

(26th April—1st May, 1965)



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**EDUCATION COMMISSION**  
**UNIVERSITY GRANTS COMMISSION BUILDING**  
**GOVERNMENT OF INDIA**  
**1965**

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R E P O R T  
OF THE VISIT OF THE  
EDUCATION COMMISSION  
TO  
B I H A R  
(April 26 to May 1, 1965)

EDUCATION COMMISSION

GOVERNMENT OF INDIA

1965

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C O N T E N T S

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DURING THE VISIT OF THE EDUCATION COMMISSION TO BIHAR  
( 29th April to 1st May, 1965)

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A REPORT OF THE DISCUSSIONS HELD AT PATNA DURING  
THE VISIT OF THE EDUCATION COMMISSION TO BIHAR  
( 29TH APRIL TO 1st MAY, 1965).

I. Discussion with Headmasters, teachers of  
secondary schools and teacher educators

On the 28th April, 1965, the Education Commission met headmasters and teachers of secondary schools and Teacher Educators selected from all over Bihar at Patna. The following points were highlighted during the course of discussion.

A. Multipurpose Schools

Causes for its failure:

- (1) Ill-planned;
- (2) No special training was given to teachers;
- (3) Lack of basic sciences;
- (4) It did not serve as a terminal point;
- (5) Only two schools were given adequate grant-in-aid;
- (6) Suitable teachers were not available for technical subjects;
- (7) Number of schools was very small as compared to higher secondary schools;
- (8) Only three streams were provided;
- (9) The students passing out of multipurpose schools could not get admission into university;
- (10) They were in name only Multipurpose - basic necessities were not provided;
- (11) Lack of opportunity/jobs for the students coming out of multipurpose schools;
- (12) There was confusion with regard to its aim and objectives.

B. Higher Secondary Schools

- (1) There was unanimity that the diversification at the early stage, as at present, was not desirable.

There should be general education upto the Xth class both in humanities and sciences. There should be bifurcation after Class X. Those who want to go in for higher education should do higher secondary or pre-university. For others specialised courses should be opened either in technology, or in commerce etc. in relation to the job opportunities available. There will be variations in the duration of courses.

- (2) There was rush for admission into university because of lack of openings for the students passing out higher secondary. In order to reduce the madness for admission into university, the higher secondary stage should be declared a terminal stage and vocational courses should be started keeping in view the job opportunities. The courses may be of 1 to 3 years duration.
- (3) Entry to clerical service should only be for the higher secondary pass students and B.A. or of higher qualification students should not be allowed to enter clerical service.
- (4) Syllabus for the pre-university is lighter than the higher secondary. Identical syllabus should be prescribed and there should be one examining body for both sets of students.
- (5) Better teaching facilities should be provided in the higher secondary schools.
- (6) Preference should not be given to pre-university students for admission to the degree courses as is the case at present. It should be strictly on merit and no weightage given to pre-university students. At present students with 50% marks from the higher secondary schools are not given admission whereas students with 40% marks from pre-university are admitted.
- (7) As Educational Officers did not find enough time to inspect schools, a panel of teachers might be asked to inspect and guide the schools in particular subjects.
- (8) Private agency should be given sufficient freedom to work in accordance with their own ideals giving due regard to Government regulations.

C. Teacher Training

(1) Both the teacher and the trainee are not serious as they ought to be about their work.

Something should be done for creating a love for the profession and for creating love for work.

(2) The teachers are looked down upon by the society.

(3) The duration of the training may be increased.

(4) There should be incentives to the teachers.

(5) Teachers' status and salary should be raised.

(6) Load on curriculum leads to superficiality.

Concentration on a few subjects will be a better device.

(7) Trained teachers were not being appointed although there are untrained teachers. About 3000 trained graduates have not so far been provided. Trained teachers at lower level are also not getting employment. Their number is much more.

(8) Teachers should be given opportunity to improve their professional knowledge and should also be sent for higher training after putting in certain number of years service.

(9) According to the present requirements, only two teachers need be trained on the staff strength of an institution. Recognition to the private institutions is granted if the two teachers are qualified and trained. It should be insisted upon that all the teachers are qualified before the recognition is granted. Untrained teachers need not be employed when the trained teachers are available.

(10) Although in the syllabus craft is compulsory, but there is no craft teaching in school. This is true of science also.

(11) Science is compulsory but there are schools which are without laboratory.

(12) A suggestion was made that duration of the



training be increased but it should be a staggered one. One year training may be given in the beginning. After four to five years of service, the teacher should again be sent for one year training at Government cost.

II. DISCUSSION WITH SELECTED PRINCIPALS AND TEACHERS  
OF UNIVERSITIES AND COLLEGES

On the 29th April 1965, the Education Commission met the Principals and Teachers of Universities and Colleges selected from all over Bihar at Patna. The following points were highlighted during the course of discussion:-

1. Education should be made a concurrent subject.
2. There should be a uniform pattern of school and college classes in the country as a whole. There may be some freedom left to the States in this matter without endangering the over-all uniformity. For instance what subject should be taught and how it should be taught should be left to the States.
3. Education should be free from political pressures of all types.
4. A number of administrative issues need immediate attention. These may include: avoidance of political pressures, ensuring university autonomy, proper methods of selecting Vice-Chancellors, evolving good methods for appointment of staff, and enactment of model courses for universities.
5. The introduction of three-year degree course has not resulted in improvement of standards because the manner in which this scheme has been implemented was defective. There was no adequate preparation for the change-over.
6. If one year is added to the Higher Secondary Course or another year added to the three-year degree course, standards can reasonably be expected to improve. As an alternative, one year may also be added to the Post-graduate Course. All these programmes involve several problems such as the difficulty experienced in getting the required personnel, facilities, teaching materials and other equipment.

7. The courses for Higher Secondary and Pre-University should be made common and there should not be any discrimination between the students completing the Higher Secondary Course and the Pre-University Course.
8. The Public Examinations should be made stiffer.
9. The Higher Secondary Course and the three-year degree course were introduced because the old system of education was not very useful; but no serious effort was made either by the Government or by the Universities to seriously implement the scheme.
10. Students of Higher Secondary level have to read as many as 9 subjects and those are very heavy. At the college level, the subjects are reduced to 5. There is, therefore, need to find out a compromise solution for the number of subjects taught at the school stage.
11. The age of entry into university education should be 17 plus or 18 plus so that the boys would be sufficiently mature when they enter the university and would be able to understand the techniques of self-study.
12. There must be a different variety of schools to suit the variety of needs.
13. The hard core of curriculum upto the 10th class should be the same throughout the country. Then only the school education would be comparable throughout India.
14. At the end of the tenth class, there should be a two-year course, which should be controlled by a separate Board consisting of representatives of schools, public and the universities.

III. DISCUSSION WITH DIRECTORS OF INDUSTRIES,  
EMPLOYMENT, TECHNICAL EDUCATION AND  
SELECTED PRINCIPALS OF ENGINEERING COLLEGES,  
POLYTECHNICS AND I.T.IS.

On the 29th April 1965, the Education Commission met at Patna the representatives of Technical Education and Principals of Engineering Colleges and Polytechnics selected from all over Bihar. The following points were highlighted during the course of the discussion:

1. The expansion of technical education in Bihar in the first three Plans has not been adequate.
2. With its mineral resources and potentialities, technical education should have been much more widespread in Bihar than it actually has been.
3. Engineering Colleges in Bihar have a five-year degree course which has not been affected by the implementation of the three-year Degree Course.
4. Staffing position in the Engineering Colleges is not satisfactory, the main reason for the shortage being the unattractive scale of pay.
5. There is no unemployment among the scholars who have completed their Technical Courses.
6. Some persons were inclined to suggest that there should be a common cadre for teachers of Engineering Colleges and Polytechnics, particularly when people with the same qualifications are taken both in the Engineering Colleges and Polytechnics. The others, however, pointed out that such a step would not be practicable. On the whole, the consensus was that the two cadres should be separate and that suitable opportunities for promotion should be provided to teachers in polytechnics. This could be done by providing a selection grade in the scale of pay of the Principals of Polytechnics.
7. The question of the inter-changeability of teachers

from Polytechnics to Engineering Colleges is a debatable point. Teachers at the polytechnic level do not have any experience of college-teaching.

8. A sub-committee appointed by the State Government to consider the question of formation of cadres for teachers both for technical and non-technical institutions has recommended that some posts in the colleges should be reserved for promotion for the teachers working in Polytechnics, provided they have the necessary academic qualifications.

9. The prestige and emoluments of teachers working in Technical Schools should be the same as those of college teachers teaching in degree colleges, provided their qualifications are comparable.

10. The number of applications for admission to polytechnics and engineering colleges is 4 to 5 per seat on an average.

11. Patna University reserves a certain number of seats for their PUC candidates with the result that such students getting even 45% marks are admitted whereas at the same time, students passing out of Higher Secondary course find it difficult to get admission even when they have 50% or more marks. This anomaly should be removed.

12. There is no significant unemployment among the candidates who complete their courses in technical institutions (including Industrial Training Institutes).

13. Superintendents of I.T.Is have been asked to maintain the follow-up registers of their students to show how they are employed after completion of their courses.

14. The grades of Superintendents of I.T.Is are awfully low and need revision.

15. The present arrangement of giving monetary grants for procurement of equipment is not working very satisfactorily in the case of Engineering Institutes. It would, therefore, be better if, instead of giving monetary grants, the Government of India were to arrange to supply the necessary equipment to the institutions.

16. The Survey of Educated Unemployment made by the Bihar Unemployment Committee headed by Prof. Gorakhnath Singh shows that the problem is very acute in Bihar, in so far as matriculates and graduates in the humanities are concerned.

IV. Discussion with Representatives of Teachers' Organisations

On the 29th April, 1965, the Education Commission met representatives of teachers' organisations. The following points emerged in the course of discussion :

(a) Primary Teachers Association

(1) In the age-group 6-14, all the schools should be of basic pattern.

(2) All the schools should ultimately be residential. At least there should be one lower primary, one upper primary and one middle school of the residential type in every Thana, 1/30th or 1/40th of a district, to begin with on an experimental basis.

(3) Textbooks for Hindi, Arithmetic and Science should be prepared by the Centre. Other subjects should be left to the care of the States.

(4) English should not be compulsory at any stage.

(5) There should be a physical education teacher in every middle school.

(6) There should be a Class I officer at every district level for the primary education. There should be <sup>a</sup> class II officer at the sub-division level who should be vested with certain powers to assist this officer.

(7) Inspectors of schools should not be appointed unless they have at least 5 years of experience in Zila school or basic school or training college. They should be transferred every three years.

- (8) Inspectorate staff from sub-inspector to the level of R.D.D. should not be appointed in their places of residence.
- (9) Teachers should as far as possible be appointed, within the area of their residence. If their number is more, they should rotate after a lapse of two to three years.
- (10) Teachers should be given the schools of their choice as reward for good work done by them.
- (11) There should be no single-teacher schools.
- (12) There should be a central school where there is population of 600 and above. It should have classes up to the VII. All the villages around it with a single-teacher school should be under the control of the headmaster of the central school so that the single-teacher exists but it is integrated with a neighbouring central school.
- (13) Disparity between salaries of teachers in different grades should be removed.
- (14) There should be a code of conduct for the primary teachers.
- (15) No relaxation of qualifications should be given to women, Harijans and Adivasis while appointing them to educational service.
- (16) Untrained teachers should be given training at Government expense.
- (17) There should be a public examination at the end of class VII and only those who attain certain standards need be allowed to go for higher education.
- (18) At least 25% of the State budget should be spent on education.

(19) Politicians - M.L.A., M.P., District Committee members - should not become members of the Managing Committees of schools.

(20) There should be exchange of teachers between one State and the other to gain knowledge.

(21) Primary school teachers should have representation on delegations going abroad.

(22) Stipends to trainees should be increased - at least to Rs.40/-.

(b) Secondary Teachers Association

(1) Secondary education in Bihar is the most neglected one. Problems are created in the name of reform. In spite of the 'reforms' in secondary education we are not implementing them in accordance with their aims.

(2) It is not a terminal stage.

(3) Whenever there is reduction in expenditure, secondary education is axed heavily.

(4) Secondary school teachers have benefitted the least by the improvements that have been made in the scales of pay of teachers.

(5) In aided schools there is no security of service.

(6) Teachers are removed and not reinstated even after Government's orders to the contrary.

(7) There should be a secondary school service Commission.

(8) Because of the reconstitution of the managing committees, some of the teachers are being removed so that the committees may be reconstituted in accordance with the wishes of the managing committees and the headmaster.

(9) Secondary education should be under the



under the control of an autonomous board, representing mostly teachers and educators.

(10) Politicians should not interfere in secondary schools.

(11) All the privately managed schools should be nationalised, as the bulk of the expenditure on such schools is borne by the State.

(12) There should be rational basis for assessing grant-in-aid.

(13) There is mis-use of Government grant by the privately managed schools.

(14) District education committees should be formed and the grants given through these committees.

(15) To strengthen the professional activities of the schools, Government should give liberal grant-in-aid.

(16) There should be compartmental examinations. The candidates appearing in one or two subjects should be given certificate in recognition thereof.

(17) Before granting recognition it should be ensured that all the teachers are trained.

(c) Patna University Teachers' Union

Topics suggested for discussion with the Commission are given below :

- (1) Motivation of teachers in their work.
- (2) Participation of teachers in administration
- (3) Recruitment, promotion and service conditions
- (4) Code of conduct for teachers and also for students - formulation of
- (5) Problems of students' indiscipline
- (6) Demonstrators - their scale of pay and status
- (7) Teachers' welfare
- (8) Workload and educational leadership
- (9) Research work in Universities.

The following points were highlighted at the discussion :-

(1) Laboratory Assistants

Laboratory Assistants should be given salary scales as recommended by the U.G.C. They should be treated as members of the teaching staff.

(2) Pay scales of Government and accredited colleges should not differ.

(3) State Public Service Commission is not a suitable body for recruitment. Either there should be a common body for all the universities in Bihar or each University should have its own machinery for selection, promotions etc. of its staff.

(4) Representative of Bhagalpur University was of the view that it should not be left to the university. The present arrangement under the circumstances was the best one.

(5) Vice-Chancellors of universities in the State should be appointed from outside the State.

(6) There should be transfer of university teachers from one university to another.

(7) Service conditions and salary scales of teachers should be improved. There should not be two grades for constituent and affiliated colleges. They should be given the same grade.

(8) Confidential reports of the university teachers need not be written.

As at present, the teachers were represented on the syndicate (1) some by rotation (2) some by co-option and (3) some by nomination. It was suggested that there should be election from amongst the senior professors and the present arrangement should be done away with.

(9) There should be autonomy for the Syndicate as far as the academic matters were concerned. It need not await approval from the Chancellor.

(10) Vice-Chancellors were interfering with the various advisory, academic and other bodies in the university. These should be allowed to function properly without interference.

(11) Free medical facilities, accommodation, etc. should be provided to teachers of universities.

(12) The Vice-Chancellor must be a teacher.

(13) There should not be two types of colleges as at present - one constituent and the other affiliated one. All the colleges should be constituent ones.

(14) More facilities for research work be given. At the same time research work should not be over-emphasized at the cost of teaching.

V. DISCUSSION WITH VICE-CHANCELLORS OF UNIVERSITIES  
IN THE STATE AND MEMBERS OF STATE UNIVERSITY  
COMMISSION

On the 29th April, 1965, the Education Commission met the Vice-Chancellors of all the Universities in Bihar at Patna.

Following points emerged from the discussions:-

1. There has been a rapid expansion in education and consequently, there is greater need for staff, accommodation, equipment etc., The most fundamental difficulty, which prevents all progress, is the question of finance.
2. There are 6 universities in the State and a large number of colleges are coming up. It is not always possible to discourage admission.
3. Colleges which have a good reputation for efficient teaching should be encouraged.
4. While we may insist that there should <sup>not</sup> be overcrowding in colleges, public <sup>opinion</sup> is against restricting admissions.
5. There are some affiliated colleges in Bihar where there are only 40 or 50 boys and girls. At the same time, the general complaint is that there is over-crowding.
6. While admitting students to Post-graduate classes, admission should be restricted.
7. It is not enough to lay emphasis on the quality of post-graduate teaching; it should be linked up with qualitative improvement of both Secondary and Under-graduate stages of education.
8. Ways and means must be found to restrict admission in colleges to good and meritorious students.
9. B.A. degree should not be made a compulsory condition for most of the Government jobs. This will reduce pressure for admission on universities.
10. When the secondary stage of education is made terminal, the medium of administration will have to be changed to regional languages.
11. Every student feels that, if he obtains a Master's Degree, there is always a greater chance of successfully

competing at various competitive examinations. This results in rush in M.A. classes.

12. The first thing to be done is that emphasis should be laid on better teaching at the primary and secondary stages.

13. At the end of eight years of education, there should be a public examination and students should be diverted to take up vocational courses and be employed later as factory workers or good agriculturists.

14. At the end of ten years of education, there should be another public examination.

15. There should be evening classes for students who are unable to attend day-classes.

16. The curriculum for the last year of the Higher Secondary and the Pre-University in the University should be identical.

Teaching facilities also should also be made similar.

17. Diversion of funds is taking place on a large scale and ways and means have to be found to check this as far as feasible.

18. Over-qualification should be made a dis-qualification for selection to clerical jobs.

19. Without giving a fair trial to the three-year Degree Course, we are finding fault with it and going in for change.

20. Upto Class tenth, the standard should be generally be the same every where in th<sup>e</sup> country.

21. The minimum age for entry into Government service should be 18 years.

22. The teachers should be given proper training after their selection and efficient teachers should be discharged from service. This alone will ensure quality in teaching; alternatively teachers can be appointed on contract basis.

VI. DISCUSSION WITH PRINCIPALS OF AGRICULTURAL COLLEGES, AGRICULTURAL SCHOOLS AND DIRECTOR OF AGRICULTURAL EDUCATION.

On the 29th April 1965, the Education Commission met at Patna, the Director of Agricultural Education, and Principals of Agricultural Colleges and Agricultural Schools. The following points were highlighted during the course of the discussion:-

1. At the school stage, agriculture should be taught as a science subject and not as a craft.
2. The Agricultural Colleges in Bihar keeps different dates for interviewing candidates for admission. The students, therefore, apply for admission in all the colleges. If one is rejected in one college, he gets admission in the other. It is, therefore, necessary to see that the same date is fixed for interviewing candidates for admission to the same college, so that more students from Bihar will get admission in these Agricultural Colleges. In actual practice, at present, students from U.P. and other States seek admission in the colleges on a large scale.
3. The interview method needs also some resondieration as there is a widespread feeling of discrimination while interviewing candidates.
4. The different Agricultural Colleges in the State have different standards.
5. In many of the areas, V.L.Ws are found not of much use.
6. B.Sc. Agricultural Graduates ordinarily get employment even before they complete the course.
7. About 300 posts of Agricultural Graduates are lying vacant.
8. Women do not generally go in for Agricultural Education in the State. So far, there is only one woman who has taken a Degree in Agricultural Education in the State.

VII DISCUSSION WITH THE EDUCATION SECRETARY, DIRECTOR OF PUBLIC INSTRUCTION, AND SELECTED OFFICERS OF THE EDUCATION DEPARTMENT.

On the 30th April, 1965, the Education Commission met the Education Secretary, Director of Public Instruction and other officers of the Education Department at Patna. The following points emerged out of the discussions:-

1. It is necessary for the Education Department to constitute Educational Districts so that educational administration becomes independent of general revenue administration. For this, there should be at least 30 Educational Districts not necessarily tagged on to Revenue Districts, which are of unusually big size in Bihar. Such a rationalisation of the units of educational administration would bring about an even distribution of work.
2. To make administration more efficient and effective, it is necessary to form Educational Sub divisions so that each Sub divisional Educational Officer will be in charge of a manageable and approximately equal number of schools.
3. It would be useful to amalgamate all agencies of Secondary Education in the State like Secondary School Examination Board, Board of Secondary Education to bring about better co-ordination.
4. While at the Secretariat is very well staffed, the same cannot be said about the field staff. It has to be strengthened.
5. The inspecting personnel very little time for doing their inspection work as they are over-burdened with administrative and even non-educational work.
6. It would be useful if, as in the United Kingdom, administration and inspection of schools are separated. So far as administrative work is concerned e.g. selection of teachers, their appointment, promotion and so on - it can be done by one set of supervisor officers; another set of officers can be put in charge of actually initiating educational experiments, carrying new ideas to the schools, guiding the work of teachers etc. This would help in the improvement of standards. While the idea is good in principle, there is a danger that there may be a good deal of friction between the 'administrative' officers and the

'academic' officers.

7. It is the practice in the State to have a panel of officers including District Inspectors, Headmasters and other Educationists to inspect schools to make definite suggestions for improvement.

8. The Text-books Corporation is making huge profits in the State-as high as 100 per cent. It is desirable to re-organise it on a no-profit no-loss basis so that quality books be made available to the students at cheap prices at the appropriate time.

9. It is necessary to make the heads of institutions the principal disbursing officers in respect of free-ships, book-grants and other types of financial assistance to be given to students so that the same can be made available without delay.

10. While it is necessary to appoint only trained teachers and the rules provide for withdrawal of recognition granted to schools if trained teachers are not appointed, yet it is difficult to enforce these rules, mainly a financial grounds.

11. There is no relation between the subjects a teacher has offered for his degree examination and what he has actually to teach. If a teacher is appointed for a subject, he should have studied that particular subject for his degree course.

12. There is need to simplify the procedure of grants-in-aid to Secondary Schools.

13. There are no set rules for giving grants to colleges. Grants are given at present on an adhoc basis.

14. Education has been made free for girls upto the 8th Class.

15. No decision has been taken to extend the jurisdiction of Patna University to beyond what it is today.

16. Since there are 6 universities in the State, maintaining good standards in Patna University will, by itself, not solve the problem of improvement of standards in higher education.

17. A single unified organisation in the State as a whole to look after the teachers' training functions of different kinds and to look after the progress of Teacher Education would be very helpful. Such a single unified organisation may be called



'Directorate of Teachers' Training' 'Bureau of Teacher Education'  
or 'State Board of Teacher Education'

18. It will be useful to revive the post of Joint Director for coordinating all training programmes at the Secretariat level.

19. In Training Schools men-trainees got Rs 20/- and women-trainees Rs 25/-; It is necessary to raise these amount to Rs 40 at least.

20. Only a small proportion of students in training colleges get stipends at present. Here also, stipend of adequate value should be provided for all.

21. Research Institutes in the State of Bihar have been kept outside the university and are directly under the Education Department, because the State Government feels that these institutes require special care. It was however, pointed out that it would be a good thing to coordinate their work with the universities more intimately.

22. Educational functions are divided at the Secretariat level and Directorate level. Technical Education is under one Department, Agriculture under another and Medical Education under a third Department. It is, therefore, necessary to evolve some suitable device to get an overall picture of education and for co-ordinating all the educational activities at the State level.

23. In Bihar three Indian Languages are taught only to those whose mother tongue is not Hindi. Students whose mother-tongue is Hindi read-Hindi, and English and Sanskrit students whose mother tongue is not Hindi - say Bengali - read Bengali, Hindi and English.

VIII DISCUSSION WITH REPRESENTATIVES OF THE  
BOARD OF SECONDARY SCHOOL EXAMINATION  
AND BIHAR SCHOOL EXAMINATION BOARD.

On the 30th April, 1965 the Education Commission met the representatives of the Board of Secondary School Examination and Bihar School Examination Board at Patna. The following points were highlighted during the course of the discussions:-

1. In the State of Bihar the academic year of schools begins from the second of January and the academic year of colleges from the 15th of July. As a result, a boy who has passed Class 10th and enters class 11th is obliged to lose about 6 months of time every year. It is, therefore, necessary that the academic year of the schools and colleges should be the same ( it is so all over the World)
2. The system of internal assessment was tried in Bihar for 10 years and had to be given up because of growing mal-practices. It was found that there was a tendency to award more marks in the internal examinations than in the external examinations and more often it was found that students securing less marks in external examinations managed to pass with high credits by adopting unfair means in internal assessment tests. There is also the difficulty that in Schools of rural areas the best students get about 90% marks and at the same time students of the same calibre in schools in urban areas like Patna find it difficult to obtain even 60% marks. It is often found difficult to establish any co-relation between that internal and external examinations. Internal assessment was introduced in Bihar in the year 1953. In 1952, the first divisioners formed 6.6% which rose to 8.3% in 1953, Second divisioner were 34% in 1952 which became 40% in 1953; third divisioners were 58% in 1952 and 49% in 1953. This indicates that the internal assessment system had some impact on the examination results.

3. The difficulty, however, is about having common criteria for both internal and external assessments. In Madhya Pradesh State, e.g., this criteria is the average of marks at each of the examinations and it has been found that there is very high co-relation (about 8) there between internal and external examinations. This co-relation for the State of Bihar is also about 5 ; but the criteria followed, include weightage for regularity of students, neatness and other things. It, therefore, gives some scope for subjective markings.
4. Internal assessment being educationally sound it was felt that some practical method should be found out to make it possible for all State Government to introduce this system and to work it successfully. One possibility would be to extend the present type of internal assessment only such schools whose efficiency and integrity is satisfactory.
5. Because of the increasing work-load on the teachers, internal assessment has become difficult . There is therefore need to appoint more teachers to lighten their burden.
6. The Education Department gives recognition to the schools and the Board of Secondary Education looks after their grant-in-aid. There is need for greater co-ordination between the two. Secondary Board of Education was requested to note on internal assessment for consideration of the Commission.

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IX DISCUSSION WITH REPRESENTATIVES OF PRIVATE EDUCATIONAL ORGANISATIONS.

On the 30th April, 1965 the Education Commission met the representatives of voluntary organisations engaged in the field of education at Patna. The following points were emphasised during the course of the discussions:-

- Pre-Primary Education
1. The State should help voluntary organisations in establishing Balwadis and other pre-primary institutions.
  2. The State should entrust some of their training programmes to private agencies.
  3. The State should set up model pre-primary institutions and nursery training centres in each State.
  4. There should be an Inspectorate manned by qualified personnel to assess the work being done by voluntary agencies.

Other Education

5. There is indiscipline among students because there is indiscipline in the society itself.
6. Education should begin through the medium of mother tongue; it should develop in regional languages and ultimately should be given in the National Language.
7. English must be treated as a foreign language and should not be encouraged.
8. A definite number of research scholars proficient in English should be entrusted with the task of translating books in English into the National Language.
9. It would be wasteful to teach English to all the students in the university.
10. People belonging to Scheduled Castes and Scheduled Tribes are educationally backward for the only reason that they are economically very poor.
11. There should be residential schools to promote education of the people belonging to Scheduled Castes and Scheduled Tribes.
12. Very often stipends are given to students at the end of the year. This gives them an opportunity to waste this

money on other purposes.

13. Though voluntary organisations have established many schools and are doing significant service in the field of education, according to the rules framed by the Government, such organisations have no place in the Managing Committees in charge of the management of the schools.

14. By increasing the educational cess the State of Bihar should make education free for all, upto the middle stage.

15. If students are forced to live in squalor and in unhygienic conditions, their health cannot be improved nor will they learn the usefulness of cleanliness. It is, therefore, one of the primary responsibilities of the educational institutions to keep students in hygienic environments.

16. Free books should not be supplied to students as it creates an inferiority complex in them while accepting them. Only loans should be allowed, which should be repaid after the boys enter into life.

17. The medium of university education should be the National Language otherwise the country will not remain one and united.

18. There should be co-education at the primary stage but not at the secondary stage, where there should be a different curriculum for girls.

X. DISCUSSION WITH REPRESENTATIVES OF BIHAR CITIZENS' COMMITTEE.

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On the afternoon of 30th April, 1965, the Education Commission met the representatives of the Bihar Citizens' Committee at Patna. The following points emerged from the discussions.

1. The system of school-education has failed in two ways:
  - (i) There has been fall of standards of education; and
  - (ii) There has been shortage in the number of schools as compared to the children of school-going age.
2. If the standard of education is to improve the first step to be taken is to give adequate remuneration to the teachers.
3. The minimum salary payable to a teacher should be Rs.200/- p.m. But a number of factors is to be considered in this connection viz., relationship between salary of teachers and the National Income, relationship between salary of teachers and the remuneration of other types of employees possessing similar qualifications etc.
4. There should be a built-in mechanism which should approach the question of salary to teachers according to the rise and fall in prices of food grains and other essential commodities.
5. The standard of teaching in the State is very low. There is no equipment in most of the colleges; there is overcrowding everywhere. Many subjects are taught by the same teachers and science subjects are not at all taught properly.
6. The syllabus contains out-dated things which the students cannot understand and these should be removed.

7. The contents of courses are both qualitatively and quantitatively beyond the capacity of the students.
8. Students are forced to learn many things by memorising without assimilation of knowledge.
9. Inspection of schools should include teaching of subjects, equipment, standard of teaching, on-the-spot testing of students' knowledge, their capacity both for oral and written work. There should also be an attempt to find out how much cramming is done.
10. There is a discrepancy between the course-contents of the syllabi and the capacity of the teachers to teach the students the entire contents.
11. Proper text-books are wanting. Those which are available are of low standard. Printing is bad, the language is defective and the illustrations are not imaginative. There are cases in which facts and figures are also not always correct. These need urgent improvement.
12. Teachers of eminence should be entrusted with the writing of text-books.
13. Publishers should be subjected to quality control as also price-control.
14. Although it is obligatory for the Secondary schools to have 226 working days a year, in actual practice, due to examinations and other unforeseen reasons, the working days are very much less. It is necessary to raise the number of actual working days at least to 240 per year.
15. The students have many handicaps; at home, the conditions are generally not conducive to education; the parents are mostly incapable to assist their children in their studies. It would, therefore, be useful if the students can spend more of their time in the schools.

16. The system of giving grace-marks to improve the examination results should be abolished forthwith.
17. While recommending the establishment of model schools in every district, it should be remembered that such schools would create class distinction among boys and girls, as also jealousy and hatred among teachers.
18. It is the duty of the planners of education not only to plan but also to assess final outcome as a result of the implementation of the plans so formulated.
19. The Inspectorate should be strengthened so that schools will be inspected more frequently and at regular intervals. There should be subject-wise inspection and for this purpose, a large number of subject inspectors should be appointed.
20. At least 30 % of the budget should be spent on education.
21. According to an expert-study education is much more paying than any other investment if service is taken as one's career.
22. In India, agricultural revolution cannot take place unless the peasants and their children are given education in agriculture and science. That alone will ensure high yields from the agricultural sector.
23. It is the tendency among the average farmer that his son should go to the college so that he will get a job and need not work in the farm; this attitude needs to be changed.
24. The Commission should recommend some machinery to watch and evaluate the progress of educational schemes taken up for implementation.
25. It should be one of the functions of universities to concern themselves with raising the standards of schools and for this they should introduce various courses and workshops for teachers.



26. A definite relationship should be established between the expansion of technical education and the needs of industry.

27. There should be equal marks in the internal assessment and external examinations.

## XI. DISCUSSION WITH THE MINISTER OF EDUCATION, BIHAR

On the 1st of May, 1965, the Education Commission held discussions with the State Education Minister - Shri S-N. Sinha - on important issues relating to the development of education in Bihar. Following points were emphasised during this discussion:-

1. The Education Minister felt that the choice about the third language under the Three Languages Formula should be left to the students. At present it is permissible to have Sanskrit as the third language in Bihar; but in future the students would be required to select some other modern language in place of Sanskrit. There is, however, no objection to introduce a composite course of the mother-tongue and Sanskrit as a part of the mother-tongue syllabus.
2. The Education Minister felt that there should be only one medium of instruction at the university stage all over the country. He was against the regional languages becoming the media of instruction in the colleges.
3. While there should be no hurry in replacing English. When the replacement actually takes place, it should be with Hindi, which is the National Language and which should not be equated with other regional languages.
4. All facilities should, however, be extended for the promotion and development of regional languages.
5. The Education Minister agreed that there is need for devising a mechanism by which the manpower requirements of Bihar could be assessed in advance by all the sectors concerned.
6. The State Government would set up a highpower committee at inter-departmental level to assess and co-ordinate the manpower requirements of Bihar during the 4th Five Year Plan. Since a large number of industries is likely to come into being in the ensuing plan period technical and general education

in the State should be planned on the basis of the assessment made by this Committee.

7. The State Government has decided to set up an agricultural university and an industrial university in Bihar during the Fourth Plan period. These universities would be patterned differently in the interest of proper development of technical education.

8. In order to raise the standard of education it is necessary that affiliation is not granted to colleges till they are in a position to satisfy certain minimum conditions regarding accommodation, availability of equipment etc.

8. The work of affiliation is at present entrusted to the State University Service Commission which has been asked to exercise due care while granting affiliation.

9. In the matter of recruitment of teachers the Education Minister agreed with the suggestion that advice of experts - internal and external - should be given due weightage by the State Service Commission.

10. The Education Minister indicated that the State Government was already looking into the matter and satisfactory arrangements would be made by which recommendations of the Service Commission would invariably become acceptable to the universities while appointing their teachers.

11. The Education Minister agreed with the suggestion that academic years of the schools and colleges should synchronise, so that students would not have to lose 5 to 6 months in one year. The Education Minister also stated that the Education Department would soon work out a scheme to effect this synchronisation suggested by the Commission.

12. It was the considered opinion of the Education Minister that in the interest of expansion of primary

education so as to fulfil the Constitutional obligation, there should not exist any stipulation for providing matching grants by the States. It would be more helpful if the Education Commission would recommend to the Central Government to do away with the system of matching grants at least at the elementary stage. He, however, had no objection to retaining this system at the university stage.

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XII Discussion with representatives of women's organisations on 1st May, 1965.

The Commission met the representatives of women's organisations for a discussion of the problems of the education of girls and women in Bihar. The following are the main points that emerged at this meeting :

(1) Considering the crucial backwardness of girls' education in the State, it is recommended that the special schemes for promoting girls' education at all stages should be Centrally sponsored, on a hundred per cent basis, and necessary funds should be allocated outside the State ceiling and earmarked.

(2) Till the glaring disparity which exists today between the education of girls and boys is reduced to a reasonable extent, the following measures are recommended :

(a) To increase the output of women teachers, all necessary facilities be provided - construction of rent-free teachers' quarters, security and benefit schemes, rural allowance, free transport, creches attached to schools, free ship and hostel amenities for their children, medical aid.

(b) Helping in-service trainees: Attaching training sections to girls' secondary schools, recruiting girls from rural areas with the understanding that they will go back and teach in their respective regions. Opening at least one training school in every district, particularly in the rural and backward areas..

(c) Necessary inducements to girl students: Lavish amount of scholarship - merit and poverty, attendance prizes and other incentives, free uniforms, books at nominal rates, hostel facilities at subsidised rates, transport arrangements, mid-day meals for lower classes.

(d) At least one hostel, if not two, attached to secondary schools in every district, particularly in the rural, backward, hilly and isolated areas.

(e) Making the curricula more attractive and useful giving it a vocational bias, including Home Science (a wider syllabus), Fine Arts, Secretariat Course, gardening, Elementary Agriculture and crafts.

(f) Opening of polytechnics and industrial schools. Kindergarten and nursery teachers' training schools, teachers' training institutions.

(g) Encouraging Parent-Teacher Associations. Educating public opinion through mass media such as films, radio, talks, house to house approach in rural areas, and generally winning popular confidence.

(h) The stipend to women teachers under training (which is Rs.25/- at present) should be increased to Rs.40 at least.

(i) More Middle Schools should be opened for girls, the target being to have at least one Middle School in every Community Development Block.

(j) There should be at least two women teachers in every co-educational Middle and Secondary School. There should be adequate separate arrangements for girls in all such institutions.

(k) Free books, free uniforms and school meals should be provided for girls.

(l) There should be hostel for girls attached to Middle and Secondary schools.

(m) There should be at least one polytechnic in each Division.

(3) There is no institution for providing training in pre-primary education in the whole of Bihar and it is necessary to start at least one institution at the State level, the target being to have one institution in each Division.

(4) In the age-group 5-11 co-education should be the normal policy. In the age-group 11-17 separate schools should be provided for boys and girls. At the collegiate stage, it may be desirable to establish separate colleges for women, where possible. At the post-graduate stage, co-education should be the normal policy.

(5) The grants-in-aid to girl schools are now given at a more liberal rate than for boy schools. There is, however, a need to increase the quantum of this grant-in-aid.

XIII. Discussion with Representatives of Backward Classes

On 1st May, 1965, the Education Commission met the representatives of Backward Classes at Patna. The following points were highlighted at the discussion:

(1) Tribals should be divided into non-Christian and Christians because the major share of the welfare funds for the Tribals is distributed among the Christian Tribals. This adversely affects non-Christian Tribals.

(2) The educational institutions for Tribals - Primary Schools, Secondary Schools and Technical and Vocational institutions upto the Certificate and Diploma level - should be looked after by the Tribal Welfare Department.

(3) Middle and Secondary Schools specially for girls should be started with hostels attached to them so that girls' education can progress among the Tribal girls too. They should also be given incentives like school uniforms and mid-day meals.

(4) There should be a Joint Director for education of Tribals in each State. The officer, though technically may be under the administration of the Director of Education, should for all practical purposes be made independent so far as his Department is concerned.

(5) There should at least be one Ashram School per District where the curricula should include folk-dance, folk-songs, and other specialities of Tribal life.

(6) Financial assistance for schemes for educational development among the Tribals should



be sought not on the basis of population but on the basis of Backwardness of the areas and the communities.

(7) Funds allotted for the development of education for the Scheduled Tribes and other Backward classes should not be cut down even in times of emergency.

(8) More and more specialised schools on the pattern of Ashram Schools should be started for Tribals like Mushhars, Doms, Mehtars, Gassi and these specialised schools should be run by voluntary agencies.

(9) The medium of instruction in Primary schools for Tribals should be:

(i) Mundari including Ho

(ii) Oraon

(iii) Santhali.

(10) Textbooks prepared in these languages should include folk-lore and cultural background of the Tribals.

(11) In the Primary Schools meant for Tribals there should be at least one non-Christian teacher.

(12) Generally speaking, only 3 to 4 per cent of the Educational budget is spent on Tribals.

If sub-divisional statistics are taken into account, in a Tribal Sub-Division the amount spent on education is much less than that on other sub-divisions. Taking India as a whole, the average expenditure per head is Rs.11; but the figure for Bihar is Rs.7/- which is the lowest in India.

XIV DISCUSSION WITH THE MEMBERS OF THE  
UNIVERSITY SERVICE COMMISSION AND  
STATE PUBLIC SERVICE COMMISSION.

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On the 1st May, 1965 the Education Commission met the Chairman and other members of the Public Service Commission and University Service Commission of Bihar at Patna. The following points were highlighted during the course of the discussions:-

1. So far as the appointment of University Professors is concerned, only top men should be appointed, even though the top-men of today may not be of as high a calibre as they were in the past. The method of assessing the eminence of persons should be normally by their learning, publications, participation in conferences and other known contributions. It is not necessary to hold personal interviews for selecting such top people for appointment as university professors.
2. At least 20 posts of Professors are lying vacant in the State of Bihar mainly due to the fact that it has not been possible to arrange for the Selection Committee meetings to select them.
3. There is a great deal of difficulty to get teachers in certain subjects like Ancient Indian History, Physics, Law, Economics, Education.
4. Different universities in the State have prescribed different qualifications for the same post. A person who might be suitable for appointment as Reader may not be suitable for the same post in Ranchi in Bihar University or Patna University. Such difference should be done away with.
5. The Public Service Commission has no say in matters of qualifications, experience and specialisation.
6. It should, however, be remembered that no one is more interested than the university concerned in the

recruitment of its staff. It should, therefore, be for the university to prescribe the qualifications, experience and fields of specialisation for its staff.

7. It is necessary to suggest that so far as appointment of experts is concerned, it must be done independent of the university to avoid pressures. Experts, as a rule, should not be appointed by the Vice-Chancellors.

8. Although the Public Service Commission is able to resist the sort of pressures exercised by the public, it is also exposed at times to pressures by the Government. It is necessary insulate the Service Commissions are affected from such pressures.

9. Text-books prescribed at present are more difficult than what they used to be 10 or 15 years ago.

10. There is a wide range of difference in the criteria followed by the Selection Boards to select particular candidates. A person obtaining the first position in an interview by one Selection Board for a particular post may get 14th or 15th position when selected by another Board for a similar post, even though the Board might consist of people having very wide experience. The reasons for such variations have been brought out by a study in the book "Examination on Examinations". So far as Bihar is concerned, by and large, the people from outside the State do not apply for teaching positions. This is one reason why teachers of required calibre are not available in adequate numbers.

11. The universities can become really good only if they adopt a deliberate policy of recruitment by which the teaching staff are recruited on a national basis.

The universities which have restricted their choice of selection to candidates of their own States are comparatively backward. It should be the guiding policy of all the universities to insist that they should appoint

eminent persons from outside the State also as University Professors.

12. There is no need for the State of Bihar to have two Selection Boards-a Public Service Commission and an University Service Commission.

13. As a rule, the tendency is not to refer minor cases of penalties for concurrence by the Service Commission. There is, however, the danger that instead of dismissing the delinquent teachers, the practice adopted in some cases is to suspend the teacher and to delay the proceedings. This is an undesirable trend and needs to be checked.

14. There are cases in which persons not approved by the Service Commission have been working in colleges for 3 years or more, with gaps of two or three days after every 5 months and 29 days continuous service. This is merely taking advantage of certain loopholes in the rules, governing recruitment of teachers and should be discouraged.

15. The provisions made in the rules for 'temporary emergency recruitment' are being misused, on a fairly large scale. There are a number of loopholes which can be taken advantage of conveniently so as to ignore the recommendations of the Service Commission. They need detailed examination.

16. It should be one of the statutory obligations of the Service Commission to effect periodic inspection of colleges so far as staff, their service conditions and other matters are concerned. Only then conditions can be expected to improve.

IV. DISCUSSION WITH EDUCATIONISTS

On the 1st of May, 1965 the Education Commission met prominent educationists at Patna to discuss the problems of education. The following points emerged during the course of discussions:-

DR. NATHMAL TATIA

1. Heads of Research Institutes are saddled with a number of administrative matters and this leaves them very little time for actual research work. It would be useful if Directors of Research Institutions are not put in charge of administrative work.
2. It is very difficult for Research Institutions to function without adequate arrangements for hostel, residential quarters for research fellow-s, equipment and laboratories.
3. There is difficulty in selecting lecturers, professors etc. for the Institutes. It is necessary that the Public Service Commission should be entrusted with this selection work also.
4. The Scales of pay of Directors of Research Institutions in the State are inadequate.
5. In the Research Institutes, scholars learn Sanskrit, Ancient Philosophy etc. It is necessary that, in addition, to these subjects, modern thought is also taught.

PANDIT ANAND BIHARI JHA

1. Our educated men do not have the same character as they did before.
2. Half the deterioration in character is due to economic problems and if education can lead to more productivity, the situation will improve considerably.
3. Vocational institutions should be improved so that after completion of training in such institutions, people are employed suitably without difficulty.

4. Education should have religious bias and teachers should work with missionary zeal.
5. In implementing various educational programmes we have lost sight of the valuable recommendations made by the Radhakrishnan Commission.
6. Ways and means must be found out to maintain an effective teacher-pupil ratio.
7. Admission to higher education should be made selective. Even 25% of the people who complete their school education are not fit to be admitted in the universities at present. They should be more usefully employed elsewhere.
8. At the same time, there is a general desire for spread of education and so it is difficult to put a stop to the establishment of new universities.
9. There is need for establishment of a university in Mithila.
10. The present system of examinations should be abolished.

SHRI DWARIKA SINGH

1. Some of the case studies conducted by the State Institute of Education, reveal the urgent need for both the Central Government and the State Government to pay special attention to elementary education and teacher education in the State of Bihar.
2. More than 60% of the Training Institutions in the State are working without any science laboratories and without proper trained staff.
3. In view of the extreme backwardness of girls education in Bihar, special emphasis should be laid for its rapid expansion.

4. Government of India should give liberal grants to the Backward States like Bihar and Madhya Pradesh.

5. Existence of two parallel systems of education - Basic and non-Basic - is undesirable.

6. Though Bihar is the only State in the country where the system of Basic Education was introduced as early as 1938, its progress leaves much to be desired.

ACHARYA BADRINATH VERMA

1. We have no real objectives before us in the matter of education.

2. Our system of education is service oriented. When we prescribe minimum qualifications for a particular job, selection is always given to the person who has higher educational qualifications. Consequently, everybody feels that he must have higher education so that he will get a job. This feeling has to be removed. People with higher qualifications should not, therefore, be selected as a rule. This will help to eliminate to some extent the unequal competition that exists in the country today.

3. Passing a degree should not be a pre-requisite for entry into Government service. The best thing to do would be to hold competitive examinations or tests for various posts and irrespective of qualifications people who qualify in the tests should be considered for these jobs. This will help reduce pressure of admission to universities to a large extent.

4. Some system should be devised by which really devoted teachers can be recruited; at present people are not able to get employment anywhere else go to the teaching profession as a last resort; consequently they are fit neither by qualification nor by aptitude, for this

profession.

5. Students should be given more responsibilities in the schools.
6. Headmasters of secondary schools should be put in charge of primary schools nearabout. They should particularly look after the teaching and discipline aspects in these schools also.
7. It should be our endeavour in the first instance to improve standards at lower stages; it will automatically help in improving standards at all levels.

KUMAR GANGA NAND SINHA

Sanskrit should be an important and integral part of any system of education in India. As such, we should give priority consideration for promotion and propagation of Sanskrit. Our educational programmes should be so organised that everybody learns Sanskrit in one way or the other. If we learn Sanskrit, study of other languages will be easier.

SHRI ATAUR RAHMAN

The Institute of Post-graduate Study and Research in Arabic and Persian should be converted into a Research Unit under the Patna University.

SHRI J.N. DHAR

1. Quality in education could be ensured only by encouraging talent at all levels. Search for talent should, therefore, really start at the primary level.
2. Priority should be accorded for building up of science laboratories and workshops in schools.
3. There should be restriction in admitting students even in schools.



4. Crafts should be taught at least for 2 periods in a week even in Higher Secondary Stages.
5. There are several trained teachers in the State who are unemployed and at the same time many untrained teachers are appointed in non-Government schools.
6. It is not obligatory for the Public Schools to have trained teachers.
7. One of the reasons why there is large scale unemployment in the country is that we give training without taking into account the needs of employers. e.g., the course for Book-keeping and accountancy can be completed without passing a typing test; but no private company is going to employ candidates who has no typing ability. It is, therefore, necessary that the apprentice scheme should be fully implemented. It is no use insisting on experienced people without giving opportunities to beginners to get experience by working as apprentices.

SHRI GORAKHNATH SINHA

Practical training given in some of the engineering courses is very inadequate with the result that many of the diploma holders are not able to get proper employment.

SHRI JAGLAL CHAUDHRI

1. Teachers should be well selected; but once they are selected they should have academic freedom.
2. If students secure low marks in certain subjects they should be asked to appear again only in those subjects and they should be declared passed after they have passed in those subjects.
3. Government should see that prescribed textbooks are available in the market when the schools re-open.
4. All educational institutions should be kept aloof from politics. Students and teachers should be prevented from taking part in politics.

SWAMI SHUDHSWATANAND

1. Moral and religious instruction should be given to students.
2. There should be proper examination after the primary stage also.
3. Teachers should be selected only after ascertaining their aptitudes and antecedents. They should be asked to teach on probation for some time before they are actually appointed.
4. It would be good if the academic years of schools and colleges are the same.
5. All teachers working in educational institutions should be trained.
6. Text-books should not be changed too frequently.
7. There should be a scheme for educational tours of students.
8. All Higher Secondary Schools should have fullfledged laboratories.

XVI DISCUSSION WITH THE SECRETARIES OF THE STATE GOVERNMENTS.

On 1st May, 1965 the Education Commission met the Chief Secretary, Development Commissioner and State Secretaries of Education, Health, Planning Finance, Community Development, Agriculture, Industry and Social Welfare. The following points emerged during the course of the discussions.

1. There is a general view that education is fragmented in a number of departments in the States and it will be better if we can put the whole educational programme, such as agricultural, medical, technical industrial and general, under one head. If this is not possible at least there should be some coordination at the State level so that an overall view of education is taken at regular intervals. Since there is no machinery to co-ordinate all these activities at present, it is very necessary to have a Departmental Coordination Committee. The State Governments should work out the composition and functions of this Committee shortly.
2. Techniques of teaching have to be improved considerably to remove illiterary and backwardness and to strengthen democracy in the country.
3. To maintain secularism in India it is necessary that we should give moral and religious instruction to students belonging to different communities.

While recommending provision for such moral and religious instruction, it is of course necessary to examine how far Article 28 of the Constitution attracts any objection to such teaching.

If, however, we provide that the Basic Principles of various religions should be taught, we have to be extremely careful to remove dogma and theology from these principles.

If it is necessary that, for providing religious instruction, we will have to amend the Constitution we should not hesitate to do so.

4. In regard to the question of introducing Agricultural education for 3 to 4 years at the end of class VIII, the State

Government would like to examine the feasibility of this proposal.

5. Panchayat Act has been introduced in two districts in the State of Bihar as an experimental measure. There are reports that the interference in transfers of teachers has now increased.

Final decisions in this respect can be taken only after the results have been watched for at least one year.

6. Statutory grants to universities should be flexible enough to accommodate additional expenditure. It is necessary that a policy decision is taken in this respect by the State Government.

7. Procedure regarding the Statutory grants to universities should be revised every 5 years.

8. It is necessary to tap the income from religious trusts as a source for educational development. According to information available at present the annual income from this source is about Rs 2½ crores in Bihar. Some of this income can be directed for the promotion of Sanskrit Education.

9. At present, education of boys is free only upto Class V and that of girls upto VIII. If the cess could be increased, it might be possible to make education free for both boys and girls upto Class VIII at least.

10. Allocation for Education as a whole should receive some higher proportion in the Fourth Plan, than in the Third Plan. This is already reflected in the allocation proposed for Education by the Planning Commission.

11. Backwardness in Bihar has really followed the economic backwardness of the State. The only avenues of employment were within the State Government. There was not much expansion of the State administration during 1920-45. The industrial belt of Jamshedpur did not attract people from Bihar as its location is in one corner of the State; the railways had their headquarters outside the State. The rural economy of the state also remained very much run down as there was no industrialisation at all. The towns were not growing and there was no incentive to the people to make use even of existing educational facilities. All these

factors have contributed to the backwardness of Bihar. Its development has started only after Independence.

XVII. DISCUSSION WITH THE CHIEF MINISTER  
AND HIS COLLEAGUES.

On 1st May, 1965 the Education Commission met the Chief Minister of Bihar and other State Ministers of Finance, and Education and the Minister of State for Education at Patna. The following points were raised during the brief discussion which the Commission had with the Chief Minister:-

1. Technical Education in Bihar is not adequately developed. About 80 to 90% of the posts in Polytechnics are lying vacant and the quality of training has gone down. The Chief Minister agreed that this aspect needs urgent attention.
2. The Chief Minister was of the view that the Central Government should give some special consideration for backward States like Bihar so that special schemes could be taken up to bring the state at par with other advanced States in the country.
3. Education is free upto Class V in the case of boys and upto Class VIII in the case of girls. Bihar has already introduced Education Cess the rate of which is now  $6\frac{1}{4}\%$ . If this is raised, it should be possible for the State Government to make education free for both boys and girls upto Class VIII. The Chief Minister agreed to have this proposal examined.
4. While deciding sector-wise allocation for the Fourth Five Year Plan, there is need to give high priority consideration for Education. In the Third Five Year Plan, education got 16% of the total Developmental Outlay. For the Fourth Plan this per centage should not be less than 16.

MAIN RECOMMENDATIONS THAT EMERGED IN THE  
DISCUSSIONS HELD AT THE DIFFERENT CENTRES  
IN BIHAR (EXCEPT AT PATNA ON 29TH APRIL-1ST MAY '65)

(A) DISCUSSION AT PATNA CENTRE

(26th April - 28th April, '65)

1. On 26th April, 1965, the Education Commission met the legislators of Bihar for a discussion in the course of which the following points emerged:

(1) SHRI PRABHUNATH SINHA:

1. Adequate finance is not available for educational plans.
2. Higher Secondary Education has too many subjects and is too costly.
3. Teachers are working as trade unionists and this affects their work adversely.
4. A public examination should be introduced at the end of the elementary education.

(2) SMT KAMAL KAMINI PRASAD:

1. Girls' education is backward in Bihar.
2. Facilities like separate schools for girls or women teachers are meagre.
3. Good teachers are not available due to lack of residential accommodation.
4. The system of school mothers has not been tried by the State.
5. Trained teachers are not prepared to go to villages.
6. Though grants given are to make up the deficits, there are many items of unapproved expenditure.
7. All schools should be taken over by Government.

(3) SHRI PASUPATI SINGH:

1. While there is great desire for education, the main hurdle is the paucity of funds.

(4) SHRI KAILASH SINHA:

1. There is no pre-primary training school in Bihar.
2. A reasonable teacher-pupil ratio should be maintained to keep up standards.

3. The quality of training is very poor at present and the attitude of teachers is hostile to training.

4. There should be a tax in Bihar on minerals and it should be earmarked for development of Bihar.

(5) KUMAR GANGANAND SINHA:

1. Study of Sanskrit should be made compulsory. Sanskrit universities should be encouraged.

2. Vacation in top-class in schools is of 8 months. This is due to the fact that academic years for school and colleges are different.

3. A supplementary matriculation examination may be introduced in June/August every year.

(6) MRS Z OHRA AHMED:

1. Backwardness in Bihar is a historical legacy.

2. Only urban areas in Bihar are developed.

3. Women need education and therefore facilities for expanding their education should be adequately provided.

4. Education for girls should be free up to the end of the secondary stage.

5. There is need for one more training college for women in the State.

6. At present there is no college for Home-Science in the State.

7. There is no college for physical education of girls in the State.

8. There is a felt need for both polytechnics and Industrial Training Institutes for women.

9. There is no institution teaching Fine Arts which is meant specially for women.



## II. DISCUSSION WITH LOCAL EDUCATIONISTS

The following points emerged at the discussions with local educationists:

### 1. DR DUKHAN RAM:

1. The backwardness of Bihar is a historical legacy. It is also mainly due to the extreme backwardness of women's education.
2. The Education Department has carried out the largest number of experiments and that has created a confusion.
3. Co-ordinated planning is conspicuous by its absence.
4. Free and compulsory education up to the age of 14 should be preceded by pre-primary education.
5. Private bodies experience difficulties in the matter of grants.
6. There should be facilities for medical inspection of all children at the age of 6 plus.
7. Home Science should be made compulsory for girls at the secondary stage.
8. Physical education for boys should be made compulsory at the secondary stage.
9. Subjects like Sanskrit, elementary Mathematics and History & Geography should be made compulsory.
10. Universities should be free from politics.
11. For any Vice-Chancellor to be appointed, he should have at least 20 years of teaching experience and should be above 50 years of age. There should be no political vice-chancellors.
12. Vacations should be curtailed.
13. There should be institutions for handicapped children - There are no schools for blind children in the State.

14. There are too many examinations under the present system.

2. SHRI J. SHARMA:

1. Public examination at the end of VIIIth class should be revived.

2. All subjects of study should be compulsory upto Xth class.

3. Diversification should be after Xth class.

4. Higher secondary and P.U.C. courses should have the same syllabus.

5. There is a dearth of science teachers.

6. English should not be taught as a compulsory subject.

7. Teachers of right quality are not available. Selection should be only on merit. No special consideration should be given for sex or caste.

8. Security of service does not exist.

9. There should be free education for girls till Class XII

10. Education has not been given priority in Bihar.

11. The location of High Schools is not properly planned.

12. There should not be any interference in education by political parties.

13. No guidance to students is given by teachers, and most of them are not competent. There is also no respect for teachers. This leads to student indiscipline which is encouraged by activities of students' union.

3. SHRI RAM SEVAK THAKUR:

1. Moral instruction should be introduced in schools.

2. Students Unions are doing much harm.

3. There should be a new university in Darbhanga.

4. ACHARYA BADRI NATH VA RMA

1. Education should take into account social needs.

2. All selection to Government service should be by special examinations only and no credit should be given for academic education while recruiting in Government service.

3. There should be three years' training for elementary teachers.

III. DISCUSSION WITH PRINCIPALS AND STAFF MEMBERS OF INSTITUTIONS VISITED. (Group I)

The Education Commission visited the following colleges on the morning of the 27th April, 1965.

- (1) Patna College, Patna
- (2) Science College, Patna
- (3) B.N. College, Patna
- (4) Magadh Mahila College, Patna; &
- (5) Women Training College, Patna.

The following points emerged in the discussion that took place with the Principals and staff members of these institutions:-

- (i) There is difficulty in recruiting suitable senior teachers in the Patna College.
- (ii) Though it has been possible for the Patna University to amend its rules and regulations to accommodate exceptionally bright students, it has not been possible for the Government to help in the case of Shri Visisth Narayan Sinha, a really brilliant student whose talents were discovered while studying at the Science College. It was, therefore, suggested to the Commission that the scheme for search of talented students should provide adequate scholarships.
- (iii) A case study of the growth of the Science College, Patna would be useful for the Commission in determining particularly the cost per student.
- (iv) The teacher-pupil ratios in subjects like Hindi, English and Economics were rather very high, in the neighbourhood of 1:90 or so.
- (v) Though there is only one Women's Training College in the whole of the Bihar. Some of the pupil-teachers, after the completion of their training course, remain unemployed and at the same time, there is a general complaint that there is lack of trained teachers.
- (vi) The women who are trained are obliged to remain unemployed for the main reason that it is difficult for them to work in the rural areas, particularly due to reasons of security and other uncongenial conditions.
- (vii) Students attending colleges from PUC are often found to be better than students from higher secondary schools. One study undertaken in this respect has, however, shown

that there is very little difference between the students completing PUC or Higher Secondary Course.

- (viii) The students who join the colleges have to lose nearly 6 months for the simple reason that the academic year for the school starts from January while it starts from July for the colleges. Since this has not giving any particular benefit to students, it was suggested that the academic year of the schools and colleges should be the same.

IV. DISCUSSION WITH THE VICE-CHANCELLOR, DEANS OF FACULTIES, HEADS OF DEPARTMENTS AND PRINCIPALS AND TEACHERS OF SELECTED COLLEGES

The Education Commission met the Vice-Chancellor, Deans of Faculties, Heads of Departments and Principals and Teachers of Selected Colleges, on the morning of the 27th April, 1965.

The University placed before the Commission a brief statement 'Enumerating the present need of the University and the suggestions for Improving them'. The following points emerged in the discussion:-

- (1) It was pointed out that there is need to maintain proper pupil:teacher ratio in the various faculties of the University. On the analysis of the figures it was found that the ratios are as below:-

Engineering	-	1:11
Commerce	-	1:27
Arts	-	1:18
Science	-	1:15
Law	-	1:19
Medicine	-	1:14
Education	-	1:17

It was suggested that a proper ratio would be 1:10 for Under-graduate Section and 1:5 for Post-graduate Section or 1:7 for the University.

- (2) It was pointed out that the University was handicapped due to the inadequate statutory grants and development grants. The University's present requirement is at least Rs. 60 lakhs by way of statutory grant in addition to development grants for specific projects. This,

however, is not being allowed and the University is getting Rs. 45 lakhs per year since 1962. There is, therefore, need to evolve an automatic process by which the need for statutory grants of every university would be revised after every five years. If the committed expenditure of the universities is also brought to the notice of the Finance Commission at the appropriate time it would facilitate matters; and it would, therefore, be not difficult to get adequate funds allotted by way of block grants. The Development Grants for specified projects should also be given to the Universities without insisting on matching contribution either by the Universities or by the State Governments.

- (3) Residences for students and teachers are of great importance and it is necessary for the university to give some priority consideration to this need. It was pointed out that the University is paying every year a rent to the tune of Rs. 1 lakh. It would, therefore, be worthwhile for the University to seek a loan of about 30 lakhs to take up building of quarters or hostels for teachers and students.
- (4) The need for expanding and equipping the laboratories was emphasised.
- (5) More and more facilities for research should be made available.
- (6) The need for common room for students and guest house was also stressed.
- (7) While discussing problems of discipline it was pointed out that proctorial system is not effective because of the lack of finances as also because of the poor student: teacher ratio. It was suggested, however, that there is need to build up closer relationship between students and teachers.
- (8) The problem of space in the University campus can be solved by acquiring the land between the Ashok Raj Path and Baripath which at present consist of slums & Bazar's etc. because space acquired at long distance will not solve the problem. In view of the difficulties faced by the University in providing suitable matching funds for the University Grants Commission's or in taking over the U.G.C.'s sponsored scheme beyond Plan period, it is necessary that the development schemes for the Post-graduate Departments should be taken entirely by the U.G.C. on a longterm basis rather than for a plan period basis.
- (9) In view of the fact that there are 5 or 6 Universities in Bihar, one Central University should be created in the State for maintenance of standards of teaching and research. It was suggested in this connection that the Patna University which is the oldest University with longest tradition of post-graduate teaching and research should be made a Central University.

The following additional suggestions regarding the structure of the University were made in a note submitted to the Education Commission:-

- (10) The post of a Pro-Vice-Chancellor, who should be a teacher should be created in place of that of the treasurer.
- (11) University should have its own Selection Committee for appointment of Teachers and officers.
- (12) In the interests of the academic well-being of this teaching and residential University, the regulations framed for this purpose by the Academic Council and the Senate of the Patna University should be the final and they should not need any approval of the Bihar State University Commission.
- (13) Teaching in a particular subject should constitute one academic unit.
- (14) In order to cope with the students' problems, there should be a Dean of Students or Chief Praetor who should enjoy the scale and status of a University Professor.
- (15) Administrative Officers for the maintenance of proper accounts, etc., of the College should be appointed in each College.
- (16) The future of the University is best safe-guarded in its autonomy and every attempt should be made to see that teachers of the University are in a majority in all University Bodies.
- (17) Students teachers Welfare Scheme:
  - (i) Better and more extensive medical aid;
  - (ii) Regular and compulsory health check up of students;
  - (iii) Creation of Teachers and Students Welfare fund;
  - (iv) Educational, Vocational and Employment Guidance.
- (18) Attempts should be made towards staggering the examination system so that excessive emphasis would not be laid on one final examination at the end of one year or two years; instead, periodical examinations at every three or four months' period in the prescribed courses of the syllabus shall be held and given credit towards the final University examination.

- (19) Short-term University examination : with a view to staggering the load of examination in courses prescribed for the term, the examination should be divided subject-wise according to the prescribed syllabus.
- (20) For providing teaching in advanced subjects through the medium of Hindi, the various Universities, taking into consideration their Hindi knowing staff in particular subject, should be assigned translation of standard works and writing of original works in various subjects within specified periods for which additional and adequate finances should be provided by the University Grants Commission or the Government. In view of the fact that even after seventeen years of Independence text-books and source books in various branches of knowledge have not been made available in Hindi, translation of such books should be undertaken by each University and sufficient funds be made available to each University to finance this work on the basis of attractive and exemplary remuneration.
- (21) With a view to improve the standard of teaching and research in various faculties, adequate financial assistance be provided for inviting experts from within or outside the country.
- (22) Apart from adequate facilities for young teachers to go abroad on study leave to acquire a degree, proper emphasis should be laid for senior teachers to go on short term courses to refresh and enrich their knowledge and experience.
- (23) It is suggested that in view of growing importance of technological and professional education for the development of the country, the number and amount of stipends and scholarships to students should be increased.
- (24) For any University, specially a teaching and residential university, research should have top priority. In the Patna University, the number of research scholarships, research fellowships and research assistantships is glaringly inadequate. It is suggested that the number needs to be very much increased. At least one research assistant on adequate pay should be provided in each department besides paid research scholarships and research fellowships.

V. DISCUSSION WITH REPRESENTATIVES OF STUDENTS

The Commission met the representatives of students of the University on 27.4.1965. The following points were made in the course of discussion:-

- (i) The education that is imparted in colleges is aimless and purposeless.
- (ii) Living conditions of the students who are hostellers are not congenial for proper study.
- (iii) Book grants which are sanctioned by the government are generally made available only after the examination and as such they don't help the students to take advantage of the books at the required time. There is, therefore, urgent need to eliminate such administrative delays.
- (iv) It is necessary to keep in mind the availability of the text-books in the market while prescribing them.
- (v) The libraries of colleges and University should be kept open on holidays.
- (vi) It would be better if both students and university authorities or the government contribute equally to build up a student library for text-books.
- (vii) The pressure on space is being felt in the colleges with a result that the space for play grounds is being utilised for other purposes. It would therefore, be helpful to construct multi-storeyed buildings wherever possible to save space for play grounds.
- (viii) It is necessary to insist on a regular system of medical check up of the students in the colleges as far as possible. The post-graduate and Under-graduate students should be allowed to stay separately.

VI. DISCUSSIONS WITH PRINCIPALS OF AGRICULTURAL COLLEGES & SCHOOLS

The following points emerged from the discussion:

- (i) In view of the importance that has to be accorded to the agricultural education, it is necessary this should be treated as a science and not as a Craft. Agriculture at present is only included as one of the craft subjects in the curriculum. This has to be changed immediately.
- (ii) As it is not possible for students offering agriculture as a craft subject to go for higher education in Agriculture there is need to revise the syllabus in such a way



so that this difficulty is removed. It was suggested that the Departmental Heads of both Agriculture and Education should meet to resolve this problem.

- (iii) Though agriculture is a very important subject, because of the ceiling imposed for formulating proposals for agricultural education for Fourth Plan, it has not been possible to include proposals for expanding agricultural education on the scale and terms needed for the State. Nevertheless, it was suggested that the Director of Agricultural Colleges should formulate a suitable development programme for the Fourth Plan and that this programme should be made available to the Education Commission as early as possible. The Director of Agriculture was also requested to suggest a scheme of setting up Agricultural High School with seed farms as a base.

#### VII - DISCUSSION WITH DEPARTMENTAL OFFICERS OF PATNA DIVISION

The following points were made at the discussion:-

- (1) The work load of the officers is very heavy.
- (2) There is too much of routine work entrusted to the Officers so that there is very little time for doing educational work. If an office Superintendent is attached with the District level officer for routine work, the situation might improve.
- (3) Inspecting Officials do too many non-educational items of work and it is not possible for them to do inspection work regularly. This is due to the fact that the inspectors are controlled by the Block Development Officers who employ them for arranging fortnightly meetings, departmental meetings and other committee meetings. It was pointed out by the officers that an inspecting official gets only about 8 days for inspection of primary schools in a month, the remaining 22 days are spent on other work.
- (4) There is difficulty for girls to go to schools, as classes IV and V are being cut-off from high schools.
- (5) Since power of transfer can be exercised by D.E.Os or D.Ds. or D.P.Is. simultaneously, there are uncertainties and other difficulties for teachers.
- (6) In the training institutions, very often the middle passed candidates and the matriculates are given training side by side. There is need to give training separately to these two categories of trainees.

VIII - DISCUSSION WITH PRINCIPALS AND STAFF MEMBERS OF INSTITUTIONS VISITED.

The following points emerged in the course of discussions:-

1. The curriculum is very heavy and unbalanced.
2. There is a scramble for appointment as teachers.
3. Diversification begins too early.
4. Out of the total number of working days in a year, after leaving out the number of days for examination, invigilation work for teachers, admission time and other activities, it is found that there are only 150 teaching days in a year.
5. One of the causes for a large number of failures is the glamour for science courses among students and parents. A large number of students who are unfit to take up science join these courses and fail.
6. In higher secondary schools, there are 6 periods for library work every day; but there is no post of Library Assistant.
7. The present system of examination is a great deterrent to experimental methods. Under the Higher Secondary Scheme, it is found that the admission of students who pass the Higher Secondary course to Colleges is possible only if they get first class. At the same time, it is possible for the PUC students to get admission even with 45% of marks.

(b) The Education Commission visited Patna Training College, and met the Principal and Members of the Staff on 28th April, 1965. The following are the main points which arose out of the discussion:-

1. There is no clear purpose for which the M. Ed. students are prepared.
2. The curriculum of M. Ed. course is not leading to specialization in any particular subject of education.
3. Apart from getting a little preference from B. Ed. candidates, there is practically not much difference between M. Ed. and B. Ed. from the employment point of view.

4. There are at least 3,000 trained teachers in Bihar who are unemployed and a good number of such candidates are employed in jobs where the training acquired is of no use.
5. There is need of specialization in fields like Educational Finance, Educational Administration and New Techniques & Methods at the M.Ed. level.

IX. DISCUSSION WITH THE SECRETARY OF THE BOARD OF SECONDARY EDUCATION

The Commission met the Secretary, Board of Secondary Education on 28th April at Patna when the following points emerged:-

- (1) The Bihar High Schools (Control and Regulation of Administration) Act, 1960 was passed because the High Court gave a ruling to the effect that the State Government cannot control the managements of private secondary schools through executive orders and in the absence of a statute passed for the purpose by the Legislature.
- (2) The main object of the Act is to regularise the management of private secondary schools through Constitution of Managing Committees. The measure was necessitated by the malpractices found in private secondary schools in respect of finance as well as the appointment and service conditions of teachers.
- (3) The work under the Act is very heavy because the Office has to deal with the Management Committees of about 1600 high schools. It has also to sanction grants to all the 1600 schools on a variety of patterns. The clerical staff of the Board is adequate. But there is a bottleneck at the officers' level - there is only one gazetted officer in charge while there is need for at least two gazetted officers.

(Incidentally, it may be stated that this is one of the best offices in Bihar. On a special request made by the Commission, the Secretary of the Board prepared a detailed note on the system of grant-in-aid and also a random sample study of 10% of the secondary schools in so far as the quantum of aid is concerned. This is being included separately in the report.)

X. DISCUSSIONS AT THE PATNA WOMEN'S COLLEGE

The Education Commission met the members of the staff of Patna Women's College on the 28th April, 1965. The following points emerged in the

course of the discussion :

1. The Home Science course in Patna University is called 'Domestic Science' which is an old-fashioned name. Its content is very poor so that students who do their B.A. in Domestic Science from the Patna University are not admitted to the M.A./M.Sc. classes in Home Science in other universities. The curriculum in English is also similarly weak. There is, therefore, a need to revise the curricula and make them fairly comparable with those of other universities.
2. The main difficulty of colleges in Bihar is the paucity of grant-in-aid. The grant for libraries is very poor. For instance, the Patna Women's College gets a total grant of Rs. 2,000 for its library per year, including the salary of staff. The grant for other contingencies is also very meagre. This affects the efficiency of teaching adversely.
3. Girl students are, on the whole, more seriousminded than boys and fare better in the examinations. Because of the restricted social life, however, their general knowledge is weaker than that of boys.
4. The education of girls is developing very well at the collegiate stage. What is needed is more opportunities for employment.

#### XI - DISCUSSION WITH PATNA UNIVERSITY TEACHERS' ASSOCIATION

The Education Commission met the Teachers of the Patna University at a meeting held on 28th April, 1965 when the following points emerged in the discussion:-

1. The Commission would do well if the ways and means of implementing their recommendations are also thought out before such recommendations are made to the Government. It is not that recommendations have not been made by previous committees and Commissions; but it is their implementation that has been defective.
2. Since the Patna University is expanding, there is need to acquire a larger space for its accommodation. Acquiring of adequate space for the expansion of the University should, therefore, be given top priority in the development proposals of the University in the Fourth Plan. The present proposal to acquire about 39 acres of land would not serve the purpose and it

would be better to think in terms of a campus of about 400/500 acres.

3. To reduce the pressure of accommodation in the city proper, it would also be desirable to consider the shifting of the Post-graduate Sections of the University to the new site
4. One other method by which standards could be improved is by establishing quality institutions district-wise with all the facilities like highly qualified teachers and well-equipped laboratories and libraries.

-: 64(a) :-

XII. DISCUSSION WITH PATNA CITIZENS COMMITTEE

The Education Commission met representatives of the Bihar Citizens' Committee on the morning of the 28th April 1965 at Patna. These discussions were continued on 30th and the main points that emerged from the discussions are given on pages 25-28 of this report.

XIII. Discussion with prominent educationists

The following points were highlighted when the Education Commission had discussions with educationists at Ranchi:

(1) In the conditions in which teachers work today they cannot be expected to adopt any dynamic methods of teaching recommended by the Mudaliar Commission and other commissions. It is essential that their salaries should be raised, their conditions of service should be improved and their status in society should be recognised.

(2) In view of the socialistic pattern of society that we wish to set up in the future, there should not be a wide disparity between the salaries of teachers working at different levels.

(3) Teachers should be represented on the Panchayat and Parishad Committees.

(4) As a result of uncontrolled expansion in education sub-standard institutions have sprung up without proper accommodation, libraries, laboratories and other basic facilities.

There should be check on the growth of such institutions. If a policy of expansion is favoured, Government must be prepared to give liberal grants.

(5) Admission to the university should not be unrestricted but should be regulated by admission tests. For those who are found unfit for university education, Government should provide for trade and other vocational courses. (Another view expressed in this connection was that there cannot be any restriction on the expansion of higher education as democracy implied that every body had a right to pursue education up to the highest level).

(6) There should be as far as possible a uniform pattern of secondary education.

(7) A national system of education implies that the existing educational system should be overhauled. An essential feature of the existing system is the domination of the external examination which encouraged memorisation of knowledge. This system can be changed if examination after the completion of the course is replaced by a series of tests held after each semester.

(8) A committee should be appointed to go into the problem of juvenile delinquency and suggest ways and means for the establishment of special types of schools for young offenders. There should be some national policy regarding the curriculum and the personnel to be employed in such schools.

(9) There is very little co-relation between that is taught in the schools and the environments especially in the case of tribal children. Most of the teachers in tribal schools are from non-tribal areas and they have no knowledge of tribal culture. Primary school teachers in tribal areas must have orientation course in tribal life and culture.

(10) Education of girls among the Adivasis should receive a higher priority. At present out of 150 schools opened for Adivasis, only 2 are for girls education.

(11) In the textbooks used by Adivasi children there should be stories about their culture and their way of life.



(12) Co-education among the Adivasis is not desirable and separate schools should be established for Adivasi girls.

(13) The rules regarding admission should be relaxed in the case of Adivasi children.

(14) Adivasis should be given a large number of scholarships to pursue higher education.

(15) Separate hostels for Adivasis are not desirable. They should be allowed to stay in common hostels so that they can mix freely with ordinary children.

(16) In order to reduce the wastage in classes I and II, the teacher-pupil ratio in those classes should be decreased.

(17) The percentage of failures at the high school examination is very high. Efforts should be made to examine the causes of this failure and provide remedial measures as this involves great national wastage.

(18) Textbooks should be written by persons of outstanding ability and only textbooks of first rate quality should be prescribed so as to create interest in reading.

(19) There should be free education upto the end of elementary stage.

(20) In order to raise the quality of secondary education, voluntary organisations should be permitted to charge higher fees in the secondary classes so that they can pay better salaries to the teachers and improve the educational facilities in the schools.

XIV. Discussion with Vice-Chancellor, Ranchi University, Deans of Faculties and Heads of Departments and Teachers of selected Colleges

The following points were highlighted in the course of the discussion which the Commission had

on the 27th April, 1965.

- (1) While the general view was that higher education should be made selective some of the persons present expressed the opinion that the open-door policy even at the higher education stage should be continued till the national economy improved and employment opportunities were made available to those completing the higher secondary stage.
- (2) The rush to the universities can be controlled to some extent if some kind of vocational education was provided at the end of high school stage.
- (3) Admission to the Honours courses should definitely be restricted.
- (4) The higher secondary stage should be declared as the only qualification required for all subordinate posts in Government service and candidates with higher qualifications should be declared ineligible for such posts.
- (5) During the 3-year degree course a considerable amount of the students is wasted either in examination, vacations or intervals between one year or another.
- (6) Education should be related to the economic needs of the country.
- (7) For this purpose, a statistical survey of the job requirements available during the next 15 years should be undertaken.
- (8) With regard to the medium of instruction there was sharp differences of opinion, one group holding that there should be a single medium of instruction, namely, Hindi at the university stage throughout the country, and another group maintaining that the retention of English as a link language was absolutely necessary in view of the rapid advancement of science and technology.

XV. Discussion with Principal and staff of  
Netarhat School, Netarhat

The following points were highlighted as a result of the discussion on the 28th April, 1965:

- (1) The group approved the pattern of secondary education proposed by the Education Commission according to which there would be 10 years of general course followed up by 2 years of specialisation.
  - (2) It was suggested that there should be an examination after class IX to select students for the advanced level and the ordinary level sections.
  - (3) 10-year course of school education caused a certain amount of disorganisation as most schools in Bihar are of 11-year course and many of them would have to be down-graded.
  - (4) The pressure on the science course at the university level would be reduced if there were screening at three levels, i.e. after class VIII, after class X and after class XII.
  - (5) A basic knowledge of the sciences should be compulsory for all and especially for those going to technological institutions. At the same time if advanced course in science is combined with humanities as proposed in the new pattern, it would result in over-crowding of the curriculum.
  - (6) Quality schools should be established in sufficient number to cater to the needs of talented children. The syllabus of such schools should be of a different type so as to draw out the best from the talented children.
  - (7) Condensed courses for training teachers in special subjects should be provided.
  - (8) Every secondary school should have a good library and a fairly well-equipped science laboratory attached to it.
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XVI. Discussion with Principals and Teachers of Secondary, Elementary and Training Schools

The following points were highlighted when the Commission met the Principals and teachers of Secondary, elementary and training schools at Ranchi on the 28th April, 1965:

1. The system of bifurcation of courses after class VIII which is reported to have failed has not been given a fair trial. It should be allowed to continue for some time and the results should be properly followed before the system is changed.
2. It will be difficult to select students for the advanced level and the ordinary level in science after class VIII.
3. Students who fail in the advanced level in science in the examination of class IX should not be allowed to pursue the advanced course.
4. Advanced science and advanced mathematics should be provided for the gifted and the university bound students in standard XI and XII.
5. Both the pre-university course and the higher secondary school course should have the same syllabus and the present disparity between the two courses should be abolished.
6. Unless the teaching facilities, equipment and staff that exists in the pre-university course are also provided in the higher secondary school classes, the higher secondary schools will continue to be at a disadvantage. The whole programme of reconstruction of the pattern should be so phased over a period of years that it will not bring about disorganisation of the educational system.
7. At the end of class VII, there should be some screening by means of a common or public

examination to control admission into the higher secondary schools.

8. In the Chhotanagpur Division there were some schools which had very few students and the running of which had become uneconomic. On the other hand, in some urban areas the schools were overcrowded, uneconomic units in rural areas have often been established as a result of political pressures.

9. The shift system introduced in some of the secondary schools in urban areas has resulted in a dilution of quality.

10. With regard to the 3-language formula, opinion was sharply divided, one group holding that a third language, preferably a Southern Indian language, should be taught in Hindi-speaking areas while the other group maintaining that the burden of three languages was too heavy and the third language should be made optional.

It was pointed out that the 3-language formula was a political rather than an educational compromise.

11. The examination system needs to be reformed. The internal assessment which has been discontinued should be introduced with proper safeguards and the type of questions set in the external examination needed to be improved. The State Evaluation Unit of the Bureau of Examination Research should make more strenuous efforts in this direction.

12. The paper setters at the higher secondary school examination should preferably be the teachers from the schools and not university professors.

(C) DISCUSSIONS AT MUZAFFARPUR

XVII - Discussion with Local Educationists

On 26th April, 1965, the Education Commission met educationists and others interested in Education at Muzaffarpur for a discussion in the course of which the following points emerged:

(1) Most of the members suggested that a stage had been reached when it was imperative to amend the constitution and make entire education a Central responsibility. This measure was necessary to free education from local, selfish, political influences which exercised a deadly strangle-hold on educational institutions ranging from the primary schools to universities.

(2) A position had been reached when it had become intolerable and the children and young-men were deprived opportunities of good education.

(3) While it was desirable to make education a Central responsibility, it would be practical to provide that policies for primary education and secondary education be laid down by the Central Government but faithfully executed by the State Governments with due regard to the local conditions obtaining in the State.

(4) In no circumstances should university education and technical education be treated as the responsibility of the State Governments.

(5) Representatives of the primary schools were emphatic that primary education should vest in the Central Government and that there should be a common policy for the whole of India.

(6) There was only one member present who, while he realised that Gram Panchayats and District

Boards were incompetent to manage primary education, still felt that they should continue to be responsible for it so that democracy may prosper in the country. He would wish to see as an experimental measure that carefully selected Panchayats managed affairs of primary education under controlled conditions. Those representing primary education would not suffer even as much as this.

(7) In Bihar almost all District Boards were suspended for mismanagement and the work was being carried on by the Education Department.

#### Secondary Education

(8) Those present pointed out that the position obtaining in the State in the field of secondary education was most chaotic. There were about 1700 secondary schools in the State of which only a little more than 200 were higher secondary schools leading upto class XII. Rest of them taught upto class XI. The result was that all colleges had the pre-university courses.

(9) It was pointed out that the courses for pre-university education were easier than those in the higher secondary schools, where the candidates were required to do a much larger number of subjects and attain a much higher standard.

(10) Because the cheap option of the P.U.C. was available, there was no desire on their part either of the Government or anybody else to upgrade the remaining schools to the status of higher secondary schools.

(11) There should be a well-planned Government policy in order to ensure that within a certain period of time all secondary schools are converted into efficient higher secondary schools.

(12) The Mudaliar Commission Report has failed to create any impact in Bihar, particularly because the secondary stage of education is not designed to be terminus for a large number of students who seek employment after completing their school education.

(13) Government should be compelled to recruit persons for their clerical and other services after the higher secondary stage. Those who wish to join the Secretariat should be given Secretariat training in the concluding two classes of the higher secondary course. If any further training was required, it should be given in the Departments concerned in the form of in-service training.

(14) High school education upto X class should be uniform throughout the country and that there should be very limited choices. About the basic subjects such as languages, History, Geography, Mathematics, Science, Workshop Practice or Agriculture, they should be compulsory for all and there should be a common standard for the whole of the country. The option may relate to subjects like Home Science for girls, Music, etc. The practice which allows many choices of courses earlier than the Xth class is not good.

#### Universities

(15) The university autonomy is nominal and university administration reflected pressures and strikes of the prevailing political and other groups.

(16) The Education Commission will have failed in its purpose if it did not ensure autonomy of the universities and if it failed to suggest methods by which only competent educationists held charge of the university.



(17) A reference was made to Radhakrishnan Commission report which had strongly urged a case for a university at Mithila and Chhota Nagpur. It was pointed out that in spite of these recommendations, several other universities were opened and the claims from Mithila and Chhota Nagpur were completely disregarded. Darbhanga which is the heart of Mithila is probably one of the most educated and cultured centres of India and it has a claim on its merits. It was suggested that political and other pressures were responsible for the neglect in adhering to the recommendations made by the Radhakrishnan Commission.

(18) The most important consideration for the Education Commission was to free educational administration at all levels from political influences which had vitiated the progress as well as the standards of education.

XVIII - Discussion with the Vice-Chancellor, Bihar University

The Vice-Chancellor called in the Circuit House on the 27th of April, 1965, and had a discussion with the Commission in the course of which the following points emerged:-

(1) Deterioration of Standards: The deterioration of the standards was very largely due to the fact that owing to the growth of higher secondary schools, a very large number of students were coming to the university who belonged to homes where education was neglected and conditions were depressed. Something special should be done for them in order to raise the quality of instruction.

(2) Physical conditions were lacking in university, such as proper accommodation, equipment and other means which are essential to raise standards.

(3) The expenditure on education has not increased in the proportion in which the education has increased. The rising prices have also led to shrinkage of opportunities in the universities and colleges providing education of the proper standard.

(4) As soon as the independence came, the country decided to change the medium of instruction from English to Hindi and the teaching of English was neglected. Hindi could not adequately replace English throughout the school, college and university stages. The result is obvious.

(5) The measures which are essential to raise standards : only the students likely to benefit from university education should be admitted to the university courses. At the higher secondary level, efforts should be made to divert students to all channels of employment. The degree of a university should not be necessary for students who wish to go in for technical lines. The diversion should take place at the end of the secondary stage. Only those students who are anxious and able to join learned professions, should be admitted to the university on the basis of merit alone.

The admissions in Bihar University are made strictly on the basis of merit - in the constituent colleges and the University Departments. Because of this method of admission for the constituent colleges of the University, the standard of education is much higher than any other colleges where this method cannot be followed. The other colleges are admitting all students in the lure of getting more money through fees.

(6) Post-Graduate Classes: There is a demand that the C.M. College, Darbhanga, should have

post-graduate classes in Science. There is a great demand for a separate university for Darbhanga.

(7) The research on behalf of the University is conducted in the departments of the constituent colleges.

(8) Appointment of Staff: The staff in the constituent colleges is appointed by the Syndicate of the University on the recommendations made by the Bihar Public Service Commission. In the affiliated colleges, the appointments are made by the Governing Bodies of the colleges on the recommendation from a Panel which is suggested to them by the Bihar University Service Commission. It is absolutely wrong that the Public Service Commission should have to recruit members for the university constituent colleges. Further, the Bihar State University Commission and all the universities of the State have now come to the conclusion that there should be University Selection Committees to select teachers of constituent colleges.

There is very very long delay in obtaining the recommendations from the Bihar Public Service Commission. The experts nominated by the University who go to assist the Commission have no right to vote. The experts in a subject alone are competent to select teachers, be they Lecturers or Readers. The kind of Selection Committee which is envisaged for the University is that there would be two or three external experts on the subject who would attend the Selection Committee, interview candidates and then advise the Selection Committee as to the best persons to be selected.

In certain universities, no candidate can be selected by the Selection Committee unless he is

supported by at least one expert. A list of experts, mostly Professors from various Indian Universities, should be kept in the office of the Chancellor and the Chancellor should send the necessary number of experts for any appointment on an ad hoc basis and the names of these experts should be kept absolutely confidential. No candidate should know their names. The experts should as far as possible be men from outside the State.

(9) Medium of Instruction: English should be retained as a medium of examination so long as we are not in a position to replace it by Hindi. English may be replaced gradually at every stage by Hindi. The theory that regional language should be the medium of instruction at different universities of the country was unacceptable. The only one medium throughout India after English disappears in course of time, should be Hindi and no other language. This is in the interest of national integration, unity and emotional integration.

(10) Those boys who are coming from depressed and rural areas, should be given good education in Hindi and for them education in the university stage should be organised through the medium of Hindi. What applies to boys from the depressed rural areas of Bihar, applies to the boys in other States where the regional language is different. Such boys should be taught the regional language well and when they come to the university, they should be permitted to answer examination papers in the regional language while it should be open to them to either answer in English or in Hindi.

XIX - Discussion with the Commissioner, Muzaffarpur

The Commissioner met the Education Commission on the 27th April. In the course of the discussion the following points emerged :-

(1) Very great care should be exercised in the selection of the Vice-Chancellors. At least in the matter of selection of the Vice-Chancellor, political influences should be withheld and that the appointment should be strictly on grounds of merit.

(2) The University Services Commission is not working properly. Moreover, according to present rules, the colleges are free to choose one from the Panel which is given in order of merit by the University Services Commission. There are many instances in which the colleges have chosen not the first man in the merit panel but the last. This obviously results in a great deal of discontentment.

(3) Some methods should be devised to restrict admissions to the colleges to just those who are likely to profit by collegiate education. He felt that it is very necessary to give all-out assistance to those boys who show talents. The students who were not deserving, should be excluded from entry into the colleges.

(4) Teachers should be made to see that proper standards of instruction are maintained and that boys were given enough work. Very little effort is made to arouse interest of the students in learning.

(5) The administration was very often reluctant to face the law and order situation which was created by acts of indiscipline by the students. The Government have reluctance to take normal administrative measures against acts of violence

and illegal methods employed by the students. Perhaps this was due to the political pressures in the Government itself but the reluctance of the administration to administer was to be deeply deplored.

(6) The progress of primary education was greatly interfered by the political influences in the District Planning Board. The unit assistance provided by Government to each District was utilised by political leaders.

(7) Apart from giving lectures of a very formal class-room nature, the university staff should take little interest in providing creative outlet to the energies of students in the colleges. There were very few games, no clubs, no dramatic or cultural activities, in fact no activity at all except the political. In fact, very little was done to provide students activities of interest and recreation.

(8) It was necessary to have a code of conduct for the teachers of the University which should be binding on them as Government Servants' Conduct Rules are for Government servants, Violence of such a code of conduct should render them liable for disciplinary action. Some methods should be found for transferring teachers from one university to another. This would be one way of removing tensions in the universities.

XX. Discussion with Vice-Chancellor, Deans of Faculties, Heads of Departments and Commissioner

In the discussion with the Vice-Chancellor, Deans, Heads of the Departments and Commissioner on 27th April, the following points emerged:-

(1) Deep concern was expressed at the tremendous falling off of standards. It was pointed out that admissions in the constituent colleges which were maintained by the University, were made on the basis of merit but the same could not be said in respect of the affiliated colleges of the university. The affiliated colleges were anxious to take more students to join them. Their doors were wide open and even some sort of touting was done in order to lure students into the colleges. Their main purpose was finance and it was pointed out that the tuition fees were paid in order to ensure enrolment only, which was required by the University and the percentage of attendance was filled up regardless the actual presence of the students in the colleges. The Principals of the affiliated colleges stated that if they did not do this, they would not have enough money to maintain the colleges.

(2) It was complained that most of the students coming from secondary schools were not adequately prepared for receiving collegiate education. The boys usually came from depressed home conditions and their ability to speak Hindi or English was poor. The standard of instruction in Science and Mathematics, particularly at the secondary stage, was much too poor to enable the students to profit by collegiate education. It was, therefore, suggested that the standard of education in the university should not be regarded as a problem by itself and that the entire programme of instruction from primary, secondary and colleges should be viewed as a single problem and the courses should be so integrated that one may lead on naturally to the other.

(3) The present practice according to which a large number of boys spend considerable time in the pre-university course of the University, was most undesirable. The students of the pre-university course block the progress at the collegiate level and it was thought necessary that a regular 12-year schooling should be provided before a student enters the university and that schooling should be done not in the university.

(4) It was also proposed that if the present arrangement was to stay according to which the High School education ended at the completion of the XIth class, the university should adopt the old practice of having a four-year degree course which they felt was very reasonable arrangement.

(5) The key factor so far as standard was concerned, was the teacher. The teacher was ill prepared and received poor guidance from his seniors who were more or less fossilised. It was proposed that the teachers should be given study leave and sabbatical leave and sent to other places for further education so that they may not become stale. Teachers should also be kept changing from place to place because when they grow old in one place, their work becomes of routine nature and they tend to get fossilised.

(6) A strong case was made that the young Lecturers who join the university, should receive certain amount of training either at the hands of the senior members of the staff or specially designed summer courses. The period of probation should be sufficiently long in order to make a fair evaluation of the teacher's competence to carry on teaching and research work in the future.



Too early confirmation was largely responsible for development of incompetency and inability on the part of the members of the teaching staff.

(7) Higher posts in teaching profession were more or less blocked by the seniors who were not likely to retire early. The younger element, particularly that which was giving good work, felt very greatly disheartened. It was, therefore, necessary to find some way to keep the interest of the teachers alive by opening avenues for promotion.

(8) The teacher training courses of the university which were of nine months duration, were inadequate. In order to give proper training to the teachers, a minimum of two years' education after the degree course was necessary. It was also necessary to organise special courses for the staff of the training colleges because they also constituted a very weak link in the system of education.

(9) A special point was made that women's education was neglected. The need of special courses suited to women was also pointed out.

(10) Another view was expressed that women-students should be encouraged to learn Science and Mathematics and modern courses so that the homes of the future may cultivate modernistic attitudes. Co-education was considered difficult in colleges where the number of boys was large and the number of girls was comparatively very small. This led to emotional instability. It was, therefore, suggested that either there should be separate colleges or there should be a larger number of girls in boys colleges.

(11) University Autonomy: It was pointed out that the university autonomy was not worth the name. The University was actually governed by the prominent political pressure-groups. The continuing struggle between the pressure groups in the State was reflected in the life of the University itself. There were teachers who were appointed because they had the support of strong pressure groups. Such teachers neither commanded the respect of their colleagues nor of the students. Members of the staff requested the Education Commission to find some method by which the University could be freed of the influence of the pressures and allowed to enjoy real academic freedom.

(12) The teachers found very great difficulty in teaching Science because almost 70% of their effort was spent in teaching boys English technical terms. The teachers realised that they were not teaching Science but actually teaching English. The boys were allowed to answer questions in Hindi but their ability to do so was limited.

In teaching Arts subjects, the linguist difficulty was equally great. A strong plea was made for a systematic endeavour in order to develop Hindi for meeting the needs of modern teaching. The opinion of the members of the staff was that Hindi would very soon become the medium of instruction at the university level. They, however, said that the process should be very very gradual and standards should not be sacrificed.

(13) A few persons present were anxious that Hindi should be made the medium of instruction throughout the university even upto the post-graduate and research as early as possible. Another

section of the opinion was that for a long time to come, English should continue to be the medium of instruction because Hindi is developed inadequately for teaching university subjects in a manner that was comparable to what was done in other countries. A case was made in Bihar, Hindi itself was very largely dominated by a very powerful local Bhojpuri dialect.

(14) Some of the members expressed the view that there should be a single scale of salary for the university teachers beginning from Rs.500 upto Rs.2500 with two efficiency bars, one at Rs.1700 and at Rs.2100. The teachers should also be allowed the triple benefit scheme and they should be provided good houses and better conditions of service. They should also be given opportunities for improving their qualifications.

(15) It was strongly urged that the difference between two types of colleges - constituent and affiliated colleges, such as existed in the University of Bihar, should be abolished. There should be only one type of colleges and that should be the constituent colleges and the standard of instruction at the constituent colleges should be controlled by the University. In order to provide for the far flung colleges one of the universities in Bihar should be made a purely affiliated university. All other universities should be converted into teaching universities.

(16) The members of the staff were strongly of the view that the university education should be a central subject and a direct responsibility of the Government of India working through the University Grants Commission. This was the only way in which it could be saved of the local political influences.

XXI. Discussion with representatives of students of the University held on 27.4.1965.

The following points were made in the course of the discussion :-

(1) The students wanted that they should be given proper training in order to become good democratic citizens. The University did very little in this direction. They should learn to respect other people's views and to exercise discretion and judgment in enhancing their own views. The University provided no opportunity at all for proper training and a democratic way of life.

(2) The students are strongly of the view that entire field of education should be the responsibility of the Centre. They felt that the University education will continue to be the cockpit of the local political parties unless it was governed by the Centre.

(3) The students also complained that their courses were not revised and even the Science courses were old fashioned and outmoded. A senior Physics student pointed out that the teaching of the subject and the standard of laboratory work was very poor and that even the Nuclear Physics was taught in a very elementary way. The students regretted the neglect of proper standards in the teaching of Science.

(4) The students felt that while standards were weak and there was neglect in physical conditions of the University, moral and physical education was completely neglected. They said that educational programme should look to all-round development of the student and moral and physical education should not be neglected. The

students also felt that they should be given some responsibility assignments and help to do some social service such as teaching the adult illiterates.

(5) The students pointed out that the roots of indiscipline in the university were in the interested teachers who used the students for their personal ends. The teachers beguiled them by promising advantages such as higher marks in the examinations and incited them for all acts of indiscipline in the university. The students realised that they were mature and they should not ordinarily be led away by the promises of higher marks by unscrupulous teachers but unfortunately the condition of the country was so bad that in order to secure good jobs in life, they allowed themselves to be tempted by the teachers who promised them good marks if they committed acts of indiscipline in the colleges. This they said was a very unfortunate position.

(6) The students said that the colleges are overcrowded and the standard of education given to them was poor. They felt that admission to the colleges should be strictly on grounds of merit and students who are not likely to profit by the education at the university stage, should be advised in time to seek other avenues of life rather than stagnate and overcrowd the universities.

(7) The conditions of life in the colleges are miserable. The class-rooms are overcrowded, the libraries are poor, there are no common rooms and the girls said that there was not even sufficient water in the hostels. They also said that the teachers did not co-operate in organising corporate life in the colleges.

(8) One student, Shri Nand Kishore Sharma, wished to see the Commission individually. He is the student who went on hunger strike. He has been asked to send his statement in writing.

XXII. Discussion with Departmental Officers held at 3.30 P.M. on 27.4.1965 at the Circuit House, Muzzaffarpur.

The following points were made by the Officers of the Department:

(1) The state of affairs in the primary schools could not be worse. The schools had very poor buildings and very inadequate equipment. The standard of instruction was, therefore, extremely poor.

(2) There were co-educational primary schools with women teachers but the women members pointed out that women teachers were unable to control boys and they felt that the staff should also be co-educational. If this was not possible, separate schools should be provided for girls. The position of girls in High Schools is no better. There is no suitable arrangement for their education. The subjects which are specially suited to girls are rarely taught and whenever any teaching is attempted, it is of the poorest quality.

(3) It was pointed out that the quality of textbooks approved by the Government was miserable. The textbooks contained stupid mistakes. I have asked the person concerned to send me a copy of the textbook which mentioned harbours in Tibet and which gave very wrong impression of the colours of the National Flag.

(4) At present the District Education Board stands superseded. They are kept in charge of

Government administrators. Primary education is administered by Divisional Superintendents of Education in consultation with the District Board Administrator. Even in the present circumstances, the number of transfers of primary school teachers is not small. The transfers are made under severe pressure<sup>is</sup> brought to bear on the educational authorities by the members of the District Planning Committees and the educational authorities confess that they do not dare to oppose the proposed transfers because they have no doubt that if they did not succumb to pressures, they will be put to serious difficulties. Some of the Inspectors gave very sad illustrations of the persecution to which they were subjected when they failed to comply with pressures demanding transfers of certain teachers. They made it plain that even when the administration is in the hands of Government officers, the political pressures are very effective. The services have been completely demoralised. The conditions would be much worse when education is transferred to Gram Panchayats.

(5) It was pointed out that the position is very bad at the block development level. The Block Education Extension Officer works under the B.D.O. while he is supposed to do educational work. He has very little time for proper inspection work and most of his time is taken up in performing non-educational duties which include such tasks as collection of taxes etc. B.D.Os. show very little interest in educational work. The work of actual inspection suffers severely in this State. In fact, it can be said that inspections are never done. There is a District Planning Committee in

each District which plans the opening of new schools and improving and upgrading of the existing schools. For this purpose, the State Government allows certain finances every year. Unfortunately, however, there are political pulls and those in power get away with it. The result is that in some places where the school could do with two teachers, there are five teachers because the member representing the village is an influential one while in a less fortunate village, there would be one teacher when five are needed. The state of affairs which is resulting from this is most an unhappy one.

(6) The primary schools are in a very bad state in regard to buildings and equipment. Salaries of the teachers are miserable.

(7) The women of scheduled castes and scheduled tribes can become teachers if they have passed class VIII examination. This is not a public examination. It is only a certificate which is given at the end of the course. The standard at the end of the VIIIth class is not at all high and the students cannot even read or write very well. When <sup>these</sup> persons become teachers, they are unable to cope with the work of primary school. This exemption made in the case of women of scheduled castes needs complete revision.

(8) There are 500 schools in the State which are doing craft work properly in primary schools. It is said that education in craft is successful and that the schools are able to return much more in value than the raw materials supplied to them. The syllabus for the rest of the school also prescribes a course in craft work but actually



this work is not at all taught for want of equipment and raw material.

(9) The inspecting officers are of the view that if an honest effort is made to teach craft, the result will be very rewarding. It has been very satisfactory in the 500 schools where craft teaching is done seriously.

XXIII. Discussion with the Principals and staff of the Teachers Training College, Turki and members of the local Janta College held on 27.4.1965

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The following points were made:

(1) Trained teachers are not actually effective in secondary schools. This is due to the regulations which provide that in order to secure recognition only two teachers need be trained and the rest may be untrained. The trained teachers get into the rut and behave as untrained.

(2) There should be complete stoppage of untrained teachers. There is an army of trained diploma holder and graduate teachers who are unemployed. At present 2000 Matriculate or I.A. trained teachers are unemployed and there are about 2500 or 3000 graduate teachers unemployed and at the same time there is the policy which encourages of employing untrained teachers. The untrained teachers cost less to the management of the school than the trained teachers and the regulations provide that in a High School a minimum of two trained teachers are necessary for recognition purposes. This loophole enables the management to continue the school going with two trained teachers and the rest untrained. This has resulted in colossal unemployment of trained graduates and undergraduate teachers. The output

of graduate teacher trainees from training colleges at present is about 2000 and undergraduate about 10000. If the present rate continues, the State will soon have almost an army of trained graduate and undergraduate teachers. This is a matter that needs serious looking into.

(3) The training colleges have no method of evaluating how the teachers employ the training given in the training college in the schools where they have been posted.

(4) The real inspection of secondary schools does not take place. Much of the time of the Inspectorate is taken in normal routine matters. There are local quarrels and difficulties of the management of schools. The suggestion is that administrative functions and the inspecting functions should be separated.

(5) The Teacher Training College should be associated with the inspection work so that they may be able to evaluate the results of their own training and they may also be able to provide advice which is necessary for improving the standard of education in the field.

(6) Craft Education: The teachers trained in this Training College are given very special training in teaching of craft such as agriculture, wood work, weaving and metal work. Another craft is rural engineering. The unfortunate part of it is that when a teacher gets employment in a High School, he has no opportunity of giving instruction in any of these subjects because the school does not provide any opportunity for doing so. It is felt that teacher cannot do it on his own because the management would not tolerate any activities

outside the syllabus. Moreover, the instruction in craft involves cost of equipment and raw materials which, perhaps, the management would not be able to provide because of the extra expenditure.

(7) The training courses of nine months duration which by any standard is very brief. In order to give full training to a teacher who is required to do modern teaching, the period should not be of less than two years. The quick change over of the student population in the Training Colleges prevents building up of sound traditions.

(8) There is tremendous shortage of teachers in Mathematics and Science. This is very largely due to the fact that the teaching of Science and Mathematics is not compulsory at the High School stage and the weaker students are very glad to get rid of that subject as soon as possible. These subjects not being compulsory, they are not taken. Most of the students who join the colleges are those who had left learning Science and Mathematics earlier. When these people get employment after training, they are required to teach Mathematics and Science. Naturally, they cannot be expected to provide instruction of any high standard with the result that the weakness is perpetuated in more accentuated form.

(9) The Commission was informed that Government has now taken a decision that teaching in Science and Mathematics and Geography will be compulsory upto the higher secondary stage, but the problem will remain that while the teaching of subject will become compulsory, the quality of teachers will never be what the compulsory teaching would necessitate. Principal suggests that as a part of

teacher training, all teachers should be taught modern Mathematics so that when they are required to undertake teaching of the subject in High Schools where they are posted, they would be able to do so by their training in the training colleges.

(10) Principals support the idea of a comprehensive training college which will have other faculties besides teaching.

(11) The local Janta College like the two other colleges in the State used to give training of nine months' duration to graduates in the field of Social Education work. This has since been discontinued and now Matriculates are given certificate training for a period of three months. Non-matriculates are given a still shorter course. The future of the Janta College appears to be uncertain and the teachers feel that they do not know what they are training for. This position is worsened by the fact that when employment is concerned in the field of Social Education, preference is often given to those who are untrained even when trained candidates are available. This is resulting in a situation in which even the graduates of this institution will remain unemployed. The existence of this College in the circumstances is in a jeopardy. The future of this College will need re-consideration because there are some areas in which it can do better work.

(12) There is no proper co-relation between the selection of teachers and the nature of the teachers required to teach specific subjects in which there is the need in the State.

(13) The higher staff of the Training College is in need of frequent re-education in order to cope with the advancement in the knowledge.

(14) It is suggested that there should be regular exchange of the staff of the Training College with the Inspectorate so that the Inspectorate may get a chance of acquiring the experience of new ideas prevalent in the Training College and the staff of the Training College may have an opportunity of testing their ideas in actual field work.

XXIV. Discussion in the Darbhanga Sanskrit University

When the Commission visited Darbhanga Sanskrit University on 28.4.1965, the following points emerged :-

(1) Study of Sanskrit should be made compulsory throughout the country. This is necessary to building up of national character and national integration. Future of Sanskrit scholar should be ensured by providing suitable jobs to them in schools and colleges.

(2) Sanskrit teachers should get the same wages as others. This applies to the teachers in this university where the teachers are paid less than in other universities.

(3) Constitution of the universities should be changed in order to free the universities from political influences.

(4) There should be a university at Darbhanga. The Trust created by the late Maharaja when it is ~~constituted~~ <sup>constituted</sup> will be, willing to hand over the university certain buildings along with a rich library - one of the best in India. The new university should be independent of the existing Sanskrit University. If the new university is named after the late Maharaja, books worth rupees one crore and building property worth about Rs.50 lakhs will be handed over to the university.

(5) Darbhanga is the centre of learning and has a natural claim to have a university.

(6) There are more teachers than students in the Sanskrit university. Scholarships should be given to the students to encourage them.

SUMMARY OF MEMORANDA SUBMITTED TO THE  
EDUCATION COMMISSION IN BIHAR STATE

1. Shri A.M. Sahay, 'Lalgulab', Nath Nagar,  
Bhagalpur

National Education

Education should be immediately nationalised and highest priority should be given to girls' education.

Education should not be a pawn on the chessboard of politics. Education of children in schools should be a national subject and not provincial.

A uniform pattern of national education should be introduced. Contents of school books should be the same and should be produced by a National Committee and should be translated into various regional languages for use in respective regions.

The purpose of education should be to impart knowledge in such a way as to enable the youth to develop character and to realise his duties and responsibilities not only as a member of his own family but also of the society as a whole, as a citizen of the country to which he belongs as well as of the World as a whole.

Children of the lower age-group should be acquainted with prominent public men of the region and the country. It should have nothing to do with either political affiliation or Government assignment such men be holding at the time. They should be taught to realise that one occupies high office because he or she is worthy of it and one does not become great or worthy by holding an office.

No religion should be allowed to be given any air of superiority over another religion in the text-books prescribed for courses of studies, be the book in any language. The greatness and ideal teachings of great leaders of all religions should be unreservedly and unhesitatingly taught without bias. Emphasis should not be on faith, it should be on what they teach.

Teachers should be properly trained and devoted to the profession. Primary and Secondary Schools should have women teachers.

2. Kumar Tarannand Sinha, Member, University Service Commission, Patna.

Deterioration of standards in Universities

Investigation should be made right from the earliest stage of education to spot out causes leading to the deterioration of standards and poor quality of products at the Collegiate and University level, and a thorough and complete educational policy should be evolved to meet this situation.

Colleges should be provided with adequate and suitable buildings, good libraries with recurring supply of standard and up-to-date books and journals, and reading rooms so as to build up academic atmosphere in them.

Pay-scales and other service conditions of teachers in colleges and universities should be made so much attractive that they are not tempted to compete for the Union and State Public Service Commissions Examinations for executive, police and other services and leave them as they get any of these posts. They should have security of service bright chances of promotions, benefit of provident fund, medical facilities and residential accommodation.

Colleges and Universities should have full strength of the sanctioned staff and posts should not be filled up with migratory birds. Frequent transfers from one College to another, one University to another should be discouraged.

Properly qualified and experienced teachers should be recruited to the posts in Colleges and Universities.

The system of awarding grace marks to raise the pass per centage of students in Universities should be discouraged and stopped.

There should be either High Schools or Higher Secondary Schools throughout the country so that students who seek admission into Colleges for Degree Courses are of the same standard.

3. Shri G.S. Shrikantia, Birla Institute of Technology, Mesra, Ranchi & Rev. W. Proost S.J. St. Xavier's College, Ranchi.

### University Education

Constitution should be amended so as to make Education a Central subject; to qualify realistically the term "equality of opportunity"; and to restrict the term "Autonomy" for doing good only.

Education should be declared an end in itself and Colleges and Institutes should be viewed as self-contained communities where teachers teach and students are taught by sharing that community-life.

The Union Ministry of Education should evolve a Grant-in-aid Code so that all institutions receive directly from them an equitable share of funds for their work without having to lobby for it.

The Union Ministry of Education should set up an effective Inspection Division within the Ministry itself so that vigilance is exercised over Universities, Institutions and staff to ensure that educational objectives are realised in practice.

Mushroom growth of Institutions, Colleges, National Laboratories and the like should be stopped so that existing ones at lower level do get resources for their growth and consolidation.

Centrally-owned Institutions instead of proposed Central Universities should be established so that they become Model Institutions. These should be manned by officers of the Indian Education Service and affiliated to an All-India Board of Examination.

Instead of concentrating the available talents in India in a few institutions, their distribution should be diversified over as many institutions as possible so as to make each one worthwhile.

The Government as well as the Universities should streamline their administration by reducing their Committees both in number and size and to appoint persons of proved competence only.

The Universities and Institutions should impose restriction on the time spent by their officers away from the duty post to not more than two working days in a month.

The Government should abolish courses and schemes which have failed (e.g. Integrated Courses in the Professional side, Higher Secondary Scheme) and replace them by improved ones.

Government should utilise training potential which exists outside of the Centres of Learning. Instead of starting new Engineering Colleges

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of the existing pattern, Industry should be asked to provide sandwich courses "by organising suitable instruction of a theoretical type in addition to the practical training they are now capable of.

Government should constitute a General Provident Fund for teachers.

Government should remove ban on issuing visas to foreign Missionaries so that the existing Missionary Institutions should be enabled to continue their excellent work.

Universities should effect reforms in the conduct of the examinations.

Existing University Departments should be disbanded and instead University Colleges should be established each one having (a) Pass-level courses in some subjects; (b) Honours-level courses in a smaller number of subjects; and (c) Advanced-level Courses in one or two subjects leading to Post-Graduate Degrees at the highest level. For any given level, the fee structure and conditions of entry should be the same irrespective of discipline.

Pay-scales of teachers in all Universities, Colleges and Institutions in India should be uniform.

Income accruing from remunerative assignments undertaken by teachers/officers in Institutions should be restricted to Rs. 1000/- per year.

(Memo/94/Bih/EC)

4. Shri S.D. Narayan, Flat No.76 of 124 Set at Doranda, P.O. Hino, Ranchi.

Improvement in Education

More stress, more importance and more facilities should be given for education and training of scientific and technical subjects and less importance to the teaching of Humanities.

Mutual exchange and transfers of teachers and scholars among different educational institutions within the state and its outside should be encouraged.

All-India Education Service should be instituted.

Due importance should be given on the character-building from the primary stage of education to the secondary stage and even onward.

Teaching of religious books, life of great leaders and saints, lectures on such topics should be made a part and parcel of every day routine matter of study.

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Restrictions should be imposed upon students for entering into any political party or group.

There should be full opportunity of specialisation in all branches of knowledge for every student who wants to specialise in any field of knowledge according to his or her choice. Psychological tests should be applied to students in all schools and colleges to know the real aptitude and interest of a particular student for the study of a subject of his or her own choice.

Scholarships, freeships, book grants etc., should be given to such students who are meritorious and whose guardians/parents income is insufficient to meet the expenditure of their study irrespective of caste or community of the student concerned.

Better remuneration and other facilities should be provided to teachers.

Teachers employed in any educational institution should be prevented from doing tuition and instead they may be given non-tuition allowance as it is done in case of hospital doctors who are given non-practising allowance.

Prospect of employment should be opened in all branches of study and there should be full opportunity of specialisation and chances of getting suitable employment for the scholars of any subjects.

Women and girls should be given more facilities of study in schools and colleges, and after completion of their education, suitable employment should be given to those who would like to get any appointment.

Adequate facilities should be provided for adult education by opening night classes in schools and colleges etc.

Correspondence Courses, Evening Classes and part-time Courses should be started for those who are in service and desire to improve their qualifications. Either educational institutions should be started for the purpose or recognition should be granted to such private educational institutions.

(Memo/124/Bih/EC)

5. Shri K.S.V. Raman, Deputy Chairman, Bihar State University Commission, Patna.

#### University Education

Education at all stages has suffered by frequent changes in Policy. An unambiguous Blue Print of the Basic Structure is, therefore, badly needed. However, changes in Education System should be introduced after careful thought and on a pilot scale in different areas of the country and the results carefully evaluated before being introduced as a general change. A general

comprehensive scheme should be laid down and followed for at least a generation, namely 15 years, except for minor adjustments found unavoidable after working the New System.

In the present state, for a period of at least 15 years, Education should be made a Concurrent subject by a Constitutional amendment.

Uniformity of standards through a Basic Pattern of Education should be ensured and the Central Government should stimulate better education through pooling of technical knowledge, training schemes, financial aid etc.

School Education upto the Higher Secondary stage should be the target for all boys and girls and there should be adequate scope for those who wish to go to careers and professions other than Higher Education at Universities.

Principals of University Colleges and Registrars should also belong to the I.E.S.Cadre.

There should be a State/Regional University Commission in every State/Region as contemplated in the Radhakrishnan Commission's Report vide para 62 of Chapter XIII.

New Colleges and Universities should not be opened or started unless funds, buildings, libraries and laboratories are ready and teachers of adequate quality and numbers are available.

An under-graduate should be treated as a young man/woman out of school who has to be helped over from adolescence to maturity in addition to his/her intellectual education and the teacher should have the competence to guide him/her in all such problems through both precept and example. Structure of University Education and the Methods of Teaching should be adapted accordingly.

A firm and uniform decision should be enforced faithfully that the age of entry into the Degree Course shall be between 16-18. Older candidates may well enter other walks of life with advantage and yet secure an External Degree later by private study through Correspondence Courses or Night Colleges.

Splitting of the examinations for the Degree into several staggered stages through the three years or a smaller weightage to class-assessment with a defined range of influence over the University examination, are worthwhile experiences to bring out an effective reform in the examination system.

The affiliated institutions should teach B.A., only upto the pass-standards and Honours should be taught only in selected institutions and the Master's Degree in still fewer institutions.

College teachers should be trained either in regular institutions for intensive training or

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or ad-hoc in-service courses during the vacation. One or two increments should be given as an incentive for successfully completing the training course. For this either regular teachers' training institutions for College teachers should be started or Education as a subject should be introduced during the Under-Graduate Course for those who are to take up teaching later and should graduate with this subject in their course.

About 20 films covering the teaching of the important areas in the syllabus of each subject should be prepared Centrally and lent to colleges with sound projectors to enable teachers to learn better methods of teaching and to guarantee more uniform minimum standards.

Programmed instruction text books for teachers of the U.S.A. should be reprinted cheaply after adapting them to Indian conditions and made available to College Teachers to ensure better teaching

There should be annual detailed inspections of affiliated Colleges by Universities covering all aspects - accommodation, laboratory, library, class-teachings, progress made in covering the syllabi etc. with the purpose to improve the teaching and not merely to find fault.

Tutorial teaching through detailed personal contact with a small group of students over an area covered by a general lecture should be encouraged in Colleges. A proportion of 2:1 between tutorials and lectures in Arts; and 1:2:4 for lectures, tutorials and practicals for Science would be suitable in so far as total teaching periods are concerned in colleges. No tutorial should have more than six students.

Private tuitions, teaching through dictated notes, questions and answers etc., should go.

Educational institutions of different disciplines should be located together, as far as possible, mixed hostels provided and wherever overlapping areas of different disciplines are to be taught, interdisciplinary combined classes should be held. A "Multi-University" rather than "Specialised-Single-Purpose University" is the need of the day.

The salary of a teacher, at the time of entry into the profession particularly, should attract some of the best young men and women and the scale of pay offered should be comparable with that of careers which attract social prestige, security and attractive service conditions and bright chances of promotion.

Teachers of whatever rank or quality proved to be guilty of anti-academic conduct should be dispensed with and a clause enabling this should be entered in the written contract of each teacher.

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A firm decision must be taken that English should continue to be a medium of teaching for a long time to come until Hindi or any common language has come into being and has developed enough to take the place of English.

The 8th to the 11th year courses for S.S. and H.S.S. should be identical and the 12th year of the H.S.S. and the P.U.C., Course should be similar. Sanskrit and the Regional language should be compulsory and the medium of examination should be English for the Science and English papers and the Regional language in others.

The final year of the H.S.S. as well as the P.U.C. Course should be modelled somewhat on the fundamental year course of the North Staffordshire University, though at a lower level, and special text-books both for teachers and the students would be necessary.

All professional institutions including the Central ones should conform to the general pattern of the 3-year Degree Course. Actually the ideal course would be 12 years schooling plus 4 years of graduation.

3-Year Pass-Degree Course should be separated from the 3-Year Honours-Degree Course. The Pass-Degree Course should be dominantly one of general education with English and a second language and a choice of one subject each in Arts, Social Sciences and Experimental Sciences. The Honours-Degree Course should benefit the young graduate to undertake research and teaching or enter a post that calls for intellectual standards of a high order.

An Honours-Degree should be a pre-requisite for Post-Graduate Study.

There should be a Central Laboratory of Higher Research in each State or Region which should be open to research workers requiring that help from all the Universities of that State/Region.

Evening Colleges and Correspondence Courses should have specific affiliation from the Universities and the State Regional Commissions and the Degrees awarded should be termed "External Degrees".

Adequate planning, competent guides specially trained in different games and sports with infectious enthusiasm are essential to encourage physical education in Institutions for Higher Learning and Universities.

Universities should have the freedom to operate as they think best in imparting education.

The Syndicate should confine itself to matters regarding management of finances, the estate of the University etc. University teachers should be excluded from this

Senate discussions should be confined to general discussions on important problems of policy in Higher Education and the General sense of that would direct the policy for the university. It must and can only be an Advisory Body.

Elections to University Bodies should be confined to those who have exhibited consistently such interest, who are efficient members of society and could be useful advisers.

Proper maintenance of statistics is a prerequisite for efficient discharge of duty in a large institution. The Planning Cells of the Universities should be adequately officered and staffed under the administrative Registrar.

Separation of the Arts Faculty into those of Fine Arts, Languages, Social Sciences and Humanities is necessary in all the Universities. Non-teachers should not be the members of a Faculty.

The Vice Chancellor should be removable by the Chancellor if found by a panel of three High Court Judges guilty of anti-academic activities or gross financial irregularities.

(Memo/200/Bih/EC)

6. Shri S. Sahaya, Principal, Teachers' Training College, Ranchi

Higher Secondary/Multipurpose Education in Bihar

The process of conversion of the remaining High Schools in Bihar into Higher Secondary/Multipurpose schools should be quickened so that complete conversion is attained within a reasonable time, and the quality of education at the Higher Secondary stage is improved. This should get a top priority.

An adequate supply of teachers of Science and Vocational subjects should be ensured by providing a suitable programme of planning Science and Vocational Education at the Degree and Post Graduate levels and also by making suitable arrangement for their training at Teachers' Training Institutions. Admissions in Teachers' Training Institutions should be made keeping in view the requirements and needs of the Higher Secondary/Multipurpose Schools.

The Central and the State Governments should give liberal grants to the private Secondary Schools for their conversion into Higher Secondary/Multipurpose Schools and the private Secondary Schools should also tap their local resources to quicken this conversion. A target ranging between 5-to 10 years for this conversion should be fixed and it should be converted into Annual Plans. Both the

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private Secondary Schools' authorities and the Government should rigidly adhere to this time-schedule. This should be a top priority in any scheme of reorganisation of Secondary Education in Bihar.

The Higher Secondary/Multipurpose Course should be of four years' duration either from Class IX to Class XII or from Class VIII to Class XI. A definite decision should be taken in this regard as early as possible. In the former case, diversification should start from class X and in the latter case from Class IX.

Until complete conversion of Secondary Schools in Bihar into Higher Secondary/Multipurpose Schools is attained, effort should be made to secure uniformity in Courses of Study and Evaluation for High and equivalent grades of Higher Secondary as well as in those of Higher Secondary Multipurpose and Pre-University.

The Pre-University Examination Syllabus should be enlarged and brought at part with the Higher Secondary/Multipurpose School Syllabus which also needs revision in so far as core subjects are concerned.

Special emphasis should be laid on the teaching of crafts and other vocational subjects in Higher Secondary/Multipurpose Schools. Crafts and other Vocational subjects should be selected from the field of Small-Scale and Cottage Industries for the elective groups and a complete course should be drawn up.

No text-books should be prescribed. Text-books in conformity with the requirements of the prescribed syllabi should be available and should indicate the standard to be attained clearly and each School should be free to choose out of them the ones it thinks best suited to its pupils.

Books published for the language subjects should first of all be carefully scrutinised before they are prescribed. Standard publishers should be encouraged to publish text-books.

The State Government should provide every School with a good library, stocked with standard books and run by a separate qualified librarian.

The Public Libraries and the libraries of the Extension Services Departments attached to Training Colleges should be persuaded to lend books needed by the students of the Higher Secondary/Multipurpose schools.

Teachers should be encouraged to use modern teaching techniques and suitable teaching-aids. Facilities should be provided to Schools to borrow teaching aids from the neighbouring Training Colleges and Training Schools.

The present system of examination should be overhauled completely. Evaluation and teaching procedures should be brought in line to each other. More reliance should be placed on the impressions of the teachers and the number of examinations should be cut down.

Extra-curricular activities in Schools should be organised and should have a bearing on its curricular activities. Participation of students in these activities should be a condition for sending them for public examinations. Specific mention to this effect should be made in their Higher Secondary/Multipurpose School Certificates.

There should be arrangements for Refresher Courses and In-service Training for trained teachers and untrained teachers should be deputed on duty for training.

Private tuitions should be completely stopped and every school should provide general coaching for its students.

Pay-scales of teachers in Government Schools and Private Schools should be uniform. Teachers with equal qualifications should not get different scales of pay. The teachers should be given free medical aid and their children should get free education upto the Secondary stage.

Committees for the administration and supervision of schools should be set up at the District and Divisional levels.

(Memo/212/Bih/EC)

7. Shri Ranjit Bhai, Principal, Kishore-Dal  
Sishu Bhawan, Patna-3

Pre-Primary & Nursery Education in India

The Pre-Primary and Nursery School Education should come in the perview of National Planning in India, while underlying the National Policy for Children.

A pre-school child education Board should be set up in each State with qualified and experts on Child Education to survey and promote the cause of Pre-Primary and Nursery School Education in the State.

Pre-Primary or Nursery School Teachers' Training Centres should be opened in each State - in Bihar, West Bengal, Orissa and Assam.

There should be short-term training courses or Refresher Courses in each State during the Schools' vacation period.

There should be a uniform and indigenous system of Pre-Primary Education with a minimum



Requirements, standards of achievements, syllabus, books etc. and the services should be extended to all levels - Blocks and Villages.

Voluntary Social Welfare Agencies should be encouraged to run Pre-School Centres (Balwadis) in rural and industrial areas of each State.

Efforts should be made to manufacture cheap and durable educational materials for the Pre-School Centres (Balwadis) based on Indian Culture and Environment.

Standard text-books and story-books for children of nursery age should be produced. Private Publishers should be given encouragement in this regard.

Government should give recognition to the standardisation of Teachers' Training and Syllabus for Pre-Primary and Nursery School Teachers. Minimum qualifications of these teachers should be Matric or Higher Secondary.

All Pre-Primary and Nursery Schools should get grants from the Education Departments of States in which they are located in the form of recurring and non-recurring nature.

All the equipments and furnitures used in Pre-Primary and Nursery Schools should suit the Indian conditions and culture and also according to the home culture of the children concerned.

Each Pre-Primary and Nursery School should have a Pet's corner for Children and a museum i.e., a Collection Box or Almirah.

(Memo/297/Bih/EC)

8. Dr. B.P. Sinha, Dean of the Faculty of Science and Principal, I.N.D. College, Bhagalpur University, Bhagalpur-7:

#### General Suggestions

The general pattern of education should be two years' Integrated Secondary Course corresponding to the present Class X and Class XI followed by another two years' Integrated Course corresponding to the old Intermediate classes, which may be named as either Higher Secondary or Intermediate Classes. This should be followed EITHER by a three years' Degree Course with two years' Master's Degree Course (OR) two years' Degree Course with three years' Master's Degree Course.

At the Secondary stage, only subjects which are basic and of fundamental type should be taught, and there should not be much diversification. Slow diversification may start at the Higher Secondary or the Intermediate stage (whatever be the name)

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The Integrated Secondary Course should serve as an entrance on one hand to the Higher Secondary or the Intermediate Course and on the other to the Technical Schools imparting training in various types of jobs and professions at a lower level.

The Higher Secondary or the Intermediate Course should be both terminal in character and should also serve as an entrance to the Degree Course in general and Technical professional Colleges. Those passing this examination should be acceptable to various services also. Pre-professional classes should be abolished.

The Higher Secondary System has not been a success. This scheme has failed to create attraction and enthusiasm and should be reviewed on the pattern mentioned above.

Both general and technical education should be co-ordinated and uniformity brought about through Central control, giving, of course, adequate autonomy to the States in management of Secondary Education and to Universities in management of Higher Education.

There should be a uniform pattern of service conditions of teachers, and an All-India Cadre of Educational Service should also be created. The autonomy of the Universities should be more in respect of academic management and routine administration rather than in respect of formulating general policies concerning service conditions etc.

Suitable residential accommodation should be provided to Degree and the Post-Graduate students except those who have equally suitable residential facilities with their parents/guardians etc.

All teachers, except those who have suitable and befitting residences, should be provided with suitable and befitting residential accommodation irrespective of whether they are school teachers or college teachers.

There should be adequate sports and recreational facilities in schools and colleges

No new educational institution should be started if there are no adequate resources and if it does not fit in a proper planning in respect of starting new educational institutions.

Post-Graduate teaching should not under any condition be left under private management or affiliated colleges. It should be the function of the Universities themselves. A University should not run a Post-Graduate Department in any subject at more than one place except in subjects like Agriculture or Veterinary Science.

More emphasis should be given on Seminars and Tutorial work.

Education should be made a concurrent subject.

(Memo/330/Bih/EC)

9. Dr. B.P. Sinha, Director of Archaeology and Museums Government of Bihar, New Secretariat Building, Patna.

### Secondary and University Education

The superstructure of University Education rests on the wide plinth of Secondary and the Higher Secondary Education which should, therefore, provide not only necessary technical training but also nurse and develop faith in democracy, faith in planning and nationalism.

Rush for introduction of a large number of varied courses offered as optionals to students in the Secondary and the Higher Secondary Schools should be halted and a plan should be drawn up for gradual provision of such courses in phases together with planned establishment of Teachers' Training Colleges and provision of Refresher Courses.

Only such schools which have proved to give better results should be provided with facilities for introducing varied courses offered as optionals to students at the secondary and the higher secondary stages.

In all secondary and higher secondary schools, besides English, Hindi and Sanskrit or any regional language, students must be given instruction in Every day Science, Indian History and Culture, Indian Geography and some knowledge of Indian Constitution and Local Government. Science teaching is to be very much encouraged.

It is worth-considering whether every school - secondary or higher secondary - should provide in the time-table for certain hobbies which students may take up according to their choice to provoke in them the creative faculty and to keep them engaged profitably.

There should be monthly tests in secondary and higher secondary schools instead of the system of examination once in a year in the entire course. The marks of the monthly tests should be given consideration at the time of promotion to the senior class and also the final examination.

It should be clearly laid down that actual working days or hours in secondary and higher secondary schools should not be less than a particular minimum and that there should be periodical inspection to see that the classes are regularly taken and teaching work is seriously done.

Switch-over to the Three Year Degree Course has to be planned and even slowed, if

necessary. For a long time the First Year of the Four Year Degree Course named as Pre-University or Pre-Degree Course has to stay.

The number of Polytechnic and Professional Institutes has to be increased and at the same time necessary jobs in number and in consonance with the type of training offered in these Institutes have to be kept ready to avoid not only the waste of trained skill but also frustration among very emotional sections of population.

Universities should give due emphasis to training for jobs so that every student passing out of the University may find job suited to his temperament, his status and his training.

Evening Classes and Correspondence courses should be started to meet the rush for admissions into universities. Such students should be given relevant diplomas and degrees mentioning the fact of their having offered evening classes or correspondence courses.

Essentials of general and humanistic education, general appreciation of the country's history, traditions and the philosophy of democracy and planning, Indian Political System and Social institutions should form part and parcel of the courses for scientific, technical and professional education.

Admissions in Colleges and Post Graduate Courses should be selective and on the basis of merit. All the best should be admitted to Universities.

Lecturing and spoon-feeding in classes should be avoided. Students should be encouraged to work for themselves with proper guidance. Emphasis should be given on tutorial and seminars and initiative among them should be generated.

Sufficient inducements should be provided to the recruits on the University staff to attract the best in teaching profession.

Research should be one of the prime work of any university and libraries attached to it should be properly equipped for the purpose.

Research scholarships and fellowships should be awarded to deserving students on liberal terms.

Teachers should do research and for good research work to their credit they should be given encouragement both monetary and psychological.

There should be a very vigorous publishing department of the University to publish the research works.

Holding of inter-disciplinary seminars and inter-faculty meetings should be encouraged in universities and all such activities should be well-co-ordinated.

To maintain uniformity of standard of teaching and research in Universities, it is advisable to arrange for periodical deputation of senior teachers and researchers of one university to work at another university famous for the experts in the subject.

There is necessity for checking the desire of setting up of new universities. It is better to strengthen the existing universities and colleges.

English may continue to be the medium of instruction in university education and at the same time it is necessary to so plan that Hindi in due course might become the alternative medium of instruction in University Education. Planning should be taken up as early as possible.

Universities and Institutions of Higher Learning should start special Units for translation of standard works and also of writing standard text-books and original works in different subjects in Hindi. Research journals dealing with arts and science subjects in Hindi should also be started. Competent people with good monetary inducement be put on the job and periodical inspection of the work done should be provided.

It would be better to have more periodical examinations instead of one final examination at the end of one year. Quiz system of examination on the American pattern with the type of examination current in British Universities may be introduced.

There must be regular viva voce test to encourage students to develop powers of speech and expression.

Higher Education should take into account the economic prospect and should be so planned that after leaving the Universities students may get suitable jobs.

There should be day-scholars' homes and hobby centres.

Students' Unions should be so organised that they could take on themselves the responsibility to assure good behaviour on the part of students and to demand better teaching and educational facilities.

Change in fashions tends to encourage unhealthy behaviour. To maintain discipline, orderly behaviour and a spirit of oneness among students, dresses for boys and girls should be prescribed.

Autonomy of the University must be protected and the power of politics must be kept at arm's length from Universities.

The Vice-Chancellor of a University should be an educationist and a researcher. His salary must be attractive and should be appointed for one term of 5 years with no extension ordinarily.

Academic Councils should consist of senior teachers as ex-officio or by rotation. It should have complete power over regulations for framing of courses or holding of examinations or prescribing qualifications of teachers of various grades.

The Senate should be a policy-making body having nothing to do with appointments.

The qualifications of a Registrar should be similar to those of a University Professor. If he is fed up with administration, he may go back to teaching and senior teachers on different subjects may come as Registrar.

The Vice-Chancellor should meet teachers periodically, even informally, to acquaint himself with their problems first-hand.

(Memo/442/Bih/EC)

10. Mrs Zohra Ahmad, Member, Bihar Legislative Assembly, Patna.

Co-education

Co-education at the primary stage is generally acceptable and our plans on Education should be formulated accordingly.

Co-education at the secondary stage is not acceptable at present on moral, social and pedagogical grounds. There should be separate schools for girls at the secondary stage for the present.

Curriculum for girls' at the post-primary stage should be closely connected with the home and the community. Home Science should include Hygiene, Home-craft, Mother-craft, Child-care and sick-nursing.

Separate co-curricular activities, games and gymnastics should be there for girls. Other activities like debates, school magazine, library etc., need not be segregated.

Steps should be taken to educate public opinion with regard to co-educational schools i.e. mixed schools for secondary and higher secondary stages and we should haste in this direction slowly and with vigilance.

We should have more and more of girls' schools to which boys should also be admitted and there should be women teachers on the staff of the boys' schools which would encourage the parents and guardians to send their girls to boys' schools.

We should open model co-educational institutions which should remove the imaginary as

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well as real apprehension and objections of the public.

(Memo/443/Bih/EC)

11. Shri Pratap Narayan, Head of the Department of Political Science and Lecturer in History S. Sinha College, Aurangabad, Gaya (Bihar)

Higher Education

Higher Education should be in the concurrent list.

(Memo/444/Bih/EC)

12. Shri R.S. Upadhyay, Retired Deputy Director of Education (Bihar Basic & Primary), C/o Dr.S.N Upadhyay, Kankar Bagh Road, Patna-1

General suggestions

Education at all the stages from the School to the university should contribute towards development-cum-defence. It should be linked with life and production and should be re-oriented on the lines of the Samagra Nai Talim i.e., Whole life Education of Mahatma Gandhi.

Basic system of Education with its counter-part of Samagra Nai Talim (while Life Education) of Mahatma Gandhi will be able to meet all the requirements of the Nation today.

Education at all the stages from School to the university should provide for a respect for all religions.

School Education should cover a period of 12 years bifurcated into two periods - one of 8 years or 9 years and the other correspondingly of 4 years or 3 years. Directive of the Constitution of Universal Free and Compulsory Education upto the age of 14 should be adhered to. It should fully be based on plans of National Production, Development and Defence.

The aim of Elementary Education upto the age of 14 years plus should be harmonious and balanced development of all the inborn faculties of the child, physical, mental, moral and social. During this period children should be kept engaged in planned purposeful school activities. Medium of instruction should be mother-tongue. English should not be introduced at this stage.

The Secondary or Higher Secondary School stage from the age of 15 onwards should concern itself with providing diversified courses to meet the diversified needs of the society and the

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community associated with production courses. Medium of instruction should be mother-tongue or regional language. English as a link language may be introduced at this stage.

In the 4th or the 5th year of the School Education, if that begins at the age of 6 years plus, the National Language - Hindi - should be taught. The Source Language - Sanskrit - may also be introduced at this Elementary stage.

Higher Education should be linked up with scientific and technological works. Education at this stage will be linked up with works of National importance and character like Iron & Steel Works, Engineering Works, Railway and Telephone Works and Defence Production Works. Science and Technology should bring production to the required standard.

Institutions for Higher Education of all types should be planned to be opened on co-operative basis to meet the National needs of production, development and defence. Medium of instruction at this stage should be Hindi or regional language.

Physical Education should form part of the curriculum throughout the School Education from elementary stage to the higher secondary stage. There should be programme of physical training, extra-curricular social and recreative activities.

There should be Higher Education Centre Language Night Schools for teaching of English and one or more foreign modern languages.

To liquidate illiteracy, "Each one, Teach one" programme should be introduced in villages or Rural Areas. The Central and State Governments should provide necessary guidance in the new methods and techniques of Adult Education and also the necessary funds etc.

Pay-scales and prospective of teachers should be improved and made attractive enough to ensure their dignified and honourable place in Society.

In so far as training programme of teachers is concerned, more emphasis should be on in-service training than on training before hand. Adequate maintenance allowance should be given to teachers during the period of training.

Various students' societies of production and consumption as also physical and moral health and social and recreative activities should be organised in the schools to give an outlet to the overflow of energies among growing children and budding youth.

Audio-visual aids and Radio talks should be harnessed in the service of every school.



A National System of School Education cannot be effectively and efficiently administered from the Centre. There must be decentralisation of administration to the farthest extent.

Education should be a State subject and the State Governments should be made to adhere to the broad lines of principles and programmes, both academic and administrative, drawn by the Centre while allocating funds.

Frequent transfers of teachers on personal and political grounds should be discouraged.

The edifice of a planned educational development should be built upon the foundations of the Village Panchayat rising up through Blocks, Districts, Regions and States.

(Memo/542/Bih/EC)

13. Shri Ranjit Bhai, Kishore-Dal, Kadamkuan,  
Patna-3

Pre-Primary and Nursery Schools Education

The State Government should help the Voluntary Private Agencies working in the field of child education and welfare in starting pre-primary and nursery schools in such areas where they do not exist and also in developing the existing institutions.

Pre-Primary/Nursery schools or centres should be run by private voluntary agencies. The State Government should give adequate facilities to open such schools or centres. More stress should be given to Backward States or Areas where such educational facilities do not exist.

The State Government should provide training facilities in order to train pre-primary/nursery school teachers both for rural and urban areas, and also to strengthen the existing pre-primary/nursery Montessori Training Centres.

"Bal Sevika Training" programme should be conducted by the voluntary agencies with the assistance from the State Government and should not be conducted by the State Government themselves.

A model Pre-Primary/Nursery Training Centre for each State should be planned for the Fourth Five Year Plan under the guidance of the National Council of Educational Research & Training, New Delhi.

A special Inspectorate with qualified and trained staff should be attached to the Education

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Department of each State Government to help and develop all such pre-primary and nursery schools in the State.

The Bal Sevika Training Scheme should be adopted in each State to extend pre-primary and nursery education in rural areas and for working class. The Central Social Welfare Board and the State Government should give adequate aid to all such voluntary agencies to open as many Balwadis as they can. The entire Balwadi programme should be an aided programme giving full freedom and initiative to voluntary agencies.

(Memo/639/Bih/EC)

14. The Governor of Bihar (Shri A. Ayyangar)

Re-organisation of Higher Education

An all-India list of competent persons should be prepared by a competent authority (Central Ministry of Education with the assistance of the U.G.C. and the representatives from the Inter-University Board) for the post of Vice-Chancellors in Universities and suggestions made to the various Chancellors to appoint them. Nobody should be a Vice-Chancellor of a particular University for more than two terms

An all-India Service of University Professors should be created and their qualifications set out on an all-India basis.

Principals, Professors, Readers and Lecturers of Colleges should be recruited on a State basis by a single agency consisting of academicians and presided over by the Vice-Chancellors by turn. This Agency should be permanent one and the persons filling the posts should be appointed by turns by the Chancellor.

Principals, Professors, Readers and Lecturers of Colleges should be transferable from one University to another and even from one affiliated college to another.

Higher and University Education should be made a Concurrent subject.

Second Class Master's Degree should be the minimum qualification for the post of a Lecturer in a college.

The present U.G.C. scales of pay should be given to College Professors and University Professors. The emoluments of the teaching staff in colleges and universities should be high so that they may command respect in the society.

In the State, the Vice-Chancellors should be ranked next to the Chief Minister; in the

Districts, Principals of Colleges should be ranked next to the Collector and in the sub-divisional headquarters after the sub-divisional officer.

No temptation for appearing for the administrative services should be given to persons already employed in Colleges and Universities. Teaching staff on Science and Technological courses should be prohibited to apply for administrative services.

Medium of instruction in all Colleges should be the Regional Language and at the Post-Graduate level it should be Hindi, if possible.

English should be taught as an optional subject in the High/Higher Secondary Schools and Colleges. It should be made compulsory for those who take Science and Technological Courses.

Hindi should become the common language for University courses in India gradually. Text-books should be quickly written in Hindi.

Senates should consist of purely academicians. Donors should be merely patrons and should not be members of the Senate with any vote. Representatives of the registered graduates should be only those who are engaged in educational service in some form or the other.

It should be open to the Vice-Chancellor to refer cases for decisions against the interests of the University to the Chancellor whose decisions should be final.

A uniform "Code of Conduct" for Teachers should be prescribed for the whole of India and also for students in the matter of discipline.

Autonomy should be given to the Universities with a right of appeal to a higher academic organisation.

Membership to the Inter-University Board should not be left entirely to the Board. There should be an appeal from their decision to a superior all-India Body.

Admission to Colleges should be on the basis of merit. Those rejected should be provided with Correspondence Courses and evening classes should also be arranged for them.

Promotion from one post to the other in the service and even increment of the teachers should depend upon performance.

Indian Culture, Indian History and the Freedom Struggle in particular should be prescribed as compulsory courses in all the High/Higher Secondary Schools.

The Pre-University Course should be abolished and instead the old Intermediate, Degree and Master's Degree Courses should be restored.

There should be a State University Grants Commission in each State consisting of the Vice-Chancellors and the Chancellor to distribute grants. The U.G.C. should give grants in consultation with the State University Grants Commission to avoid duplication.

More technical, science and professional colleges should be started in preference to Arts Colleges.

In the implementation of "Three-Language Formula", English need not be made compulsory, and if it should be made compulsory in the Hindi-speaking areas, they should be allowed to freely introduce Sanskrit or Arabic as the third language.

There should be no specialisation of subjects in the High School stage. History and Geography should be taught as separate subjects. Arithmetic, Algebra, Geometry as also Physics and Chemistry should be taught. Physiology should be taught either in the High School stage or in the Intermediate stage and it should be taught to all students compulsorily.

Multipurpose High Schools should be either Agricultural Schools or Industrial Schools. They should primarily be Vocational or Technical schools. Knowledge of general subjects should be given only as a secondary thing, particularly in rural areas.

There should be mid-day meals in all elementary/primary schools.

Upto Matriculation, there should be co-education. It is good to have separate colleges for boys and girls. Girls' Hostels should be attached to High Schools and Colleges according to needs.

Denominational Schools and Colleges should be abolished. Names of Universities should be changed. No missionary should be allowed to run educational institutions.

Lives of all our heroes should be taught to children at all stages.

(Memo/602/Bih/EC)

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15. Shri P. Choudhary, Vijnan Mandir Officer  
Ormanjhi, Ranchi

Vijnan Mandirs

There should be provision for suitable, qualified and trained science teachers in the Primary Schools. One of the existing Teachers' Training Schools in every District should be made available exclusively for training primary school teachers in batches for teaching science in primary schools, and this should be fitted into the "Vijnan Mandir Scheme" in every District without much extra budget. "Vijnan Mandir" in every District should be given the shape of "Institute of Science for Primary School Teachers."

(Memo/625/Bih/EC)

16. Memorandum submitted to the Chairman of the  
Education Commission at Patna.

Setting up of a New University at  
Darbhanga

The University Grants Commission should be urged to set up a full-fledged teaching-cum-affiliating University named "Mithila University" for the people of Mithila, with its headquarter at Darbhanga, as suggested in the Radhakrishnan Commission's Report on Higher Education vide pages 509 and 550 that Mithila must a University. Even the present Chief Minister and the Education Minister of Bihar have formally conceded in the Legislative the claim for a Mithila University.

(Memo/645/Bih/EC)

17. Shri Baleshwarbhai C/o Pt. Ranga Nath Pathak  
Sanskrit Sanjeevan Vidyalaya, Charaya Tand,  
Patna-1

Basic education

Basic Education system of Mahatma Gandhi should be made more scientific by incorporating into it the elements of ancient Indian Culture and traditions and should be adopted as a National system of Education. It is through this system only that we can raise the standard of our society and make it great and supreme.

The hills of Varavar are the best suited place to implement this Basic Education system in a practical way.

(Memo/648/Bih/EC)

18. Shri Bireswar Ganguly, Patna College, Patna

Examination Reform

Qualitative improvement in Education should be brought about by immediate reforms in the present system of examination in Universities in India.

All the Universities in India should establish Examination Research Units to reform the examination system on models tested in U.S.A.

(Memo/638/Bih/EC)

19. Shri Dwarka Singh, President, Bihar State Basic Education Teachers' Association, Patna

General Suggestions

Pre-Primary Education should be left to the Private Agencies and Organisations and the Government should help the private agencies in the framing of syllabi of courses; training of teachers for pre-primary institutions; preparation and publication of literature for children; giving guidance in the running of these institutions; and also organising farming facilities to the children of industrial workers in rural areas.

Basic Education should be reviewed and strengthened in the light of the experience gained through the 27 years of its implementation. The Primary Education or the Elementary Education should be of 8 years duration; medium of instruction should be mother-tongue; its teaching should be based on productive labour and co-relation of different subjects taught.

High/Higher Secondary Education should generally comprise diversification of courses and craft-training. There should be opportunities for specialisation according to the abilities, aptitudes and needs of the students. It should be complete in itself and after completing it, the student should be able to get gainful employment or should be able to earn his/her livelihood.

At the High/Higher Secondary stage there should be special teaching arrangements for the gifted children to enable them to go up for Higher Education courses in Colleges and Universities.

Highest priority should be given to the education of girls. There should be separate schools for girls with hostels facilities attached to them. There should be lady teachers in these girls' schools and they should be provided with residential facilities and other facilities.

Pay scales and status of the teachers should be improved.

Parents-teachers associations should be formed. There should be co-operative shops run by students in schools. There should be students' associations to look to the problems of students' welfare.

There should be free education upto high/higher secondary stage for the teachers' children and children belonging to scheduled castes, scheduled tribes and other backward classes.

Teachers should be trained and there should be refresher courses for them after every 5 years. Untrained teachers should be provided with in-service training facilities and they should be given full pay for the period of in-service training.

Adult education should be related to the occupations and professions of the adult illiterates so that they are able to carry on efficiently with their occupations and professions.

Education should be a concurrent subject.

Primary and Secondary Education should be in the hands of Zilla Parishads and Panchayats should help Zilla Parishads in the running of Primary Schools.

(Memo/589/Bih/EC)

20. Shri Kartik Oraon, Social Worker, Crs.No.F.6  
P.O. Dhurwa, Ranchi

#### Problems of Tribal Education

Education is the only button which can most effectively influence traditionalism and extreme social inequalities prevailing amongst various communities in India. Education should be so planned that it may go a long way in levelling various communities in India. Education should be so planned that it may serve as the most powerful weapon in emancipating people in giving them liberty.

The tribal converts should be identified as Indian Christians and should be treated as distinct from the tribes. 90% of the Welfare Fund of the National Government goes to tribal converts and only 10% of the Welfare Fund of the National Government goes to the tribes. This is the misuse of the Tribal Welfare Fund.

Tribal Welfare Fund of the National Government should go to the tribes only. Data in respect of the various communities of the tribes should be collected and their education should be planned accordingly.

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Educational levels of various communities of the tribes should be studied and education should be so planned as to raise their educational level at least upto first degree level during a specified time. Efforts should be made towards equalising the various communities of the tribes through planned education.

(Memo/650/Bih/EC)

21. Mrs S. Raman, District Education Officer, Patna

Girls' Education in Patna Division

Accommodation facilities should be provided to all types of schools in the Patna Division so that girl-students are not refused admission into them. All these schools should be made fit for human habitation. They should have separate urinal and latrine facilities for girl-students. They should have compound wall for safety of girl-students.

Municipal schools in the Patna Division should be improved so that parents/guardians do not feel reluctant to send their children to these schools.

Lady teachers should be provided in these schools so that parents/guardians are willing to send their girls to these schools. There should be separate staff-room for lady teachers in each co-educational school. There should be adequate facilities for lady teachers' quarters in all co-educational schools.

All the schools should have properly qualified and experienced teaching staff. The pay-scales of lady teachers should be attractive. The schools should have adequate furniture and other facilities.

There should be proper co-ordination between the teaching staff and the administrative staff of every school i.e., there should be proper co-ordination between teachers and administration.

(Memo/647/Bih/EC)

22. Shri Kartik Oraon, Social Worker, Qrs.No.F.6  
P.O. Dhurwa, Ranchi.

Fallacy of Tribal Welfare

The tribes are at present being exploited by the tribal converts. The tribal converts form a community distinct from the tribes. The tribal converts, therefore, should be identified as Indian Christians and should not be treated as tribes. Tribal Welfare Fund meant primarily for the tribes alone should not be misused on the tribal converts.

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Education among the tribes has not made sufficient headway and the tribes are educationally as backward as ever before. There is a great dearth of Girls' Schools for the tribes. Positive steps should be taken to provide adequate educational facilities to the tribes - both boys and girls.

Attempts should be made to bring about unification and uniformity in the percentage of graduates in the different communities of the tribes.

A Committee should be appointed to collect information of the exact number of graduates in each communities of the tribes. The tribal converts should be separated from the tribes. A Project Report should be prepared suggesting ways and means to bring about uniformity of education in all the communities of the tribes within a certain specified time and the scheme should be implemented with the tribal welfare fund of the National Government.

(Memo/649/Bih/EC)

23. Citizens' Committee on Education, Bihar

School Education

Teachers should be given adequate emoluments. There should be no difference in pay-scales of teachers in Government and non-Government schools.

Minimum standard of space and equipment should be laid down for schools which should be implemented in all schools by proper inspection and supervision.

The school syllabus from the very base and gradually upwards should be recast keeping in mind the capacity of the student and his/her mental maturity.

Proper text-books in every subject should be made available to the students at reasonable prices. Teachers of eminence should be entrusted with the writing of text-books. Publishers should be subjected to quality control of the text-books by the Government, as also the prices control.

Working days in schools should be increased to 240 per year by curtailing many short holidays given at present for birth-days, death-anniversaries and celebrations like special baths and rejoicings.

Educational planners should not only plan good education but should also assess the final outcome. The handicaps under which the school students have to work should be removed, beginning with improvement of the lot of teachers, adjusting the syllabus to a realistic level and making good text books available to the students at reasonable costs etc

(Memo/669/Bih/EC)

24. Shri Mahendra Prasad, M.L.C., Secretary Ranchi District Primary and Secondary Teachers' Association, Shikshak Sarvodaya Ashram, Ranchi.

Teachers' Status and Training

The economic, social and professional standard of the teachers should be raised in accordance with the recommendations of the Mudaliar Commission on Secondary Education in India.

Panchayat Samitis, Zilla Parishads and other Educational Committees should give special invitations to the representatives of the teachers in all educational functions.

25. Shri N. Mookherjee, Honorary Secretary, Mother-Tongue Medium Protection Committee, 60- Straight mile Road, Northern Town, Jamshedpur-1.

Language Problem

Permanent arrangements should be made for the non-Hindi-speaking students, particularly, the Bengali, Oriya and Urdu speaking students, to prosecute their studies through the medium of their mother-tongue and also to answer questions of examinations through their mother-tongue at all stages of education.

Adequate legislative measures should be taken for extra-territorial affiliation of schools and colleges for the safe-guards of the minorities.

The University Grants Commission should remind all the universities, particularly, the Ranchi University, that all kind of grants would be suspended for any kind of violation of the Indian Constitution in regard to the guarantee envisaged for medium of instruction and answer questions in examinations through mother-tongue.

There should be an arrangement for teaching Bengali language for M.A. Examination in Ranchi University.

26. Ranchi University, Ranchi ( Bihar)

General Suggestions

Universities should be brought under the Central Government by putting Education in the Concurrent List. One university in every State should at least, be taken over by the Central Government. For this purpose, no other university in Bihar State has better claims than the Ranchi University.

Financial aid on a large scale should be given to the Ranchi University for its developmental programmes, to make up the deficit of the majority of its affiliated colleges and to develop its constituent colleges i.e. to complete their college buildings, auditorium, electrical fittings and providing them hostel accommodation and residential accommodation of their staff, common rooms, play-grounds, reading rooms, libraries and laboratories.

The Higher Secondary Schools should be associated with universities by a system of inter-change of teaching personnel.

Contents of the Three-Year-Degree Course should be considerably increased. A student doing the Hons. Course should be able to get the Post-Graduate Degree after study for one year more.

The calendar year should be divided into two semesters having continuous instruction. Teachers should be granted earned leave for 33 days in a year.

Heavy stress should be laid on the practical aspect of every subject of study reorientating the courses for the exigencies of national life.

Post-Graduate Education should be highly selective and universities should not be allowed to open post-graduate classes in all subjects or indiscriminately.

Teaching and research in universities should be inter-related. Every lecturer should publish at least ten papers in standard journals in course of the first five years of his/her service covering the whole of M.A./M.Sc syllabus before he/she is allowed to specialise in any one branch.

No university should be allowed to be established if it has not at least a capital fund of one crore of rupees and, similarly, no college should be allowed to be established if it has not at least five lakhs of rupees as its capital fund.

Teachers should also be brought under the All-India Educational Service.

The Chancellor of a university should have the powers to transfer teachers from one university to another under his/her jurisdiction both for academic and disciplinary purposes and normally a teacher should remain for 5 to 7 years in any one university.

Chancellor of the university should be the Chief Justice and not the Governor.

The mode of appointment of the Vice-Chancellor prevalent in Delhi University should be followed in all the universities in India.

If Hindi is to be our link-language, all efforts should be made to develop it. Until then, English should continue to be the medium of instruction and examination at the university stage, at least at the Hons. and Post-Graduate stages.

Examination system should be made valid and reliable. There should be a mixture of the subjective and objective types of test and due weightage should be given to the assessment of the students' work during the course. These tests should be given in the tutorial or general classes at regular intervals as in the American Universities.

Syndicates should be advisory bodies. It is desirable to recast university acts and change the powers and functions of the Syndicate.

The Senate should act as a liaison between the teaching community and the society. Its composition should not be too unwieldy.

26. Shri Kameshwar Prasad, Secretary, Bhagalpur University Teachers' Association, H.D.&D.J. College, Monghyr Unit.

Teachers' Welfare

A co-ordinating academic body consisting of senior teachers from all the universities of the State should be established for maintaining uniformity in the syllabi.

Universities should be deprived of power of making appointments to higher cadres through promotion.

All university teachers in the State should be brought under cadre of State Service, called "Bihar State University Service."

University policy should be guided only by teachers, but in matters of finance, appointments, promotions and transfers of teachers, the State Government should assume control over the universities.

Education should be put in the Concurrent List.

Annexure I

PROGRAMME OF THE VISIT OF THE  
EDUCATION COMMISSION TO  
BIHAR STATE

The Commission divided itself into three groups for its visit to Bihar State and visited Patna, Ranchi and Muzaffarpur from 26th to 28th April, 1965. The Commission as a whole was at Patna from 29th April to 1st of May, 1965.

Group - I

Visiting Member

Shri J.P. Naik - Member Secretary.

The Programme of the Group is given below :-

26.4.1965 (Monday)

1. Discussion with Legislators.
2. Discussion with prominent Educationists.

27.4.1965 (Tuesday)

- I. Visit to the following Colleges:
  1. Patna College, Patna.
  2. Science College, Patna.
  3. B.N. College, Patna.
  4. Women's College, Patna.
  5. Patna Women's Training College.
- II. Visit to the Patna University.
- III. Discussion with the Vice-Chancellor, Deans of Faculties, Heads of Departments and Principals and Teachers of selected colleges.
- IV. Discussion with the representatives of Students.
- V. Discussion with Principals of all Agricultural Colleges and Agricultural Schools in the State and the Director of Agricultural Education.
- VI. Discussion with Departmental Officers
- VII. Visit to Examination Research Bureau and Vocational Guidance Bureau.

28.4.1965 (Wednesday)

- I. Visit to Patna University to study accommodation and other related problems.
- II. Visit to the following Institutions :
  - (1) Sadaquat Ashram Basic School, Patna;
  - (2) Kamla Nehru Sadan (Sadaquat Ashram), Patna;
  - (3) Patna Collegiate School, Patna;
  - (4) Patna Training College, Patna, and
  - (5) B & R Training College, Patna.
- III. Visit to Office of Board of Secondary Education.
- IV. Visit to Patna Women's College.
- V. Discussion with Patna University Teachers' Association.

Group - II (Ranchi)

Visiting Member: Shri A.R. Dawood

The programme of the Group is given below:-

26.4.1965 (Monday)

Discussion with prominent educationists.

27.4.1965 (Tuesday)

- (1) Visit to Ranchi College, Ranchi.
- (2) Visit to Women's College, Ranchi.
- (3) Visit to St. Xavier's College, Ranchi.
- (4) Visit to Ranchi University and discussion with Vice-Chancellor of the university, Deans of Faculties, Heads of the Departments and Principals and Teachers of Colleges.
- (5) Visit to Vivas Vidyalaya, Ranchi.
- (6) Visit to Birla Institute of Technology

28.4.1965 (Wednesday)

- (1) Visit to Neterhat Public School.
- (2) Discussion with Principals and Teachers of Secondary, Elementary and Training Colleges.

Group - III (Muzaffarpur)

Visiting Member - Dr. V.S. Jha.

The programme of the Group is given below:-

26.4.1965 (Monday)

Discussion with persons interested in Education including M.L.Cs. and M.L.As.

27.4.1965 (Tuesday)

- (1) Discussion with Vice-Chancellor, Bihar University.
- (2) Discussion with Commissioner, Muzaffarpur.
- (3) Discussion with Vice-Chancellor, Bihar University, Deans of Faculties and Heads of Departments and the Commissioner.
- (4) Discussion with representatives of students of Bihar University.
- (5) Discussion with Departmental Officers.
- (6) Discussion with Principal and staff-members of the Teachers' Training College, Turki and staff-members of the local Janta College.

28.4.1965 (Wednesday)

Visit to the Darbhanga Sanskrit University.

PROGRAMME OF THE COMMISSION AS A WHOLE AT PATNA

Visiting members:

1. Dr. D.S. Kothari.
2. Dr. K.G. Saiyidain.
3. Shri J.P. Naik.
4. Dr. B.P. Pal.
5. Shri A.R. Dawood.

29.4.1965 (Thursday):

- I. Discussion with Patna Citizens' Committee.
- II. Discussion with teachers of Secondary Schools and teacher educators from all over Bihar.
- III. Discussion with selected Principals and teachers of University and colleges in Bihar.
- IV. Discussion with Directors of Industries, Director of Employment and Training, Director of Technical Education and selected Principals of Engineering Colleges and Polytechnics and I.T.Is.
- V. Discussion with representatives of Teachers' Organisations.

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- VI. Discussion with Vice-Chancellors of all the Universities in the State and members of State University Commission.
- VII. Discussion with Principals of Agricultural Colleges and Director of Agricultural Education, Bihar.
- VIII. Call on the Governor.
- IX. At Home at Raj Bhavan.

30.4.1965 ( Friday)

- I. Discussion with Education Secretary, Director of Public Instruction and other selected officers of Education Department.
- II. Discussion with representatives of the Board of Secondary School Examination and Bihar School Examination Board.
- III. Discussion with representatives of private educational organisation.  
Lunch by Patna University.
- IV. Discussion with representatives of Bihar Citizens' Committee on Education.
- V. Discussion with Education Minister.
- VI. At Home by Education Minister.
- VII. Cultural Programme in Bharatiya Nritya Kala Mandir.

1.5.1965 ( Saturday)

- I. Discussion with representatives of Women's Organisations on Education.
- II. Discussion with representatives of Backward Classes.
- III. Discussion with the members of University Service Commission and Public Service Commission.
- IV. Discussion with Educationists.
- V. Discussion with Chief Secretary, Development Commissioner, Finance Secretary and other selected Officers.
- VI. Discussion with Chief Minister, Education Minister and others.
- VII . Press Conference.



LIST OF PERSONS WITH WHOM DISCUSSIONS WERE  
HELD IN THE VISIT OF EDUCATION COMMISSION  
TO BIHAR (26TH APRIL TO 1ST MAY, 1965)

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I List of Legislators and Local educationists  
in Patna who met the Education Commission on  
26th April, 1965.

1. Shri Ramsevak Thakur,  
Club No. 13, Gardner Road,  
Patna.
2. Shri Prabhunath Singh,  
Spantine Road, Patna.
3. Shrimati Zohra Ahmad,  
Khaje Kalan, Patna City,  
Patna.
4. Dr. Dukhan Ram,  
Exhibition Road, Patna.
5. Shri Jagdish Sharma,  
Club Room No. 29,  
Gardner Road, Patna.
6. Shri Kailash Sinha,  
Principal, Dayanand Vidyalaya,  
Patna.
7. Smt. Kamal Kamini Prasad,  
Flat No. 52, Block No. 4, Rajinder Nagar,  
Patna.
8. Acharya Badrinath Varma,  
Mithapur, Patna.
9. Shri Kumar Ganganand Singh,  
Gardner Road, Patna.
10. Shri Pashupati Singh,  
Old Family Type Quarter No. 19,  
R. Block, Patna.

II List of Representatives of students who  
met the Education Commission in Patna  
on 27th April, 1965.

1. Shri Balram Sharma,  
VI Year, Political Science,  
Patna University, Patna.
2. Shri Nihar Nawan Singh,  
V Year (History),  
Patna University, Patna.

3. Shri Ashok Kumar Sinha,  
V Year (English),  
Patna University, Patna.
4. Syed Ismail Ahsan,  
Bihar College of Engineering,  
Patna.
5. Shri Suresh Chandra,  
3rd Year, Patna College,  
Patna.
6. Shri Nazeebur Rehman,  
V Year (English),  
Patna University, Patna.
7. Shri Uma Shankar,  
VI Year (Psychology),  
Patna University, Patna.
8. Shri Kshitis Mohan,  
VI Year (Physics),  
Patna University,  
Patna.

III List of Departmental Officers who had discussion  
with Education Commission in Patna on 27th April, 1965.

1. Mrs. Shanti Raman,  
District Education Officer,  
Patna.
2. Shri S.C. Hansdah,  
District Education Officer,  
Gaya.
3. Shri M. Rahman,  
District Education Officer,  
Shahabad.
4. Shri B.K.N. Singh,  
District Superintendent of Education,  
Patna.
5. Shri M. Alam,  
District Superintendent of Education,  
Gaya.
6. Shri Panchanan Sinha,  
District Superintendent of Education,  
Shahabad.
7. Shri Ram Sagar Sahi,  
Sub Divisional Education Officer,  
Dinapur.
8. Shri Bhagwat Mishra,  
Principal, Patna Multipurpose School,  
Gardanibagat.
9. Shri Tarkeshwar Jha,  
Principal, Teachers' Training School,  
Mahendru.

10. Shri Usha Sahay,  
Principal, Bankipur Girls Higher  
Secondary School.
11. Shri Ganesh Narain Sinha,  
Deputy Inspector of Schools,  
Patna City.
12. Shri C.P. Sinha,  
Superintendent, Basic Education,  
Patna Division.

IV List of Principals of Agricultural Colleges  
and Schools and Director of Agricultural  
Education, who met the Commission in Patna  
on 27th April, 1965.

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1. Dr. J.N. Mishra,  
Director of Agricultural Education,  
Patna.
2. Shri S.C. Mandal,  
Principal, Agriculture College,  
Kanke.
3. Shri R.S. Roy,  
Principal, Agriculture College,  
Sabour.
4. Shri C. Thakur,  
Principal, Agriculture College,  
Dholi.
5. Shri C.D. Banerjee,  
Superintendent, Agricultural School,
6. Dr. Rammandan Pd.  
Superintendent, Agricultural School,
7. Shri S.A. Ali,  
Superintendent, Agricultural School,
8. Shri K.P. Sinha,  
Superintendent, Agricultural School,
9. Shri V.N. Sinha,  
Superintendent, Agricultural School,

V List of persons who met the Education Commission at B.N.R. Training College, Patna, on 23th April, 1965.

1. Smt. B. Mathur,  
Lady Principal,  
B.N.R. Training College,  
Gulzarbagh, Patna 7.
2. Smt. Pramila Verma,  
Hindi Methodology Mistress,  
B.N.R. Training College, Patna.
3. Smt. Premwati Gour,  
Headmistress, B.N.R. Training College,  
Patna.
4. Smt. Sita Mishra,  
Teacher of Training Section,  
B.N.R. Training College, Patna.
5. Smt. Gauri Chakerverty,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
6. Smt. Asha Sinha,  
Teacher of Training Section,  
B.N.R. Training College, Patna.
7. Smt. A.W. Solomon,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
8. Smt. Shanti Kumari,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
9. Smt. Bani Some,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
10. Smt. Sarla Bhargwa,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
11. Smt. Aruna Cynthia Dwyer,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.
12. Smt. Reva Singh,  
Teacher of Training Section,  
B.N.R. Training College,  
Patna.

VI List of persons who met the Education Commission  
at Patna Women's College, on 23th April, 1965.

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1. Sister M. Lucile, A.C.  
Principal, Patna Women's College,  
Patna.
2. Mother M. Carmelita, A.C.  
Head of the Department of English,  
Patna Women's College, Patna.
3. Sister Marie Xavier, A.C.  
Lecturer, English Department,  
Patna Women's College, Patna.
4. Sister M. Carol, A.C.  
Lecturer, English Department,  
Patna Women's College, Patna.
5. Mrs. Januna Varma,  
Head of the Department of Hindi,  
Patna Women's College, Patna.
6. Mrs. Kalawathi Tripathi,  
Lecturer, Hindi Department,  
Patna Women's College, Patna.
7. Miss Madhuri Srivastava,  
Lecturer, Hindi Department,  
Patna Women's College, Patna.
8. Dr. (Mrs.) Aruna Haldar,  
Reader and Head of the Department of Philosophy,  
Patna Women's College, Patna.
9. Mrs. Indira Prasad,  
Lecturer, Philosophy Department,  
Patna Women's College, Patna.
10. Mrs. Prabhawati Sinha,  
Lecturer, Department of Political Science,  
Patna Women's College, Patna.
11. Mrs. Kaushalya Srivastava,  
Lecturer, Department of Political Science,  
Patna Women's College, Patna.
12. Miss Mina Sen,  
Lecturer, Department of Bengali,  
Patna Women's College, Patna.
13. Miss Roma Bose,  
Lecturer, Department of Sanskrit,  
Patna Women's College, Patna.
14. Mrs. Manjushree Devi,  
Lecturer, Department of Sanskrit,  
Patna Women's College, Patna.
15. Mrs. Mainoona Jafri,  
Head of the Department of Urdu,  
Patna Women's College, Patna.

16. Sister M. Stella, A.C.  
Head of the Department of Economics,  
Patna Women's Colleg, Patna.
17. Sister Marie Agnes, A.C.  
Lecturer, Department of Geography,  
Patna Women's College, Patna.
18. Mrs. Uma Prasad,  
Lecturer, Department of Domestic Science,  
Patna Women's College, Patna.
19. Miss Satyavati Rao,  
Lecturer, Department of Mathematics,  
Patna Women's College, Patna.
20. Sister M. Pierina, A.C.  
Lecturer, Department of History,  
Patna Women's College, Patna.
21. Miss Sadhana Debi,  
Lecturer, Department of Chemistry,  
Patna Women's College, Patna.
22. Dr.(Miss) B.V. Sita Kumari,  
Lecturer, Department of Physics,  
Patna Women's College, Patna.

VII

List of educationists who met the Education  
Commission at Ranchi on 26th April, 1965.

1. Shri S.N. Sinha,  
Commissioner, Chotanagpur, Ranchi.
2. Shri S.S. Dhanowa,  
Deputy Commissioner, Ranchi.
3. Dr. Sachchidnand,  
Director, Tribal Research Institute,  
Ranchi.
4. Dr. N.L. Mitra,  
Principal, Medical College,  
Ranchi.
5. Rev. Fr. F.R. Markham,  
Principal, St. Columbus College, Ranchi,
6. Shrimati B. Prasad,  
Principal, Ranchi Women's College,  
Ranchi.
7. Shri B.N. Verma,  
Principal, Giridih College, Giridih.
8. Shri Ram Babu Mishra,  
Superintendent, Reformatory School,  
Hazari bagh.

9. Shri R.N. Roy,  
District Education Officer,  
Hazari bagh.
10. Shri Kameshwar Nath,  
District Education Officer,  
Daltonganj.
11. Shri Ramesheshanand,  
District Education Officer,  
Chaibasa.
12. Shri Ramashis Singh,  
Training College,  
Ranchi.
13. Shri B.N. Jha,  
District Education Officer, Ranchi.
14. Shri C.P. Sinha,  
Regional Deputy Director, Ranchi.
15. Shri Sushil Kumar Sinha,  
Advocate.
16. Shri R.N. Jha,  
Representative, the Searchlight.
17. Shri Jagdish Trigunayat,  
A.J.S.M. Nivaranpur, P.O. Hinoq,  
Ranchi.
18. Shri Joel Lakra,  
G.E.L. Mission, Ranchi.
19. Rev. Fr. T. Whyte,  
Inspector of Catholic Schools, Ranchi.
20. Shri S. J. Tirkey,  
Supervisor of Schools, S.P.G. Ranchi.
21. Rev. Fr. V. Tucker,  
Principal, St. Xaviers' School, Ranchi.
22. Shri Mahendra Prasad,  
Secretary, Teachers' Association,  
Ranchi.
23. Rev. Brother John, St.

VIII

List of persons who met the Education Commission  
at Ranchi University on 27th April, 1965.

1. Shri S. Sinha,  
Vice Chancellor.
2. Dr. P.N. Ojha,  
Registrar.
3. Dr. K.C. Bose,  
Head of the Department of Zoology.
4. Dr. L.P. Vidyarthi,  
Head of the Department of Anthropology.

5. Dr. J.P. Choudhary,  
Director, B.I.T. Sindri.
6. Dr. J.P. Sinha,  
Head of the Department of Botany.
7. Mrs. B. Prasad,  
Principal, Ranchi Women's College,  
Ranchi.
8. Dr. M.P. Gupta,  
Head of the Department of Physics,
9. Father W. Proost,  
Principal, St. Xavier's College,  
Ranchi.
10. Mr. R.N. Trivedi,  
Head of the Department of Political  
Science.
11. Dr. R.N. Jha,  
Head of the Department of English.
12. Mr. R. N. Roy,  
D.E.O., Hazaribagh.
13. Mr. R. Nand,  
D.E.O., Singhbhum.
14. Mr. K. Nath,  
D.E.O., Palamau.
15. Mr. B.N. Jha,  
D.E.O., Ranchi.
16. Mr. A. Prasad,  
Lecturer in Geography,  
Ranchi College.
17. Dr. P.R. Sharan,  
Reader in Chemistry,  
Ranchi College.
18. Mr. S. Sarkar,  
Head of the Department of Economics,
19. Dr. A.K. Singh,  
Head of the Department of Psychology.
20. Mr. B. Das,  
Principal, Ranchi College.
21. Dr. R.S. Shrivastava,  
Head of the Department of Philosophy.
22. Dr. K.M. Saksena,  
Head of the Department of Mathematics.
23. Dr. R.K. Pandey,  
Head of the Department of Hindi.
24. Mr. B.K. Sinha,  
Principal, Chotanagpur Law College,  
Patna.



25. Mr. G. Sinha,  
Director, A.N. Sinha Institute,  
Patna.
26. Dr. D.N. Singh,  
Principal, R.I.T. Jamshedpur.
27. Mr. C.P. Sinha,  
R.D.D.O., Chotanagpur Division,  
Ranchi.

IX List of Principals of M.P. Higher Secondary and Teachers Training Schools and Inspecting Officers in Zila School Hall, Ranchi, on 28.4.1965.

1. Shri C.P. Sinha,  
Regional Deputy Director of Education,  
Ranchi.
2. Shri R.K. Panda,  
Principal, Marwari Mul. High Secondary School,  
Ranchi.
3. Shri S.N. Prasad,  
Principal, Giridih Higher Secondary School,  
Hazaribagh.
4. Shri B.N. Sarkar,  
Education Officer, TISCO,  
Jamshedpur.
5. Shri B.N. Kalam,  
Principal, S.K.A.B.V.,  
Hazairbagh.
6. Shri Basudeo Sahay,  
Principal, S.S.High School, Chatra.
7. Shri Ram Ekbal Tewary,  
Principal, T.T.S. Chiterpur.
8. Shri Rajendra Pd. Sinha,  
Divisional Superintendent, Basic Education,  
Chotanagpur.
9. Shri Rajdeo Narayan Singh,  
Principal, Zila School, Hazaribagh.
10. Shri Dwarika Nath Sinha,  
S.D.O. Gumla.
11. Shri Sukhdeo Pd.  
Principal, T.T.S. Chiri.
12. Shri Dewendra Nath Manjhi,  
S.D.O. Simdega.
13. Shri Ram Raj Ram,  
Principal, T.T.S. Salgadh.
14. Shri Leo Xess,  
Principal, T.T.S., Bundu.

15. Shri A. Gaffar,  
Azad High School, Ranchi.
16. Shri B.N. Dutt,  
Principal, St. Paul High School.
17. Shri Richard McHugh, S.J.  
Headmaster, St. Xavier's High School, Chaibasa.
18. Shri I.D. Thakur,  
Deputy Inspector of Schools, Simdega.
19. Shri Abdul Bazi,  
Deputy Inspector of Schools, Seraikella.
20. Shri H.N. Choubry,  
Principal, T.T.S. Simdega.
21. Shri Ram Kinkar Das,  
Asstt. Principal, T.T.S. Gumla.
22. Shri Ram Pravesh Singh,  
Deputy Superintendent Basic Education,  
Ranchi.
23. Shri Chandrika Pd. Singh,  
Principal, S.M. School, Kanke.
24. Shri Suryanath Choubey,  
Deputy Inspector of Schools; Khunti.
25. Shri Parbati Charan Mahto,  
Deputy Inspector of Schools,  
Lohardaga.
26. Shri C.S.I. Herenz,  
Principal, Gessner High School, Ranchi.
27. Shri Satya Narayan Singh,  
Headmaster High School, Namkum.
28. Shri Shukdeo Ram,  
Headmaster, Burhi High School.
29. Shri Lalanji Pandey,  
Headmaster, H.M. School, Lohardaga.
30. Shri Chandra Deo Singh,  
R.G.Tata Higher Secondary School,  
Jamshedpur.
31. Shri P.D. Sharma,  
S.I. Schools, L.R. Ranchi.
32. Shri R.N. Roy,  
D.T.O. Hazaribagh.
33. Shri P.G. Prasad,  
D.T.O. Dhanbad.
34. Shri B.N. Jha,  
D.E.O., Ranchi.
35. Shri R. Nand,  
D.E.O., Singhbhum.
36. Shri A. Kumar,  
Deputy Superintendent Reformatory School,  
Hazaribagh.

37. Shri D. Sahu,  
Principal, S.S.I.P. Higher Secondary School,  
Singhbhum.
38. Shri K. Nath,  
D.E.O. Palamau.
39. Shri B.P. Sinha,  
Principal, T.T.S. Latehar, Palamau.
40. Shri G. Tiga,  
S.D.O. Daltonganj.
41. Shri Shyamjee Tewary,  
Headmaster, S.S. High School, Chiterpur.
42. Shri Ram Pravesh Singh,  
Headmaster Haidernagar High School.
43. Shri Kailashpati Shukla, Headmaster,  
Government Basic School, Panki.
44. Shri Ram Ekbal Singh,  
D.S.O. Hazaribagh.
45. Shri S.K. Sinha,  
Principal, S.S. Multipurpose School, Lohardaga.
46. Mrs. R. Chatterjee,  
Lady Principal, Government Girls Multipurpose  
School, Hazaribagh.
47. Mrs. A. Sen, Headmistress Chotanagpur Girls  
School.
48. Mother M. Macdclend,  
Headmistress Ursuline Convent, Ranchi.
49. Mrs. E. Sinha,  
District Inspectress of Schools,  
Singhbhum.
50. Mrs. M. Lakra,  
S.D.O. Ranchi Sadar.
51. Mrs. K. Sinha,  
District Inspectress of School, Ranchi.
52. Mrs. S. Singh,  
Lady Principal, Women's Training School,  
Ranchi.
53. Mrs. C.M. Barla,  
Principal, Government Girls Higher Secondary  
School, Ranchi.
54. Shri K.K. Mukherjee,  
Headmaster, L.E.BB. High School, Ranchi.
55. Shri Rajeshwari Pd.  
Headmaster, Balkrishna High School, Ranchi.
56. Shri Sethi Lall Jain,  
P.D. Jain M.H.S. School, P.O. Isribazar,  
Hazaribagh.
57. Shri R.A. Singh,  
Coordinator Teachers' Training College,  
Hazaribagh.

58. Shri R.S. Sharma,  
Principal, T.T. School, Koderma.
59. Shri S.C. Barari,  
Principal, N.R. Government M.P. School,  
Seraikella.
60. Shri S.P. Sinha,  
D.S.T. Ranchi.
61. Shri Ram Ashish Sinha,  
Deputy Inspector of Schools, Gumla
62. Shri B. John,  
H.M.St. Aloius High School,  
Ranchi.
63. Shri P. Agarwal,  
H.M.S.P.G. Mission High School, Chaibasa.
64. Shri Dhamush Pd. Singh,  
Palamau Sanchalak Adimjati Sewa Mandal.
65. Shri Sudama Tewari,  
H.M. Middle School, Garhwa.
66. Shri G.N. Jha,  
Principal, Zila School, Ranchi.
67. Shri Sk. Ibrahim,  
Deputy Inspector of Schools, Ranchi.
68. Smt. Druga Devi Singh,  
Principal, Government Girls' Higher Secondary  
School, Chaibasa.

X. List of teachers of Secondary Schools and teacher-educators of Bihar who met the Education Commission on 29th April, 1965

...

1. Shri D.N. Sinha,  
Principal,  
Teachers' Training College,  
Patna.
2. Smt. Shakuntala Sinha,  
Principal, Women's Training College,  
Patna.
3. Shri Shyammandan Sahay,  
Principal, T.T. College,  
Ranchi.
4. Shri H. Rahman,  
Principal, T.T. College,  
Bhagalpur.
5. Shri Ram Sunder Sharma,  
Principal, T.T. School,  
Kodarma.
6. Shri Quamrul Hoda,  
Principal, T.T. School,  
Dumraon.
7. Mrs. Sudha Singh,  
Principal, T.T. School,  
Taru (Ranchi).
8. Smt. Vidyawati Mathur,  
Principal, B.N.R. Training College,  
Patna.
9. Shri Sheikh Abdul Jabbar,  
Principal, T.T. School,  
Bikram (Patna).
10. Shri Satrughna Pd. Sinha,  
Principal, T.T. School,  
Bhabhua (Shahabad).
11. Shri Satya Narain Lal,  
Lecturer,  
Institute of Education,  
Patna.
12. Shri Shambhu Sharan Chaudhary,  
Principal, T.T. School, Shahpur,  
Aurangabad (Gaya)
13. Mrs. Chinmoyee Das Gupta,  
Principal, Govt. Girls Multipurpose School,  
Motihari (Champanan)
14. Mrs. Pramila Varma,  
Mistress of Methodology,  
B.N.R. Training College,  
Gulzarbagh (Patna)

15. Mother Clara,  
Principal, Ranchi Ursuline Convent,  
Purulia Road, Ranchi.
16. Shri Uma Nath Ojha,  
Principal,  
Higher Secondary School,  
P.O. Koath,  
District Shahabad.
17. Shri Gunanand Jha,  
Principal, Ranchi Zila Multipurpose School,  
Ranchi.
18. Shri Nageshwar Singh,  
Principal,  
S.K.M. Multipurpose School,  
Mokameh (Patna).
19. Shri Narendra Kumar Singh,  
Assistant Master,  
High School, Ayodhyaganj, (Purnea)
20. Shri Birendra Kumar Mishra,  
Assistant Master,  
High School, Husainabad,  
Japla (Palamau)

XI. List of Selected Principals and Teachers of Patna University and Colleges of the State who met the Education Commission on 29th April, 1965

1. Dr. B.B. Mishra,  
Principal, D.A.V. College,  
Siwan (Saran)
2. Dr. S.P. Singh,  
Principal, T.M.B. College,  
Bhagalpur.
3. Dr. N.S. Nagendra Nath,  
Principal, Patna Science College,  
Patna.
4. Dr. K.P. Ambastha,  
Principal, Gaya College,  
Gaya.
5. Smt. Bhanumati Prasad,  
Principal, Women's College,  
Ranchi.
6. Shri Surya Narain Singh,  
Principal, A.N.S. College,  
Parh (Patna).
7. Dr. Bhrigunath Narain Singh,  
University Professor of Physics,  
Patna University, Patna.

8. Dr. H.N. Ghoshal,  
University Professor of History,  
Bihar University,  
Muzaffarpur.
9. Shri Mahendra Pratap,  
Principal, Langat Singh College,  
Muzaffarpur
10. Dr. P. Dayal,  
Principal, Patna College,  
Patna.
11. Dr. Bidhu Bhushan Das,  
Principal, Ranchi College,  
Ranchi.
12. Dr. B.P. Sinha,  
University Professor,  
Patna University, Patna.

XII. List of Directors of Industries, Employment & Training, Technical Education and Selected Principals of Engineering Colleges, Polytechnics and I.I.Ts. who met the Education Commission on 29th April, 1965

1. Shri R. Nath,  
Director of Industries, Bihar.
2. Shri R.D. Sinha,  
Regional Inspecting Officer of  
Industries,
3. Shri B.N. Gupta,  
Superintendent,  
Junior Technical School, Kodarma.
4. Shri B.P. Srivastava,  
Deputy Director of Industries,  
(Technical Education)
5. Shri S.P. Pandey,  
Principal,  
Government Polytechnic,  
Purnea.
6. Shri G.L. Joneja,  
Principal, Government Polytechnic,  
Muzaffarpur.
7. Shri G.P. Singh,  
Principal,  
Mining Institute, Dhanbad.
8. Shri A.N. Dhar,  
Principal, Government Polytechnic,  
Gulzarbagh, Patna.
9. Shri V.N. Singh,  
Principal, Mining Institute,  
Kodarma.
10. Shri C.P. Singh,  
Sub Regional Employment Officer,  
Ranchi.

11. Shri S.N. Jha,  
Vocational Guidance Officer,  
Directorate of Employment & Training.
12. Shri R.P. Sinha,  
Director of Employment & Training,  
Bihar.
13. Shri Madan Gopal,  
Senior Research Officer,  
Directorate of Employment & Training,  
Bihar, Patna.
14. Shri B.R. Gowri Shankar,  
Deputy Director of Technical Education.  
Bihar.
15. Dr. G. Beg,  
Principal, Government Polytechnic,  
Ranchi.
16. Shri R. Prasad,  
Principal, New Govt. Polytechnic,  
Patna.
17. Shri R.P. Verma,  
Director of Technical Education,  
Bihar, Patna.
18. Shri D.P. Sinha,  
Principal,  
Muzaffarpur Institute of Technology,  
Muzaffarpur.
19. Shri J.P. Choudhary,  
Director, Bihar Institute of Technology,  
Sindri.
20. Shri I.S. Srivastava,  
Deputy Director of Training, Bihar.  
(Directorate of Employment & Training)
21. Shri R.K. Varma,  
Principal,  
Bihar College of Engineering,  
Patna.
22. Shri R.K. Gupta,  
Principal, Government Polytechnic,  
Darbhanga.

XIII. List of representatives of Teachers' Organisations  
who met the Education Commission on 29th April, 1965

1. Dr. A.S. Yadav,  
Secretary, Patna University Teachers' Association,  
Department of Botany, Science College,  
Patna.
2. Prof. Randhir Kumar Sinha,  
Secretary, Magadh University  
Teachers' Association,  
Maharaja College, Arrah.



3. Prof V.K. Sharma,  
Secretary, Bhagalpur University  
Teachers' Association,  
R.D.D.J. College, Monghyr.
4. Prof S.N. Chaudhary,  
Ranchi University Teachers' Association,  
Co-operative College,  
Janshedpur.
5. Prof. Nikhilanand Mukherjee,  
Secretary, Bihar University  
Teachers' Association,  
Samastipur College,  
Samastipur.

List of Vice-Chancellors of all the universities  
in Bihar including the Sanskrit University who  
met the Education Commission on 29th April, 1965

1. Dr. Ramdhari Sinha 'Dinkar',  
Vice Chancellor,  
Bhagalpur University, Bhagalpur.
2. Dr. P.L. Srivastava,  
Vice Chancellor, Bihar University,  
Muzaffarpur.
3. Shri S. Vasudev,  
Vice Chancellor, Kameshwar Singh Darbhanga  
Sanskrit Vishwavidyalaya, Darbhanga.
4. Dr. K.K. Datta,  
Vice Chancellor,  
Patna University Patna.
5. Shri Seranagar Sinha,  
Vice Chancellor,  
Ranchi University, Ranchi.
6. Dr. Zavar Hussain,  
Vice Chancellor, Magadh University,  
Bodh Gaya (Bihar)
7. Shri S.V. Sohoni,  
Vice Chancellor,  
Sanskrit University,  
Darbhanga.

ANNEXURE III

LIST OF MEMORANDA RECEIVED BY THE  
EDUCATION COMMISSION IN BIHAR STATE

<u>Sl. No.</u>	<u>Name &amp; address</u>	<u>Brief Subject.</u>
1.	Shri A.M. Sahay, 'Lalgulab', Nath Nagar, Bhagalpur.	National Education.
2.	Kumar Taranand Sinha, Member, University Service Commission, Patna.	Deterioration of Standards in Universities.
3.	Shri G.S. Shrikantia, Birla Institute of Tech- nology, Mesra(Ranchi) & Rev. W. Proost S.J., St. Xavier's College, Ranchi.	University Education.
4.	Shri S.D. Narayan, Flat No.76 of 124 Set at Doranda, P.O. Hinoo, Ranchi.	Improvement in Education.
5.	Shri K.S.V. Raman, Deputy Chairman, Bihar State University Commis- sion, Patna.	University Education.
6.	Shri S. Sahaya, Principal, Teachers' Training College, Ranchi.	Higher Secondary/ Multipurpose Educa- tion in Bihar.
7.	Shri Ranjitbhai, Principal, Kishore-Dal Sishu-Bhawan, Patna-3	Pre-Primary & Nursery Education in India.
8.	Dr. S.P. Sinha, Dean of the Faculty of Science and Principal, T.N.B. College, Bhagalpur University, Bhagalpur.	General suggestions.
9.	Dr. B.P. Sinha, Director of Archaeology and Museums, Govt. of Bihar, New Secretariat, Building, Patna.	Secondary and university education.
10.	Mrs. Zohra Ahmad, Member, Bihar Legislative Assembly, Patna.	Co-education.
11.	Shri Pratap Narayan, Head of the Department of Political Science and Lecturer in History, S. Sinha College, Aurangabad, <u>Gaya.</u>	Higher Education.

Sl. No.	Name & Address	Brief Subject.
12.	Shri R.S. Upadhyaya, Retired Deputy Director of Education, (Bihar Basic & Primary), C/o Dr. S.N. Upadhyay, Kankar Bagh Road, <u>Patna-1</u>	General sugges- tions.
13.	Shri Ranjit Bhai, Kishore- Dal, Kadamkuan, <u>Patna-3</u>	Pre-Primary and Nursery Schools Education.
14.	The Governor of Bihar (Shri A. Ayyangar)	Re-organisation of Higher Education.
15.	Shri P. Choudhary, Vijnan Mandir Officer, Ormanjhi, <u>Ranchi.</u>	Vijnan Mandirs.
16.	Memorandum submitted to Chairman of Education Commission at <u>Patna.</u>	Setting up of a New University at Darbhanga.
17.	Shri Baleshwarbhai C/o Pt. Ranga Nath Pathak, Sanskrit Sanjeevan Vidyalay, Charaya Tand, <u>Patna-1</u>	Basic Education.
18.	Shri Bireshwar Ganguly, Patna College, <u>Patna</u>	Examination Reform.
19.	Shri Dwarka Singh, President, Bihar State Basic Education Teachers' Association, <u>Patna.</u>	General suggestions.
20.	Shri Kartik Oraon, Social Worker, Qrs. No. F.6, P.O. Dhurwa, <u>Ranchi.</u>	Problems of Tribal Education.
21.	Mrs S. Raman, District Education Officer, <u>Patna.</u>	Girls' Education in Patna Division.
22.	Shri Kartik Oraon, Social Worker, Qrs. No. 6, P.O. Dhurwa, <u>Ranchi.</u>	Fallacy of Tribal Welfare.
23.	Citizens' Committee on Education, <u>Bihar</u>	Social Education.

	Name & Address	Brief Subject
24.	Shri Mahendra Prasad, M.L.C., Secretary, Ranchi District Primary and Secondary Teachers' Association, Shikshak Sarvodaya Ashram, Ranchi.	Teachers' Status and Training.
25.	Shri N. Mookherjee, Honorary Secretary, Mother-Tongue Medium Protection Committee, 60-Straight Mile Road, Northern Town, Jamshedpur-1.	Language Problem
26.	Ranchi University, Ranchi ( Bihar)	General Suggestions
27.	Shri Kameshwar Prasad, Secretary, Bhagalpur University, Teachers' Association, H.D.&.D.J. College, Monghyr Unit.	Teachers' Welfare