. The parents have a right to expect good primary education and not a substitute for education. The State therefore, is under an obligation to provide good schools. New primary schools to be opened hereafter should not be sub-standard.

Another problem here is that a large number of students do not go through the full primary course and as a consequence relapse into illiteracy. The position is really worst as dropout figures are high and the ^{enrolment} statistics made available are also somewhat defective.

(ii) Secondary education: Secondary education, he said, is the crux of the matter. This stage of education is important because it is not only the gateway to higher education but it is also the stage for going into a satisfying career and receiving technical and vocational education. The main question for consideration is whether secondary education should be general in character or there should also be a second stream of vocational and technical education. As a result of past legacy, vocational and technical education is considered to be inferior and there is considerable resistance to it. Shri Chagla agreed with the view of the Commission that diversification of education should not start before Class X but he said the course of general education itself should provide a bias for practical and technical training and particularly training in the use of hands. Otherwise the education given would be lop-sided.

(iii) University education: The pressure on universities and colleges should be reduced. Heavy pressure on the colleges and universities is largely

responsible for lowering of standards. While it is the duty of the State to provide facilities for higher education, it is not obligatory on the State to provide full-time higher education to every citizen.

Higher education should be provided only to those who are suitable for such education. The aim of higher education should be the pursuit of excellence.

Correspondence courses may be organised for those who cannot go to regular colleges but want to pursue higher education. Part-time and evening classes should also be provided. (The Chairman

informed Shri Chagla that the Delhi

University experience of correspondence courses had been quite encouraging and the results of candidates taking up correspondence courses were better than ^{those} of whole-time students).

He also referred to the deplorable conditions in many of the colleges. The problems of colleges is at the heart of the whole problem of higher education because a larger number of students go through colleges as compared to those going through the university departments. The universities should realise their responsibility to improve the conditions of the colleges. They should have a unit to see that the affiliated colleges equip themselves properly and are not sub-standard.

(b) Medium of instruction: On this controversial issue the Minister said he was keen to have the advice of the Commission. He felt that the mother

tongue should be the medium of instruction at all stages as a logical sequence. We would, therefore, have to give due attention to the preparations necessary for changing over to the regional languages. Teaching of Hindi should assume its rightful place as given in the Constitution. We should also not give up the teaching of English but the approach to its teaching should change.

The emphasis should be on learning English as a language of comprehension and communication rather than for literary appreciation. The Direct method of teaching English should be adopted. In this connection he informed the Commission that recently he had received a report from the Indian Embassy in the USA that most of the Indian students were being asked to receive an intensive course in English for their further studies in USA as the standard of their English was not considered adequate. This was a great waste of foreign exchange and the time of students who had already put in so many years in the study of English. Standards of English teaching should be considerably improved. There should be, if necessary, for students going abroad an orientation course and a special examination in English or the required languages. It was to satisfy this need that the Institute of Russian Studies had been set up.

(c) Three-Language Formula: There is some point in teaching three languages - Mother-tongue, English and Hindi to non-Hindi students but he felt that the teaching of South Indian languages to Hindi speaking students under the three-language formula would be a mere waste as these students x would have no use for that language and would forget it very soon. It may be a political expediency but was not educationally sound. He was informed that the Commission was also thinking on some what similar lines. He observed that in that case the Commission should say so.

Shri Chagla supported the case for teaching classical languages, particularly Sanskrit for linguistic and cultural values and suggested that this should not lead to teaching of a fourth language. He was in favour of a composite course of Sanskrit with the mother tongue. Under such an arrangement, the mother tongue should receive emphasis in the first seven to eight years and later on emphasis on the mother tongue (or the regional language) should be somewhat reduced to provide for the teaching of Sanskrit or classical languages. In reply to a query, he observed that in his opinion the standard of achievement in the mother tongue at the end of Class VII or VIII would be adequate to pursue higher education through the medium of that language in sciences, social sciences and other fields with the exception of probably the

philosophy and the language concerned. He also referred to the views of Dr. Penfield about the advantages of teaching languages from an early age. The general feeling was that Penfield's theory was valid only where the second language was already within the environment of the child who could be exposed to it easily. The present set of teachers who were largely untrained would not be able to teach foreign languages to the child correctly. Shri Chagla was, however, of the view that the position could be improved considerably through the use of tape-recorders and other audio-visual aids.

(d) Extra-curricular activities: There should be more of extra-curricular activities. There are greater opportunities for education outside the fixed curriculum than within the framework of textbooks. Students had too much leisure time. Schools should adopt some village for social work during leisure time by students. He agreed with the view expressed in some quarters that the schools indulged sometimes in a very large number of celebrations and functions which adversely affected their work. He also suggested that curricular studies should be made more challenging and the teaching should become a continuous dialogue between the teachers and students. The examination system also need^{ed} to be reformed as it was

wrong to assess the work done by the students during two or three years in a single chance.

(c) Report of the Commission: In reply to a query as to what kind of Report he would expect from the Commission, Shri Chagla observed that the Commission should present an idealist picture in its report along which some chapters on recommendations which could be implemented immediately. He hoped that the Commission would give its report by the 31st March, according to the original target date, which would by itself create a record. He informed the Commission that soon after the receipt of the Commission's report, he would convene a meeting of the State Education Ministers to consider the recommendations of the Commission.

Shri Chagla felt that it would be very useful to publish the various studies undertaken by the Commission as appendices to its Report. These would be useful not only within the country but also to other countries, as has been the case with the Robbins Report. All these studies could be published simultaneously along with the main Report. Shri Chagla was of the view that the main report of the Commission should be submitted by the 31st March, 1966, as scheduled. There should be

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a separate skeleton staff to process the studies and to publish them as appendices to the main Report.

The meeting ended with a vote of thanks to Shri M.C. Chogle.

J.P. Naik
Member-Secretary

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

EDUCATION COMMISSION
GOVERNMENT OF INDIA

Summary Record of the Evidence by Shri Shriman Narayan,
Ambassador of India to Nepal before the Education
Commission, on 23.12.1965.

Dr. K. G. Saiyidain welcomed Shri Shriman Narayan and introduced him to the Members present as a former Planning Commission Member and one closely connected with education, particularly Basic Education. A copy of the letter sent by Shri Shriman Narayan to Shri M. C. Chagla, Education Minister and a copy of his note to the Education Commission had already been circulated to the Members. Dr. Saiyidain referred to these and requested Shri Shriman Narayan to elaborate his views contained therein. In the course of the meeting, Shri Shriman Narayan made the following points:

(i) Productive work bias in education: Education has expanded rapidly but education has not been dovetailed with various spheres of life and national development. For instance, education has been divorced from agricultural development. Not only do the schools not provide for the teaching of agriculture but they take the boys away from their normal occupations by giving them a text book education which makes them disinclined to take up agriculture and other such rural occupations. Education in rural areas should be oriented towards agriculture and agro-industries and to small scale industries in urban areas. This is the essence of basic education. In reply to a query whether it would be possible to provide adequate land for every school, Shri Shriman Narayan observed that it would not be possible to attach an adequate piece of land to every school nor did he consider it necessary. He suggested that at the primary level students should be taken out to observe and to participate in afforestation, soil conservation etc. At the high school stage also it would be difficult to find land for schools. But some training and production centres under Khadi and Village Industries Board, etc. could be attached to High Schools and institutions of higher education. Education should be given a productive work bias. A beginning should be made by attaching industries to teacher training institutions. At the higher level the proposal for developing industrial estates alongside universities should be considered. There are also many activities of the Community Development Ministry which should be co-related. Much extra expenditure would not be necessary if existing projects are linked up for which there is ample scope.

(ii) Moral and Religious: Secularism in the context of Indian conditions has a different conception and should be interpreted to mean as equal treatment to all religions. Great importance should be laid on moral education at all stages and it should be woven into the system. At the primary stage it should be introduced in languages and history books in the nature of stories of lives of great leaders of all religions. At the secondary stage the factual principles of different religions should be taught, but the emphasis should be on

respect for all religions and those aspects which emphasize unity of all religions. Comparative studies of different religions could be attempted at the university stage. There should be a separate period for moral education and it should be a compulsory subject. Instruction in moral education should similarly be provided by school teachers who should be given training in the subject in regular teacher training institutions. Shri Shriman Narayan was of the view that the lack of the right type of teachers should not deter us from launching upon the subject as we did not have the right type of teachers for many other subjects also. There should also be separate text books for moral education, many of which already exist.

(iii) Adult Education: Literacy is not an end in itself. It should help the person to improve his productive efficiency. Programmes for development of literacy in rural areas should help the persons to organise agriculture and agro-industries better. That would help in creating an urge in farmers to be literate. For this purpose teachers should be in touch with Gram Sevaks and V.L.Ws.

(iv) Medium of Instruction: Regional languages should be the media of instruction at all stages, English and Hindi being taught compulsorily. The people of North India should be free to take up any modern Indian language and not a South Indian language compulsorily. He agreed that the teaching of 3 languages is really a political decision but he felt no harm is done in learning a third language as it would help in integration. Asked to comment on the Congress Working Committee's Resolution about teaching of 3 languages compulsorily upto the first degree stage, Shri Shriman Narayan observed, that he was personally of the opinion that even if it were upto the high school stage, it would serve the purpose. The teaching of a classical language should be optional and up to a level where some cultural benefit could be derived. He also agreed that a decision should be taken to adopt simultaneously a common language for administration and higher education.

(v) Expansion of primary education: There should be a balance between expansion of primary education and improvement of its quality. Shri Shriman Narayan was of the opinion that it should be possible to provide compulsory education in the age group 6-11 by the end of the IVth Plan and that in the age group 11-14 by the end of the Vth Plan. On behalf of the Commission it was pointed out that there were serious problems of expansion of primary education in the six backward States and also in the case of girls. It was felt that it may not be possible to cover the whole country in the age group 6-11 before the end of the Fifth Plan and the age group 11-14 before the end of the Eighth Plan. He agreed that the content of education was more important. Proper education should be the objective and not just the opening of schools even if it takes time.

(vi) Report of the Commission: In reply to a query by Shri Shriman Narayan, he was informed that the Commission proposed to submit its Report by the end of the 31st March, 1965. He was of the view that the Commission may submit its Report in 2 Volumes, Appendices, etc. may go in the second volume. Volume one should give the main findings and recommendations of the Report and should be about 300 pages. The Report should also give a detailed summary of its recommendations and, if necessary, it may even extend to 50 pages.

The meeting ended with a vote of thanks to Shri Shriman Narayan.

J.P. Naik
Member-Secretary.

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