

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
MAHARASHTRA

(5th—14th February, 1965)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

REPORT OF THE VISIT OF THE
EDUCATION COMMISSION TO
MAHARASHTRA

(Friday, the 5th February to
Sunday, 14th February, 1965)

EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
BAHADUR SHAH ZAFAR MARGI
New Delhi-1.

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- (1) Many of the institutions are located in wrong places at present. A comprehensive plan for the location and development of Teacher Training Institutions should be prepared.
- (2) The staff of the training institutions is changed very frequently. This happens particularly in Government institutions. Unless the staff remains stable, standards will not improve.
- (3) The passing of the S.S.C. Examination should be the minimum qualification to be a primary school teacher.
- (4) Training Institutions for teachers should be co-educational, separate hostels being provided for women.
- (5) Stipends should be given to all teachers under training.
- (6) There should be no fees in training institutions for teachers.
- (7) Correlation is over-emphasised at present. It is necessary to review our teaching methods from this point of view.
- (8) New techniques of teaching have to be developed and propagated through training institutions.
- (9) Spinning and weaving is over-emphasised as a craft. It is necessary to introduce other crafts also.
- (10) There is need to improve the status and remuneration of teacher-educators in training institutions, especially at the elementary stage.
- (11) The attendance of teacher trainees in primary training institutions is very poor. The number of days prescribed for attendance is also very small (130). It is necessary to insist on a much larger attendance.
- (12) Training Institutions for primary teachers should be affiliated to universities.
- (13) Medical facilities should be provided in all training institutions.
- (14) There should be a research unit in every training institution for teachers.
- (15) There is no training course for Headmasters at present. A special course has to be devised to this end.
- (16) The duration of the training course is only one year at present for the primary school teachers. It should be extended to two years.
- (17) Even for the B.Ed. students it is necessary to increase the duration to two years.

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EDUCATION COMMISSION IN MAHARASHTRA

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A REPORT OF THE DISCUSSION HELD
AT BOMBAY DURING THE VISIT OF THE
EDUCATION COMMISSION TO MAHARASHTRA
(8TH TO 10TH FEBRUARY, 1965)

I - A

DISCUSSION AT THE S.N.D.T. INDIAN
WOMEN'S UNIVERSITY (8th February '65)

The Members of the Education Commission paid a visit to the S.N.D.T. Indian Women's University at 9 A.M. on 8th February, 1965, and held discussions with the members of the Syndicate, Heads of University Departments and Principals of Colleges. The following are the main points that emerged at this discussion.

1. There is a great dearth of Home Science teachers for the secondary schools. The University has so far trained teachers through the media of Marathi and Gujarati. If there is a demand, it can train them in English also.

2. In the rural areas, women suffer from severe handicaps. Even in spite of the codification of the Hindu law, the age of marriage for the girls in the rural areas is very low. So special attention has to be paid to the education of women from rural areas.

3. The University caters for external students and the experience of the University is that they do very well, partly because of their maturity and partly because of better motivation.

4. Regarding textbooks and ancillary reading material, the University is bringing out its own publications. These are in Gujarati and Marathi. It would be desirable to have publications in Hindi also.

5. It is found that the students' knowledge of English is usually poor. During the last few years, the University is trying to improve the situation by intensive teaching. Some members felt that English need not be compulsory at any level of education, though normally a very large majority would study it on a voluntary basis. But the majority was of the view that a knowledge of at least one

foreign language is desirable for every university student.

6. In the university curriculum, social sciences should be given greater weight in order to create special aptitude for social welfare work and other related occupations which appeal specially to women.

7. There should be a Research Cell in the university with adequate staff to carry on research in the problems of women's education and employment. It should also try to educate public opinion.

8. At present, the tutorial work is not well organised. It was stressed that there should be seminars and conferences in order to orient the students properly to their studies and give them educational guidance.

I - B: DISCUSSION WITH TEACHER EDUCATORS

(8 th February 1965)

The Education Commission met teacher educators from Bombay city in the S.N.D.T. Indian Women's University on the morning of 8th February, 1965. The following points emerged at this discussion.

1. One crucial condition for the successful implementation of all the recommendations of the Commission is to produce the right type of teachers. For this purpose, it is necessary to provide satisfactory conditions of service and to create a general climate of hard work and proper motivation under which the teachers can devote themselves to their duties with a singleness of purpose and a sense of satisfaction and achievement.

2. We are giving too much attention to teacher training but ignoring teacher education. The personality and the outlook of the teacher are even more important than mere techniques to make a good teacher.

3. In the selection of teachers, training colleges do not follow valid criteria. The selection is often not done at all for want of an adequate number of applicants.

4. The present difference between the training of primary and secondary teachers is arbitrary and should be removed. The teachers at both these levels should have the same qualifications.
 5. There should be a State Council of Education - as recommended at the Baroda Conference - in each State which should deal with all aspects of teacher education.
 6. It is necessary to establish a suitable coordinated machinery at the national level for teacher education. It was, however, pointed out that emphasis should be not so much on common standards as on common ideals and purposes. To bring about equality in the status of primary and secondary teachers would imply not only the same academic qualifications but also the same standard of training and similar conditions of service - this may not be feasible financially.
 7. The entire curriculum of teacher education is out of date and un-related to the teachers' work.
 8. It will be a very good idea to ensure that a candidate at the B.Ed. level should take only those subjects for specialization which he has taken at the B.A. level as subjects of study. But it may not be always practicable to secure this.
 9. Teacher training colleges or universities may start special courses during the vacation or correspondence courses for such students as have offered non-school subjects like Politics, Economics for their first degree and who, in consequence, lack adequate knowledge of the subjects they are required to teach.
 10. If the B.Ed. course cannot be lengthened on financial grounds, it may be possible to do a better job of training by cutting down the vacations and lengthening the working hours so that students would have a full ten-month's intensive course in one year.
 11. A complete overhauling of the present system of teacher education is necessary. The four-year integrated course, after the secondary stage, as at present offered in the Regional Colleges of Education, would be a desirable step in this direction.
 12. Service in rural areas for one or two years should be made compulsory for all teachers as is being done, for instance, in Egypt: no one can be recruited unless he has done apprenticeship in a rural area for a prescribed period. This might, however, affect the intake of the profession unless the raising of salaries is also done simultaneously.
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I-C : DISCUSSION WITH THE VICE-CHANCELLORS

At 3.30 P.M. on 8th February, 1965 the Commission met the Vice-Chancellors of all universities in Maharashtra State. The following Vice-Chancellors were present:-

1. Dr. R.V. Sathe,
Vice-Chancellor, Bombay University,
Bombay.
2. Dr. Premila V. Thackersey,
Vice-Chancellor,
S.N.D.T. Women's University,
Bombay-1. (She could not be present and was
represented by Shrimati Dewan)
3. Shri M.V. Gadgil,
Vice-Chancellor, Poona University,
Poona.
4. Shri P.P. Deo,
Vice Chancellor, Nagpur University,
Nagpur.
5. Dr. N.R. Tawde,
Vice-Chancellor, Marathwada University,
Aurangabad.
6. Dr. A.G. Pawar,
Vice-Chancellor, Shivaji University,
Kolhapur.

In the discussion that followed the following points emerged:-

1. The provision of facilities at the post-graduate level is not adequate. It is only 6% for the country as a whole as against about 20 to 30 p.c. that is needed. It is weaker still in Maharashtra and is unevenly distributed. The main bottleneck is the difficulty of getting teachers with postgraduate qualifications.
2. Not only is the number of lecturers inadequate but they are also unwilling to go to rural areas. The difficulty is even greater at the secondary level. If the postgraduate studies have to be properly developed, the number of qualified postgraduates will have to be considerably increased and the Universities and Colleges will have to be given necessary assistance for the purpose.
3. The Marathwada University has about 500 students at postgraduate level out of a total enrolment of 12,000. It

encourages external students, mostly teachers, to take the M. A. examination.

4. At the postgraduate stage, scholarships should be awarded liberally to increase the output. A scholarship of Rs. 50 or Rs. 60 is not adequate. The present number of scholarships is very meagre.

5. There is a dearth of Readers and Professors on the science side. The I. I. Ts. offer higher salaries and so they often take away senior staff from the Universities. So does the Government of India also for its own Departments and institutions.

6. The moffussil colleges suffer from an inferiority complex which must be removed to create a proper atmosphere. Good lecturers should be inter-changed for short periods between the moffussil colleges and the University as well as important urban colleges.

7. Since most of the universities in the Maharashtra State were newly set up, it would have been better if the Vice-Chancellors had been previously consulted about the new precise scope and development of these universities. But this has not been done and the Vice-Chancellors have come in the picture only after the Acts had been passed and the Universities formed.

8. Effective teaching of languages (as distinguished from literature) is essential to enable students to express themselves correctly.

9. There is dissociation of education from social needs. The educational system has to be related to the felt needs of the society and more emphasis placed on applied sciences.

10. Teachers should build up their own libraries. The Marathwada University is making a grant at 50% of the total expenditure to the teachers for this purpose. About 50 teachers have taken advantage of this scheme so far.

The University pays Rs. 100/- out of Rs. 200/- (laid down as the maximum) spent per year.

11. The Vice-Chancellors were opposed to Higher Education being taken over by the Central Government or made it a concurrent subject. They are afraid of political influence and interference from the Centre. They would prefer broad policies being laid down by the Centre; but the implementation should be left to the universities and their autonomy should not be affected.

12. There should be a State-wise quota system for recruitment to All-India Services.

13. Most of the Vice-Chancellors were not in favour of the establishment of a Central University in each State, financed entirely by the Centre to ensure mobility of teachers and serve as a model university. They suggested that some arrangement should be made to ensure that the Universities are not starved for funds. They did not favour two types of universities - one inferior and one superior. The boys coming out of the Central University would be preferred in service and this would affect other universities. There would also be clashing interests and snobbishness will be developed, resulting in new kind of academic caste.

14. Inter-University coordination in the State is provided through a meeting of the Vice-Chancellors at which common problems can be discussed. There is also a Joint Board for universities of Maharashtra and Gujarat.

15. The Vice-Chancellors did not generally favour the idea of building up a "Quality College". This, they thought, would create heart-bruning and tend to neglect moffussil colleges. A better solution, they thought, lies in the general improvement of college teaching. For a "Quality College" it would be difficult to lay down any absolute standards. If any quality colleges

are established, they should be under the university.

16. The medical colleges should also be eligible for grants from the U.G.C.

17. There was a feeling in the universities that, though they are preparing professional men for industries etc. through their Faculties of Engineering, these Faculties are not being given the same treatment as I.I.Ts in matters of finances etc. Their proposals for development have to be routed through a number of agencies like the Regional Committee, the A.I.C.T.E. etc. before they are placed before the U.G.C. for consideration. This involved considerable delays - often as much as 5 years - before the proposals are sanctioned. It was, therefore, suggested that, in the case of Engineering Faculties of the universities also, like the Arts and Science Departments, the universities may be allowed to send their proposals directly to the U.G.C. which may assist them directly. It was suggested that this matter be brought to the notice of the U.G.C. for discussion with the A.I.C.T.E.

18. As regards the medium of education, ^{the} Vice-Chancellors felt that there was no need to revise the three-language formula. At present, teaching in the colleges is carried on either in the regional language or English. Examination papers can be answered either in English or Marathi. But, in the course of the next four or five years, all papers, except in science, may have to be answered in Marathi. At the postgraduate level and for Medical, Engineering and Law subjects, the medium is English. At the school level, the regional language is predominantly the medium of instruction. Some Vice-Chancellors were of the opinion that for academic reasons and national integration, there should be only one language of higher education throughout the country.

19. One of the reasons for fall in standards at the secondary level is inadequate knowledge of subject matter on the part of the teachers. There should be a general rule that every teacher in the secondary school must have taken the subject that he is expected to teach as one of his degree subjects. Where a teacher has not done so at the B.A. stage, he should be allowed to appear in that subject later and the University should give him the necessary certificate.

20. It was agreed that the universities should appoint Committees to go through the questionnaire and send their views to the Commission by the end of April.

I -D : DISCUSSION WITH THE TEACHERS' ASSOCIATIONS

(8th FEBRUARY, 1965)

The Commission met the following representatives of Teachers' Associations in Bombay on 8th February, 1965 :

1. Shri B.N. Kulkarni,
President,
Maharashtra State Federation of Head Masters'
Associations, Poona.
2. Rev. Fr. Rogrigues,
President, Bombay Association of Heads of Secondary
Schools, Bombay.
3. Shri T.G. Bhawe,
President, Bombay (Maharashtra) State Federation of
Secondary Teachers' Associations, Ratnagiri.
4. Shri V.K. Deshpande,
President Vidarbha Federation of Secondary School
Teachers Associations, Bharat Vidyalaya, Hinganghat,
Dist. Wardha.
5. Shri Dara R. Contractor,
President, The Greater Bombay Secondary Teachers
Association, Bombay.
6. Shri R.M. Ahirrao,
President, The Maharashtra Rajay Primary Teachers'
Association, Poona.
7. Shri V.S. Kulkarni,
President, The Marathwada Government Teachers'
Association, Aurangabad.
8. Shri K.G. Deshmukh,
President, Mahavidarbha Shikshak Sangh, Amravati.

9. The President,
The M.P. Prathamik Shikshak Sangh,
Shubhada Smruti Corporation Colony,
North Ambazari, Nagpur-I.

The following were the main points that emerged at this meeting :-

1. All the plans that have been prepared or may be prepared will not yield any fruitful results unless service conditions of teachers are improved. The expenditure on education is investment in man; but the Governments are very slow to realize this fact.
2. The organisations of teachers are often not recognised by the Governments or the universities concerned. Sometimes they are recognised on certain unacceptable conditions. For instance, the Maharashtra Government has imposed a condition that the teachers' organisations should not give vent to their views in public which is a denial of fundamental rights. Recognition of an Association would imply putting them on the mailing list of Government and prior consultation in planning and implementations of schemes of educational reconstruction.
3. There are certain undesirable "non-educational" elements which enter into the teacher's life, such as 'group politics' and 'group rivalries'. The teachers have to adjust their life with reference to the power group in the panchayat and to keep themselves on its right side. Such pressures should be minimised and full security and freedom from pressures should be guaranteed.
4. Office bearers of teachers' organisations should preferably be practising teachers. But retired teachers should not be barred from holding office.

5. A Secondary Education Commission may be set up at the State level on the lines of the U.G.C.
6. Teachers do not have adequate atmosphere to work under the local bodies. If their lot has to be improved, Government should take over primary education from the Zilla Parishads.
7. There is too much of a bureaucratic atmosphere and teachers neither feel free nor can teach freely. Democratization of administration should be encouraged; and teachers should be given more freedom and their day-to-day working conditions should be improved.
8. Primary teachers should be given full pay while under training.
9. Even the Central Government does not recognise all teachers' associations and does not, therefore, invite them to the various seminars and workshops held by their Extension Services Department.
10. The associations of teachers should be entrusted with the writing of text-books, through the appointment of special committees of selected and competent teachers for the purpose.
11. Some teachers do not get the benefit of free education of their children (this happens when the children attend a school belonging to another management). Freeships should be given to them, even when private managements, other than the one under which they might be serving, are involved.
12. The pupil-teacher ratio is about 1:60 in most schools and so the work suffers. This ratio should be reduced, so that there may be some relief to teachers.

13. The status of teachers needs to be improved considerably.
14. Good teachers are not available because of inadequate salaries. Teachers of subjects like English, Science or Mathematics are particularly difficult to get.
15. There is no freedom in the matter of textbooks and only "nationalized books" have to be used. The Government should not have a monopoly of producing textbooks. The guiding consideration should be the quality of textbooks. At present, the Government books are often poor in quality.
16. Teaching load should not be prescribed with reference to the teaching work alone. Preparation of lessons, planning the work, correction of exercises, etc., should also be taken into account.
17. There is dearth of science teachers in the rural areas of Maharashtra. No school has a fully trained science teacher. They should be given additional remuneration or increments to attract them to the rural areas.
18. There should be an integrated course of teacher education like that in the Regional Training Colleges.
19. In addition to higher scales of pay for teachers, measures like the institution of annuity pension should be taken up to provide adequate old-age protection.
20. The curriculum is very heavily loaded. There should be more time for teaching academic subjects and freedom in adjusting the time-table.
21. There should be greater freedom for parents and teachers as regards the age of admission to schools.

INTERVIEWS WITH EDUCATIONISTS

(9 - 2 - 1965)

SHRI V. S. PAGE (CHAIRMAN, LEGISLATIVE COUNCIL).

1. Education should be linked with the life around and there should be no wall between life and school.
2. Basic education is an attempt in this direction. The experiment will, however, need some changes. For instance, the craft should not be uniform but should be varied according to needs of the locality. Similarly, Agricultural Colleges should carry on an extension programme to serve the agriculturists in the neighbourhood. Maharashtra should have - which it does not have at the moment - an Institute for Sugar Technology.
3. Asking the students and teachers to make adults literate may serve as a link with the community, but this link would be artificial and temporary. The real link would be formed when the work in the school is connected with the production processes in the community.
4. We must first define what is our concept of good life. The student should be trained for this personal good life and also for the needs of the society. This implies a great stress on character building and moral and religious education. Values of this type can be inculcated only by personal contact.
5. The mother-tongue should be the medium of instruction at all stages, except the postgraduate where English should be the medium until it is replaced by Hindi. The study of English should begin in class V and should be emphasised throughout.
6. We must discover and assist talented students; but it would not be desirable to establish separate institutions for them. Such separate institutions would be bad for the society as well as for the talented students themselves.

SHRI T.S. BHARADE (SPEAKER, LEGISLATIVE ASSEMBLY):

1. A revolutionary approach to educational reconstruction is necessary and radical thinking is wanted.
2. Financial implications of the recommendations of the Commission must be calculated and carefully looked into. It is no use making recommendations which cannot be financially implemented.
3. The defects of the existing system should be ascertained. For instance, it is only the intellectual aspect of education that has been developed in our system. The other aspects of personality development - moral, physical and social - have been comparatively neglected. Education is not integrally connected (except for medical or technical education) with the Plans. What we find is that our schools are producing, not 'cultural comrades' as they should, but only qualified candidates, qualified merely to apply for jobs and not for doing them efficiently. Educational unemployment is increasing and is leading to

frustration. These are some of the serious defects. Others may be determined and the programme of reconstruction planned accordingly.

4. At some suitable stage, there should an attempt to divert students into vocational and terminal courses which prepare them for life. There is no point in sending everybody to a secondary school or a university.

5. Moral and spiritual education has to be emphasised, in spite of our secular Constitution. The educated class is now becoming more self-centered and less sensitive to human suffering. This is a dangerous trend.

6. Discipline has to be enforced. Education must be a strict process. Even corporal punishment will have to be re-introduced.

7. There are a large number of political pressures at present. These can be counteracted effectively only by cultural pressures which educationists must create.

8. There should be no uniform pay scales for all teachers. There should be a basic emolument and, in addition, remuneration should be given on the basis of results produced by the teacher.

9. There should be more external examinations, one at the end of every stage.

10. Secondary schools should not be allowed to conduct primary and middle school sections because this creates an invidious distinction between such attached schools and the other primary and middle schools which are generally of a poorer quality.

11. Cultural studies in all aspects of the spiritual legacy of the Indian nation should not be neglected in our educational system.

SHRI D.H. SAHASRABUDHE:

1. There should be two national standards in education - one at the end of the school stage and the other at the end of the first degree level. Suitable machinery should be devised to see that these national standards are actually being attained in practice.

2. The pattern of education should be 4+3+3 +2+3, i.e. 15 years in all. The two years of the intermediate stage should not be in a separate institution, but should be joined with to the High School or the College.

3. Vocationalisation at the secondary stage should be emphasised. The first diversion into trade schools should take place at the age of 14. Even in the general schools of secondary education sufficient opportunities should be provided to the students to know life and to orient them to jobs. In classes XI and XII there should be two types of courses - job preparatory in which four-fifth of the time would be devoted to practical work and university preparatory in which one-fifth of the time should be devoted to manual work.

4. There should not be a multiplicity of Directorates as at present. All education should be under the control of one Director.

5. Education and the educator will have to be protected from several pressures, particularly the political pressures. This can be done by constituting an Education Commission at the State level and another Education Commission at the district level (Shri Sahasrabudhe promised to send a memorandum giving a detailed outline of his proposals for the establishment of Education Commissions at the State and district levels)

SHRI J.G. BHAVE:

1. Basic education will have to be modified. Craft should be taught only as a subject and not made the centre of education.

2. Spinning and weaving is the only craft now taught in practice. An attempt should be made to introduce crafts suited to the locality, e.g. fishing or coir industry in the Ratnagiri district.

3. The hostels are being multiplied but they are not properly supervised. Some training is necessary for hostel rectors.

4. The schools must have committees on which guardians and teachers should be represented. There should be greater cooperation with the guardians. Women take great interest in the education of their children and special attempts should be made to stimulate and utilise this interest.

5. The vocational subjects are now being introduced at a very early stage. They should begin only from standard X after suitable aptitude tests have been administered. Provision for vocational guidance will have to be made on a larger scale in this context.

6. Intensive provision for refresher courses for teachers is necessary. They should also be encouraged to visit training colleges and good schools.

7. Teachers should be encouraged to undertake research work.

SHRI S.L. OGALE:

1. The integrated course of general and teacher education is very good and will produce good teachers. This should be encouraged.

2. The remuneration of teachers should be increased and made more attractive.

3. External examinations at the end of the secondary school stage should be abolished. Instead, the school should give a certificate about the attainment of pupils. All institutions of higher education and professional organisations may conduct their own tests for admission or employment if they so desire.

4. The pattern of education should be 15 years. It should consist of an integrated primary course of seven years, a secondary course of four years, one year of higher secondary (to be introduced in very good schools only) or pre-university and three years of the degree course.

5. The medium of instruction for higher education should be the same for the entire country. At present it is English; but as soon as practicable it should be Hindi.
6. Teacher organisations should be recognised by the State Governments and the Centre.
7. There should not be more than 40 pupils in a class.
8. There should be national scales of pay for teachers which are common throughout the country.
9. There should be no distinction between the different categories of teachers, nor between teachers and Government servants. The benefits should be common to all.
10. There should be better provision for games and play-grounds.

SHRI M.N. ANJIKAR:

1. The pattern of education should cover 15 years (4+3+3+2+3).
2. There should be a separate body like the Public Service Commission for recruiting teachers for all types of schools. It should approve of panels out of which schools will have to select their teachers. Similarly, there should be a separate body for making the curriculum and still another for administration.
3. The system of internal assessment in Vidarbha (20% marks are given) is working very well. It should be strengthened still further.

SHRI S.V. DESHMUKH:

1. Many private organisations are now run by persons who are active political workers and they try to spread their politics in the schools. This should be prevented. We should have a rule that a school conducted by an Association on whose Executive Committee active political workers are members should not be recognised.
2. The recruitment of teachers should be done on a non-political basis.

3. The three-language formula should be rigorously implemented. In the North they should study English, Hindi and any other language from the south or from a neighbouring State.

Shri N.V. Patanker.

1. Training should be compulsory for all teachers including university teachers.
2. The subjects knowledge of secondary teachers is weak and this is the main reason for the fall in standards.
3. There should be compulsory refresher courses for teachers. These should be followed by examinations. If a teacher does not pass these examinations, he should not be allowed to cross the Efficiency Bar.
4. All teacher training courses are out-moded. They will have to be considerably improved and much greater emphasis will have to be laid on practical work.
5. Integrated courses of teacher training and general education give good results.
6. Upgrading of the salaries of teachers is essential.
7. We are not getting good teacher educators at present. Their scales of pay will have to be improved and proper training would have to be provided for them.

Shri L.N. Chhapekar.

1. We must be able to attract good persons to the teaching profession. For this we should improve pay scales. The example of Assam should be followed by other States.
2. The syllabus for training at all levels needs revision.
3. The present B.Ed. course should be made of two years. In the alternative, it should cover ten to eleven months of intensive training.
4. Subject knowledge of teachers is weak and provision should be made to teach them subject knowledge also during the period of their training.
5. The teacher student ratio in training institutions has to be improved.
6. Teachers under training should be allotted to different selected schools for their practical work.
7. We may introduce a system of apprenticeship for prospective teachers.
8. Orientation courses of short duration are needed for college and university teachers also.
9. There should be comprehensive colleges - these should be separate for the degree and the undergraduate stage. This will enable teachers to specialise in any two courses - physical education or music, etc. Such teachers would be of great use to rural schools.
10. The pattern of school and college classes should cover 15 years 4+3+3+2+3.

11. There should be no diversion before the age of 14.
12. There should be Central Schools throughout the State on the lines recommended by the Bhise Committee.
13. Educational administration should be improved. There should be a State Education Council to cover all aspects of education. Special Bureaus should be established for textbooks, curriculum, examinations, teacher training, vocational guidance, etc. The existing system of inspection should be replaced by panel inspections conducted by officials and non-officials jointly.
14. The administration of the Zila Parishads is creating chaotic conditions. This needs a radical change.

Shri S.R. Tawde.

1. The objectives of education should be defined in careful terms and should include national integration, raising the moral standard of the people, cultivating the aesthetic sense, etc.
2. The school pattern should cover 15 years - 7+4+4. The present 11-year schools should not be downgraded to 10 years. The pre-university year should not be provided in schools because they do not get good teachers.
3. Pre-primary education should be encouraged on a voluntary basis through grants-in-aid.
4. Elementary education should cover 7 years and be compulsory.
5. The eighth year should be exploratory and should be followed by three years of secondary education.
6. Teachers should be recruited after class VIII and provided concurrent general and teacher education.
7. As far as possible, one teacher schools should be abolished. Better methods of teaching should be developed for them. They should have much better equipment than at present.
8. The administration of the Zila Parishads has to be reorganised. The Inspecting Officers have to do so many non-educational activities that they have no time for inspection. This is a very dangerous situation.
9. The scheme of multipurpose schools is good. We should develop aptitude tests for them.
10. Discipline will improve if the right type of teachers are available.
11. The training of teachers should be improved. Their subject knowledge is weak. Some steps have to be taken to improve it.
12. Big classes will be unavoidable in the near future. Special techniques should be developed for them.

Shri M.P. Mangudkar

1. In the past, university education in Maharashtra was the monopoly of one caste. The rural masses belonged to a different caste. Therefore, there was no communication between the two. There was also a feeling of distrust. Now a new intellectual class from the rural areas and from the masses is coming up. This will change the situation radically in the next ten years.

2. It is not quite right to say that quality is going down. It is going down probably in courses where command over language or descriptive ability is needed (History, Politics, Philosophy, etc.). But in science, medicine and engineering it is going up.
3. The students from rural areas have a good motivation and, therefore, they do better. Their main handicap is language. Their reading habits are poor, mainly because there is complete starvation of reading in primary and secondary schools. These students have also a general inferiority complex. Some special steps are needed to help the rural students or the first generation learners.
4. We must have a programme of picking out intelligent students from rural areas and giving them good education.
5. The universities should develop an extramural programme for rural leadership (Principal Mangadkar promised to send a memorandum on this subject).

Shri P.W. Urdhvarashe

He gave a written memorandum which is summarised separately).

1. The basic ^{of} primary education is very weak. We need better teachers and equipment. In the rural areas residential accommodation is needed for teachers.
2. There should be an organised movement for hostels. (Prof. Urdhvarashe promised to send two memoranda - one on educational administration and the other on the relation between the universities and the community).

Shri B.N. Kulkarni

1. All progress is held up because of lack of funds. More money is to be found for education.
2. A large pupil-teacher ratio can be managed provided freedom is given to teachers to adjust time-tables, teaching methods etc.
3. The status of teachers has to be improved. There should be schemes for their welfare and they should be given security of service.
4. There is a great shortage ^{of} teachers ^{of} English, science and mathematics. Some steps are needed to overcome it.

Shri S.R. Bhise

1. The education of tribal children needs improvement. The following suggestions were made in this behalf.
 - (a) Basic education- with emphasis on agriculture and forestry - should be adopted;
 - (b) Special allowances should be given to teachers and they should be provided with residential and medical facilities. Some social life should also be provided by grouping schools together.
 - (c) Special orientation training is needed for teachers in tribal areas.
 - (d) For the first two years, the tribal language should be the medium of instruction. All teachers in tribal areas must know the tribal language. Supplementary readers should be prepared in the tribal language.

(c) Ashram schools are very good although they are a little costly.

(f) Hostels should be encouraged.

2. The scheme of Central Schools as recommended by the Bhise Committee should be adopted everywhere.

3. The scheme of basic education has also been reviewed by the Bhise Committee. Its recommendations should be accepted and implemented.

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III

On the 10th February 1965, the Education Commission met the Finance Secretary, the secretary of the Rural Development Department, the Education Secretary, the Director of Education and the Director of Technical Education. The discussions were in Camera and no records have been maintained. A Summary of the other discussions held is given in the paragraphs that follow,

III. A DISCUSSION WITH THE ZILA PARISHADS

(10 - 2 - 1965)

The Education Commission met the representatives of all the 25 Zila Parishads in the Maharashtra State for a discussion on 10th February, 1965. The following points emerged in the discussion:-

1. The Zila Parishads in Maharashtra form a very important experiment in democratic decentralization an experiment that is unique in the whole of India.
2. Not much time has passed since the experiment was started. It is too early to evaluate it just now; but the available evidence shows that great progress has been made in all matters and especially in education.
3. In certain quarters, Zila Parishads are criticised on several grounds. All this criticism is either based on misunderstanding or is due to jealousy.
4. The teachers are opposed to the Zila Parishads because they are now compelled to work harder. Their complaints and criticism will have to be taken with a big pinch of salt.

5. It is absolutely necessary to prepare developmental plans on the basis of each district as a unit. The plans should cover the next 15 years and deal with all stages of education. These plans should be prepared by the Education Department in consultation with the Zila Parishads and finally approved by the Government.

6. Education upto the secondary stage should be free.
7. There should be an examination at the end of class VII. Only those children who pass this examination should be allowed to enter secondary schools. (Some even advocated an examination at the end of class IV).
8. The Zila Parishads should be free to establish secondary schools of their own.

The presidents of the Zila Parishads promised that would send answers to the questionnaire issued by the Commission before the end of April, 1965. They also requested that, after the replies were received, another discussion should be held for two or three days at a convenient place in Maharashtra State.

III. B. DISCUSSION WITH THE STUDENTS

Some representatives of the students met the Education Commission for a discussion. They presented a written memorandum which has been summarised separately. The discussion merely centred round the clarification of some of the issues raised in the memorandum.

III. C. DISCUSSION WITH THE EDUCATION MINISTER, MAHARASHTRA STATE

(10 - 2 - 1965)

In his evidence before the Commission the Education Minister of Maharashtra State emphasised the following points.

1. I congratulate the Government of India for appointing, for the first time, a Commission of this type which has to consider all aspects and all stages of education. This is an opportune moment to hold such an enquiry after 17 years of independence and practical experience of three Five Year Plans.
2. Our main achievement so far has been to secure rapid expansion. Time has now come when we should emphasise qualitative development.
3. Education is the most fundamental project which any society can ever undertake. The finances required for education should, therefore, be provided on a top priority basis.

4. The objectives of education should be defined clearly. Education should aim at building up a broad outlook among our students and at making them worthy citizens of the country as well as of the whole world. Our national objectives have been laid down in our Constitution: democracy, secularism, national integrity and solidarity of the country. The programmes of our schools must be such as to achieve these objects.

5. Religious education is essential and we must not flinch shy of it. An attempt should be made to teach the fundamentals of all religions in our schools and to develop spiritual values.

6. Our education should try to inculcate love for and dignity of labour. For this purpose, primary schools may be entrusted with the saffai work of the village and both teachers and students should participate in it. Our vacations should be so arranged that students can participate in agricultural work. Manual labour should be emphasised at all stages. Just as medical graduates are required to work in rural areas for some time, graduates in other faculties also should be required to do the same. We are creating an urban and a white-collared class through our education. In its place we should create a rural-oriented class of workers.

7. The work of removing adult illiteracy has to be emphasised. In my own district of Jalgaon every adult will be made literate before the end of the next year. Such movements could be organised everywhere with the help of students and teachers.

8. (At the request of Chairman, the Education Minister gave an account of the work done in the school in his village of Khiroda. In this school, the teachers and the students did saffai work and prepared manure. The sale of this manure brought a good deal of income- from Rs 400 in the first year to Rs 1000 in the third year. This money was utilised for extending the school building,

constructing an open-air theatre and a library, purchase of a radio set, etc.

9. Education must be related to production. This can be done at the school stage by introducing crafts. Some method of introducing productive work in higher education also should be devised. The crafts to be introduced should be intimately related to local conditions.

10. Work in rural areas for 6-12 months should be obligatory for every graduate.

11. There should be well-conceived educational development plans for each district. There should be a primary school for a population of 300; a middle school for a population of about 1500; a secondary school for a population of about 10,000; a college for a population of about two lakhs; and a university for a population of about 40 to 50 lakhs.

12. Education must be related to manpower planning. It should be possible to estimate our manpower requirements in different sectors and then to allocate resources to education to produce the personnel required.

13. There should be a national policy for education applicable for the country as a whole; but there should be local variations also.

14. The problems of textbooks was very important. The State Government was going to establish a Bureau for the production of textbooks and research in curriculum. Four or five different books would be published in every subject. No book would be introduced before it is first tried in a selected number of schools. Steps would also be taken to revise them from time to time.

15. The pattern of school and college classes should be 4+3+3+2+3. Some variation should be permissible. The most important thing is to have a national standard of education at the end of the school stage and another national standard at the end of the first degree stage.

16. Preparation of teachers was the most important factor for

raising standards and it should be given the highest priority by the Commission. The Government of India should evolve a centrally sponsored sector for the training of teachers.

16. The universities complain that they get poor material from the secondary schools. The secondary schools complain that they get very poor material from primary schools; the primary teachers cannot complain against anyone. But this situation needs to be improved. At every stage of education the institution and teachers must be held responsible to improve the quality at the lower stage.

17. The programmes of qualitative improvement are suffering at present. These would be better attended to if they are included in a centrally sponsored sector.

18. The status of teachers has to be improved. They should not be made to stand by the roadside, waiting for Ministers or other dignitaries to come.

19. The Education Departments are very weak at present. We need dynamic departments of education. We should be able to obtain better personnel for the department and to train them.

20. As things stand at present, educated persons coming out of schools get frustrated. This will lead to the spread of communism. We must, therefore, link education to productivity and also see that our students develop a sense of social responsibility.

21. (There was a general discussion about the programme of the State Government for producing textbooks. The Education Minister promised that a detailed note on the subject would be forwarded to the Commission.)

The Commission then requested the Deputy Education Minister who was also present to give his suggestions. He replied that he agreed with the Education Minister in all that he had observed and made the following points:

(1) Physical education should be emphasised in all schools and at all stages;

(2) In order to

(2) In order to teach students to use their hands hobby workshops should be encouraged in all schools and especially at the secondary stage.

III. B DISCUSSION WITH THE CHIEF MINISTER
OF MAHARASHTRA STATE.

(10 - 2 - 1965)

The Education Commission had a discussion with the Chief Minister of Maharashtra State on 10th. February, 1965. The Minister for Finance and the Minister for Irrigation were also present. The following points emerged in the discussion:

(1) There was great expansion in every sector of education. This is inevitable because there is a tremendous hunger for education. It is, however, true that we must also emphasise the improvement of standards. How to do this a matter for experts to suggest. The State Government looks forward to the Commission for guidance in this matter.

(2) The training of teachers is extremely important. The Maharashtra State has decided to give top priority to this programme. It was emphasised in the third plan. The same emphasis will continue in the next plan also and advance action for the purpose is being taken.

3. The Government of Maharashtra has been overzealous in expanding facilities for education. Under its scheme of the economic backward class concessions the children of parents whose annual income was less than Rs 1200 got free education at all stages. This had led to a tremendous expansion and was costing the Government about Rs 48 crores.

(The Chairman suggested that the State Government should consider the feasibility of making all education free and combining it with the policy of selective admission. The Chief Minister assured that he would have this matter examined.)

(4) There was a great fear in the minds of the masses that selective admissions for secondary or higher education would lead to discrimination in favour of the urban areas. So long as this fear continues to dominate, it will not be possible to introduce selective admissions.

(The Chairman suggested that the conditions for selection for admissions, award of scholarships and age of appointment to Government service are now highly weighted in favour of urban areas. In order to equalise conditions and to give equal opportunity to rural children, it is necessary to modify them, for instance, in selecting students for admissions to colleges. The students should be selected on the basis of the different areas in the State. Each area would get a certain quota based on its population and the best students therein would be selected. What is happening at present is that most of our engineers and doctors are being drawn from urban areas only. The Chief Minister welcomed this suggestion and stated that he would have it examined in the Education Department).

(5) The State Institute of Education has undertaken a programme of improving quality at the elementary stage.

(6) Government was opposed to lowering standards for teachers but private schools were being started in large numbers even if no grant was given and they were employing sub-standard teachers. It will not be possible to wait, in the present conditions, until we have very good teachers. It would be better to provide inservice training for teachers to improve their quality.

(7) It is true that several mushroom schools were started recently, mainly because of the Government's scheme of EBC concessions. Steps are now being taken to amalgamate these schools.

(8) Ultimately, the regional languages should be the media of instruction.

(The Member-Secretary raised the point whether the Maharashtra State would reconsider their present policy of making the study of the regional language compulsory for all linguistic minorities from class III onwards. There was some general discussion of the problem and arguments were advanced both in favour and again. The Chief Minister promised to have the matter examined).

MAIN RECOMMENDATIONS THAT EMERGED IN THE
DISCUSSIONS HELD AT THE DIFFERENT CENTRES
IN MAHARASHTRA (Except at Bombay 8th to
10th February, 1965).

A - DISCUSSIONS AT BOMBAY
(5th to 7th February, 1965)

I. Main Points Made at the Discussion with
Headmasters and Teachers of Secondary
Schools held at Bombay on 5.2.1965.

1. The present syllabus followed in Maharashtra is not suitable to the level and capacity of students and certain unnecessary and irrelevant topics have been included e.g. standard IV Civics syllabus included "help in construction of roads and building repairs". There was no Civics syllabus in grades V to VII. The syllabus is not properly graded or integrated from standard to standard and there is sometimes unnecessary repetition of topics. Teachers who actually teach the subjects in the classes are not associated with the preparation of the syllabuses. It was suggested that there should be a syllabus preparation laboratory where a number of competent and experienced personnel should be employed on a full-time basis to examine the problems pertaining to curriculum construction and to prepare suitable syllabi.
2. There was a general view that, on one hand, the present curriculum is 'overloaded' while, at the same time, there is also a demand for the deepening of the content and raising standards. These two things could be reconciled if action on the following lines is taken:-
 - (a) Grading the syllabus carefully from the 1st standard to the 11th standard, avoiding repetitions and outdated items.
 - (b) Introduction of flexibility in the curriculum so that the more intelligent students may do more intensive work.
 - (c) Examinations may be conducted at two levels - ordinary (O) level and the advanced (A) level.
 - (d) The weaker students need not sit for or pass at the same examination to get their certificates.

3. There should not be Departmental rigidity and regimentation in prescribing the periods to be allotted to each subject, methods of teaching, etc. Freedom and flexibility should be given to Headmasters and teachers to meet the needs of each school.
4. There should be greater choice in the selection of text-books and greater care in their selection.
5. The teacher-pupil ratio should be reasonably reduced, e.g. there are often 50 or more children to a teacher in some classes.
6. Teachers should understand the basic purposes of their subjects and should teach to fulfil the real objective of the syllabus. They should be able to interpret the syllabus to the pupils and teach it vitally and intelligently.
7. With regard to the pattern of education, the view expressed was that the present 11-years course cannot be compressed into 10 years and that the present structure may be allowed to remain. This was reinforced by the statement that admission in the State is made at 5 + and with 11 years of schooling, the pupil will attain 16 years. This level of maturity is necessary and should not be reduced to 15 years.
8. In regard to the provision of counselling and guidance in the school (particularly vocational guidance), an opinion was expressed that the greatest hindrance to progress came from the parents. The advice given by the counsellors was not accepted, particularly in rural areas where some parents suspect that the advice is given to keep their children away from college. It was suggested that plenty of opportunities should be provided in the school for

giving expression to the interests and aptitudes of pupils in workshops, hobby centres, laboratories and games and that they should be guided to take to careers in which they are most competent.

9. It was emphasised that the quality of the teacher was the crux of the whole problem and that all possible facilities should be given to them for full development and that their material conditions should be improved. A wholesome atmosphere should also be created in the schools so that they may be encouraged to do their best and work in the right spirit.

10. It was urged that physical education should be an integral part of the syllabus. Colleges of the type of Lakshmi Bai College of Physical Education, Awarior, should be opened on a State basis. They should provide integrated programmes, covering various activities. A reference in this connection was also made to the Institute of Sports, Patiala.

11. The subject knowledge of teachers who are now coming into secondary schools is very weak. Many of them have taken subjects like philosophy, psychology or economics which do not find a place in the school curriculum. Others are compelled to teach subjects which they had not studied either at the under-graduate or at the post-graduate level. Steps have, therefore, to be taken to see that teachers are given adequate subject knowledge, either by lengthening the training course or in some other fashion.

12. The students coming into class VIII of the schools fall into two distinct streams : those who had studied English in classes V-VII and those who had not. The mixing of such different groups creates problems and a method has to be found to improve the situation.

II. Main Points made in the Discussion with the Principals and Teachers of Colleges and University Teachers held at Bombay on 5th February, 1965.

1. Certain basic values should be inculcated through education and emphasis should be laid on quality. In primary education which is for all and also in secondary education which is for a larger number, quality may not be the primary consideration; but college education should be restricted to those who are fit to receive it.

2. The best students take to science courses and go to medicine and engineering. In other faculties, the vast majority of students are third divisioners. In the Local Law College, out of 700 admissions, there were only a couple of first class graduates, 40 to 50 second class graduates and the rest were third class. This may mean that, after 15 to 20 years, there may be many judges of low academic level in High Courts and in the Supreme Court! Consistent efforts should, therefore, be made to attract talent to fields of studies other than Science.

3. In the education of the backward communities, their special disabilities should be fully considered. There should be greater scope and special encouragement for higher education in rural areas and for backward classes.

4. In the past, basic values were usually deprived from religion. But this is not so now and there is a vacuum in character-building. Training in citizenship should be emphasised to fill this vacuum.

5. Trained graduates do not often have adequate knowledge of subjects they are required to teach. This should be remedied. Steps should be taken to recruit talented people into the teaching profession.

6. Because of the emphasis on research work, undergraduate students do not get the benefit of the lectures of the University Professors; and lecturers in charge of undergraduate courses do not, as a rule, have chances to give lectures at post-graduate level. This should be remedied and a healthy balance established between postgraduate and undergraduate teaching.
7. In the matter of syllabus, there is some overlapping in the syllabus of the high school and college and the syllabus is not reviewed as an integrated one. The modernized syllabus prepared by experts in Mathematics and Science for High Schools should be coordinated with that prepared for colleges by U.G.C. Committees.
8. Because of rapidity of expansion at all levels of education, there are too many sub-standard teachers in Primary and Secondary schools and in colleges - possibly about 80% of the staff in colleges and Universities are third divisioners. It may not be feasible in existing conditions to appoint them for tenure periods of five years as suggested. Existing teachers should, however, be given periodical in-service training to keep them upto date in their knowledge and techniques of teaching.
9. The general opinion was that the introduction of compulsory N.C.C. had led to greater indiscipline. There is hardly any effective training and often inadequate equipment and suitable staff. Wherever competent military officers have been provided, something has been achieved; but in the majority of cases the staff is incompetent.
10. With English as a medium of instruction in the colleges, almost a whole term is lost before students can begin to follow lectures. As English cannot very well be made medium of instruction in high schools, special steps should be taken

to teach it properly in the High School stage so that those who join the colleges may benefit by the instruction given there. Also, special steps should be taken to provide remedial courses in colleges for weaker students. Senior (or retired) Professors should be requested to write books in their field of knowledge in the regional or official languages. Their generation, which had received education in English, will soon disappear and their valuable experience should be full used. A central agency may take responsibility for the preparation of books.

11. The texture of our college population has changed. About 15 to 20 years ago, they came from the same sort of milieu and the parents played an important part in the education of their children. Now students from very varied backgrounds attend colleges, so that there is need for guidance, more contact between teachers and the taught and for better human relations.

12. At present the vacations are not utilised educationally. Suitable programmes should be devised for this purpose.

13. Colleges which have proved their competence and have high standards of work to their credit should be developed as autonomous institutions.

14. Higher Education should be correlated with the requirements of future occupations and industries. The students who are being educated today will go into them and should, therefore, be prepared for the new types of work that they may be required to do.

15. Our education system should create a concept of citizenship that would fit into the future image of society. We should inculcate only those values that would fit into the kind of society that we are developing. The country has accepted the goal of welfare State and the educational system

16. The universities should increasingly develop as teaching universities. The concentration of a large number of students in one campus is bound to create problems of indiscipline.

17. There are many students living in villages or in the huts, about 90 p.c. of whom do not attend schools. Special efforts should, therefore, be made for the education of these children. Merely giving scholarships to them will not help. Arrangements for their boarding and residence will have to be made. It was suggested that Article 45 of the Constitution should be made a Fundamental Right and more emphasis should be given to higher education of this class (Scheduled Castes/Tribes).

18. The standards in the colleges have deteriorated. The students are below the standard. The content of their knowledge is not sufficient. At present, stipends have to be given sometimes to third class students because better qualified candidates are not available.

19. Evening/part time or summer courses should be instituted in order to equip the teachers to teach their subjects effectively.

20. Universities are becoming predominantly research institutions and this is not altogether a desirable move. In course of time the colleges might be reduced to the status of secondary schools. It was suggested that they should have post-graduate teaching also.

21. It was suggested that there should be a minimum level of efficiency or standard with considerable scope for local variations which the Inter-University Board may lay down.

22. It was pointed out that the conflict between the claims of quantity and quality has led to a fall in the quality of education and we should be prepared for it in the face of the growing demand for expansion.

23. The Radhakrishnan Report had suggested that there should be teaching universities; but too much concentration on this new type of teaching universities is not desirable. There should also be examining and affiliating universities, side by side with teaching universities.

24. Special seminars should be held to discuss methods of teaching.

25. The Principal of the Institute of Science said that some of their best students leave the Institute after a few months for engineering courses and they are left with second class students. The result is that even research is left to mediocre type of students.

26. In order that talent is not wasted and job opportunities are rationally planned, it was suggested that there should be some coordination between industry and research.

27. Research Institutes require special facilities because they have special needs. For instance, they need costly equipment and foreign exchange and should be liberally helped through import licences etc.

28. The question of dealing with sub-standard teaching on a national scale was raised. It was felt that the pace of expansion cannot be halted in view of the public pressure. There is urgent need, therefore, for re-training or providing refresher courses for teachers to cope with this large scale expansion.

29. Under the service conditions a teacher, once recruited has to be retained permanently, even though he may not be qualified or prove a good enough worker. It was pointed out that teachers should be confirmed only if they have proved their worth after a probationary period of five years or so.

30. It was suggested that insistence on uniformity in higher education is not desirable and that admissions should be open to every student who passes the S.S.L.C. as there is opposition from leaders on imposing restrictions.

31. The education of girls should be free upto the SSLC stage

32. There should be standard books in regional languages in all subjects. Some reference books or Encyclopedia should also be brought out.

III. Main Points Made in the Discussion between the Education Commission and the Vice-Chancellor, Rector and some Professors and Heads of Departments of the Bombay University held on 5th February, 1955

1. There is a growing trend to establish certain autonomous institutions - in technology in particular - which are taking on the function of the Universities and hence it is necessary for the Commission to define the approach to be adopted in this behalf. The five Indian Institutes of Technology started as post-graduate institutions with autonomous status; but they have now developed under-graduate courses most of which are offered in the universities also. This trend is now extending to management institutions. It results in better finances and other facilities being given to them whereas there is paucity of funds to meet the growing needs of the University Department of Technology. Ultimately, in the interest of graduate and post-graduate study, the development of two types of institutions - one of which is well financed and the other with paucity of finances - is not desirable.
2. Also there is a trend for professional organisations like Medical Council, Dental Council, Pharmaceutical Council etc. to set up their own minimum standards and requirements of syllabus, methods of teaching and staff and to insist on these being accepted in the universities. This impinges on the autonomy of the universities.
3. In the faculty of Law, after a student takes his Law degree, he has to work as an apprentice and pass a bar council examination after which alone he enters the profession. Such a position is acceptable; but when a syllabus is enforced on the university, its freedom is curtailed.
4. The experience of professional organisations and their relation to universities, particularly in regard to the Medical faculty as obtained in France, Australia and in U.S.A. were outlined and it was suggested that there should be

a "balance of forces". There should be close coordination with them, but the universities should retain freedom in their own sphere. It will be good for the Commission to define the needed relationship.

5. If the better type of affiliated colleges are given adequate facilities and finances and a measure of autonomy to frame their syllabus and conduct examinations, it will be a welcome reform, provided the University continues to give the degree and generally supervises the experimental approach. On the other hand, if all the better institutions are given this freedom and if the universities are left with the weaker institutions only, the position will be unsatisfactory from the point of view of the universities.

6. In the Bombay University, there was a tendency amongst students attending morning classes to waste their time during the day and many of them showed no seriousness of purpose. Now the University has instituted part-time courses of six years' duration. Some feel that this is too long a period. Even among those who are employed and take this course, there are two categories: about a third of them are serious about their studies, but the rest join the course merely as an opportunity for having a good time. In the examination results also, there is a marked difference, some passing fairly well and many failing very badly.

7. Some of the conditions for success of the correspondence courses in Delhi where the vast majority are employed by Government do not obtain in Bombay and, therefore, correspondence courses will have to be started with great care and consideration in this city.

8. In regard to the medium of instruction, it is necessary to view it at the State level from the point of view of local needs and circumstances. For instance, in Bombay, where

there are seven spoken languages, the best thing at the present is to continue the English medium in colleges. The Bombay University does not regulate the medium of instruction in any of the affiliated colleges but, according to its ordinances, examinations are conducted only in English. The Rector expressed the view that, if the Regional languages or any other languages are to be made the media of instruction in colleges, the reform should start at the post-graduate level to ensure that the necessary books, material and teachers are made available. If it is successful at this level, it will be possible to use it at the lower level. On the other hand, if it is started in the first year of the degree course, one year would not be adequate to prepare necessary books and literature before it is introduced in the next year. Moreover, the evil results which follow from the compartmentalization of students at the secondary school level in different language schools can be mitigated by bringing them together at the university stage. If the regional language becomes the medium of instruction in colleges also, this compartmentalization will be greatly strengthened.

9. In regard to the proposed pattern of education at the school and college level, it was pointed out that Bombay has an 11 + 5 + 16 years pattern. When there is a trend in all developing countries including India to increase the age of schooling, it would not be sound to try and telescope the existing all years of schooling into 10.

10. In connection with the provision of 'orientation' courses to college staff, it was pointed out that the present curriculum and courses of studies tended to deprive lecturers of the necessary freedom. They tend to teach the prescribed syllabus mechanically and the notes are repeated year after year. The examination regulations also lay emphasis on the

syllabus alone and anything outside is not questionable. This needs to be modified. A possible reform would be to confine questions on the prescribed syllabus to a maximum of 75% marks leaving the rest for reasonable questions in areas of subject outside the scope of the syllabus. This will motivate the lecturer to keep himself abreast in his field of knowledge and bring to the notice of the students current developments in his field, which will, in turn, motivate the students rightly.

11. The teachers should also play a greater role in regard to the use of the library facilities by the students. The librarian should not be isolated in the college but should be a member of the regular staff on the lecturer's cadre and should use his special knowledge to stimulate students to read widely.

12. If lecturing is reduced and more of seminars, tutorials etc. are introduced, more staff will be needed which involves additional financial commitments.

13. The fundamental problem with regard to teachers is that of professional freedom. The present system of examinations will have to be reconsidered in order to ensure that teachers have the necessary professional freedom.

14. It may be submitted that there is also a need for the Commission to examine the statutory position of different universities with a view to finding out as to how far they enjoy certain minimum academic freedom i.e. for instance, the freedom to admit, the freedom to decide what to teach and who shall teach it, freedom of research and publication. Enactments involving restrictions in this respect directly or indirectly may have to be basically changed. It is, however, difficult for State Governments to change these unless some definite criteria in this respect are authoritatively available such as for example from the report and recommendations of the Education Commission.

IV: Main Points Made in the Discussion at the I.I.T. Bombay on 6th February, 1965

1. The students joining the first year of the five-year integrated course do not find any special difficulty in understanding the subjects or following the lectures which are in English. In the beginning, they feel a little difficulty for a few months while trying to adjust to the new environment. But they overcome it fairly quickly and there is no difficulty of language.
2. Dr. Sen pointed out that the Five-year integrated course has not found favour and that it has not served the purpose for which it was designed and that the opinion was again veering round to the view that there should be a four-year course. The general view, however, was that there should be a uniform pattern of five years for all professional courses.
3. It was enquired whether the advanced studies and particularly post-graduate studies in science, mathematics and other humanities courses which the I.I.T. is developing could not better be done in the university. The Director said that unless there is simultaneous development of Science and the humanities subjects, the engineering subjects could not be fully developed and there is need for strengthening and developing these subjects. There is no duplication of energies or resources. The development of post-graduate education and research in engineering cannot proceed at the desired pace, unless there is a strong base in Science and, consequently, science departments are absolutely necessary.
4. A student who desires to be a full-fledged engineer must have some essential education both in science and humanities and so subjects like languages, literature, logic etc. are taught at the I.I.T. It has, however, not been

possible to provide a high standard of teaching facilities at the post-graduate level as the Institute has not been able to attract talented teachers.

Teachers on a part-time basis have, at present, to be taken from the various colleges in Bombay.

5. The Director referred to the M.I.T. and said that it is no longer an Institute of Technology; it teaches liberal arts, law, management, etc. and engineering is only part of its work. The I.I.T. might also, in course of time, be called the Indian Institute of Technology and Humanities.

6. A question was then raised whether the engineering students take these subjects in humanities as seriously as the engineering subjects. The Director said that his experience was that the students do as well in the humanities as in the engineering subjects and that these were not ignored. This has been the experience in the U.S.S.R. also. Much depends on how these subjects are taught, and whether the necessary interest is created or not.

7. Dr. K.G. Saiyidain, agreeing with the above viewpoint, explained his experience at the last Youth Festival where students from the I.I.T. had performed exceedingly well. He also enquired particularly how subjects like logic, economics, philosophy and sociology were related to the main subject of technology. The Director said that the students do not memorise but learn them in an intelligent and rational way. This, however, depends on the intellectual capacity of a student and the personality as well as the interest of the teacher. The examination results were over 90 per cent.

8. A clarification was then sought how additional subjects on the Humanities side would be chosen? Was

it on the basis of the intimate relationship to the main field or was the idea to go on including as many subjects as possible? The Director said that these subjects are full-fledged subjects and have the same status as the engineering subjects. Even the scales of pay of teachers are the same. It is necessary for a technologist to know as much of the humanities as for a student of the humanities to know about technology. The technology subjects are compulsory right upto the pre-final stage. The foreign languages are not taught at the undergraduate level.

9. Regarding practical training, a question was raised whether practical training during the summer vacation was quite sufficient and whether it would not be desirable to send the students to factories. The Director said that a student would be able to profit from factory training only when he reaches the third year. The Director then explained their scheme of practical training in which the students were not prepared for any particular industry.

10. Regarding tutorial groups, it was explained that a group consists of 15 to 25 students and their academic difficulties and problems are discussed in these groups.

11. A clarification was then given about the evaluation of the dissertations at post-graduate level and the Director explained that a committee of six persons, with two experts from outside, is formed and the candidate is cross-examined by them. This enables the student to prove whether he has good power of expression and can stand cross-examination.

12. Prof. Ihara raised a question whether there was a difference in requirements for students from large enterprises and medium enterprises. The Director explained that they were not catering to the need of any particular industry and it was not possible to do so. They taught the main principles with as much detail as possible and it was for the industry to give further training.

V. Main Points Made in the Discussion with
Officers of the Maharashtra State held on
the 7th February, 1965.

1. The Education Departments have not grown in proportion to the expansion of education in the first three Plans and are not in a position to deliver the goods at present.
2. There is a lack of adequate personnel of the proper quality to meet the demands of expansion, e.g. - one inspector (not as highly qualified as before) has to deal with 150 schools at present.
3. The Educational Inspector should be relieved of routine administration work. He may be assisted by two assistants - one for administration and the other for accounts. Our experience is that the Inspector has now become ineffective from an educational point of view. Visits to schools have become casual and perfunctory. In spite of his competence, he is not able to do justice to the job, because of the crushing burden of work.
4. How many schools can an Inspector properly inspect? Norm should be fixed by keeping into account several factors, such as (a) distance, (b) size of the school, (c) No. of teachers that an Inspector would be able to guide, etc.
5. Different kinds of schools need different kinds of inspection.
6. State Institute of Education are a good step. They should provide training for educational inspectors.
7. The position of the Zilla Parishad Inspectors has been aggravated for various reasons; there is a good deal of friction and frustration at present. It is desirable that the work of inspection should be separated from that of administration.
8. The Divisional Education Officer should be strengthened he may be made to correspond to the H.M.I. in U.K. The problem, however, is different in India where there are

thousands of primary schools in a district. Where shall we get the inspectors for giving advice and guidance to these schools?

9. There is need to create an independent inspecting machinery for assessment of quality. There would be no conflict between such an inspectorate and the Zilla Parishads.

10. There is a complaint from teachers and headmasters about the rigidity of departmental control. It was agreed that the freedom of teachers and headmasters was considerably curtailed at present. This was mainly due to expansion, under which the number of secondary schools has outgrown the number of good headmasters. While the grant of freedom is sound in principle, headmasters need guidance. Some freedom should, however, be given and experimental schools should be encouraged where conditions are favourable.

11. The criteria for recognition are not enforced at present for various reasons and sub-standard schools with poor headmasters get established. This is due to several pressures which make it impossible to stop recognition.

12. There has been a terrific expansion in N.C.C. The necessary men and materials are not available. In spite of these difficulties, the commandents have achieved remarkable success. The question of compulsion should, however, be reviewed. A percentage of the camp period could be utilised for educational camp experiences. The following questions arise:-

(a) What are the norms of achievement in N.C.C. training? Is it purely an educational training or is it partly military?

(b) What types of officers are we going to have in the N.C.C.? Those seconded from the battallions are not men of first-rate ranks. Those seconded from professional ranks form a separate caste and remain different from the regular N.C.C. officers. Is the Directorate thinking of improving the status of the professor N.C.C.?

(c) Bad officers have to be replaced. Many officers are medically unfit or below average and disgruntled and have been recruited on compassionate grounds.

(d) Regular officers come under the Army Act; the full-time Professors must also come under this Act.

13. Teachers are associated to a certain extent in the preparation of the syllabus and text-books; but there should be a greater association. The syllabus of Standards I-VII is being revised at present.

14. A comprehensive Secondary Education Board embracing all educational activities is being set up.

15. It was suggested that agricultural education should be made compulsory right from the primary to the SLC stage in view of the needs of our rural society and the preponderance of agricultural population. The boy should get at least an agricultural bias and agriculture should be the main craft in primary schools. The importance of this concept should be realized and if this is done, the main difficulty impeding progress would be overcome. Facilities have to be given by the Government and the principle has to be accepted and unless this is done, it will not receive any encouragement. There is not much prestige attached to the agriculture subject at present and it is considered below standard for students. The difficulty of getting land is also there. It was pointed out, however, that the land should not be a difficult proposition if the Government is really interested in the subject.

16. Regarding Medical Education, two points were raised:
(i) Due to expansion of medical education, there is inadequacy of teachers; and (ii) technical equipment is not available due to foreign exchange difficulties. Some attempts have been made to manufacture some of the simpler equipment; but precision instruments cannot be made in India and it is here that the progress is held up.

17. We should introduce guidance services in as many schools as possible and as early as we can. A study has been made in the medical and engineering colleges and it is found that considerable wastage could be avoided if guidance is provided.

18. We must have a Research Institute at the state level for giving training, conducting research and also coordinating work of guidance all over the state. There should be Regional Units for Guidance covering a few districts (4 or 5). There has to be a Counsellor in every school; but for the time being there may be a counsellor for a group of schools.

18(a). The backlog of untrained teachers is 50%. The main difficulty is finance and so scholarships should be given and there should be no fees in training colleges.

(b) Experimental or demonstration schools should be attached to training colleges;

(c) There should also be a research department attached to a college;

19. There is no faculty of Home Science in the Bombay University; but there are schools having Home science and these are finding it difficult to get teachers. The syllabus should be changed and some science should come in. It was pointed out that the SNDT University has a Faculty of Home Science and that it could be utilized to train teachers of home science.

20(a). It was pointed out that teachers in engineering colleges do not have enough practical experience.

It was suggested that there should be some arrangement whereby people engaged in teaching could go to industry for a certain period.

(b) There is great shortage of textbooks. The teachers should be allowed to write textbooks. At present, permission by government has to be taken and 50% of the remuneration goes to Government. So it was suggested that there should be an open competition for writing of textbooks. The foreign textbooks are very costly and these are not easily imported now. Some Asian editions have been published but their number is also very small. So long as we continue to import books from outside, there would be an inferiority complex in our teachers. If our teachers write, it will improve their confidence.

B - DISCUSSION AT NAGPUR

(4th to 6th February, 1965)

VI Discussion with the Vice-Chancellor and Principals of Colleges, Nagpur University held on 4.2.1965.

The Education Commission met the Vice-Chancellor and Principals of Colleges in the Nagpur University area on the evening of 4th February, 1965. The University placed on table a brief statement of its views on reconstruction of higher education in India which has been reproduced at the end. The following points emerged in the discussion:-

(1) The aims of University education and policy relating to entrance to the University should be carefully laid down. Besides liberalising the mind, building of character and training of the elite, the university should train people for employment likely to be available in the society. Government should organise a careful survey of manpower requirements and universities should not train more persons in various fields than can find gainful employment.

(2) There should be no restriction of entrance to the university on the basis of marks obtained. The requirement of 40% marks at the qualifying examination as proposed by the university would operate harshly against people from rural areas and backward classes.

(3) There is small justification for restricting admissions to the university on any ground, unless diversions are provided at appropriate earlier stages to branch off students into courses suited to their aptitudes and leading to useful employment.

(4) A carefully selected group of students (including those from rural and backward classes) should be given two years intensive education in high schools to fit them particularly for education in the University.

Selection for this purpose should be made by a public examination at the end of 10 years of schooling.

(5) Pre-Primary schooling for age-groups 3 to 6 should be followed by primary school education for 6 to 14. After eight years of school education, students should be diverted into various vocational types of schools and only boys who show marked creative ability and special talents should be given three years intensive training for entering the university. Less gifted boys may be given four years of intensive training for qualifying for university entrance.

(6) Proper preparation for university entrance should be ensured by a thorough grounding in languages and subjects of cultural value.

(7) The Vice-Chancellor reiterated the views of the University on the subject of medium of instruction and complained that the Hindi speaking States had failed to adhere to the formula in proper spirit. He was emphatically of the view that those whose mother-tongue is Hindi must learn another Indian language in the same way as Hindi is learnt by the others.

(8) Some were of the view that English should be the medium of instruction at all stages in the university and if possible, even at the secondary stage.

(9) It was necessary to produce a large number of original and quality books in Indian languages.

(10) Holidays should be substantially reduced and rationalised in order to give universities an opportunity of longer periods of serious work.

(11) The tendency to close schools and colleges on the death of important people and on other flimsy excuses should be stopped.

(12) One opinion was against students undertaking such social service as educating the adults. But most of the Principals considered it desirable that students should undertake this responsibility. It was stated that even the postgraduates should be made to undertake this work.

(13) Not less than 32 hours school could be justified on economic grounds but most of the Principals were of the opinion that this would seriously restrict cultivation of other values and qualities.

(14) One view expressed was that recruits with good postgraduate qualifications needed no guidance or training.

(15) Most of them favoured guidance to the new recruits by the senior and experienced members of the staff by holding of summer camps and seminars.

(16) Some favoured a kind of orientation course for the new recruits to enable them to understand problems, methods and technique of teaching at the university stage.

(17) Emphasis was laid on the teaching of yogic methods of self-discipline and proper teaching of ethical principles.

(18) The administration of education by the Zilla Parishads was severely criticized. It was suggested that the State Governments should take over all control and responsibility in the field of primary and secondary education.

(19) While allocating funds for the States, the Finance Commission should earmark specific sums for being spent on education only and not for any other purpose.

(20) In order to free education from political pressures it was necessary to entrust educational work

and administration to Education Commission statutorily established and financed by the State Governments.

(21) Opinion was divided regarding establishment of a Grants Commission for Universities in the State.

(22) A convention should be laid down according to which the State Governments should pay their share in respect of the schemes approved by the U.G.C.

(23) Opinion in regard to bringing higher education on the concurrent list was divided.

(The Vice-Chancellor undertook to send a memorandum on their relationship between the University and affiliated colleges).

(24) All scientific research in the universities should be controlled, guided and assisted by a Central Academy or Research Organisation.

(25) There should be a compulsory paper on philosophy - particularly moral philosophy - in all universities.

(26) There should be exchange of professors between universities.

VII - Discussion with the Vice-Chancellor and Heads of Departments of the Nagpur University held on 5.2.1965:

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

(1) Funds allotted for scientific research could not be spent because of inability to secure import licences for equipment. While the spirit of improvisation should be encouraged and purchases of India-manufactured apparatus preferred, licences for research purposes should not be delayed.

(2) Apparatus and material prepared by Indian firms showed poor quality. There should be stricter measure of control over Indian manufacturers in order to ensure proper standards of production.

(3) All teachers should teach as well as do research. Problems of research arise out of teaching situations and certain other considerations. Junior teachers should be given guidance by the seniors systematically and the balance of teaching and research should be adjusted to meet the requirements of each individual case.

(4) While heads of departments should normally guide and inspire research, it would be desirable to have a Research Council for guiding and organising of research in various fields. This research council may organise its activities in relation to a group of universities. It should also see that the standards of research are high.

(5) One view was that research should not be forced on teachers. They should be left free to work as they liked.

(6) The U.G.C. should assist publication of research of high merit and manuscripts of value prepared by the university staff.

(7) It was necessary to give incentives to persons who did research of high quality.

(8) Any narrow attempt to relate research to productivity will destroy the very essence of research. This does not mean that research should not be production-oriented.

(9) Well-qualified persons were drawn to other occupations because teaching profession offered comparatively poorer prospects. There was a general view that their prospects should be improved; but no one suggested how this could be done.

(10) Teachers should be given sabbatical leave to give them experience of work in other universities.

(11) There should be summer schools, seminars, clubs and other organisations to help teachers to keep abreast with advancement in their own subjects.

(12) The entire system of scholarships should be reviewed in order to provide -

(a) that all first class graduates get scholarships;

(b) that the scholarships are substantial and adequate to meet their requirements; and

(c) that the awards are not delayed.

(13) The need of sweeping and radical examination reform was emphatically expressed, - but no concrete suggestions were forthcoming.

VIII Discussion with the staff of the College of Science, Nagpur, held on 5.2.1965:

The following points were made by the members of the staff:-

(1) The scales of pay of the members of the staff of Science College were not the same as those recommended by the U.G.C. for the staff of the University. They felt that, as a matter of principle, there should be equal pay for equal work. They particularly pointed out that university was done in the College of Science.

(2) The members of the staff pointed out that there were only two grades of professors in the College of Science - Professors with a scale of Rs.300-1100 and Lecturers. There were not posts corresponding to Readers in the University. There was great difficulty in getting suitable recruits for the teaching staff.

(3) Research in the college was considerably handicapped by inability to secure licence for importing apparatus. The contingent grant for carrying on day-to-day work in such a big institution was meagre.

(4) Since the salaries of the staff were poor, the staff had very great difficulty in obtaining books. They suggested that book grants should be given to the members of the staff. Some part of the books purchased by members of the staff for their own use should be borne by government.

(5) Research work was also handicapped because of the paucity of suitable guides in various fields of science. From this point of view, it was necessary that there should be more than one professor in each department to provide guidance in the various branches of the subject.

(6) The members felt very strongly that those teaching science and mathematics in colleges of technology and engineering were paid much better than persons with the same qualifications teaching in the College of Science. This disparity between the salaries in the two types of institutions was, in their opinion, unjustified.

(7) Much of the research work was handicapped by the fact that sufficient number of technicians were not provided for the various laboratories. The research workers had to devote considerable time in doing work which was not of real academic value.

(8) The members of the staff strongly supported the move of the Government of India that there should be an All-India Educational Service in which competition would be on an All-India basis.

IX. -) Discussion at the Government Polytechnic held on 5.2.1965:

The points raised during the discussion were :-

(1) The institution needed more technical equipment which was difficult to secure because of lack of facilities for foreign exchange.

(2) The course in Architecture was not recognised by the All-India Council for Technical Education. A complete revision of the course was necessary in order to secure recognition by the AICTE and for this purpose, more staff and funds were necessary.

(3) The Mining Department of the Polytechnic was facing serious difficulty in view of the fact that there was an excess supply of qualified Mining Engineers.

(4) There was a considerable wastage in the Polytechnic because the students had the disadvantage of the medium of instruction. Instruction in the Polytechnic was imparted through the medium of English and the students who came from secondary schools were unable to follow the work done at this level. It was, therefore, necessary to change over to Hindi and Marathi. But before this could be done systematic steps should be taken to provide suitable textbooks.

(5) One serious handicap of the Polytechnic was that the entire staff consisted of Lecturers only. There were no senior persons of the rank of Professors or Readers. This affected the quality of instruction.

(6) The staff felt the need of a considerable change in the system of examination at the Polytechnic. At present the students got through by cramming and by clever anticipation of questions. The members of the staff had no concrete suggestions to make, but they felt that a radical change in the system of examinations is absolutely necessary.

X - Discussion with the Head Masters of Secondary Schools held on 5.2.1965:

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

I. Pattern of Education

(1) This question was seriously debated and no uniformity of views was reached. Strong case was made by the supporters of following patterns :

- (1) 7+4 = 11 years leading to University
3 years degree course.
- (2) 7+3+2 = 12 years -do-
- (3) 4+4+2 for bright students and } leading to
+3 for not so bright } 3-year degree
course.
- (4) 7+5 leading to 3 year degree course
- (5) 4+8 leading to 3 year degree course
- (6) 4+4+3 leading to 4 year degree course.

II. Public Examination

(2) There should be a public examination after first 7 years of education.

(3) There should be a test after 10 years of education to enable diversion of students into various occupational and other institutions suited to their needs and aptitudes.

(4) Examination for enabling diversion should come after class VIII.

XI - Discussion at the Municipal Corporation of Nagpur held on 6.2.1965:

The following points were made during the discussion :-

(1) Certain commitments which were made in respect of buildings constructed as a result of the introduction of primary education were not being honoured by the Government of Maharashtra. The Corporation was placed in a position of serious disadvantage by the change over in administration consequent to State reorganisation.

The Government of Maharashtra was not considering its claim for a grant of Rs. 11 lakhs in respect of the buildings already constructed.

(2) There was a need of total revision in the principles of assessment of grants. Even in accordance with the existing basis of assessment, the Corporation was a loser because the expenditure had gone up considerably and the grant has not been reassessed on the increased expenditure. Moreover, certain very important items such as house rent allowance, city allowance, salaries of office staff were not admitted as admissible expenditure for the purpose of calculation of grant.

(3) The Corporation was treated, for legal purposes, as an 'industry' and the laws in this context made their work difficult. It brought them several commitments without adequate funds to meet them.

(4) The Corporation was strongly of the opinion that Hindi should be introduced as early as possible in the primary schools. At any rate, it should be introduced before the boys had reached the age of 8 years.

(5) The corporation was of the view that some sort of religious education should be made compulsory part of education at the primary stage.

XII - Discussion at the Government Montessori Pre-Primary Training School:

The following points were made in the course of discussion held on 6.2.1965:

(1) There was only one way to eliminating wastage at the stage of primary education and that was by providing pre-primary education, particularly of the Montessori type. It was a mistake to think that this type of education could be ignored as an essential part of national system of education.

(2) The type of manual skill which was imparted at

the early stages in the Montessori schools was very essential to make people production-minded in the country. Montessori schools cultivated this attitude of mind naturally and without any forced effort. The other advantage was the development of cooperation and team-spirit among the children.

(3) Training of Montessori Teachers and establishment of Montessori classes was given considerable encouragement by the Government of Madhya Pradesh. The attitude of Maharashtra Government is not cooperative and they do not seem to give any value to pre-primary education at all. Smt. Jaju said that she was compelled by the attitude of Maharashtra Government to wind up her training institution at Wardha most reluctantly.

(4) Maharashtra Government had imposed most unreasonable conditions in regard to pre-primary schools. One of the conditions was that these schools should not charge a fee of more than Rs. 2/- per child per month. At the same time they would not pay more grant than that of 25 per cent and that too at their pleasure and discretion. There was no guarantee of financial assistance for such institutions.

(5) The teachers of the Montessori schools were paid a salary of Rs. 40 p.m. and they were not given even the Dearness Allowance. If these teachers taught in primary schools, they were recruited as untrained teachers. The result was that some of the teachers passing out of the Montessori training centres were out of employment.

(6) The members strongly protested against the suggestion that the work in the first two classes of primary schools should be finished in three hours. This they thought was taking too narrow a view of education.

The function of the school is not merely to teach 3 R's but to provide sound education.

XIII - Discussion at the Vidarbha Board of Secondary Education, Nagpur, held on 6.2.1965:

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

(1) The country was deeply concerned with realising a socialistic pattern of society and national integration. It was necessary, therefore, that secondary education should be so oriented as to achieve these two important objectives. This in turn would imply equality for secondary education for all particularly those in the rural areas and to those belonging to depressed classes and scheduled tribes. The vast masses live in rural areas and their needs should be given utmost emphasis.

(2) For people of the backward classes and for students in rural areas, it was essential to provide a three year pre-primary course prior to the primary education. It was necessary that they should get the proper habits of learning and behaving in order to profit by primary education. The work of the primary school would remain ineffective unless boys had pre-primary education.

(3) Technical high schools have been successful. The courses in them have been good but unfortunately graduates from the school are not given preference for admission into higher institutions for which their training is specially significant. This is due to lack of proper coordination between technical schools, polytechnics and engineering colleges.

(4) There should be better coordination between primary education and secondary education. It is difficult to say where the line should be drawn and

once the line is drawn, treatment of two stages as separate units leads to several difficulties.

(5) Primary education should concern itself with first four years of education. The next six years should constitute secondary education. There should be a public examination at the end of 10 years after which the students should be diverted into various fields for which they were found suitable including the university. At this stage there should be intensive training of not less than two years - it may be more in keeping with the needs of the field of training.

(6) There should be no distinction in respect of payment and award of scholarships between the backward classes, scheduled castes, scheduled tribes and others. Differences should not be based upon the classes or tribes but upon the economic backwardness. All those who are economically backward should be treated on the same level.

(7) National integration demanded that the standards all over the country should be more or less uniform though not the same. There must be an agency for ensuring that standards at the secondary school level conform to certain accepted quality. In order to ensure this, education should not merely be a concurrent subject but a central subject.

(8) The principles of grants-in-aid should be revised in order to make grants available to private institutions on a reasonable basis. Lack of adequate financial support converted training institutions into trading institutions.

(9) The salaries of the teachers throughout the country should be uniform and the teachers should be transferred, not only from place to place, but to any part of the country. This should be possible if the salaries and grades are uniform.

IX -) Discussion at the Government Polytechnic
held on 5.2.1965:

The points raised during the discussion were :-

(1) The institution needed more technical equipment which was difficult to secure because of lack of facilities for foreign exchange.

(2) The course in Architecture was not recognised by the All-India Council for Technical Education. A complete revision of the course was necessary in order to secure recognition by the AICTE and for this purpose, more staff and funds were necessary.

(3) The Mining Department of the Polytechnic was facing serious difficulty in view of the fact that there was an excess supply of qualified Mining Engineers.

(4) There was a considerable wastage in the Polytechnic because the students had the disadvantage of the medium of instruction. Instruction in the Polytechnic was imparted through the medium of English and the students who came from secondary schools were unable to follow the work done at this level. It was, therefore, necessary to change over to Hindi and Marathi. But before this could be done systematic steps should be taken to provide suitable textbooks.

(5) One serious handicap of the Polytechnic was that the entire staff consisted of Lecturers only. There were no senior persons of the rank of Professors or Readers. This affected the quality of instruction.

(6) The staff felt the need of a considerable change in the system of examination at the Polytechnic. At present, the students got through by cramming and by clever anticipation of questions. The members of the staff had no concrete suggestions to make, but they felt that a radical change in the system of examinations is absolutely necessary.

Views of the University on major issues in
the reconstruction of higher education in
India.

1. GENERAL

1. The Secondary Education (including Primary) should be of ten years duration.
2. Admission to technical courses should be open to these students.
3. For admission to the degree courses, there should be two years Pre-Degree course under the control of the University.
4. Where there is 11 years Secondary (Higher Secondary) course, these students will be admitted to the 2nd year of the Pre-Degree Course.
5. There should be only one University Examination at the end of two years; but for those students who desire to seek admission to professional courses, there may be University examination at the end of the first year.
6. For admission to the Pre-Degree course, a student should get a minimum of 40% marks.
7. The degree course should be of three years duration.
8. The medium of instruction should be English, Hindi or Marathi in this University in the Faculties of Arts, Science, Commerce and Education. For professional courses, the medium of Instruction should be English for some years to come till adequate number of text-books and books for general reading are available in Hindi.
9. For post-graduate education, English or National (link) language should be the medium of instruction.
10. The three-language formula should be strictly adhered to i.e., two languages other than the medium of instruction should be compulsory.

(NOTE: In Nagpur University there are 3 media of examinations in the Faculties of Arts, Science and Commerce)
11. Conscious and planned effort should be made to produce adequate literature in regional languages.
12. There should be uniformity in University Education in all Universities as regards (a) duration of course; (b) basic content of the course and (c) standards for passing and attainments.

contd...

II. IMPROVEMENT IN THE QUALITY OF EDUCATION

13. In addition to the lectures there should be adequate provision for tutorials at the under-graduate level and seminars at the post-graduate level.
14. There should be provision for vocational guidance and counselling to students entering the University courses, so as to avoid future disappointments.
15. Teacher-student ratio for under-graduate students should not exceed 1 : 20.
16. The concessions to be given by the Government should be on the basis of merit-cum-means.
17. Greater provision should be made for merit-scholarships for post-graduate students in addition to merit-cum-means scholarships.
18. Provision should also be made for merit scholarships at all levels irrespective of means.
19. Greater attention should be paid to the physical development of University students.
20. Teaching load should be as follows :
 - (a) For under-graduate classes: Not more than 20 periods (Affiliated Colleges)
 - (b) For post-graduate classes: 16 periods.
 - (c) For post-graduate teachers doing research work: 12 periods.
21. To encourage research by University teachers, proper incentives should be provided.
22. Conferences and Seminars should be frequently held.
23. There should be training facilities for new teachers of the University.

III. WOMEN'S EDUCATION

24. In order to promote women's education, greater financial assistance should come from State and Central Governments, both for recurring and non-recurring expenditure.
25. Women's Polytechnics are desirable in every University.
26. More provision for Girls' Hostel is an urgent necessity.

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IV. TECHNICAL AND PROFESSIONAL EDUCATION

27. With a view to provide proper schooling facilities at all stages and to have a uniform standard, the University is of firm opinion that education in Scientific subjects from Higher Secondary to University should be central responsibility.

Duration of Courses.

28.(a) Engineering and Technological degree courses should be of four years duration. Admission test to these courses should be B.Sc. Part-I or Intermediate Examination. The duration and admission test are based on the consideration that the first year of the five year course is more or less the same as B.Sc. Part-I.

(b) Medical Courses:- Admission test and duration of the course should be the same as hitherto prescribed.

(c) Pharmacy course:- Pharmacy degree should be of four years duration. Admission to this course should be after passing the qualifying examination for admission to the degree course in Science.

29. Engineering Course:

(i) It is necessary to introduce elective subjects in the Engineering Courses which should be given to the students in the Fourth Year of their studies. It is proposed to provide two sets as follows:

(a) One set for orientation towards operation and maintenance;

(b) one set for orientation towards research and development.

(ii) These elective subjects should be in addition to the basic quantum of course in Engineering.

Scientific Research

30. Scholarships in certain subjects remain vacant for want of suitable candidates. On the other hand in certain other subjects deserving students are denied the scholarships as they outnumber the available scholarships. Instead, if the University is free to assign scholarships according to the needs of each subject out of a total pool of scholarships, interests of all subjects will be better served.

31. Facilities for liberal foreign exchange and prompt import licences are necessary for fillip to research.

32. The one-year-diploma-course and the two-year-degree-course after graduation in Engineering and Technology for post-graduate teaching on the pattern of the Thacker Committee report is considered satisfactory.

33. Initiation in the method of research is absolutely necessary in Science subjects.

Teaching Staff

34. Scales of pay of teachers in these Scientific subjects should be uniform in I.I.T.S. regional colleges and University Institutions to discourage one way traffic in migration of teaching personnel.
35. Mobility of teachers from Industries to Institutions and vice-versa should be encouraged and made possible by proper service conditions.
36. Refresher courses should be introduced for teaching staff of institutions. Such courses should be held in summer vacation. Teachers in the Institutions should be sent-up for these refresher courses by rotation.
37. The University is of opinion that the present general standard of education is not what it should be. The standard has got to be raised in the Scientific subjects - right from School level. As at present the standard of higher secondary is very low as compared to courses for General Certificate Education (G.C.E.) Examination of London University. In short, our preparatory course leading to admission to three-year degree course should be of the standard G.C.E. Examination of London University.
38. It is also necessary to provide suitable laboratory facilities - good coaching, visual aids etc. in schools to tone up the standard of Secondary Education.
39. It should be the policy of the Universities to encourage the Institutions to develop post-graduate courses so as to give good impact on under-graduate studies.

V. STUDENT AND THE COMMUNITY.

40. The student must be made to participate in all social and community celebrations of National Days, Weeks, Festivals, etc. He should take part in various programmes of an educative and cultural character like talks, symposia, seminars, discussions, debates to be arranged by the community.

Service to the Community

41. Opportunities should be made available to the student to render direct social service to the community by working in slum areas, uplift of the down-tordden, work in night-school participation in the various projects run by the Government; relief to the blind, the deaf, the crippled, visit hospitals; etc. In short, the student must be enabled to take more and active interest in the welfare of the society. For that, he must be made law-abiding and also conscious of his obligations to be a disciplined citizen so as to raise the community to which he belongs or in which he lives.

Study of the Community

42. Apart from his regular subjects of study, the student ought to study the society. The following are suggested as some of the methods:

(i) Subjects of social sciences such as Sociology, Economics, Political Science etc., should include in their syllabi, problems of the community, perhaps by way of Case-studies, essays, on subjects like local Government or local problems may be included. (This would of course involve reorientation of syllabi).

(ii) At the post-graduate level, there should be certain subjects for research to be selected from community problems.

Planning Forum

43. Through this agency, he should be made to do some social surveys; visit neighbouring villages and made planning-conscious. Many activities can be undertaken by the Planning Forums.

The student should also have close association with the activities of institutions like the Bharat Sewak Samaj; his participation in social Service Camps of a week or ten days; service to the village in building approach-roads, working in rural areas for the benefit of the villagers. It may also be considered if some kind of compulsory social service for a fixed period should not be introduced as part of his whole educational career, - as we have in the case of Doctors and Engineers.

University and the Community

44. It is found that University teachers are generally speaking doing their jobs in colleges oblivious of their duties to the society around. Some such agency like an "Extra-Mural Board" should be established by which teachers may be able to educate the lay citizens as also civic bodies like Municipalities, Public institutions and statutory authorities, as also Government institutions should be able to take advantage of the University by way of consultation, guidance and advice. Teachers' effective cooperation in these matters ought to be considered.

C - DISCUSSIONS AT AURANGABAD

(5th to 6th February 1965)

In spite of the very rapid growth and expansion at all stages of education, particularly at the collegiate and post-graduate stages of education, that has taken place during the last 14 years, there is a strong feeling among the educationists in Marathwada and the public in general that there is immediate need for further expansion. This opinion is based on the fact that this region suffers in comparison with other regions in Maharashtra, at all levels of education. The number of pupils receiving secondary and higher education in relation to the total population is much smaller in Marathwada than in other parts of the State of Maharashtra. To support this view it is stated in general terms that the economic and social development of the area requires a larger number of educated persons. No attempt is, however, made to support this view in detail. The people are acutely conscious of the big gap that exists between Marathwada and other regions as regards adult literacy, girls' education and secondary and higher stages of education. They are also concerned about the quality of education that is imparted. Though the number of high schools has risen from 95 in 1958 to 311 in 1964, the conditions of the schools as regards staffing, equipment and buildings are far from satisfactory. Though 90% of the secondary schools are Government schools, half of them are reported to have totally inadequate facilities in respect of buildings, laboratories, libraries, furniture and qualified staff. During the First and the Second Five-Year Plans expansion in numbers was so rapid that at the beginning of the Third Plan there were 87 Government High Schools which had no regular posts of headmasters, clerks, peons and specialist teachers. In the secondary schools, only 43.5% of teachers, including

matric trained teachers are trained at present. There are only two Graduate Training College in the region with an intake capacity of only 150 students. With a view to increasing the number of trained teachers, in order to keep pace with the expansion desired, there is a need to open some more training colleges for graduates.

The region of Marathwada is backward at all stages of education as regards quantity as well as quality. It is, therefore, necessary to make some special provision to clear the backlog as regards quantity and quality. It will be necessary to develop a fund like the Marathwada Education Development Fund for making up the backlog as regards buildings, equipment and trained teachers. Unless some special attempt is made to bring up this region to the required level it will always remain a backward region and create problems not only for itself but for the whole of the State as well.

XIV: In the discussion with the Vice-Chancellor, the members of the Executive Council, Principals of Colleges and Heads of Postgraduate Departments the following main problems were mentioned as those requiring immediate attention:

HIGHER EDUCATION

(1) A close examination of the problem of colleges in rural areas. Although more colleges were being started in rural areas for the benefit of students living there, the tendency on the part of these students was to seek admission to colleges located in urban areas. As a result, the rural colleges suffered in strength and could not reach high quality in the education imparted. It was, therefore, for consideration whether the policy of starting colleges in rural areas should be allowed to be continued or whether hostel facilities should be provided in urban areas in order to meet the needs of the students.

(2) The need to improve the structure of salary scales for lecturers and professors in colleges.

(3) As most of the lecturers appointed in colleges and even in Postgraduate Departments of Education were young and inexperienced, there was an urgent need for some type of orientation or training to prepare them for their work as lecturers. It was necessary for these young lecturers to know something about the method of lecturing and conducting tutorials and creating interest amongst their students. It was also necessary for them to pursue their own studies and deepen their knowledge content by keeping themselves upto date.

(4) The need for improving the standard of secondary education in order that students entering the colleges will be able to profit from the work being done there. The calibre of the teachers in the secondary schools was generally low and it resulted in lowering the quality of education imparted by them. This low standard affected not only the work of Arts and Science Colleges but also of Engineering and Medical Colleges. There was a great deal of wastage at all stages in the Arts and Science and Professional Colleges.

(5) It was considered by some that the Three-year Degree Course had not proved to be successful because the necessary conditions that it required for its success were not available. One year of the Pre-University Course was not enough for preparing the students for work in colleges and the three-year course far from being one integrated course was broken up into several parts by a number of examinations.

(6) The work load of lecturers and professors in colleges needs to be increased if the professors are to help the students in their intellectual development.

This work load should consist not merely of lectures but should include tutorials, seminars and the guidance given to students in individual discussions.

(7) The need to increase the amount of stipends to the backward classes and scheduled castes, specially in the matter of hostel fees.

(8) School Education: As the question of introducing a common pattern of education at the various stages for the entire State of Maharashtra has been under the consideration of the Government since the reorganisation of States in 1956, status quo has been maintained in most academic matters of importance at all stages of education in Marathwada. This has had a very harmful effect on school education as a whole. The curriculum and all matters of education such as methods of teaching have remained academically stagnant. In many respects the curriculum is entirely out-moded and it is found that students are required to study the History of England even after independence.

(9) Primary Education: Attempts have been made to enrol more children in the primary schools and there has been some success in this respect. Girls' education in Marathwada is lagging behind and needs special attention. To step up girls' education, educational concessions will have to be liberalised in the case of girls. Similarly, with regard to education in the backward areas, even in the case of boys, special financial assistance to parents will be necessary in order to induce them to send their children to schools.

(10) Secondary Education: It is admitted by teachers as well as inspecting officers that the multipurpose schools' scheme introduced in 1956 has failed miserably and has ceased to be popular with the students. The main

reason for the failure appears to be that the multipurpose pattern is of four years whereas the pattern in other secondary schools is of three years. Since students from the multipurpose schools get no special privileges in colleges and seem to have great difficulties in following the work in the Ist. Year of the degree class, parents prefer their wards to go to the three-year secondary schools. It is unfortunate that in Marathwada multipurpose schools were equated with higher secondary schools and the higher secondary school pattern was not in evidence in other schools at all. From the figures given for the Government Multipurpose High School, Aurangabad, which offers the Science group, the Technical group and the Humanities group, it was seen that the Technical group had proved to be unpopular with the students. The students in this group were given no preference in the polytechnics or colleges of Science and Engineering with the result that they had no definite prospects to look forward to. In spite of excellent equipment supplied to the school, the number of students in this school offering Technical group is very small. As can be seen from the fact that whereas, in 1959-60 there were 41 students in the X Class in the Technical stream, in 1964-65 their number has dwindled to 5. Even the four years course does not produce adequate vocational competence, whether it is in Home Science or the Technical group and the general suggestion given was that if multipurpose schools are to continue their courses should be reduced to three years and corresponding changes made in the curriculum.

XV: At the conference of teachers, headmasters and managers of primary and secondary schools the following points emerged, as requiring immediate attention:-

- (1). The problem of drop outs in primary education

is largely due to poverty and the need for the children to earn more. Unless special timings and a part-time system of education were introduced it would not be possible to tackle this problem.

(2) The low attendance is due to lack of proper educational atmosphere such as inadequate physical plant, lack of teaching aids and unsuitable teachers. It was emphasised that concentration of the inspecting officers should not be on enrolment alone but on attendance as well.

(3) Basic education as a system of activity education was considered to be good, but it was stressed that other crafts suitable to the area besides spinning and weaving should be introduced.

(4) The need to have suitable teachers, competent in their subject, having a sense of duty and leadership qualities was emphasised. Such teachers would need better scales of salary and better social amenities.

(5) The need to keep politics apart from education.

(6) The need for pre-school education on the one hand and for adult education on the other was stressed with a view to creating desire among the parents for educating their children and creating a school going habit among the children.

(7) The need for coordination and integration among the different levels of education regarding curriculum and methods of teaching.

(8) In secondary education the difficulty of getting properly qualified teachers in rural areas. Specially no B.Sc. teachers were available for high schools in rural areas.

- (9) The need to increase the grant-in-aid to the few private schools that existed in this area.
- (10) The bifurcation of Humanities and Science at an early stage in Standard VIII or IX was not desirable.
- (11) Some planning in making admissions to secondary schools is necessary. Secondary education may be provided to all those who seek it, but there should be a system of diversification and selection for the different elective courses.
- (12) Home Science multipurpose schools suffer because students passing with this subject were not admitted to Science Colleges. There was an urgent need for a Home Science College in the area.
- (13) Secondary teachers lack adequate knowledge of the subject and it is, therefore, essential to see that the Training Colleges and the Universities make some provision for introducing content courses, either during the year or before or after training. Teachers should be required to develop specialisation in some aspect or the other, either in a special study or in a hobby or of some special interest.
- (14) The question of English being compulsory at the S.S.C. level needs to be examined carefully.
- (15) Vocational education must be planned in a systematic and realistic manner so that students having this will be prepared for definite vocations and develop sufficient vocational competence.
- (16) The urgent need to improve textbooks.

XVI: In a discussion with teacher-educators, the following points emerged:-

- (1) The number of Teacher Training Institutions at the primary as well as the secondary levels is inadequate to meet the teacher requirements of the area.

- (2) Poor quality of students of the B.Ed. class, the proportion of students holding different classes being in the year 1964-65, 25 2nd class and 75 pass class (4 M.Sc. and 4 M.Com).
- (3) Subjects offered by the students at the degree level such as Economics, Sociology and Political Science have little bearing on the teaching of school subjects.
- (4) The disparity found in the service conditions of teacher-educators working in Regional Colleges, University Training Colleges, Government Training Colleges and private training colleges caused a great deal of dissatisfaction and needs to be removed immediately.
- (5) Members of the staff of Teachers' Colleges need facilities for research and study. Some incentive for carrying out research work needs to be given.
- (6) Need for refresher courses for teacher-educators.
- (7) Need for improving practice teaching arrangements in training colleges.
- (8) The students under training need financial assistance in the form of substantial stipends of Rs.75/- p.m. or full salary in the case of experienced teachers deputed for training.

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D - DISCUSSIONS AT POONA
(11th and 12th February, 1965)

XVII. Discussion with Principals and Teachers of
Affiliated Colleges:

On the 11th February, 1965 the Education Commission met a few principals and teachers of affiliated colleges to the Poona University from 3.00 P.M. to 4.30 P.M. The following points emerged in this discussion:-

(1) It would be very difficult to introduce a system of selective admissions to colleges. There is great hunger for education in the rural areas and it ^{will} not be possible to refuse education to any one. Tests of selection are not available. Even if good tests are available, they would be looked at with suspicion in the present social and political climate.

(2) It is necessary to emphasize the need to eliminate all sub-standard institutions at the collegiate level. For this purpose, strict conditions of recognition should be laid down, on which alone should recognitions be granted in future. For institutions which have already been established, Government must prepare a scheme of liberal financial assistance - both for non-recurring and recurring expenditure - and see that all these institutions are raised to a prescribed standard by the end of the Fourth Plan.

(3) It may be a desirable thing to include, in the Inspection Committees of affiliated colleges, one or two persons from outside the area of the University. They would look at problems more objectively and be ~~xxx~~ immune to local pressures.

(4) It would not be quite correct to say that standards in higher education are going down. In some fields, particularly the Sciences, these are going up. By and large, it is the Arts and Science Colleges which are being neglected.

The Principals assembled ~~presented~~

replies to the questionnaire of the Commission before the end of April, 1965.

XVIII. Discussion with Heads of Post-graduate Departments of the Poona University:

From 4.30 P.M. to 6.00 P.M. the Education Commission met the Heads of Post-graduate Departments of the Poona University. The following points arose in the discussion:-

(1) Admission to post-graduate courses should be given to good second class students only. Very often, even second class in an examination does not mean much, especially if the student has answered his examination papers in the regional language. A viva voce and a personal test is necessary before admission.

(2) There are two forces now operating in the field of higher education which run opposite to each other. On the one hand, there is a genuine desire to improve standards; and on the other, there is a great anxiety to spread post-graduate education as largely as possible. It is very difficult to say how these two trends could be reconciled.

(3) There should be clear cut conditions laid down for admission to the different post-graduate courses and these should be scrupulously observed in practice.

(4) There should be a free exchange of professors in different universities. This is necessary both in the interest of economy as well as for raising standards. Programmes for this purpose should be drawn up. English should be continued as the medium of instruction at the post-graduate stage to make such exchange possible.

(5) Universities should not try to compete with one another in repeating the same facilities. On the other hand, there should be a selective approach under which universities should select certain special fields and try for improvement in that.

(6) There is need for vocational guidance at the university stage, more so now than in the past.

(7) There ^{is} a total lack of proper motivation on the part of post-graduate students. They have no curiosity; they do not show initiative; they also ask very few questions. All that they are interested in is 'likely' questions and 'simple' answers. This is probably due to wrong methods of teaching adopted right from the start. Something should be done to improve this situation.

(8) If we want to develop technology, we have to evolve a big cadre of persons who are prepared to take up research as a career. Persons with an aptitude for research should be selected at a very early stage - preferably the end of the school stage - and given intensive training for research.

(9) The administrative work in colleges is very heavy, particularly on the science side. It is necessary to separate administrative work of a Principal and to entrust it to another person with a view to enabling the Principals to give more time to academic work.

(10) There is no need to establish new Sanskrit Universities. But steps should be taken to implement the report of the Sanskrit Commission.

(11) Standards of expression in English have fallen. But so far as knowledge content is concerned, standards are raising, especially on the Science side.

(12) Medium of instruction should be regional languages. The three-language formula should be extended to university stage also. (This was a minority view which the majority did not share).

(13) Only students who have obtained more than 50% marks in B.A. or B.Sc. examination should be admitted to post-graduate courses.

(14) There is at present an inter-ministerial competition in scholarships. The amount of the scholarships given by different agencies shows considerable variations. This chaotic situation has to be regularised.

(15) It should be possible to exchange students also so that they could do their work at more than one centre and under more than one teacher.

(16) Research training has to be emphasised. A dissertation should be compulsory in all M.A. courses.

(17) Industrial training should preferably be given within the industry itself.

(18) A good deal of time is now lost in trying to secure import licences for equipment. Some simple procedure should be designed for the purpose. As soon as an import licence is given, exemption from customs duty should follow automatically.

(19) Post-graduate teaching should not be permitted outside the universities. (This was a minority view which the majority did not share).

(20) A research methodology paper should be necessarily included in all M.A. courses.

(21) Every University Department should have a research cell and should conduct continuous research.

(22) Posts of research workers in Universities should be given on a contract basis for a period of five years at a time. Too much of security does not encourage research.

(23) At present the number of high-level posts in a University Department is very limited. There should be more posts of Professors and Readers than of lecturers.

(24) It is the primary responsibility of universities to maintain standards. They should play a more important role in the production of textbooks.

(25) A sabbatical leave should be made available to all Professors once in every five years of service.

(26) Single faculty universities should not be encouraged.

(27) Linguistics is not a popular subject. The present laboratory facilities are inadequate. There is need for increasing the number as well as the amount of scholarships.

(28) The inter-disciplinary approach to research is not made at present, even in universities where there are a number of faculties. Some methods has to be evolved to promote inter-disciplinary research.

(29) There should be three types of posts: for research only, for research and teaching, and for teaching only. It should be left to the discretion of every University teacher to hold any one of these posts at a time and also to change from one type of post to another depending upon his inclination and need.

(30) There is too much of spoon-feeding done at present. The number of lectures should be restricted.

(31) Poona is one of the few universities where Military Science is being taught. For want of good teachers and the cost involved, it is necessary to select a few centres - about four or six in India as a whole - and to concentrate to teaching of Military Science therein. The medium of instruction in this subject will have to be English for at least fifty years to come. The course will not be popular until the prospects open to students are clarified.

(32) There should be an Oral Examinations Board, as in U.S. A., for the Ph.D. degree.

(33) There should be a good Research Library for research in English literature.

(34) There is need for providing orientation training to lecturers in colleges.

(Dr. Nagraj promised to send a copy of his note on the Teaching of English to the Commission. At present the note is with the British Council).

Discussion at the State Institute of Education: On the morning of 12th February, 1965 the Commission held a discussion at the State Institute of Education. The main object of this discussion was to finalise the programme which the State Institute of Education would undertake for evolving a Master Plan for the preparation of teachers in Maharashtra State. The following decisions were unanimously agreed to:-

(1) The State Institute of education has already taken up a survey of all the training institutions in the State. This should be completed as quickly as possible.

(2) Case studies should be prepared for 10 per cent of the training institutions (or 15 at the most) on the line suggested by the Education Commission.

(3) A survey of the teacher trainees should also be carried out. A proforma for this purpose should be prepared by the State Institute of Education. The survey may be conducted just before the training institutions close. This may be one of the programmes which the person carrying out the case study may undertake. These studies should be confined only to the institutions selected for case studies.

(4) The State Institute of Education should send a report of its Conferences of Principals of Training Institutions to the Education Commission.

(5) A thorough study on the line suggested by the Commission should also be carried out for all the Training Colleges in the State .

(6) After these studies have been carried out - by about May or June, 1965 - it would be possible to prepare a thorough plan for the preparation of teachers during the Fourth, Fifth and Sixth Five-Year Plans in Maharashtra State.

The implementation of this programme should be considered as one of the important activities of the State Institute of Education. The Commission promised to write to the State Education Department on this subject, so that the necessary sanctions may be obtained and the work undertaken at an early date.

Discussions with Teacher-Educators: On 12th February, 1965, the Education Commission met representatives of Teacher Training Institutions in Maharashtra State at the State Institute of Education, Poona from 2.30 PM to 4.00PM.

The following points emerged in the course of this discussion :-

(1) Many of the institutions are located in wrong places at present. A comprehensive plan for the location and development of Teacher Training Institutions should be prepared.

(2) The staff of the training institutions is changed very frequently. This happens particularly in Government institutions. Unless the staff remains stable, standards will not improve.

(3) The passing of the S.S.C. Examination should be the minimum qualification to be a primary school teacher.

(4) Training Institutions for teachers should be co-educational, separate hostels being provided for women.

(5) Stipends should be given to all teachers under training.

(6) There should be no fees in training institutions for teachers.

(7) Correlation is over-emphasised at present. It is necessary to review our teaching methods from this point of view.

(8) New techniques of teaching have to be developed and propagated through training institutions.

(9) Spinning and weaving is over-emphasised as a craft. It is necessary to introduce other crafts also.

(10) There is need to improve the status and remuneration of teachers in training institutions, especially at the elementary stage.

(11) The attendance of teacher trainees in primary training institutions is very poor. The number of days prescribed for attendance is a very small (130). It is necessary to insist on a much larger attendance.

(12) Training Institutions for primary teachers should be affiliated to universities.

(13) Medical facilities should be provided in all training institutions.

(14) There should be a research unit in every training institution for teachers.

(15) There is no training course for Headmasters at present. A special course has to be devised to this end.

(16) The duration of the training course is only one year at present for the primary school teachers. It should be extended to two years.

(17) Even for the B.Ed. students it is necessary to increase the duration to two years.

(18) In-service training has to be emphasised.

(19) Pay scales of teachers will have to be improved if better persons are to be attracted to the profession .

(20) The training of teachers should be a responsibility of the State and private institutions should receive grant-in-aid on a 100 per cent basis - both for recurring and non-recurring expenditure.

(21) There should be provision for staff quarters in all training institutions in order to promote community living.

(22) The subject knowledge of teachers is very weak. It is necessary to take steps to improve it.

XXI. DISCUSSION WITH HEADMASTERS OF SECONDARY SCHOOLS HELD
AT POONA ON 12TH FEBRUARY, 1965.

In the discussion with Headmasters of Secondary Schools held at Poona on 12th February 1965, the following points emerged:-

1. Education in schools should be related to social work and economic production in agriculture and industry.
2. Education should take into account the social factors like diversities in religions, languages, culture etc.
3. On the secondary level there should be two or three types of schools and courses for (a) highly intelligent pupils (b) for average pupils and (c) for pupils below the average level.
4. School education for ten years should be open for all. Selection should come after ten years.
5. Pupils learning in Vocational Schools should be prepared for specific jobs.
6. The national pattern of education should be 10+2+3 = 15 years. This should be common all over India.
7. The curriculum should be common but there should be freedom for changes according to local needs.
8. Admission to primary schools should be at the age of 5.
9. The public examinations should come at the end of 10 & 11 standards.
10. A desirable form of school management should be suggested. There should be no interference from local political groups. Their participation should be purely educational.
11. Secondary education should be a concurrent subject between States and Centre.
12. The rigidity of Departmental rules should be reduced.
13. Clerical work of Headmasters and Teachers should be reduced.
14. The rules for financial grants should be revised made more elastic.
15. There should be greater freedom for headmasters.
16. The numbers of pupils in the class should be reasonable.
17. Service conditions of teachers like salaries and load of work etc. should be improved.
18. The status of teachers should be brought to the the level of doctors and engineers.
19. The problem of indiscipline among students is increasing and one solution is to introduce moral education.
20. Basic needs of schools should be met as early as possible. e.g. Buildings, play grounds, equipment etc.
21. There should be sufficient reading literature of periodicals and books suitable for pupils.
22. The system of private tuition and private coaching classes should be abolished.

XXII - VISIT TO THE N.C.C. OFFICERS TRAINING CAMP
AT PURANDHAR

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Dr. V.S. Jha, accompanied by Shri M.V. Deo, Education Secretary, Maharashtra Government, visited the N.C.C. Officers Training Camp, Purandhar, which is organised for the training of staff of Colleges and Universities who are given commission in the N.C.C. as officers. In his opening remarks, Dr. Jha suggested to the officers under training that the young university staff drawn from different parts of the country could do some thinking on the common problems in the excellent atmosphere provided in the camp. In particular, it was worthwhile examining how far the N.C.C. training, which was considered to be one of the ways of strengthening national solidarity, had succeeded and how far it could be made to answer the problem. He felt that the camp could advantageously split itself into study groups and do some serious thinking on educational problems and oblige the Commission with memoranda dealing with different issues. The officers agreed to do so and in the light of the discussion, the following issues were referred to them:-

- (a) What was the impact of making N.C.C. compulsory on the standards of training?
- (b) Was the training given in the N.C.C. adequate to meet situations that the country will have to face internally or externally?
- (c) (i) What should be the relationship between the commissioned officers drawn from the army and those drawn from the Colleges and Universities?
 - (ii) Was not the standard of military officers deputed to the N.C.C. by the army poorer than before because
 - (a) of other needs of the army, and
 - (b) of the expanded demands of N.C.C. training?
 - (iii) Would it not be better to train a few well, with the efficient personnel available, than to train many poorly?

P. T. O.

(d) N.C.C. was considered to be an instrument for improving discipline. If so, how was it that in most cases boys who showed excellent discipline during training in camps, lapsed into hooliganism or other misbehavior when outside the course on the camp?

(e) What should be the relationship between N.C.C. training and scouting and girl-guiding? At what stage were the latter more effective, if at all?

(f) Why was there such marked deterioration in the uniforms, equipment and other materials essential to training?

The group agreed to discuss the problems and send their memoranda to the Commission in due course.

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E - DISCUSSIONS AT KOLHAPUR

(13th February, 1965)

XXIII The following views were expressed in the course of discussion at which Members of Education Commission and the Heads of Departments and Principals of Colleges of Shivaji University, Kolhapur, were present. Dr. A.G. Pawar, Vice-Chancellor, Shivaji University, Kolhapur, was also present.

(1) Some Principals and Heads of Departments suggested that the teaching of English at the secondary stage should be done much better. Different views were expressed regarding the teaching of English at the graduate and postgraduate level. Some participants favoured the medium of instruction through English at undergraduate and postgraduate level, while others were of the opinion that the regional language should be the medium of instruction at graduate level and English at the postgraduate level. Some of them favoured regional language at graduate and postgraduate level while others were in favour of Hindi at the postgraduate level. The Vice-Chancellor agreed to organise a study of the problem and to send the views of the University in the form of a memorandum later on.

(2) Discussing improvement in quality, it was said that the three-year integrated course is not working well and that the old system of Intermediate and two year degree courses should be revived.

(3) Some Principals expressed the view that the methodology of teaching, pupil-teacher ratio and the present examination system should be improved.

(4) It was pointed out that the gulf between secondary and college education should be bridged. It was stated that the colleges do not get good stuff from the schools and unless the standard of education at the secondary level is improved, it will not be possible to bring in any improvement in the standards at the collegiate level.

(5) The participants were of the opinion that the number of students for each class should not exceed 75. The teachers in the colleges should be properly trained as the fresh M.As. who enter the teaching profession do not know anything about the teaching profession and cannot maintain discipline. The methods of teaching adopted in the Indian colleges should be changed. The duration of pre-university education should be of 12 years so that the students should have enough time before they go to colleges. Summer schools should be conducted for secondary school teachers in order to give them training in matter.

(6) Regarding the pattern of education, different views were expressed. Some favoured two year pre-university course plus three years to be given in colleges and universities, while others were in favour of 4 year Honours Course after 11 years school course. Some participants suggested 2 year intermediate course plus 3 years Honours Course for exceptionally good and carefully selected students.

(7) A strong plea was made that the age for entry to universities should be well-defined and in any case it should not be less than 17 plus. It was said that a great deal of the disaster in the Universities is due to the immature students admitted in them.

(8) A view was expressed that we cannot maintain good standard in our degree courses because we are still not excluding the obsolete portions from the courses of instruction for one reason or the other. The courses should be dynamic. This reform is overdue, especially on the science side. It was pointed out that mathematical treatment of science subjects (including Biology) is lacking.

(9) It was suggested that the number of holidays should be reduced.

(10) Some persons expressed the view that first grade university colleges should be made autonomous and that they should hold their own examinations and confer degrees. Different views were expressed in this respect. Some said that it will be difficult to define a first grade college, while the others expressed the view that even the internal assessment system for examinations allowed to colleges has proved a failure. Some participants were of the opinion that colleges know the students better than the universities and the system of giving autonomy to first grade colleges can work successfully.

(11) The participants were of the view that in order to keep professional interest of the teachers alive, the appointment of teachers should be on a contract basis for five years, provided full laboratory, library and other facilities were available in the colleges and universities in order to assist the teacher to do his work properly.

(12) The participants were of the view that rural colleges should be given more grants.

(13) It was suggested that Science Museums should be established at all university places.

(14) History of science must be emphasised as a part of our educational curriculum.

XXIV) The following points emerged in the course of discussion with Principal and staff of Rajaram College, Kolhapur, on 13.2.1965 :

(1) The members of the staff expressed the view that Hindi should be given due importance and that it should be made compulsory at the undergraduate level.

(2) Some participants were of the view that the study of Sanskrit should be made compulsory. They held the view that the study of Sanskrit will help in the study of Hindi also.

(3) Some members of the staff expressed the view that there should be exchange of teachers among universities in order to achieve uniformity of standards and national integration.

(4) The necessity of close contact between students and teachers was emphasised. They had no clear idea of how this should be attended.

(5) Concern was expressed at the fall in standards in education and deterioration in the quality of education. A view was expressed that fall in standards is measured by failures, whereas failures are an indication of lowering standards. Examiners allow many students to pass not because they deserve to pass but because the teachers are ashamed to fail so many of them. It was suggested that if the percentage of failures is increased, the standards will improve.

(6) It was suggested that admission to colleges should be restricted. It should be based on merit and the number of students in a class should be restricted to what can be managed efficiently.

(7) Some members of the staff were of the view that undue importance was being given to regional languages. What was needed was encouragement to Hindi and English.

(8) It was suggested that diversification should be provided at 14 plus.

(9) The participants were of the opinion that the age of entry to universities should be raised to 18 years.

F - DISCUSSIONS AT GARGOTI

The Commission paid a visit to, Shri Mouni Vidyapeeth, which is doing pioneering work in certain important fields of rural life in addition to running pre-primary and primary schools and training teachers. It maintains a secondary school oriented to meet rural needs and provides training to village panchayat leaders who are drawn from the State for brief courses. The orientation of the Institute lies in its effort to communicate to the rural community the advantage of opportunities available and activities undertaken in the Institute. The village community learns and participates in the new experience in the field of growing of better crops, dairy and land management. Problems of health and hygiene are not dealt with in the confined atmosphere of the class rooms. They are treated as problems which affect the life of the rural community. The emphasis of a very practical nature on family planning was especially striking.

XXV : In the discussion with members of the staff, the following important points emerged:-

- (1) The Institute should provide postgraduate education in social sciences. It was pointed out by some women members of the staff that an Institute of this nature working in close association with the rural society was most suitable for postgraduate and research work in sociology.
- (2) Technical courses needed considerable reviewing in the light of the experience gained so far in order to meet the problems of rural life.
- (3) There was need for improving the qualities of textbooks available. At the same time it was felt that the teachers should be trained to depend upon on their own resources and improvisation to make up for textbooks deficiencies.

It would be worthwhile getting fuller information regarding training of panchayat leaders and with a view to evaluating the scheme.

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SUMMARY OF THE MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION IN MAHARASHTRA.

Summary of the Memoranda submitted to the
Education Commission in Maharashtra.

1. Shri G.L. Chandavarker, Headmaster, Ram Mohan English School,
Girgaon, Bombay-4

The richest treasure of land is the purity and integrity of character of its people—a race of honest, righteous, law-abiding and truthful men and women whose feet are firmly planted in their moral integrity.

The five year plans have, no doubt, enabled us to make a good progress on the path of material prosperity. But this material prosperity or wealth is not enough. We must also develop to build up the character of the students through planned programme of spiritual and moral education which alone will make us truly happy in our treasures and riches.

The Report of the Sri Prakasha Committee, set up by the Union Education Ministry to examine this question, offered some good suggestions but we do not see them carried out in educational institutions.

The Radhakrishnan Commission made a modest recommendation that "a short period of silent worship or meditation" may become an integral part of the regular work of educational institutions. Even this modest recommendation did not have the desirable result because of the misconception that since constitution had declared India to be a secular State there could be no place for religious training in educational institutions.

The Secondary Education Commission did recognise the value of such training. But its recommendation that religious and moral instruction should be given only a voluntary basis was much too inadequate to serve the purpose.

It is non-sectarian religious and moral education which can be and ought to be the basis of an educational programme of inculcations of moral and spiritual values in students.

Even the formation of character is based on the process of learning. A systematic course of teaching can be conducted only in schools. An indispensable feature of religious and moral education is the atmosphere under which it is given. Prayer is a bond that unites all hearts. It is through a programme like the common prayer that the true religious spirit can be engendered. But the most essential feature of the programme is the atmosphere of undisturbed silence and solemnity. It is an atmosphere in which there is cleanliness and neatness of appearance, orderliness and discipline in behaviour, an attitude of reverence and of courtesy and compassion. It is the teacher who can contribute a great deal to the creation of this atmosphere not so much by what he teaches but by the imperceptible but sure impression he makes on the minds of his pupils by his speech, movements and actions. The truths of morality are the product of the actions and experiences of the people themselves. A long, continuous chain of such experiences has taught us that children should have opportunities to practise what they learn.

2. Shri G.L. Chandavarker, Headmaster, Ram Mohan English
School, Girgaon, Bombay-4

Although a residential school cannot be an alternative for a home which is rich in tender touch of parental affection and care and that most of us who belong to the middle classes a residential school is too costly an institution, yet the necessity of having residential schools has to be admitted and keenly felt in the present

day society, particularly by the families in which the earning members.

India must have more and more of such residential schools after the pattern of the public schools of Eton and Harrow where generations of national leaders have been trained.

The educational planners should give their earnest and immediate thought to the question of evolving a pattern of residential schools which should be well within the means and reach of the parents belonging to the middle classes. They should be conducted on right lines and should provide, firstly, the training which homes and ordinary schools are incapable of; and secondly, the training of leadership. The general objectives of a residential school will have to be laid down for the guidance of those who wish to start them and conduct them on right lines. The plan must have provision for cultivation of national sense, the building up of a dignified personality, the development of various qualities of leadership, diffusion of an exhaustive fund of knowledge and the inculcations of the spirit of service - weaving together of all its programmes and activities into a single harmonious fabric.

3. Dr. M.G. Deshmukh, Principal, Nagpur Mahavidyalaya, Nagpur.

It will be easier to tackle the knotty problem of emotional integration and national unity, if in our quest for a national system of education, a uniformity of pattern all over the country is insisted; a common medium of instruction and an Indian Education Service will promote national integrity and unity.

At least for university education or for education at the highest level of specialisation, English will be a great help till our national language is adequately equipped to take over.

Satisfactory elementary and diversified secondary education should be provided in schools so that the bulk of the entire student community is enabled to earn their livelihood and live usefully as citizens of the Indian Republic; and only those students who have keenness and aptitude for higher education should seek admissions in Universities.

Universities must provide for upto-date education in Science and Technology, thus securing a reasonable standard of living for all through increased output of Modern Industry and greater produce with Mechanised Agriculture. Social Studies and Humanities too deserve equal attention.

For improvement in the quality of education every care should be exercised in the selection of proper teachers, libraries should be well-stocked with upto-date books and laboratories equipped with the latest apparatus.

The scales of pay prescribed by the University Grants Commission should be made available to the teachers.

For students, better accommodation and more satisfactory corporate life and facilities for self-instructions should be provided.

4. Miss G.S. Karnataki, Poona

Achievement of Physical Education proper in all aspects is possible only if institutions like Vyayamshalas are established and encouraged and, of course, aided by Government, with similar formalities as the Secondary Schools are aided. The details about securing the necessary pieces of ground in various localities at suitable distances, fees, emoluments to teachers, equipment, qualifications of teachers, the proportion of teachers to pupils etc. will have to be thought over and planned, and regulations too, will have to be drawn up and

established. As an experiment the scheme may be tried in a couple of towns to begin with.

Attendance at the Vyayamshalas for a necessary minimum exercise should be compulsory under trained supervision. A periodical certificate of regular and satisfactory attendance should be obligatory for appearing for the annual school examinations throughout the school career. Medical examination of the student should be the responsibility of the Vyayamshalas instead of the schools.

5. Shri B.D. Karve, Organiser, Hingne Street-Shikshan Santha and Secretary, Karve Institute of Social Service, Karvenagar, Poona-4.

There is an urgent need for pre-primary schools of right type in both urban and rural areas to meet the needs of children of the age-group of 2½ to 6.

Proper assistance from Government alongwith necessary supervision is necessary to check the mushroom growth of undesirable type of pre-primary schools in the country.

Liberal grants should be given to pre-primary teachers' training institutions and particularly to their practising schools which should have ideal centres in urban as well as rural areas, slums and poor areas so that the trainees may have allround experience of the working of the different types of institutions.

A Board for Pre-Primary education should be set up in each State for the promotion and control of pre-primary education and training, consisting of officials and representative non-official members.

A Central Council should be set up for the purpose of co-ordination.

The Inspectorate for Pre-Primary Education should consist of persons trained in the field.

Pre-Primary trained teachers should be employed, wherever possible, to teach the lowest classes in Primary Schools.

6. Shri B.D. Karve, Organiser, Hingne Street-Shikshan Santha and Secretary, Karve Institute of Social Service, Karvenagar, Poona-4.

No special attention is being given to girls' education in the country. The number of separate schools for girls at the secondary stage is small and in mixed (co-educational) schools all-round development of girls is not properly attended to. Government should, therefore, adopt a policy of having separate girls' secondary schools, wherever and as soon as possible.

For the expansion of girls' education, merit scholarships in addition to fee grants should be given; income ceiling for free-ships should be higher for girl than for boys; liberal grants should be given to enable these schools to maintain good staff and complete in efficiency with boys' schools and hostels should be attached to these schools with free maintenance.

For the majority of girls, education must be job-oriented. Separate polytechnics for girls with varied courses should be provided. Propaganda and publicity for advocating and popularising such diversified courses for girls will be necessary.

Married women should be given part-time jobs. The wives of teachers should be encouraged and selected for training wherever

possible. Suitable accommodation should be provided for women teachers in rural areas so that they may have more safety.

7. Dr. D.D. Karve, Executive Officer, American Institute of Indian Studies, Poona-6.

All education above high-school graduation must be through the medium of a language which is the same in all parts of India. This will facilitate a free exchange and migration of teachers and students within the country - so essential for national integration - and also an easy communication between academicians, professional men, administrators etc. who are engaged in all-India activities and affairs. Introduction of regional languages as media of instruction at the level of higher education will not serve this purpose. With Hindi, there is, of course, the difficulty regarding the absence of a terminology, textbooks, reference books and periodicals. Today and for many years to come, Hindi will not be an all-India language. The all-India nature of higher education and intellectual activity makes it obvious that English alone can serve as medium of instruction.

English is one of the world languages.

The standard of higher education in India is very low. The way by which a break-down can be achieved, at least in a small measure, is to start new 'national' institutions, liberally supported by the Central Government, which will insist on high standards of admission and achievement, which will not automatically 'recognise' the degrees and examinations of other universities as equivalent and whose teachers retain their positions only on the basis of real intellectual achievement.

The defects in the present system of examination are well-known. At present even very poor colleges can exist and attract students because they live with the borrowed prestige of the university to which they are affiliated. Once each institution is asked to examine its own students and grant its own degrees, the ill-staffed and ill-equipped colleges will be found out. We have to aim at reaching this system. Teachers who are dishonest and/or lazy will, no doubt, vitiate this system, but that cannot be helped.

Many students in colleges and in universities of India are there not because of any urge for higher education, but because they have nothing else to do and they like to register themselves as students. The only remedy against this great keenness to register as students is a ruthless elimination of every student who refuses to do the assigned work or is incapable of benefitting by the instruction.

It is necessary to raise the salary-scales offered to teachers in colleges and universities in order to attract the best talent.

College finances continue to be in a very bad shape. State Governments should be induced to raise substantially the grants paid to colleges.

8. Shri P.B. Katakhar, 423/B, Shanwar Peth, Poona-2.

Serious thought is required to be given to the systematic planning of Technical Education in various stages and for various trades and cadres.

No technical bias is required to be provided in primary education.

Technical subjects may be included in the syllabi from the 8th standard in the Secondary Schools and should be invariably taught in the regional languages.

Full-time courses of one or two years' duration may be provided for craftsmen in various trades and should be invariably taught in the

regional languages.

Part-time evening courses of 1-½ the durations for the above courses may also be provided for the industrial workers for the same trades and should be invariably taught in the regional languages.

Facilities for improving the qualifications may be provided for various cadres-holders of diplomas and degrees. Part-time diploma course may be provided for craftsmen.

The standard of the college and polytechnic teachers who have passed Sections A & B of A.M.I. th examinations may be considered equivalent to graduates and they may be allowed to join the post-graduate classes of various universities or alternatively, at least an External Degree Course of a very short duration (say 6 months) may be provided for them.

Regional languages with a common technical terminology in all languages may be accepted as the media of instruction even in the University courses but at the same time we should continue to learn English as a language so that we may not be deprived of the great treasure of the scientific knowledge. Hindi should also be taught as a language upto matriculation. It will serve as a link language between inter-State affairs. It also need not be imposed as a medium of instruction even in the University courses.

9. Shri Brijratan S. Mohatta, Mustafa Building,
Phirozashah Mehta Road, Fort, Bombay.

Forces of fissiparous tendencies cannot now be checked easily. Measures to create "solid resistance" in the yet unaffected masses must be taken on all-India basis without delay. The only way of doing solid work is through Education.

Education should be made a Central subject. If it is going to take a long time, the Central Education Ministry should form an All-India University which should aim at uniform standards of education throughout the country at all levels of education.

Facility for medium of instruction should be available in all the three languages-Regional language, Hindi and English.

National Standardised Dictionary should be prepared. The criterion for rejection or adoption of a word should be whether it is easy and it is most popular to be used.

10. Shri H.D. Gaonkar, Superintendent, K.M.S. Parol High
School, Parol, Bombay.

There should be a general common examination for all students at the end of the 9th standard.

After this examination, those students who desire to join the Universities will spend two years studying special subjects as per their future requirements alongwith an intensive study of English. They will be helpful to them in their further education of three years in the University course to attain the graduation. This will help to raise the standard of University Education which will vitalise the whole educational system.

For all other professions and jobs of lower category there should be two years professional training coupled with the liberal education.

As far as the technical and commercial education is concerned, it will be helpful if the co-operation of the industrial and commercial concerns is obtained in the training of those techniques which are actually needed by them in their workers. The same scheme can be

applied to other industries and production centres, as well as agricultural farms.

11. Shri G.R. Kelkar, Chairman, Old Students' Association Training Institute of Physical Education, Kandivali, Bombay.

Physical Education needs to be given more importance than at present is given to it at the Primary, Secondary and Collegiate stages of Education. It should form an equally important part of Education. Assessment of Education will be incomplete unless an assessment of Physical Education is also attempted. Any improvement in Education will be lop-sided unless Physical Education is given its due emphasis.

There should be a Directorate of Physical Education at the State level under the Directorate of Education. It should have adequate wings dealing with the different aspects of Physical Education.

12. Shri P.R. Panchamukhi, Department of Economics, University of Bombay, Bombay.

There is a greater need for the public sector to undertake still larger and well-planned educational investments in our country to create a stronger base of 'educational capital' which is so essential for the long term material progress.

13. Shri S.S. Vasani, Chairman, Education Committee, Zilla Parishad, Dhulia (Maharashtra State).

There is a problem of non-attendance of pupils in the primary schools of the mountainous parts of the Dhulia District predominantly inhabited by the Adivasis.

Wherever possible efforts should be made by social workers from amongst the Adivasis to persuade their people to form compact villages and abandon their mode of living in Padas. In case villages cannot be made compact, Ashram Schools need to be started. The pupils of the Adivasis should be provided with clothes and reading materials free of charge.

In the scheme of converting ordinary primary schools into basic type of schools, change of craft or conversion of craft may be kept entirely within the competence of the Zilla Parishad subject to the conditions laid down by the Government. Either the existing training colleges will have to be made centres for agriculture basic training in addition to the present craft or a new training college will have to be started for agriculture basic training.

The untrained teachers should be deputed on full pay.

The teachers appointed for teaching of English should have themselves secured 50% of marks in English in their S.S.C. with English so that they may fulfil the minimum expectations of an English teacher.

Construction of primary schools buildings should be attended to.

Taking into account of the needs of the district in respect of the popular demand for Agriculture craft, one more Training College with Agriculture may be started.

Separate girls' secondary schools with Fine Arts and Home Science subjects need be started with hostels attached to them.

Girls staying in hostels may be provided with some stipend to the extent of Rs.30/- per month.

Equipment grant should be made available atleast to the newly started schools. Newly-started schools should be on grant-in-aid basis.

One Vocational Guidance Institute should be established in the District.

One Film Library may be established in the District.

Science Colleges may be started at Nandurbar and Shirpur in the Fourth Five Year Plan.

The development activities of the Education Department at the District level should be entrusted to the Zilla Parishad. In every Block Office there should be one Extension Officer for Education to implement all developmental activities entrusted to Zilla Parishad or Panchayat Samitis.

14. Shri P.W. Urdhwarashe, Principal, Phulsing Naik Mahavidyalaya, Pusad, (Distt. Yeotmal).

Adequate attention needs to be paid to maintaining and improving the quality of education. Great care should be taken to see that programmes of expansion are not carried out at the cost of quality.

Special study groups and research programmes should be instituted with a view to bringing about radical improvement in the quality of education, in the syllabus, in the teaching methods and in the quality of teachers in particular.

Student-teacher ratio in colleges is very unsatisfactory.

Steps must be taken to enable teachers and students to have social service camps, educational tours etc. during the long vacations.

The programmes of expansion of education must also include provisions of proper hostel facilities for high school and college students -particularly in the rural areas.

Steps should be taken to effect the change-over from English to the regional languages in Arts and Commerce courses so far as the medium of instruction in Higher Education is concerned and in scientific and technical courses, a phased programme for a similar change-over should be launched.

Translation Bureaus should be set up for the translation of text-books and preparation of other materials.

15. Shri L.N. Chhapekar, 199-Baliram Peth, Jalgaon.

The general pattern of education should be uniform throughout the country.

Full control of standards XI-XII should be handed over to the Secondary Board of Education.

Private managements should be encouraged to run High Schools with standards V-X and V-XII.

Vocational guidance should be made available to all Multipurpose High Schools.

16. Shri L.N. Chhanakar, 119-Baliram Peth, Jalgaon

The Directorate of Education very urgently needs complete re-organisation.

The present position of the Education Section in the Zilla Parishad is far from satisfactory. It needs to be put on a sound and scientific basis. It should as a parallel development with full independence as regards programme of work and its execution.

17. Shri T.S. Bharde, Speaker, Maharashtra Legislative Assembly

The physical, moral, intellectual, social and cultural aspects should receive balanced treatment in education so as to enable the student to enrich his life and society in general.

Uniformity of pay-scale to the teachers is not a desirable thing. The basic pay should be uniform but the additional remuneration must be linked up with the results of the examinations. Proper incentive should be given to those teachers who are bent upon the progress of the students.

Grants should be given on the basis of performance.

There should be complete bifurcation of the primary and the secondary standards.

Caning the student, if necessary should be allowed.

Basic Education must be the foundation of the educational system.

Medium of instruction must be the mother-tongue or the regional language.

Convent Schools or the Model Schools for the rich class should be discouraged in the socialist pattern of society.

Aptitude tests and diversified courses are necessary.

Manual labour must be insisted upon.

Multipurpose Technical High Schools should be encouraged.

Diversified Courses and Special Colleges for special courses should be established.

18. Dr. N.L. Shah, 759/89-Bhandarkar Institute Road, Poona-4

Regional Institutions comprising young enthusiastic and experienced biologists should be started with a view to impart knowledge of Modern General Biology to students at all levels; to prepare much needed literature on relevant topics in desired languages dealing with fundamental and applied aspects of Biology and to train students to carry out research work on fundamental and applied problems of Biology and to guide post-graduate students for their degrees etc.

To make the higher secondary school education more effective, it should be imparted to carefully selected intelligent pupils.

Teaching of Biology at the higher secondary school level should include modern trends of Biology in a story like interesting account and the text-book should not exceed 150 pages.

The research workers from the educational institutions should be encouraged to accept research problems from industrialists. The

industrialists in turn should give on yearly basis financial assistance for recurring expenditure for scholars as well as the donations of equipment and other material manufactured by them.

19. Miss Vidyut Khandwala, S.N.D.T. Womens' University Library

An M.Lib.Sc. Course should be instituted in at least one University in each State.

Facility for Research in Library Science should be provided in at least one University in each State.

Provision for scholarships and prizes, internship programmes and training teachers abroad should be made.

20. Shri B.K. Gokhale "Vihar", 36-Deccan Gymkhana, Poona-4.

There should be co-education for boys and girls from age 6 to 14. Only four basic subjects—Mother Tongue, Hindi or English, Arithmetic and General knowledge—should be taught at this stage.

At the age of 14, the boys should be diverted to polytechnics and training schools for 4 to 6 years. Only bright boys should be allowed to go to the Universities, after 4 years at a secondary school.

At the age of 14, girls should be diverted to polytechnics and training schools for 4 to 6 years ending with a diploma or certificate in subjects including teaching, nursing, home science, catering, shorthand and type-writing, music, dancing, secretarial work etc. which should enable them to earn a living if marriage fails to give them adequate security and comfort. Only bright girls should be allowed to go in for University education after 4 years at a secondary school.

Liberal grants must be made available to girls' schools to encourage women education and to bring it on par with education of men.

Government must provide liberal grants and scholarships to enable the poor and deserving students to join better type of institutions.

The system of examinations should be changed so as to make the examinations a test of intelligence, general knowledge and the ability to apply theory to practice.

21. Dr. G.S. Khair, Anath Vidyarathi
Griha, Poona-2.

Primary education is mainly supported by the State Government. Secondary education is supported partly by the State Government, and partly by the parents. If proper expansion of secondary education is to take place and sufficient safe-guards are to be maintained for its required high standard, the parents and local communities should be convinced that they have to pay for this education either in the form of fees or in the form of taxes.

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22. Dr. G.S. Khair, Anath Vidyarathi
Griha, Poona-2.

The State should prepare a syllabus based on the most important ideas developed by all religions. A committee of experts in different ~~xxx~~ religions and of scholars of comparative religions should be appointed to prepare such a syllabus.

The syllabus will have to be of two levels - one for the middle schools and another for the high schools and colleges. The middle school syllabus may be in the form of stories from lives of great persons embodying the principles of different religions. The high school and college syllabus can be a little more abstract and on higher level. The material for text-books should be taken from the larger compendium prepared by the committee of experts appointed by the State.

The teachers to teach such a course should undergo training under the direction of an expert in the subject.

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23. Dr. G.S. Khair, Anath Vidyarathi
Griha, Poona-2.

Gifted children are of two types - those with extra-ordinary or inborn genius, and those with higher intelligence quotient.

There should be one or two special schools in every state for the children with extra-ordinary or inborn genius. They should have hostels and the expenditure for the children should be met either by the parents if they are able to do so or by the State.

Children with a higher intelligence quotient (I.Q.) do need additional and special coaching but in their own schools and not in ~~xxxx~~ separate schools. Such teaching will need some expenditure for which provision should be made by the State.

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24. Dr. G.S. Khair, Anath Vidyarathi
Griha, Poona-2.

Each State Government should appoint a small committee of experts and writers to write in its own

regional language a book on its culture and literature.

The Central Govt. should appoint committees to translate this book into different regional languages and the manuscripts should be handed over to the different States for printing, publishing and circulation to the schools and colleges.

Every State will, thus, have a set of 15 books, one on each State, dealing with the culture and literature of all the other States.

This will be a contribution to emotional and national integration.

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25. Dr. G.S. Khair, Anath Vidyarathi Griha, Poona-2.

A provision should be made in the National System of Education for adult workers and farmers who were deprived of secondary and higher education during their early age.

A suitable machinery will have to be evolved for testing and selecting workers and farmers who have the real intelligence for secondary and higher education and who are at the same time expert workers and farmers in their own field.

The expenditure will have to be borne by the State Government, by Industry, by the Trade Unions and by the Central Government. Some provisions for the maintenance of the families of adult workers and farmers will have to be made during the time of their education.

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26. Dr. G.S. Khair, Anath Vidyarathi Griha, Poona-2.

If it is intended to improve the quality of education and the standard of our school work in general, it is necessary that a representative small committee should investigate all the time factors affecting the syllabus, the learning, the teaching and the general standard of education and lay down certain common practices which will be reasonably uniform for all the States, allowing some degree of variation according to local conditions, needs and conveniences. All aspects of time have to be considered simultaneously. This investigation should be carried on over the field of primary, secondary and higher education.

In order to lay down a really scientific syllabus in relation to the time available for teaching that subject, an accurate estimate of the total time devoted to that subject has to be made. Similarly, in comparing the syllabus of different agencies of education, it is essential to compare the total time devoted by these bodies to the teaching and learning of those subjects.

The achievement of the pupils in academic and formal subjects depends on the total number of days devoted to actual instruction. It is, perhaps, desirable that an addition of from 10 to 30 days to the present number of total working days would be necessary to do full justice to the courses laid down. It is felt that some kind of national standard is laid down by an authoritative body for the guidance of the Education Departments of the States.

With regard to the holidays and vacations, there is great deal of variety among different schools in the same State and the different States also. It is necessary that proper consideration should be given to these factors and some kind of reasonable uniform practice laid down with regard to holidays, vacations etc.

It may be considered whether as a national practice, it is desirable to have a five-day week of the schools. The two days available may be utilised for preparation and for extra-curricular activities by the pupils and for increasing one's own efficiency on the part of the teacher.

Recently there has been a consciousness on the part of teachers about the equation of salary and time and, therefore, they are not willing to work either before or after the actual time prescribed for the school. There is no provision for overtime allowance payment as in industrial concerns and Government offices.

It is necessary that the ^{time} academic term should begin and end approximately the same all over India, except where the climatic conditions are not favourable for such a practice

The S.S.C. class, which is the crucial year in the life of the students, should have a larger number of working days, or it should be spread over two years instead one.

27. Dr. G.S. Khair, Anath Vidyartha Griha, Poona-2.

The following pattern of language teaching for secondary schools is suggested:-

- 1) Regional language and English should be intensively studied throughout the course.
- 2) The following languages may be studied in 2 or 3 years each consecutively or concurrently:-
 - (a) Hindi in non-Hindi speaking areas and any Indian language in Hindi speaking areas.
 - (b) Sanskrit or any other classical language.

Side by side with the study of the above languages, a study of the National Languages and cultures through the medium of the Regional language of the students should form a part of the study of language-teaching in secondary schools.

28. Dr. G.S. Khair, Anath Vidyartha Griha, Poona-2.

The proper preparation and training of headmasters is one of the most important remedies for maintaining educational standards in schools.

If the agency of the headmaster is to be fully utilised to bring about reform and standard in secondary education, it is necessary to pay greater attention to the proper selection of the headmasters. This immediate and remote training of headmasters from this point of view should be immediately considered.

Some provision for the in-service training of headmasters needs be made and the further promotions of headmasters may be tied up with their progress in this training.

29. Dr. G.S. Khair, Anath Vidyartha Griha, Poona-2.

Diversions of a large number of pupils from the regional language medium secondary schools to English teaching schools and consequently resulting in the gradual increase in the number of English teaching schools show that both the parents and the pupils do not support the present national policy on the medium of instruction in the secondary schools. Parents feel that their children have a handicap in the all-India competitive examinations if the medium of instruction is not English and students intending to proceed to higher education in Science and Technology feel that learning through English at the secondary level will help them for achieving a better career at the college level where everything is taught through English medium. Proper guidance in this respect is not given either by the States or by the Centre, this tendency would gradually increase and a large number of secondary schools will revert to English as the medium of instruction.

The Departments of Education of the State Governments and the Ministry of Education at the Centre should give a serious attention to this crucial problem.

30. Dr. G.S. Khair, Anath Vidyartha Griha, Poona-2.

In any free country patriotism and national integration are nourished by education in various ways - through the syllabus, text-books, extra-curricular activities, national ceremonies and the use of national symbolisms. Every unit of the educational machinery has some part to play - teachers, headmasters, District-educational officers, State Education Departments, Central Government and creative thinkers and writers. If all these agencies work hand in hand, the desired objective can be achieved.

Subjects like languages, history, geography and civics could easily be vehicles for the feelings of national integration. A topic like "Current Events and India" should be a part of the syllabus in history and social studies. This possibility should be kept constantly in mind by the framers of syllabuses and teachers handbooks.

Provision should be made in the school time-table for students and teachers to hold group discussions, conferences, seminars and workshops, to exchange ideas and discuss ways and means of developing the feelings of unity.

A creative interior decoration of a school will help a great deal in creating feelings of national unity. The pictures on the wall should depict the glory of our country. School museum should have a good collection of Indian Arts and Crafts. The school-day should start with a patriotic song.

31. Dr. G.S. Khair, Anath Vidyartha Griha, Poona-2.

Syllabus-makers for books on Secondary Education should lay special emphasis on National Integration, Moral, Religious and Civic Education, Economic goals of Nation, and special aspects of Indian Culture & Thought under the head "Indian Citizenship".

The age of admission and medium of examination at the All India competitive examinations are important factors influencing the decision of the States and should be

considered by the Commission and the Task Force with relevant persons.

10+2+3 Pattern should be recommended and details of adjustment should be discussed with all the States.

The economic implications of the system of secondary education adopted by the highly industrialised nations if adopted by our country at this stage of meagre industrialisation should be thoroughly discussed and made clear to responsible persons who take policy decisions in the States.

The Task Force should consider in details and frame proposals regarding introducing productive labour or work at the Secondary Education stage if it has proved impracticable on the Primary level of education.

Since Secondary Education is non-compulsory and voluntary the additional expenditure should be shared by parents and local communities through fees and taxes. This matter should be discussed with the taxation experts. Ways and means to raise finance from other sources may also be considered.

Centres of vocational and industrial training with all types of courses should be opened on a very large scale to prepare students for vocational jobs through full-time, short-term and intensive courses.

The addition of many new subjects (alongwith the addition ~~to~~ to the quantum of each subject) and claims of extra-curricular activities has resulted in quantitative expansion and qualitative deterioration. This needs consideration.

The problem of State-Monopoly or Free-Enterprise in the field of text-books for Secondary Education should be discussed purely from an educational and academic point of view and some compromise solution must be evolved in order to secure the advantages of both systems.

The Education Commission should not lay down a common standard national syllabus for Secondary Education. It should recommend the creation of a Standing National Agency to recommend ~~from time to time standard~~ syllabi and revise them every three to five years to include new material and delete out unnecessary material.

A model constitution should be framed and recommended for setting up of advising committees of teachers and headmasters to promote co-ordination between Teachers in Training Schools and Teachers' Training Colleges in their work.

The Task Force should work out details for setting up of some Central Agency to promote reforms and experiments in teaching methods. It should have prot-types also on the State level.

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The Task Force should consider how the good work being done by the Central/ ~~State~~ Unit can reach down to every teacher, every primary and secondary schools.

The use of radio, tape-records, TV etc. should be fully explored for propagating good methods of teaching.

The problem of large classes which is having a deteriorating effect on educational standards should be thoroughly discussed.

A standing National Committee on Teachers' Salaries should be proposed by the Task Force because the

revision of salaries is a constant problem having no finality.

A secondary schools standard Commission should be proposed by the Task Force.

Optimum limits for school size and class size should be recommended.

A system of awards to communities on District, State and Union levels should be recommended for developing the best school plant out of local resources.

Voluntary agencies should be encouraged to a large extent to come forth to start schools. In order to safeguard against the evil of mis-management, model constitutions of various types should be proposed by the Task Force.

A rapid and comprehensive programme of supplementary reading books on all subjects for school libraries with attractive get-up, illustrations etc. should be drawn up.

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32. Dr. G.S. Khair, Anath Vidyarathi Ghat, Poona-2.

It would be desirable to consider to increase the total hours of weekly work in schools without adding to the total load of teachers. Teachers will have to be paid special allowance to put in some extra work. Additional expenditure will have to be incurred by the Schools and by the State.

The arrangement of the school time-table should be reconsidered with a view to raising the quality of instruction in certain fundamental subjects like languages, mathematics and science.

The extra-curricular activities should not affect either the full day academic work or the total number of clear instructional days during the year in the interest of quality in secondary education.

The system of declaring failures in the examination should be abandoned. Practice of declaring only the subjects in which every candidate has passed should be adopted.

Special teachers should be assigned to help the students to do home assignments. This will involve additional staff and expenditure. This proposal may be considered.

The idea of considering the day-to-day work of the pupils for annual proportions is a healthy one and should be adopted.

Some consideration and weight should be given to the work done in the school throughout the year while declaring the results of the S.S.C. examination.

The courses of B.T. and B.Ed. Colleges should be recast in such a way that it will be necessary for the intending teachers to prepare thoroughly the subjects which they would teach in the secondary schools.

A departmental examination in two or three subjects which the teachers teach in the schools may be introduced. The teachers passing such examinations with

honours should get some encouragement by way of an additional increment.

Shri N.K. Rahalkar, Tulsibang Chand No.3, R.No.2, Ruby Mill Lane, Mohim, Bombay-16

"Social Service & Welfare Camps" should form a part of the curriculum from Standard VIII to a Graduate Class. Government should give liberal grants for the purpose.

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Shri R.M. Desai, Headmaster, J.C.O. Sarvajanic High School, Pardi.

As the primary and secondary stages, the mother-tongue of the child is indisputably the medium of instruction.

At the Junior College, the mother-tongue of the student may be the medium of instruction for humanities, but for the Sciences, English should be the medium of instruction.

For those not joining Junior College but joining various Technical, Professional and Vocational Institutions, the medium of instruction should be the mother-tongue.

At the Degree Colleges, English should continue to be the medium of instruction till the time suitable text-books in the mother-tongue are prepared. But English should continue as the medium of instruction in Medical, Engineering, Technical and Science Studies for many a year to come.

Besides Primary and Secondary Schools, Junior Colleges also should have the mother-tongue as a compulsory subject of studies.

For linguistic minorities residing in other States, the regional language of the State should at no stage be a compulsory subject of studies. It may taken up as one of the optional subjects at the Secondary and Junior College stages.

teaching

The teaching of Hindi should begin in standard Fifth of the Primary School and should continue as a compulsory subject of studies during the Secondary and Junior College stages.

The teaching of English may begin from Standard Fifth of the Primary Schools on a voluntary basis and may continue throughout the Secondary School course making in all a continuous process for six years (Standards V and VI in Primary Schools and four years in Secondary Stage).

English should be a compulsory subject during the two years at the Junior College.

There is no need to make English a compulsory subject for the Degree Colleges.

35. Managing Committee of the Hingre Stree-Shikshan Sanistha,
Karvenagar, Poona-4.

Women have equal rights with men and there need not be any distinction or difference between the education of boys and girls.

Girls' education should be suited to their needs in actual life.

In girls' primary schools, special emphasis could be given on activities in which girls are more interested than boys.

It is necessary for girls to take such education as will enable them to get some service even after marriage.

There should be free and compulsory education for girls till the age of 14 and after that a majority of them should be directed to polytechnics where they should learn occupations which they can practise even after marriage if unfortunately they are compelled to earn a living.

For the majority of girls diversified courses would be desirable and a lot of propaganda and publicity for educating public opinion will be necessary.

There should be advanced courses for women in selected higher secondary schools or polytechnics for girls leading to diplomas or certificates which should enable them to earn livelihood at any future date.

There are more opportunities for developing the desirable physical and mental qualities in girls in residential schools staffed with efficient and devoted teachers.

The school leaving certificate (S.S.C.) should indicate in some form the evaluation of health, physical efficiency and personality development.

Entire expenditure on girls' education at all levels (including fees, text-books, uniforms etc.) should be met by Government.

Discrimination between hostels for girls in urban and rural areas should be abolished and liberal grants for both recurring and non-recurring expenditure for running hostels should be given.

Preferential treatment to girls' schools in matter of grants-in-aid for recurring and non-recurring expenditure is necessary.

A Secondary Education Grants Commission on the lines of U.G.C. should be established with liberal funds at its disposal.

Special facilities such as provision of quarters, advance increments etc. should be provided to properly qualified women teachers in small towns and rural areas.

Married women who have children or other family responsibilities should be given part-time employment in education departments as well as other services. Such part-timers should be treated on par with full-timers as regards security of service, increments and leave benefits.

At such places where the women have to do full-time jobs, arrangements for the provision of the creches should invariably be made.

Full-time employment of women having family responsibilities is detrimental to the society and particularly to the welfare of children and therefore this question should be considered from wider national outlook.

A sub-committee should be appointed in the Education Commission to study the various problems of Girls' Education with a number of prominent women co-opted as members of this sub-committee.

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36. Shri. S.R. Dongerkerry

The mother tongue is the most natural and most effective medium instruction at the primary stage.

Instruction at the secondary education stage and the university education stage may be given in the regional language, if not the mother tongue.

Whatever be the medium of instruction, students at the university-level must be provided with the key to the vast treasures of knowledge in the several branches of study with which they are concerned in the shape of existing literature and with easy access especially at the post-graduate level, to the ever-swelling stream of research journals that keep flooding the libraries of universities and colleges.

English language provides a window on the world. Until a common Indian language like Hindi is sufficiently developed to serve as a "link" language for this purpose, the study of English which serves this purpose today will have to be maintained by all our universities.

The study of English must begin at the latest in Standard V. Even when a regional language is adopted as the medium of instruction, English will have to be continued as a parallel medium for the benefits of students coming from a different region who are unfamiliar with the regional language, as well as of students wishing to go abroad for advanced studies.

37. Shri. A.B. Shah.

One university-- A National university in each State with English as the medium of instruction should be established. If the idea of setting up about 15 quality institutions like this is accepted by Government, the total capital outlay will be in the neighbourhood of Rs 300 million. The current assistance needed by these institutions will come to about Rs 30 million per year which is nothing in comparison with the total provision for education about Rs 2,800 million per year expected to be made in the Fourth Five Year Plan.

38. Shri B.M. Thoke.

Minimum qualification for admission to Primary Teachers' Training Colleges should be P.B.C. and S.S.C. examinations.

S.S.C. passed English, Sanskrit, Mathematics, Science and Drawing should be given preference for admission.

Only trained candidates should be given appointments as primary teachers.

The pay-scales of Primary Teachers under local authorities must be improved as follows:-

P.T.C. trained-----Rs 60-2-80-3-110
S.S.C. trained-----Rs 65-2-85-3-115

Primary teachers trainees should be paid at least Rs 50/- per month as stipend during the training period.

The craft of 'Agriculture' should be given more importance and encouragement in a Primary Teachers Training College.

'Home Craft' should be introduced in Primary Teachers' Training Colleges for Women.

39. Shri. R.J. Parigar.

Coordination between the different stages of education and a common pattern specially for the Secondary Education in the country as whole is imperative and long overdue. The following common pattern for Primary and Secondary stages is suggested:-

Primary --- 8 years course
First stage---Infant to IV standard.
Second stage---V to VII standard

Secondary --- 5 years course
First stage---VIII to X standard
Second stage- XI and XII standards.

The teaching of National Language Hindi should start in the III Standard.

English should be introduced in V Standard and should be compulsory.

Integrated course without diversification should be introduced in the First Stage of the Secondary Education (VIII to X)

Diversification of courses should be introduced in the Second Stage of Secondary Education (XI-XII)

40. Mrs. S. Kirloskar.

Awareness of the responsibilities of parent-hood is essential for the effectiveness of education.

The vast masses of parents belong to one of the following three categories-----totally ignorant; indifferent; and willing to co-operate with teachers.

Community development programmes should be utilised to arouse awareness and responsibilities of the totally ignorant parents.

Indifferent parents should be awakened through various means of propaganda like newspapers, radio, exhibitions, fitness and through school sponsored programmes.

The school can get the co-operation of willing parents in running food canteen, arranging and undertaking co-curricular activities like dramas, sports, hobby-centres etc.

Parents can raise funds for the necessary but non-grantable educational items.

41. Shri B.G. Nane, Poona

Education Commission should endeavour to effect a close integration between the different aspects of education and emphasise the schools and colleges to pursue the practical or applied side of each subject in the courses for studies.

The Education Departments of State Governments should investigate into problem of teachers in Grants-in-aid schools and colleges who take more interest in private tuition work out of school-hours than actual teaching work in schools for which they have been employed, in contravention of the Rules of tuitions.

Facilities should be provided for the training of non-collegiate women and workers so as to enable them to live and act like intelligent citizens.

42. Shri B.Y. Oke, Bombay

Standards of Higher Education in Arts & Science Colleges in Greater Bombay are falling and consequently there is an alarming amount of wastage on account of ever-increasing number of students on the Degree course who have no aptitude and talent for higher education and hence their failure.

Higher Education must provide raw materials in large quantities to the various professions or for specialised courses catering to the needs of the administrative services and the armed services.

Education must be utilitarian to a greater extent and should have a vocational bias. It should cater to the needs of the vast majority by organising the more useful, practically helpful courses - the applied courses. This might siphon off students from the main stream of Degree courses.

Vocational courses must be revised after full consultations with the prospective employers. This will make syllabi more meaningful and instruction will be related to realities.

43. Dr. K. Mukherji, Gokhale Institute, Poona-4

The available statistics on Education are inadequate for economic analysis and hence not useful for educational planning and for working out economic implications of educational programmes. They should be improved and made more useful for future educational planning.

The problem of education should be meaningfully discussed from the standpoint of demand and supply of it. The problem of demand of education is tagged on to crucial political and valuational factors that cannot be handled merely at a technical level.

44. Shri B.R. Mohatta, Mustafa Building, Ferozeshah Mehta Road, Fort, Bombay

The country should be divided into States and Districts for better administration and not on the basis of language and religion.

Good education should inculcate the spirit to be adventurous, develop inquisitiveness, develop discerning mind, develop nationalism, develop brotherly feelings towards neighbours, develop the spirit of tolerance towards the faith of others and encourage or foster self-confidence and the spirit of self-help.

Education should be independent of politics. It should get the support of the politicians and at least a promise from them that they

will not make language and religion a forum or subject of their political demands and agitation.

45. Shri B.B. Sinran, Headmaster, Government Multipurpose Patwardhan Higher Secondary School, Nagpur.

Learning through group work should be encouraged in Schools.

The test paper should be divided into three sections - one having a set of questions to test comprehension, another having questions to test application of knowledge and, third consisting of questions which test power of expression.

In languages, formal grammar should be discouraged and the applied side should be stressed.

In craft work we should not adhere to mechanical prescriptions of the syllabus. We should encourage pupils to prepare articles for domestic use.

In diversified courses, emphasis should be laid on the practical work in the laboratories specially designed for the purpose.

In spite of good intentions and a steadily growing industrialisation, crafts are not receiving the required attention in schools.

Pupils cannot generally attain a high standard in diversified groups like science and technology when they are also required to study three languages fairly voluminous in course and of high standard for public examination.

A twelve-year secondary course would give pupils necessary competence and confidence.

Multi-channel courses are the need of the day when education is spreading on a mass-scale.

46. Shri Vajubhai Patel, Bombay

Education needs to be as widely decentralised as possible in order that democratic way of life through active participation by people can be successfully achieved and realised. Education should be tuned to the democratic way life.

Largest possible freedom of initiative at every level should characterise our entire educational system whether it is school education or college education.

Every educational institution must have freedom to work out its own curriculum, methodology and evaluation programme consistent with the national goals that may be identified and determined. It must conform to the minimum standards of performance that may be laid down by the Statutory Boards of Education in every State.

Minimum essentials of good education both at the school and the college levels should be clearly defined by the Education Commission.

Medium of instruction at school and college must be the mother-tongue of the pupils. In Public Schools and Central Schools, the medium should be Hindi.

The system of having annual examination for every class during the school years should be dropped and courses and tests may be planned on a duration of term basis rather than on a year basis.

There should be only one Board for the entire school education (no separate Board for Primary Education, nor for examination as such) which should be statutory and whose function should be to lay down

minimum standards of performance by schools and enforce the same through enlightened supervision and guidance throughout the State.

Public Schools must include at least 50% of the students on economic-cum-merit basis and their medium of instruction should be Hindi.

47. Prof. S.A. Rauf, Sadhana School of Educational Research & Training, Bombay.

As a result of teachers' training programme a teacher should be able to acquire skill and dexterity in teaching and as such our teachers' training programme should be focussed on qualitative aspect rather than quantitative aspect.

A good degree in Arts, Science or Commerce; sound physical health; and proficiency in any one team game, should have weight with us in the matter of recruiting and selecting a teacher.

The teacher-training programme must include a well-organised programme of 'teacher education' and 'content' course in the different subjects in which specialisation is sought.

In "practice teaching", a trainee should be placed in complete charge of a class over a sufficiently long period so that he may learn at first hand the cardinal principles of class-management and school organisation.

The teachers' training degree should not be of a permanent nature. It should be subject to periodical renewal on the basis and strength of a teacher's active participation in seminars, work-shops, refresher-courses and follow-up programmes.

In-service training programmes for teachers should be encouraged.

State Departments of Education should make arrangements to let those engaged in teaching profession to profit from the findings of any particular investigation or enquiry and pieces of research produced by advanced students and staff of training institutions.

The State Governments should give grants-in-aid to teachers' training institutions at an enhanced rate, say 60% of the admitted and approved expenditure subject to the limit of the net deficit to enable them to improve the quality of their teachers' training programmes.

A permanent teacher deputed by the Management should be paid two-third of his salary during the period of his training and a non-permanent teacher should be paid a stipend of Rs.50 per month for the period of his training. In return, the permanent trainee should give an undertaking that he would serve the school for a minimum period of 5 years after training and the non-permanent teacher, a period of two years after training.

The gap between primary and secondary teachers should be bridged in points of general education, professional training, salaries and service conditions etc.

48. Mrs. C.D. Mhapankar, Principal, New English School, Bassein, Dist. Thana.

Raw matriculates and graduates whose knowledge of English is extremely scanty should not be entrusted with the teaching of English language in Schools.

The problem of teaching English language in Schools centres round two difficulties-time allotted for a period and the number of periods allotted during a week-and an effective solution of these two difficulties will go

a long way in raising the standard of attainment.

Guided composition and effective correction work at all stages should be carefully organised.

49. Shri G.M. Shroff, Aurangabad

The Education Commission should reevaluate and advise as to the standards upto which primary education should be necessarily made free and compulsory in this area; the ways and means for meeting the minimum need of such an education; the solution to the pull-back of education of girls, and the possibilities of development of vocational courses in Basic Education in the context of the needs of the people in this area.

At the secondary stage of education, English should be made optional particularly for the girls. Those who want to go in for service or professions like Engineering, Medicine etc. in colleges may take it up.

Syllabus for secondary education needs to be revised entirely because the old Hyderabad pattern of H.S.C. syllabus is still continuing.

Whether Multipurpose High Schools should continue in this area, it is for consideration.

A definite policy needs to be laid down and necessary co-ordination effected at the Secondary level.

There should be a proper co-ordination of syllabi at different levels of education-general, professional and vocational courses-at primary, secondary and university stages.

The national educational policy for the country should be academically sound, co-ordinating all levels and above all coherent with socio-economic realities of Indian life.

50. Shri S.N. Singh, Headmaster, Manibai Gujarati Multipurpose Higher Secondary School, Amravati.

Any comprehensive national scheme of Education will have to be formulated and planned on the basis of broader objectives and broader concepts of education. And such a scheme of education will ultimately have to meet individual, social, economic and national needs.

There is need to strengthen and high-light the psychological aspect of day to day administration in educational institutions.

Attempt should be made to motivate, to discuss and to offer constructive guidance for orienting and improving teachers' training programmes.

Inspectorate should play a dynamic role in the rapid expansion of education and when the number of schools is increasing. The Inspectorate should be continuously involved through suitable yearly programmes in the process of leading, motivating and guiding the schools.

Administrative and academic functions of the Inspectorate should be specifically defined.

Centrally-sponsored agencies should be given adequate State support, sympathy and affinity to strengthen Secondary Education programmes.

There should be a permanent machinery to undertake a continuous appraisal of the impact of Centrally-sponsored agencies on schools and teachers to determine periodically their quantitative and qualitative contribution towards improving education in schools.

Immediate steps should be taken to implement the various recommendations made by the Secondary Education Commission in Chapter XII.

51. Shri S.P. Aiyar, Reader in Public Administration, University of Bombay, Bombay.

University departments should be liberated from traditional controls and methods of work which characterise bureaucracy.

There should be no restriction on teachers to seek prior permission for examinership or serving on a public body.

Every university should publish a handbook of its rules and regulations indicating the conditions of teachers' work, their privileges and they may or may not do.

Heads of Departments should lay down their own criteria for admission of students to post-graduate courses as well as for award of scholarships.

Heads of Departments should decide important matters in consultation with his colleagues. All important decisions should be taken by the Department constituted into a Committee.

At present there is an in-built conflict between Departments and administrative wing of the University.

There should be a single cadre from lecturer to professor with efficiency bars at appropriate levels.

There should be more professors in a Department.

Publication of research work should be encouraged.

Research manuscripts need not be sent through proper channels.

A portion of royalties should go to the grant giving body.

There should be separate Boards of Studies for post-graduate and under-graduate levels.

Every post-graduate teacher should be a member of the Board of Studies.

At least at post-graduate level, the rating and evaluation should be internalised. Alternatively, some autonomous universities should be set up.

There should be a separate degree for working students to be recognised for all purposes except for admission to post-graduate classes.

Full time students should have facilities for part-time employment in university libraries, journalism, teaching, etc., as in America.

Post-graduate teaching should be full-time.

There should be more secretarial assistance to members of the teaching staff.

Departments should be given grants to buy additional typewriters and duplicators needed for mimeographing papers for seminar work.

Every University should have a cheap Reprint Division which could reprint articles from different journals on the advice of the Department concerned - something on the lines of Bobbs-Merrill reprints used in American universities.

UGC should give grants to individual Departments to prepare original documents in fields like public administration, ancient Indian polity, social and political thought of modern India, etc.

UGC should issue a News letter to every university department publicising its activities and schemes.

Too much time is spent on average students and the brighter ones are neglected.

The external examiner has to satisfy the internal examiner so as to ensure his reappointment following year.

Should evaluation has to be personal and subjective. If responsibility is thrown on the teachers, they will live upto the confidence reposed in them.

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52. Shri R.V. Oturkar, Principal, Bombay College of Journalism, Churchgate, Bombay-1.

Education in Journalism is not receiving due importance.

The request of the Bombay College of Journalism is pending with the University authorities for affiliation or recognition for the last five years.

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53. Shri R.D. Karmarkar, Poona

There should be a proper balance between humanities and science/technology.

Medium of Instruction: English should be the medium of instruction for higher education. Wherever the universities have adopted regional language as the medium, they may be persuaded to adopt English also as an optional medium.

Central Government should establish All-India Universities with English medium of instruction.

The medium of examination, or research studies should be the same language all over India and even abroad.

Even if research thesis is submitted in a regional language, its English translation should also be required.

Study of Sanskrit literature should be encouraged.

At primary stage students should commit to memory, easy passages from Ramayana and Mahabharata dealing with moral instructions and code of conduct.

At secondary stage, Sanskrit should be a compulsory subject for the last four years.

At university stage, Sanskrit and ancient Indian culture should be compulsory subjects for both arts and science students for the first two years.

At the University stage emphasis should be more on quality than on quantity.

Those seeking admission to science and technical courses should be subject to a stiffer test.

Universities should function as autonomous bodies free from interference by the State Governments or politicians.

University Education should be free

Deserving and needy students should be given free board and lodging facilities.

Teachers' salaries may not be the same as those obtaining in business circles but teachers should be provided with certain facilities such as personal grants for building up library, or travel grants for visiting research centres.

There should be no difference between the emoluments of teachers possessing equal qualifications but working under different nomenclature in universities or colleges.

There should be only two grades - one for lecturers and other for professors, Lecturers being given the professors grade after 8 or 10 years of service.

In rare cases special grades may be given to senior professors.

Use of English should be allowed till Hindi is fully accepted as national language.

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54. Shri D.R. Contractor, President, Greater Bombay Secondary Teachers' Association, P.29, Cusrow Baug, Colaba Causeway, Bombay-1.

There should be immediate adjustments in dearness allowance and also from time to time.

The salary scales of teachers should be revised.

Teachers should be given security of service, as per revised grants-in-aid code.

Teachers should be given adequate financial security after retirement. It may be in the form of pension or old age annuity.

Teachers would be willing to contribute extra towards pension and annuity if the Government or the management also contributes something towards it.

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55. Shri L.N.Chhapekar, Jalgaon

Teachers should be given better scales of pay and stipends during the period of training.

There should be a variety of teacher-training programmes to meet the different requirements. This may include: (a) comprehensive training colleges, (b) short-term Degree courses for Diploma/Certificate holders, (c) In-service training, (d) A four-year integrated course leading to First Degree in education, (e) Content courses of 6 months' duration in different subjects for teachers already in service but whose knowledge of subject content is not upto the mark.

There should be separate training courses for headmasters of primary and secondary schools.

There should be short-term pedagogic courses for lecturers, professors, etc.

Correspondence courses in Methods of Teaching and other subjects like school administration should be started.

Apprenticeships for prospective teachers should be provided.

Special institutes should be started for subjects like English, foreign languages, Regional languages, Science, social studies, etc.

56. Smt. Homalata Acharya, Reader in Sociology, Deccan College, Poona-6

There should be a separate qualifying test for admission to M.A./Ph.D. Degree.

An orientation course in research methodology should be instituted for Ph.D. students.

There should be enough provision for special training in one particular field at the Master's degree, e.g., Industrial Sociology, Urban Sociology, in all regions.

For certain fields special facilities may be concentrated in some universities.

Improvement at post-graduate stage is tied up with reorganisation at the secondary and college level.

In colleges, a "Caretaker" may be provided for a group of 10 students to give students necessary guidance in adjusting to new college situations.

A "Bureau of College Students' Care" should be set up under a Dean for students to help students to adjust to new situations, as at Skidmore College, Saratoga Springs, New York.

57. Shri B.L. Tholiya, Santa Cruz East, Bombay-55.

Hindi is not as foreign to non-Hindi speaking people as English.

Many words are common to all Indian languages derived from Sanskrit.

Hindi script (Devnagri) is more phonetic and scientific and easier to learn.

Any Indian language can be cementing force for the country. Hindi's place for this purpose is because it is understood by a greater number of people than any other Indian language.

Maharashtra Government should open colleges to train primary and secondary teachers in Marathi, which has been adopted as the State language in the State.

Teaching of English from Class V is a retrograde step.

58. Shri B.L. Tholiya, Santa Cruz East, Bombay-25.

Devnagari script (as well as other Indian languages) are more phonetic and scientific than English.

Education can best be imparted through mother-tongue.

If regional languages are to be made media of instruction, it should not be postponed further.

Translating Bureaux may be established (as in Japan) to arrange translation of important works published in any part of the world in Indian languages.

Hindi should be taught from 3rd standard as a subject wherever it is different from the regional language.

English or any other foreign language should be taught from class VIII.

Hindi should replace English at University stage.

If some subjects at the university stage are taught through regional languages, Hindi should at least be a compulsory language.

Hindi should not be taught in Roman script.

Instead of Hindi speaking States being asked to send English translations in their correspondence with non-Hindi States, the latter should set up their own Translating Units to translate such communications into their regional languages/English

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59. Shri P.W. Joshi, Principal, Hadas High School, Nagpur-1.

It is necessary to attract right type of persons to the teaching profession and to train them to do their jobs ably.

Teachers should be given attractive scales of pay - particularly for service in rural areas.

Teachers should not be used as errand boys or for election work.

Government or Zilla Parishads should run the schools initially for some time before handing them over to citizens' societies to ensure regular payment of salaries etc.

Teachers for service in rural areas should particularly be caught young.

Adequate number of teacher-training institutions should be opened in rural areas.

Duration of teacher training should be two years.

Teacher-training should take due note of learning situations in rural environments.

Teacher-training should emphasise scientific approach to agriculture, sanitation, food, communications etc.

Role of recreation should be duly recognised.

Holidays and vacations should be suitably adjusted to rainy seasons and harvesting periods.

Teachers and teacher-trainees should be encouraged to develop a sense of adventure through excursions, mountaineering, etc.

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60. Shri V.G. Paranjpe, Secretary, Gram Shikshan Mandal, 37/33, A, Brandavne, Poona-4.

Sanskrit is indispensable for every Indian and it should be introduced from Class IV with simplified grammar and vocabulary.

Sanskrit should be an optional subject in high school class.

To prepare adequate number of Sanskrit teachers: (i) S.S.C passed students may be asked to take up Sanskrit as an optional subject during their training course, and (ii) special training institutions may be set up for Sanskrit teachers.

We should adopt the German system which requires every teacher in the University College to offer thesis for appointment as a lecturer and every professor to have considerable high level research work to his credit.

Following German and French practices, there should be no maximum age for university teachers if they are capable of moderate lecturing work and guiding research students.

Residential schools are necessary for character building. It may be done by a phased programme.

To increase the number of women teachers, special classes may be held for them to confer diploma in single subject which should entitle them to work as primary teachers of those subjects.

Government should cancel all resolutions guaranteeing permanency teachers after the service.

To promote education of nomadic and backward classes, Government grants should be related to the number of students from these classes studying in schools.

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61. Sarvshri S.S.Solunke, Prsident, Zila Parishad, Bihar, and S.B.Juvekar, Education Officer, Zila Parishad, Bhir.

Agriculture should be included in programmes of education at all stages.

Suitable legislative measures may be adopted if necessary to acquire a piece of agricultural land for every school.

Agricultural craft should be made an examination subject.

To overcome the dearth of suitably trained agricultural personnel in multipurpose schools, it would be desirable to give them attractive scale of pay.

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62. Dr. K.C.Vyas, Principal, New Era School, Bombay

A balanced educational programme which develops academic as well as practical or manual work ability should be worked out.

Diversified courses catering to the varied interests, abilities and aptitude of students should be provided from class VIII onwards.

The training of teachers for rural areas should be different from that for urban areas.

Every school should have a library, science laboratory, audio-visual aids and a playing ground.

Fine illustrated books in a variety of subjects should be specially prepared for children to provide suitable supplementary reading material.

Suitable audio-visual and science material should also be purchased for school.

Facilities for technical training or research in industrial and technical fields should be enlarged by requiring the industrial organisation to start suitable training courses and research programmes in their respective fields.

There should be training centres for training and development of villages handicrafts.

A comprehensive plan may be evolved to utilise various mass media of communication as a supplementary educational service to school children and also to raise the general standard of intellect and understanding among the masses.

Education Commission should give concrete suggestions and definite procedures to tackle the problems and should not get lost in theoretical aspects of educational problems.

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63. Shri V.G.Somalwar, Nagpur.

National system of education should make the country strong enough to defend itself against internal and external dangers.

Communalism is an internal danger. It should be countered by religious education, patriotism, and inculcation of an attitude of obedience to Constitution and rule of law among students.

Development of physical efficiency, along with creative ability, in science, should be aimed at to protect the country against external dangers.

Syllabus in science needs to be revised. It should contain detailed graded and well-defined projects.

Science should be taught by project method.

One-fourth of the time spent in school should be devoted to physical training.

The duration of primary education should be four years, and should be completed at the age of 9 plus.

Secondary education should consist of two courses - one for 6 years and the other for 7 years. Only those students who complete the 7-year course should be allowed to go to University. Those completing 6-year course should normally go to I.T.Is. or for other vocational courses.

P.U.C. course should be of two years and should be attached to secondary schools.

The scheme of evaluation of students should be (1) performance at periodical examinations (25 per cent), (2)(i) Physical efficiency including N.C.C. (20 per cent), (2)(ii) Outstanding achievement in any field (5 per cent), and (3) written examinations and practicals (50 per cent).

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64. Shri Jannath Mahadev Thorat, Taluka,
Malshiras, Sholapur.

Age of admission should be five plus .

Hindi and English should be compulsory subjects from class V to class VII.

Secondary education should extend from class VIII to class XII.

Medium of instruction at secondary stage should be Hindi or English, the other language being compulsory.

Sanskrit or other regional languages should be an optional subject at secondary stage.

Instead of P.U.C. course, it would be better to attach class XII to a school.

B.A./B.Sc./B.Com course should be of 4 years.

Hindi or English should be the medium of instruction for higher education.

In the whole of India there should be one examining body and one course.

All certificates/degrees/diplomas should be given in Hindi only.

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65. Rev. Fr. A. Solagram S.J. and Prof. C.N. Patwardhan

The unbalanced curriculum at primary and secondary stages is the cause of deterioration in higher education.

Maximum investment should be made in primary education extending a course of 7 years. In the first two years the emphasis should be on language development and nature study. For the next two years the major emphasis should be on arithmetic, elements of mathematics and relationship of pupils with the society around. In the 5th and 6th years facilities should be provided for employment of basic mathematical skill to further social studies. The students should get in the last year a broad view of his nation, industries, agriculture, trade etc.

Hand work should play an important role throughout the course.

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66. Chairman, Education Committee, Zilla Parishad, Ahmednagar.

Education should be a concurrent subject.

There should be no difference in educational practices between different regions of a State or different States.

Government should open pre-primary schools or give liberal grants to voluntary organisations for the purpose.

A comprehensive programme for the training of pre-primary teachers should be taken up.

There should be uniform syllabus for primary schools all over the country. It should cover reading, writing, arithmetic and General knowledge. Craft-work should be dropped.

Craft should be included as a separate subject. Correlated teaching has not been successful.

A separate cadre should be created for headmasters of primary schools.

Duration of school education should be 12 years divided as 4+5+3. Class IX should be terminal stage in general education. Diversified education should be provided in classes X-XII.

Teaching of English should be compulsory from Class V.

Education upto Higher Secondary stage should be free.

Pupil-teacher ratio should be 1:30 upto Class IV, 1:40 in classes V to IX and 1:45 in classes X-XII.

There should be 3 Departmental examinations at the end of Class IV, IX and XII respectively.

Teacher-Training courses should emphasise teaching of English and Science.

Every district should have at least 5 public schools. Regional languages should also be medium of instruction in public schools.

Grants to science and technical colleges should be liberalised.

Every district should have one Vocational Guidance Centre.

Text-books should be prepared with an eye to encourage patriotism, national integrity, discipline, love for truth, and consciousness of duty among students.

To promote girls education, there should be a Govt. hostel in every Block and liberal grants should be given to agencies working for girls' education and mixed schools to provide suitable facilities for girls.

Schools in backward areas should be residential and under the control of Education Department.

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Teachers should be provided residential accommodation.

Zilla Parishads and other voluntary organisation should be given loans for construction of teachers' quarters.

Pay scales of all teachers should be suitably enhanced.

A separate educational administrative unit should be created for every block under the Taluka Panchayat Samiti for improvement of school standards.

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67. Shri V.S. Kulkarni, President, Marathwada,
Govt. Teachers' Association.

Payscale and service conditions of teachers should be improved.

Pay actually given to private teachers is less than what they are required to sign for.

Teachers should be provided insurance, medical and housing facilities.

Teachers in rural areas should be given incentives.

Seventh pass, non-matriculantes, Matriculate and under-graduate candidates are equally appointed on a meagre salary of Rs. 40 p.m.

Dearness allowance should be related to price index.

Salary scales of teachers should be as under:

Trd. Primary teacher	Rs. 100 - 200 + D.A.
Untrd. graduate	175 - 300 + D.A.
Trd. graduate	225 - 450 + D.A.
Trd. primary teacher	150 - 300 + D.A.
M.A., B.Ed.	Three advance increment.
M.A., M.Ed.	Rs. 300 to 650.

Teachers should also be eligible for selection grades.

There should be Heads of Departments for different subjects.

Teachers of science and mathematics should be given special allowance or advance increments.

Govt. should make arrangements for disbursement of pay.

Different schools in each taluka should be selected for carrying out different projects.

Teacher-pupil ratio in all classes should be 1:30.

Staff quarters for teachers should be constructed along with school buildings, specially in rural areas.

Teachers under training should be given stipend over and above his pay.

68. Shri M.K. Phadkey, Pensioner in Judicial Department, Anand Bhawan, Mahal Ward, Bhadara.

Some important events have been taking place in the Indian and World history at an interval of about 181 or 182 years. Some further research should be undertaken in this connection.

A new sign should be evolved for the letter 'kha' (ख) in Devnagri script.

The terms "unees" (19), "untees" (29) and so on should be replaced by "navdas" (19), "navbees" (29) and so on to help younger children to understand these concepts easily.

The author has suggested a new plan of the dial of clock/watch to show not only time but also the exact position of sun during day or night.

The author has suggested a new line of calendar in which the day and date will be identical for every year.

The author has suggested some changes in Marathi Grammar.

Through use of electric power, the stool may be turned into ashes and latrines kept hygienic.

69. Shri L. Sreenivas.

The first degree course in Agriculture should be of 5 years duration after S.S.C. or 4 years after P.U.C.

At High School level, the emphasis should be on teaching of basic sciences as pre-requisite for technical courses rather than on teaching of technical subjects.

There should be a minimum of 200 working days for class-room teaching, field-work and laboratory practicals.

NCC camps, Extension Camps, educational tours etc. should be organised only during vacations.

Only those candidates who obtain more than 50% at the SSC examination should be admitted to colleges. Rest of students may be provided vocational training facilities leading to Diploma courses.

Minimum qualifications for a teacher (including tutors and demonstrators) should be a good post-graduate degree.

UGC scales of pay should be applied to all teachers in agricultural colleges.

Teachers should be given subsidised vacations.

Agricultural universities should also have courses in basic sciences and humanities to make education more effective.

Graduates in Agricultural sciences should be given opportunities comparable to other professions.

70. Shri F.B. Lembhe, Headmaster, Govt. High School, Chetipura, Aurangabad.

Education should be compulsory upto Class VII.

Secondary education should be for 10 years = 4+3+3.

Continuation course should be provided for those who cannot complete the secondary education in normal course.

Compulsion in primary education can be made effective by incentives like midday meals, textbooks, uniforms, adjustment of school timings, opening of balwadis, adjustment of vacations and appointing village teachers as ~~accepted~~ member of village panchayats.

There should be screening of students at Class VIII on the basis of intelligence and aptitude tests.

There should be liberal provision of scholarships for intelligent but poor students.

There should be Residential High Schools for a group of villages.

Multipurpose Higher Secondary schools are neither preparatory to colleges nor give complete vocational training.

There should be special training for inspection staff.

The inspection staff needs to be augmented.

Inspection and administration should be in one hand.

Textbooks should be accompanied by workbooks.

Textbooks should be prescribed upto Class VII and only recommended for secondary classes.

Every school should have an open shelf library with adequate number of books.

There should be village libraries.

71. Nagpur University, Nagpur.

School education should be 10 year course.

Pre-Degree course should be of 2 years and it should be under the University.

Those passing Higher Secondary examination should be admitted to the 2nd Year of Pre-Degree course.

For those students who seek admission to professional courses, there may be a special university examination at the end of the 1st year of the 2 year pre-Degree course.

40% marks should be minimum requirements for admission to pre-Degree course.

English, Hindi or Marathi should be medium of Instruction in the Faculties of Arts, Science, Commerce and Education.

English should be medium of instruction for professional courses for some years to come.

For post-graduate courses, English or national language should be medium of instruction.

3 language formula should be strictly followed.

Adequate literature should be produced in regional languages.

There should be uniformity in regard to (a) duration, (b) contents and (c) standards between different universities.

There should be adequate provision for tutorials at under-graduate and seminars at post-graduate level.

Teacher pupil ratio at undergraduate level should not be more than 1:20.

Provision for merit scholarships (irrespective of means) should be increased at all levels.

Teaching load should be not more than 20 periods in undergraduate classes, 16 periods in post-graduate classes, and 12 periods for research work.

There should be training facilities for new teachers.

To promote higher education among women, women's polytechnics and girls' hostels are necessary.

Education in scientific subjects from higher secondary to university should be Central responsibility.

Engineering/Technological degree course should be 4 year course after B.Sc. Part I or Intermediate examination.

Pharmacy course should be of 4 years after degree course in Science.

Elective subjects should be introduced in the 4th year of Engineering course.

Universities should be free to assign scholarships keeping in view the needs of different subjects.

Liberal foreign exchange and import licenses are necessary to promote research work.

Methods of research should be included in science subjects.

Scales of teachers in IITs, regional colleges and universities should be uniform.

Mobility of teachers from industries to institutions and vice-versa should be encouraged.

School course (in science subjects) leading to 3 year degree course should be of GEC examination of London University.

Students should participate in social and community activities.

Students should study society. Community problems should studied from research point at post-graduate level.

Planning forums should do some social surveys.

Extra-Mural Boards should be established to bring university teachers in contact with lay citizens.

72. Shri A.S. Joshi, Principal, M.E.S. Arts and Commerce College, Menkar, Distt. Buldhana.

Some weightage should be given to internal assessment on the basis of tutorials, quarterly tests, viva voce.

Students should be trained in yoga asans for physical, mental and spiritual development.

English should be abolished as a compulsory subject at university level.

Only deserving candidates should be awarded scholarships and not because the candidates belong to certain castes or income-group alone.

Students' habits should be moulded through tutorials.

Moral education should be imparted from primary school level.

There should be periodical seminars of all subject-teachers in a university.

UGC should introduce a system of Visiting Professors,

A common code of conduct should be framed for lecturers.

There should be a training course for university lecturers.

There should be refresher courses in methods of teacher for university lectures.

Pay scales of lecturers should be revised and they should be given incentives by way of promotion or advance increments for research work.

Teaching load should be 18 periods a week for undergraduate and 15 periods a week for postgraduate classes.

Number of working days in a year should be 200.

English calendar should be replaced by Indian calendar.

Sunday should be replaced by another weekly holiday as per Indian tradition.

73. Shri G.H. Mahajan, Principal, S.P.D.M.
Arts and Commerce College, Shirpur
Dist. Dhulia.

Primary and secondary education should be under the State Government.

University education should be on concurrent list.

PUC should be of 2 years duration with standard comparable to that of Senior Cambridge.

Degree course should be of 3 years, with examinations every year.

There should be proper coordination between primary, secondary and university education.

3 language formula should be followed.

Medium of instruction in Arts, Commerce, Education and Social Sciences should be Regional language, Hindi or English at the option of students.

Medium of instruction in science, technology, medicine, law and Agriculture should be English until Hindi or Regional languages are adequately developed.

For post-graduate courses, medium of instruction should be English.

Syllabus, textbooks and examinations should be uniform all over the country.

At first degree level 25 per cent weightage should be given to sessional work.

3 weeks social service must be a pre-condition for award of degree.

Newly established colleges and colleges in rural areas should be under the purview of UGC.

UGC should prepare a College Code for all colleges.

There should be earn-and-learn schemes, in addition to various scholarships schemes.

Residential schools, colleges and universities should be developed.

There should be not more than 800 students in a school and not more than 40 students in a class.

A college should not have more than 1,000 students and no class should have more than 75 students.

Teachers should be given representation in Union and State legislatures.

74. Students' Association, Govt. College of Education, Aurangabad.

Selected primary teachers should be given one year training with full pay plus sumptuous training allowance.

A special 4 year Degree course in education should be instituted after higher secondary course.

Teachers under training should be given stipends.

Education should be on the Concurrent list.

Govt. should assume the entire responsibility for financing of education.

Teachers in private schools should be given security of service.

Teacher pupil ratio should not exceed 1,20.

Teaching work should not be more than 15 hrs. per week. For science teachers it should be 12 hours.

Secondary education should be of 12 years duration.

Vocational instruction should be compulsory for the last 4 years of secondary schools.

Part-time or correspondence courses should be provided for those who cannot continue their education on financial grounds.

There should be emphasis on agricultural education.

Syllabus should indicate approach to teaching.

Teachers should be provided with handbooks.

Viva voce and practicals should be introduced in examinations.

Concept of Basic education needs modification.

Boarding and medical facilities should be provided, specially in rural areas.

75. Shri V.P. Bokil, Poona.

Low standard in Primary education is the root-cause of lowering of academic standards, at all other stages.

Educational standards have gone down because of increase in the number of students.

Transfer of primary education to local bodies has adversely affected its standards.

In the teaching of subjects like Mathematics, science, history, geography, etc. new methods have been adopted in half-hearted way but the actual output and intellectual development of children has been below the mark.

Basic Education method cannot be compared to the Project Method of America.

In the field of secondary education some private bodies have been formed on communal grounds which give importance to religious education.

In teacher education there is a tendency towards specialisation rather than towards liberal education. Hence teachers fight shy of handling subjects other than those of their specialisation.

Teaching profession requires devoted teachers.

Teachers' salaries should be improved - though they cannot be paid comparable salaries as obtaining in other professions.

The duration of B.T., B.Ed. and M.Ed. courses is rather short.

Govt. should train teachers at its cost.

Politics should not be allowed to interfere with internal affairs of education.

Sanskrit should be included in the syllabus of secondary school curriculum and the students at this stage should read 4 languages.

School leaving examination should be taken in two compartments - one at the end of class 10 and the other at the end of class XI.

As a result of Mudaliar Commission's report some "cultural subjects" have been introduced in the schools but teachers have no clear idea of what to do in the periods set apart for cultural subjects.

Dramatics is a good art but does not possess great educative value. Emphasis on it should be reduced.

Vocal music, instrumental music, painting, drawing, dancing and other fine arts need to be encouraged.

Co-curricular activities should be properly planned so that the students should get adequate time for their intellectual studies.

The wide range of co-curricular activities comes in the way of intensive development of mind.

Students should be encouraged in habits of self-study.

Too much publicising the shortcomings of present system of education makes students to lose faith in education and gives rise to more student indiscipline.

Instead of NCC, NDS, etc., there should be one comprehensive scheme which should encourage orderly activities of pupils under proper supervision.

Schools should have a programme of sex education for the growing adolescents.

Govt. should declare spiritualism as the foundation of Indian education.

Students should be given right kind of guidance to sublimate their feelings.

During adolescent years, the boys and girls should be educated in separate schools. It has been realised even in Russia that co-education does not lead to efficiency.

Schools should emphasize and impart instruction in Indian culture.

Age of admission to Universities should be 18. For this it is necessary to lengthen and reorganise the school course.

Professors and lecturers in universities should possess teaching qualifications.

Teacher-pupil ratio in universities should be reduced.

Love affairs mentioned in textbooks as well as mixed programmes and mixed games in colleges have an undesirable effect on the mental attitude of teachers.

College authorities should insist on individual work from students and should secure the co-operation of parents and guardians in this respect.

Lecturers and professors should show by their conduct that they are working for the interest of their students.

76. Shri N.V. Patkar, Retd.: Principal, Tilak College of Education, Poona.

A teacher in any educational institution, at any stage of education must be trained for the job.

A phased programme of teacher training may be drawn up and there should be no extension beyond a particular date.

There should be no untrained primary teacher after 20 years from now.

Training of teachers for multipurpose and technical schools should receive high priority.

Training of teachers for secondary schools should be completed in 15 years.

For college and university lectures a short-training course of 3 months should be instituted.

Training of teachers for different stages should be in different institutions. There are practical difficulties in establishing comprehensive colleges for all stages.

Teacher-training should be in smaller units rather than in big colleges. Every good school may be turned into a teacher-training school.

Minimum qualification for Primary teachers should be matriculation.

Primary teacher-training course should be of 2 years.

For secondary teachers there should be a 3 year Bachelor's course on the same lines as 3 year course in medicine or engineering.

The present one-year teacher training course should really be of one year duration and not a tame 6 months course.

Practice-teaching should be more realistic.

Syllabus and methods of training in training institutions need to be re-oriented.

There should be periodical refresher courses and they should be considered as part of the training programme.

Present refresher courses are waste of time and money.

There should be some incentive for teachers to go in for refresher courses.

Teachers may be given one advance increment for passing the refresher course.

Refresher course should aim at both areas of teaching - subject matter and methods of teaching. There should be a stiff test at the end of the course.

Those who do not attend the refresher courses or fail at such courses should not be allowed to cross efficiency bar.

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There should at least 2 refresher courses in the career of every teacher, at an interval of about 7 years.

There should be 3 efficiency bars in the grade of teachers in colleges and other institutions of higher education.

The M.Ed. course should aim at preparing educationist, educational philosophers and educational administrators.

Teacher-training courses should be free.

To begin with at least 75 per cent of the expenses of the teacher-trainees should be borne by Government.

77. Shri H.D. Gaonkar, Superintendent, K.M.S., Parel High School, Parel, Bombay.

The foremost factor responsible for lowering of academic standards is lack of congenial environment at home.

The traditional boarding hostels are costly and beyond the means of common man.

Dry hostels or lodging hostels should be set up where the students may stay throughout day and night but may go home twice for meals.

The school has devised a composite piece of furniture combining 2 writing tables, 2 beds and 4 cupboards (for use by 2 students) at a cost of Rs.300.

Capital cost of a dry hostel is calculated at Rs.1,000 per pupil for City of Bombay and recurring cost @ Rs.3.

The best teacher in the school should be put in charge of hostel.

78. Shri Vajubhai Patél, Indian Council of Basic Education, Bombay.

The seating arrangement in class should be conducive to creative activity - individual or group work.

There should workbooks, reading materials and teaching aids to stimulate learning situations in the class.

There should be a provision for continuous integrated teaching of crafts from class VI to class X.

The planning of craftwork should be discussed with children.

Children should have a positive experience in self-help practice and community life daily.

Every institution should be given maximum to develop its educational programme.

School organisation today is teacher-centred and the programme subject-centred. The school organisation should be made child-centred with numerous opportunities for self-study and self-discipline.

79. Shri B.G. Meni, "Swati", 710 Narayan Peth,
Laxmi Road, Poona-2.

There should be a Parent-Teacher Association in every school.

The occasions for meeting of parents and teachers may be (i) Senkrant Day or children's day, (ii) school prize distribution, or (iii) a fete in aid of school.

Parents should be properly educated before they are allowed to participate in framing the school programme and management of the school.

80. Shri B.G. Meni, "Swati", 710 Narayan Peth
Laxmi Road, Poona-2.

There should not be one and sole Departmental textbook for secondary schools.

Monopoly in textbooks is against the Human Rights mentioned in UN Charter.

81. Shri S.S. Desnvi.

There should be greater emphasis on vocationalisation of second level education.

The first Degree course should be a 15 year course - 7+3+2+3 = 15 years.

Channelisation of students to vocational courses should begin at the end of primary education (i.e. from Class V).

contd.....

After completing 7 year primary course, the students should either join academic course or professional courses or branch of to ITIs or other Certificate courses. Alternatively one school may provide different channels from class IX to class X, Class VIII being common to all students.

There should be continuation course (of longer duration but of the same standard as class X) for those who have got the aptitude for academic studies but not the means.

The existing prejudices about vocational education may be counter-acted by large scale propaganda, proper guidance and counselling.

Availability of vocational education of varying types and standards is most important.

With rise in national income, it should be possible to earmark more money to be spent on vocational education.

Vocational education should be provided in same schools along with academic education to economise on overheads.

Vocational courses of shorter duration (with increased working hours) should be organised to intensively utilise the limited facilities and equipment.

82. Shri M.R. Desai, Principal, Gopal Krishna, Gokhale College, Kolhapur.

Important talks given by teachers should be tape-recorded.

Tape-recorded teaching should be used as an effective corrective and supplement to regular teaching.

Tape-records should be useful for evening classes, correspondence course, language teaching and stressing cultural unity.

83. Shri S.R. Tawde, "Ramji Sadan", Shahpuri, Kolhapur.

India has lot of unity amidst diversity and the educational institutions should lay more emphasis on unity than diversity.

A properly graded and scientifically worked out common course of Indianization should be introduced in all schools right from the beginning.

contd.....

"Indianisation" course should be taught through mother-tongue or any language clearly understood by the child.

"Indianization" should be a compulsory subject but not an examination subject.

"Indianization" course should emphasise feeling of gratitude towards parents, family, country, God and nature.

Education should develop aesthetic values of human life.

There should be judicious mixture of humanities, science and technology in national education.

Three language formula should be accepted by all States.

In every State there should be a statutory Educational Board and a Central Board at the Centre, consisting of experts and officials, to lay down general policy, frame syllabus, textbooks and hold examinations.

There should be no Indian Education Service, but there may be exchange of professors and administrators between different States on contract basis.

There should be a common educational pattern throughout India (in terms of number of years at different stages).

Education should not be a Union subject but Central Govt. may lay down common policy and uniform standards.

There should be a Secondary Education Grants Commission.

English should be one of the important languages at the university stage, even though it may not be the medium of instruction.

6+ should be normal age of admission, reduced to 5+ in special cases.

Primary Education should be a 4-year course. (Classes I-IV).

Upper Primary should be a 3 year course. (Classes V-VII).

There should be a 2-year Junior Secondary course (classes VIII-IX).

There should be a public examination at the end of Junior Secondary course (class IX).

There should be a 2-year Senior Secondary course (classes X-XI).

B.A./B.Sc. (pass) should be a 3 year course and B.A./B.Sc. (Honours) should be a four-year course.

National system of education will follow uniform pattern of school classes, training of teachers and textbooks.

84. Government Basic Training College for Women, Aurangabad.

The memorandum briefly describes the work and activities of the Govt. Basic Training College for Women, Aurangabad.

contd.....

Practice-teaching could be organised more efficiently if a practising school is attached to the Training College.

85. Shri D.B. Mohekar, Headmaster, Dnyanodyog Yarmala, District Osmanabad.

A clear cut policy about nationalisation of secondary education should be decided.

Government or Zilla Parishads should open new institutions wherever private institutions are working.

Payments to private secondary schools should be direct by Dy. Director of Education.

There should be unified code for the recognition of schools - grant-in-aid to schools and permission for opening new schools.

Rules for recognition, grant-in-aid and starting of new schools in rural areas should be somewhat liberalised.

There should be a statutory Committee to coordinate primary, secondary and university education.

There should be night schools with agricultural base.

There should be residential schools in rural areas.

Building problem should be seriously solved.

Multipurpose schools should provide for a larger number of electives.

86. Shri B.M. Thoke, Principal, M.Phule Adhyapak Vidyalaya, Satara.

There should be a common pattern of primary education.

Craft or simple activity should be centre of education.

Correlated teaching may be tried in schools but it should not be compulsory.

Agriculture should be introduced in at least 60 per cent of primary schools.

Every class should have at least $\frac{1}{2}$ acre of cultivable land. Land should be donated by villagers or Government.

Shift system should be abolished.

Development of single teacher schools should be given particular attention.

contd.,....

Every hamlet of 200 population should have a primary school.

Single-teacher schools should have trained teachers.

If in a school the average attendance is more than 40, two fulltime teachers should be appointed.

Different criteria have been suggested for increasing the number of full time teachers to seven in a primary school.

There should be public examination at the end of class IV and class VII respectively.

Every school should have spacious playground.

Taluka place should be treated as urban area.

87. Shri P.J. Chawde, Ward No.2, Wardha.

Education should aim at meeting the felt needs of country.

In national system of education, greatest attention should be given to young children, and education should be over by the age of 19-20.

Education to children between the ages of 3 and 6 should be in Bal Mandirs.

Primary education should be upto the age of 9, secondary education upto the age of 15, and graduate and post-graduate education upto the age of 19.

Education upto Matriculation stage should be free and compulsory.

There is need for physical education and military training in educational institutions.

There should be provision for moral education.

Teachers in Bal Mandirs (Pre-Primary institutions) should be trained graduates and above the age of 30 or 32.

There should be Departmental tests for college and school teachers.

The number of holidays should be reduced.

88. Shri B.M. Lalwani, Head of History Department, K.C. College, Churchgate, Bombay-1.

Larger amounts should be spent on higher education.

The aim of higher education should be to promote the growth of science and technology.

Higher education must focus attention on fundamental research.

The number of colleges and universities should be increased and they should be better equipped.

There should be more polytechnics of diploma level and other technical and engineering colleges of degree level.

The finances which may be set apart to reform secondary education should be spent on university education.

The colleges upto degree level should be considered to supplement the role of Secondary schools.

The medium of instruction in degree colleges should be regional language with Hindi and English other compulsory languages.

Greatest emphasis should be laid on improvement of post-graduate teaching and research.

The admission to post-graduate and research courses should be selective.

English should be medium of instruction at post-graduate and research level.

Liberal fellowships should be instituted at post-graduate and research level.

One university should be set up in each zone for post-graduate studies. Each such university should specialise in one subject and should attract best teaching staff and students in the subject.

More money should be devoted to science education.

To overcome shortage of trained staff, universities and research institutions should co-operative in the field of teaching, as in Germany.

Education upto middle stage must be compulsory.

Due attention should be given to adult education.

89. Headmaster, Government Multipurpose High School, Aurangabad.

The students prefer H.S.C. course (3 year) to H.S. (M.P.) S.C. course (4-year course) particularly in the Technical group since both are equally admitted to the 1st year of Polytechnic Diploma course.

Students studying technical subjects in Multipurpose High Schools for three years are not treated at technical hands.

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Students also prefer H.S.C. (3-year) course in preference to H.S. (M.P) S.C. (4-year course) because the latter has a heavier workload.

90. The Milind Colleges of Arts and Science, Aurangabad.

The ad-hoc grants for the maintenance of S.C. and S.T. students should be advanced to the College monthly.

Similarly, fee grants to colleges on account of S.C. and S.T. students should be given quite early in the term.

U.G.C. should give 100 per cent grants to colleges with overwhelming S.C. and S.T. students, without insisting on matching contribution.

Rates of maintenance grants for S.C. and S.T. students which were fixed more than 25 years ago should be suitably revised in view of enormously increased cost of living.

The falling standards in English without regional or official language taking its place has adversely effected the medium of communication in university.

Half-hearted sanction of inadequate sum as grants affects seriously the fulfilment and defeats the very objective of the programme.

Teachers in colleges/university should have a scale comparable to Class I in Government service.

Teachers should have the benefit of C.P.F., gratuity and/or pension.

91. Shri B.B. Singam, Nagpur.

High Schools and colleges do not regard higher secondary schools in any way more important or advantageous.

P.U.C. course has certain advantage over Higher Secondary course - it consists of 3 subjects only, 1 elective and 2 languages whereas Class XI course is very heavy.

P.U.C. course encourages secondary schools to persist and discourages higher secondary schools.

Secondary schools do not want to be up-graded to higher secondary level because it requires more finances and the course content to class XI are heavier and tougher.

There should be better cooperation and coordination between different stages of education.

contd.....

A group of high schools should be grouped together to follow a common programme of syllabus, methods and tests.

There should be an agency to coordinate primary, secondary and collegiate stages.

The staff teaching higher stages of education should also be aware of methods of teaching at lower stages.

Physical education and recreational activities should be given a definite place in the time-table.

Curricular and co-curricular activities should be exclusively managed by teaching staff.

Physical education programme should be conducted by specialised agencies like N.D.S.

Recreational activities like dramatics, music, painting, etc. should be conducted by local agencies.

Pay scales of teachers should be according to qualifications and not according to the stage taught.

There should be an independent agency for inspiring and guiding academic work.

The duration of school education should be 12 years divided as 7+3+2 = 12 years.

History, geography, science and mathematics should be compulsory subjects at Classes VIII-X.

A public examination should be conducted by the Board at the end of Class X.

Diversification of courses should be introduced at Class XI and XII only.

Only those schools which have adequate accommodation or laboratory facilities should be upgraded to higher secondary standard.

The problem of absorption of slow learners in the last 2 years of 12 year secondary school needs further consideration.

92. Chairman, Education Committee, Zilla Parishad, Kolaba, Alibag, District Kolaba.

The Zilla Parishad has 3 schemes: (a) book bank to give books on 1/4th price for use to children, (b) awards to ideal schools and teachers, and (c) taluka libraries.

The educational needs of Kolaba district are: (a) Training College for Women primary teachers, (b) a polytechnic, (c) navy school, (d) army school, (e) agricultural college and (f) a post-graduate teacher training college.

Clerical assistance should be provided to A.D.E.Is.

contd.....

Sufficient number of trained graduates should be appointed as A.D.E.Is.

Peons should be allowed to touring taluka officers.

Question of teaching English in Classes V-VII needs re-examination.

No. of leave reserve teachers for single-teacher schools should be increased.

Government grants for construction of class-rooms falls far short of requirements.

The rate of stipend per pupil in Backward Class hostels needs to be improved from the present amount of Rs.15 p.m.

93. Shri H.D. Gaonkar, Superintendent, K.M.S. Parel High School, Bombay.

There should be a common national language for India and it should be Hindi.

Similarities between Hindi and other Regional Languages should be found out and promoted further, by tracing their common roots in Sanskrit.

Instead of finding equivalents of technical terms separately for different languages, a common terminology may be evolved for all languages.

Common terminology once accepted by Government should be used compulsorily in all text-books.

Education upto the secondary stage through the mother-tongue.

Hindi, with common technical terminology in different languages, should be the medium of instruction at the University stage.

94. Shri H.D. Gaonkar, Superintendent, K.M.S. Parel High School, Parel, Bombay.

There should be a nation-wide search for gifted children.

Gifted children should be educated in special schools, which should be residential and well-staffed with competent teachers.

In the education of gifted children, there should be special emphasis on moral and social training. They should be taught to appreciate dignity of labour and to discard snobbish tendencies.

ANNEXURE I

PROGRAMME OF THE VISIT OF THE EDUCATION
COMMISSION TO MAHARASHTRA STATE

The Commission divided itself into five Groups for its visit to Maharashtra State and visited Nagpur (4th to 6th of February), Bombay (5th to 7th of February), Aurangabad (5th to 6th of February), Poona (11th and 12th of February), Kolhapur and Gargoti (13th and 14th of February). The Commission as a whole was at Bombay from 8th to 10th of February, 1965.

Group I: Bombay

This group included Dr. K.G. Saiyidain, Dr. T. Sen, Professor S. Ihara, Mr. Jean Thomas, Shri A.R. Dawood and Mr. J.F. McDougall.

The programme of the Group is given below:-

5.2.1965

- 9.00 A.M. to 10.30 A.M. Discussion with Headmasters of Secondary Schools.
11.00 A.M. to 1.00 P.M. Discussion with Principals and Teachers of Colleges and Universities Teachers.
3.00 P.M. to 6.00 P.M. Visit to the Bombay University.

6.2.1965

- 10.00 A.M. to 1.00 P.M. Visit to Indian Institute of Technology, Bombay.
3.30 P.M. to 5.30 P.M. Visit to the Office of the Bombay Municipal Corporation (office of the Education Officer).

7.2.1965

- 10.00 A.M. to 1.00 P.M. Discussions with officers of the Education Department.

Group II: Nagpur

The group consisted of Dr. V.S. Jha. Its programme is given below:-

4.2.1965

Discussions with Principals of Colleges, University Professors and College teachers.

5.2.1965

Discussion with Heads of Departments of Nagpur University.

Visit to the College of Science, Nagpur.

Visit to the Government Polytechnic, Nagpur.

Discussion with Headmasters and teachers of Secondary Schools from Vidarbha region.

6.2.1965

Visit to the office of the School Board of the Municipal Corporation, Nagpur.

Visit to Government Montessori Pre-Primary Training School, Nagpur.

Visit to Patwardhan M.P. Higher Secondary School, Nagpur.

Visit to Government Vocational Higher Secondary School, Nagpur.

Visit to the Vidharbha Board of Secondary Education.

Group III: Aurangabad

The group consisted of Miss S. Panandikar, and Prof. M.V. Mathur. Mr. Jean Thomas and Mr. J.F. McDougall joined them on the 6th February.

5.2.1965

Discussion with the Vice-Chancellor and Registrar of Marathwada University.

Discussion with the Executive Council and Heads of the University Departments.

Visit to Milind College of Arts and Science, Aurangabad.

Visit to the College of Education, Aurangabad.

Visit to the Government Primary Training College for Women, Aurangabad.

6.2.1965

Conference to discuss education problems of Marathwada at the Old University building, Aurangabad.

Visit to Multipurpose High School, Aurangabad.

Discussion with the Headmasters and the Teachers of Secondary Schools at the Old University, Aurangabad.

Programme of the Commission as a whole at Bombay

(8th to 10th February, 1965)

8.2.1965

1. Visit to the S.N.D.T. Women's University.
2. Discussion with teacher-educators from Maharashtra State at the S.N.D.T. Indian Women's University.
3. Discussions with all the Vice-Chancellors of Universities in the State.
4. Discussion with representatives of Teachers Associations.

9.2.1965

Interviews with educationists in the State.

10.2.1965

1. Discussions with the Finance Secretary, the Secretary of the Rural Development Department, the Director of Education, the Director of Technical Education and the Education Secretary (in camera).
2. Discussion with the Representatives of the Zilla Parishads in the State.
3. Discussion with the Representatives of the students.
4. Discussion with the Minister of Education.
5. Discussion with the Chief Minister and his colleagues.

Group IV: Poona

This Group consisted of Dr. V.S. Jha, Prof. S.A. Shumovsky and Shri J.P. Naik.

11.2.1965

Visit to Ranade Balak Mandir and the Primary School conducted by the D.E. Society, Poona.

Visit to the Vedic Sanshodhan Mandal, Poona.

Discussion with **Principals** and Teachers of Colleges and University Teachers at the Poona University.

Discussion with the Heads of Departments of the Poona University.

12.2.1965

Visit to the State Institute of Education and discussion with members of the staff.

Visit to the Hingne Street Shikshan Sanstha, Poona.

Visit to the Deccan College Post-Graduate Research Institute and discussion with members of the staff.

Discussion with teacher-educators from the Maharashtra State.

Discussion with Headmasters and Teachers of Secondary Schools.

Visit to the NCC Officers Training Centre at Purandhar.

Group V - Kolhapur and Gargoti

This group consisted of Dr. V.S. Jha and Shri A.R. Dawood.

13.2.65

Visit to the Shivaji University and discussion with the Vice-Chancellor, Principals and teachers of affiliated Colleges and University teachers.

Visit to the Rajaram College, Kolhapur.

14.2.65

Visit to Shri Mouni Vidyapeeth, Gargoti, by Dr. V.S. Jha.

ANNEXURE II

List of persons with whom discussions were held
in the visit of the Education Commission to
Maharashtra
(5th to 14th February 1965),

I. List of Headmasters and Teachers of Secondary
Schools in Greater Bombay who met the Education
Commission on 5.2.65 from 9 A.M. to 11 A.M.

1. Kumari Perin Nagarwala, Principal,
J.B. Wachha High School for Girls, Dalal
Estate, T. Block, Lamington Road, Bombay-8.
2. Shri H.D. Gaonkar, Superintendent,
K.M.S. Parel High School, Bombay-12.
3. Shri P.N. Moorthi, Principal, 65/10 Shankar
Sadon King's Circle, Bombay-19.
4. Shri N.G. Joshi, Principal, R.M. Bhat High
School, Bombay/12.
5. Shri C.A. Christie, Principal, Robert Money
School, Protector Road, Bombay-7.
6. Shri R.R. Melmana, Principal, Tatan Lodge,
Behind Aurora, King's Circle, Bombay-19.
7. Shri B.V. Kulkarni, Principal, Parle Tilak
Vidyalaya Vile Parle, Bombay-57.
8. Shri Shaikh Hassan, Principal, Nuruma, Bachhuali
House, Haji Bachhoali Road, Dongri, Bombay-9.
9. Miss S.T. Zackariah, Principal, St. Columba High
School, Gamdevi, Bombay-7.
10. Dr. M.P. Vaidya, Principal, V.C. Gurukul High
School, Gharkopar, Bombay-77.
11. Sardar Laxman Singh, Principal,
Guru Nanak High School, Bombay-22.
12. Shri S.S. Desnavi, Principal, Saboo Siddique
Technical High School, Byculla, Bombay-8.
13. Shri S.S. Payri, Principal, Amulakh Amichand
M.H.S. Wadala, Bombay-13.
14. Shri Muthswami, Principal, S.I.E.S. High School,
Bombay-19.
15. Shri G. S. Joglekar, Teacher, D.S. High School,
Slon, Bombay.
16. Shri S.D. Rege, Superintendent, Bal Mohan
Vidya Mandir, Dadar, Bombay-28.
17. Shri Jal. Pardiwalla, C/o Habib High School,
Bombay-9.
18. Rev. Fr. E.J. Shaw, Principal, Christ Church
High School, Bombay.
19. Rev. Fr. A. Casale, Principal, St. Stenislav's
High School, Bandra.

II. List of Principals and teachers of Colleges and University teachers, Bombay, who met the Education Commission on 5.2.65 from 11 A.M. to 12.30 P.M.

1. Shri D.S. Phatak, Principal,
S.N.D.T. College for Women,
I, Nathibai Thackersey Road, Queen's Road,
Bombay-1.
2. Dr. (Smt.) Sharyu Bal,
Principal, S.N.D.T. College for Women,
Karve Road, Poona-4.
3. Smt. Maya Mehta, Offg. Principal,
College of Home Science of the S.N.D.T.
Women's University, I, Nathibai Thackersey Road,
Queen's Road, Bombay-1.
4. Kumari Ratnam, Principal, Leelabai Thackersey
College of Nursing, I, Nathibai Thackersey Road,
Queen's Road, Bombay-1.
5. Kumari Vidyut Khandwala, Head, S.H.P.T. School
of Library Science, I, Nathibai Thackersey Road,
Queen's Road, Bombay-1.
6. Shri S.G. Betail, Head of the Gujarati Department,
S.N.D.T. College for Women, I, Nathibai Thackerse
Road, Queen's Road, Bombay-1.
7. Shri G.B. Sardar, Head of the Department of
Marathi, S.N.D.T. College for Women, Karve Road,
Poona-4.
8. Shri D.T. Lakdawala, University Department of
Economics, South Wing, University Building,
Bombay-1.
9. Professor N. Mukerji, M.Sc., Ph.D.,
Head of the Department of Applied Psychology,
East Wing, University Buildings, Bombay-1.
10. Professor G.C. Bannerjee, M.A., B.Litt. (Oxon.),
Head of the Department of English,
University Building, 264, Backbay Reclamation,
Bombay-1.
11. Professor D.N. Marshall, M.A., Dip. Lib.,
Head of the Department of Library Science,
University Library, Bombay-1.
12. Dr. (Smt.) Kamala Sohoni, M.Sc., Ph.D.,
Director, The Institute of Science, Fort,
Bombay-1.
13. Principal, J.W. Airan, M.Sc., Ph.D., B.D.,
Wilson College, Chowpatty, Bombay-7.
14. Principal B.Y. Oke, M.Sc.,
Ramnarain Ruia College, Mutunga, Bombay-19.
15. Principal, T.G. Khubchandani, M.Sc.,
Jai Hind College and Basantsing Institute of
Science, 23-24, Backbay Reclamation, 'A' Road,
Fort, Bombay-1.

16. Principal K.T. Merchant, M.A., B.Sc., (Econ.) (Lond), LL.B., Sydenham College of Commerce & Economics, 'B' Road, Churchgate, Bombay-1.
17. Principal N.R. Parasnis, M.A., B.T., T.D., Ph.D., Secondary Training Collège, 3, Cruickshank Road, Bombay-1.
18. Principal T.K. Tope, M.A., LL.B., Government Law College, Opp. Churchgate Station, Bombay-1.
19. Dr. Moti Chandra, M.A., Ph.D., Director, Prince of Wales Museum of Western India, Fort, Bombay-1.
20. Shri P.T. Borale, Principal, Siddhartha College of Law, Anand Bhawan, Dr. Dadabhai Naoroji Road, Bombay-1.

III. List of Officers of the Education, Medical and Agricultural Departments who met the Education Commission on 7.2.65 from 10 A.M. to 1.00 P.M.

1. Dr. C.D. Deshpande, Director of Education, Poona.
2. Shri G.V. Sapre, Director of Technical Education, Bombay.
3. Shri M.R. Bhise, Joint Director of Technical Education, Bombay.
4. Shri C.G. Sahasrabindhe, Chairman, S.S.C. Examination Board, Poona.
5. Shri B.R. Patil, Officer on Special Duty, Director of Education's Office, Poona.
6. Shri J.A. Vakil, Officer on Special Duty (Planning), Director of Education's Office, Poona.
7. Smt. M. Kanade, Inspectress of Girls' Schools, Nagpur.
8. Smt. M. Trilokekar, Inspectress of Girls' Schools, Bombay.
9. Shri V.D. Puranik, Curator of Libraries, Bombay.
10. Shri R.D. Bokil, Inspector of Visual Education, Bombay.
11. Shri A.C. Mohile, Educational Inspector, Greater Bombay.
12. Shri V.G. Bavdhane, Parishad Education Officer, Jalgaon.

13. Shri N.R. Parasnia, S.T. College, Bombay.
 14. Shri G.B. Bodwadkar, Principal, Government Basic Training College for Men, Bordi.
 15. Dr. G.H. Nafde, Principal, Institute of Vocational Guidance and Selection, Bombay
 16. Brig. N.D. Billimoria, Director, N.C.C. Bombay.
 17. Shri G.K. Ogale, Principal, College of Engineering, Poona.
 18. Shri A.G. Ghaisas, Headmaster, Elphinstone Technical High School, Bombay.
 19. Shri N.K. Save, Principal, Industrial Training Institute, Bombay.
 20. Dr. P.M. Bhandarkar, Surgeon General with the Government of Maharashtra, Bombay.
 21. Dr. M.B. Ghatge, Director of Agriculture, Poona.
 22. Shri R.C. Shrivastava, Joint Director of Agriculture, Poona.
 23. Dr. S. Solomon, Principal, Agricultural College, Poona.
- IV. List of Principals and Teachers of Colleges and University teachers who met the Education Commission for discussion on 4.2.65 from 5.15 p.m. to 8.45 p.m. at Nagpur.
1. Shri P.P. Deo, Vice-Chancellor, Nagpur University
 2. Dr. V.V. Mirashi, Professor of Ancient Indian History and Officer-in-Charge Post-Graduate Teaching in Humanities, Nagpur University.
 3. Dr. N.R. Deshpande, Professor of Political Science, Nagpur University.

4. Shri R.H. Munje, Dean, Faculty of Education and Principal, Government Training College, Akola.
5. Shri N.G. Deshmukh, Principal, Shivaji College, Amravati.
6. Shri K.M. Munshi, Principal, G.S. College of Arts and Science, Khangaon.
7. Shri K.S. Joglekar, Principal, L.R.T. College of Commerce, Akola.
8. Shri R.V. Seman, Principal, K.N. College of Arts and Commerce, Karanja.
9. Shri R.K. Page, Principal, Sitabai Arts College, Akola.
10. Shri G.R. Kotwal, T.G. Mahavidyalaya, Dhamangaon.
11. Dr. M.M. Shah, Principal,
12. Dr. V.P. Damle, Principal, Jankidevi Bajaj College of Science, Wardha.
13. Shri A.S. Joshi, Arts and Commerce College, Mehkar.
14. Shri H.W. Patwardhan, Sitabai Arts College, Akola.
15. Dr. (Miss) M.A. Saldanha, Principal, L.A.D. College for Women, Nagpur.

List of Heads of Departments of Nagpur University who met the Education Commission from 9 A.M. to 12 Noon on 5th February, 1965, at Nagpur.

1. Shri P.P. Deo, Vice-Chancellor, Nagpur University.
2. Dr. V.V. Mirashi, Officer-in-Charge, Post-Graduate Teaching in Humanities.
3. Dr. N.R. Deshpande, Professor of Political Science.
4. Prof. T.M. Joshi, Professor of Economics.
5. Dr. K.K. Pathak, Reader in Hindi.
6. Shri B.S. Pandit, Reader in Marathi.
7. Dr. D.B. Shesh, Lecturer in Psychology.
8. Shri B.G. Mohoni, Lecturer in Sociology.
9. Shri B.K. Apte, Lecturer in History.

10. Dr. S.M.H. Khatib, Principal, College of Science.
11. Prof. Shripadrao Kilpady, Professor of Biology.
12. Dr. M.C. Nath, Professor of Bio-Chemistry.
13. Prof. V.S. Mokashi, Vice-Principal, Regional College of Engineering, Nagpur.
14. Shri R.V. Ranade, Lecturer in Political Science.

VI. List of Headmasters and Teachers of Secondary Schools who met the Education Commission for discussion from 6.15 p.m. to 8 p.m. on 5th February, 1965 at Nagpur.

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1. Shri P.R. Joshi, Headmaster, Hadas High School, Nagpur
 2. Shri D.U. Nathani, Headmaster, Sindhi Hindi High School, Nagpur.
 3. Shri V.G. Somalwar, Headmaster, Somawar High School, Nagpur.
 4. Shri S. Bharadwaj, Headmaster, Sarawati Vidyalaya, Nagpur.
 5. Km. L. Kamat, Head Mistress, Bhide Kanya Shala (Higher Secondary School), Nagpur.
 6. Shri H.R. Katyayani, Headmaster, M.B. Vidyalaya, Akol
 7. Shri V.M. Kale, Gadge Maharaj Vidyalaya, Murtizapur.
 8. Shri L.A. Manekar, Headmaster, Batliwal Vidyalaya, Washim.
 9. Shri S.N. Singh, Headmaster, Manibai Gujrati High School, Amravati.
 10. Shri N.P. Hole, Prabodhan Vidyalaya, Daryapur.
 11. Shri N.T. Rajderkar, Headmaster, Samartha High School, Amravati.
 12. Shri R.P. Sakargayan, Headmaster, Seth Gopikisan Agrawal High School, Tunsar.
 13. Shri R. Tiwari, Headmaster, Gujrathi National High School, Gondia.
 14. Shri Hafizulla Khan, Headmaster, Anjuman High School, Khamgaon.
 15. Shri D.G. Nimdeo, Headmaster, M.E.S. High School, Mehekar.
 16. Shri S.V. Ghirnikar, Headmaster, New English High School, Wardha.
 17. Shri V.K. Deshpande, Headmaster, Bharat High School, Hinganghat.
 18. Shri V.V. Deshmukh, Headmaster, Lokmanya Tilak Vidyalaya, Chanda.

19. Shri Banpurkar, Headmaster, Newjibhai Hitkarni High School, Brahmपुरi.

20. Shri M.R. Karandikar, Wardha.

VII List of Members of the Executive Council and Heads of Departments of Marathwada University, Aurangabad who met the Education Commission for discussion on 5.2.1965 from 9.45 a.m. to 1.30 p.m. at Aurangabad.

1. Dr. N.R. Tawade, Vice-Chancellor.

2. Mr. Chitnis, Registrar.

3. Principal G.P. Nagarkar.

4. Principal K.R. Shirwadkar.

5. Principal L. Sreenivas.

6. Dr. V.V. Berkar.

7. Shri Venkatrao Jadhav.

8. Shri B.B. Khedgikar.

9. Shri V.R. Savant.

10. Shri S.K. Vaishampayan.

11. Principal M.L. Shahare.

12. Principal A.N. Chikhalikar.

13. Prof. W.L. Kalkarni.

14. Dr. V.V. Berkar.

15. Dr. Syed Mehdi Ali.

16. Dr. D.D. Khanolkar.

17. Dr. K.B. Deshpande.

18. Dr. R.S. Gupte.

19. Dr. V. Lakshmikantham.

20. G.N. Sarma.

VIII. List of persons who attended the Conference convened by the Education Commission on 6.2.1965 from 9.00 a.m. to 12.00 (noon) and 3.00 p.m. to 4.30 p.m. at Aurangabad to discuss the Educational Problems of Marathwada.

1. Principal K.R. Shirwadkar, People's College, Nanded.

2. Principal G.R. Mhaisekar, Yashwant Maha Vidyalaya, Nanded.

3. Principal S.K. Tekurkar, Yogeshwari Maha Vidyalaya, Ambejogai.

4. Dr. Pinge, Principal, Milind College of Arts and Science, Aurangabad.
5. Shri Shankarrao Chavan.
6. Swamy Ramanand Tirth.
7. Shri Venkatrao Jadhav.
8. Dr. D.D. Shendarkar.
9. Shri Devishingh Chauhan.
10. Shri G.M. Shroff.
11. Shri S.K. Vaishampayan.
12. Shri D.G. Jadhav, Chairman, People's Education Society.
13. Shri L.S. Kulkarni.
14. Shri Shamrao Kadam, President, Zilla Parishad, Nanded.
15. Shri S.K. Jagtap, Vice-President, Zilla Parishad, Aurangabad.
16. Shri S.G. Nakhate, Chairman, Education Committee, Zilla Parishad, Parbhani.
17. Shri Sunderrao Salanke, Zilla Parishad, Bhir.
18. Shri Sangramappa Mukhanikar, Chairman, Education Committee, Zilla Parishad, Osmanabad.
19. Shri Vinayakrao Patil, President, Marathwada Shikshan Prasarak Mandal, Aurangabad.
20. Shri Babsaheb Paranjape, Secretary, Maharashtra Education Society, Udgir.
21. Shri B.B. Khedgikar, Nutan Vidyalaya, Ambejogal.
22. Shri Bapusaheb Salumke, Secretary, Shri Vivekanand Shikshan Sanstha, Kihapur.
23. Dr. Rafiq Zakaria.
24. Shri V.D. Sarje, Pratibha Niketan High School, Nanded.
25. Shri V.V. Joglekar, Zilla Parishad High School, Jintoor, Distt. Prabhani.
26. Shri Mukundrao Kulkarni, Champavati Vidyalaya, Bhir.
27. Shri M.M. Dantale, Milind Vidyalaya, Aurangabad.
28. Shri V.S. Kulkarni, Multipurpose High School, Nanded.
29. Shri Shinde, Asstt. Master, Tuljapur Primary Training College, Tuljapur.

IX. List of Teacher Educators in Bombay who met the Education Commission at 10.30 a.m. on 8th February, 1965 at the S.N.D.T. Indian Women's University.

1. Dr. N.R. Parasnis, Principal, S.T. College, Bombay.
2. Shri N.N. Shukle, Principal, Sadhana School of Educational Research, Bombay.
3. Shri C.N. Patwardhan, Director, St. Xavier's Institute of Education, Bombay-1.
4. S.A. Rauf, Professor, Sadhana School of Educational Research, Bombay.
5. Shri Joshi, Professor, T.D. Department, Ruia College, Bombay-19.
6. Shri R.D. Bokil, Inspector of Visual Education, Dhobitalao, Bombay-1.
7. Miss Boyce, Professor, Secondary Training College, Bombay-1.
8. Shri C.P. Budhrani, Director, S.T.C. Institute, C/O Sind Model School, Bombay-7.
9. Shri Burhanpurwalla, Principal, Hindi Teachers' Class, Bombay.
10. Shri A.J. Trivedi, Director, S.T.C. Institute, C/O M.A. High School, Ancheri.
11. Rev. Fr. Rebello, Principal, T.D. Department, C/O St. Xavier's Institute of Education, Bombay-1.
12. Shri G.H. Nafde, Principal, Institute of Vocational Guidance and Selection, C/O S.T. College, Bombay.
13. Shri Dhond, Dean, Sir J.J. Arts School, Bombay.
14. Shri P.M. Kavale, Principal, Parel T.C.M., Parel, Bombay.
15. Smt. Nanavaty, Principal, Vanita Vishram Training College, Bombay.
16. Smt. Bhagawat, Principal, Vanita Vinayalaya T.C.W., Bombay.
17. Shri Quayum, Principal, R.C. Urdu Training College, Mahim.
18. Smt. Shevade, Principal, G.S. Kapadia Training College, Bombay.
19. Smt. Jaswantiben Desai, Principal, Semayya T.C.W. Bombay.
20. Smt. Patekar, Principal, Seva Sadan Training College for Women, Bombay.
21. Smt. T.V. Sabnis, Principal, T.I.P.E. Kandivali.
22. Shri Halibhay Ganjifrakwala, Principal, Saifee H.S. Bombay-9 S.T.C. Class, Bombay.
23. Kum. Shakuntala Mehta, Principal, P.V.D.T. College of Education for Women, Nithibai Thackersey Road, Quee's Road, Bombay-1.
24. Dr. Urmil. Lokadawalla, Lecturer in Education ---do---

X. List of Educationists, who gave Evidence before the Education Commission in Bombay on 9th February, 1965.

1. Shri T.S. Bharde, Speaker (M.L.A.)
2. Shri V.S. Page, Chairman, M.L.C.
3. Shri S.V. Deshmukh, M.L.A., Pleader, Mahokar, Buldana.
4. Shri D.H. Sahasrabudhe, M.L.C., Dharampeth, Nagpur.
5. Shri J.G. Bhave, M.L.C., Tilak Lane, Ratnagiri.
6. Shri S.L. Ogale, M.L.C., 1758 (new) Sadashiv Peth, Poona-2.
7. Shri M.N. Anyjkar, M.L.C., Khandekar's Bungalow, Dhantoli, Nagpur.
8. Shri S.R. Tawde, Ramji Sadan, Shahupuri, Kolhapur.
9. Shri L.N. Chhapekar, Baliram Peth, Jalgaon.
10. Principal, M.P. Mangudkar, Poona.
11. Principal, Prabhakar W. Urdhvaresh; Pusud.
12. Shri B.N. Kulkarni, Head Master, Bharat High School, Poona-2.
13. Acharya S.R. Bhise, Bordi, District Thana.

XI. Principals and Teachers of Colleges affiliated to the Poona University who met the Education Commission at Poona University Campus on 11-2-65

1. Shri G.P. Fradhan, Member, Executive Council, Poona University, Poona.
2. Shri P.D. Dalal, Member, Executive Council, Poona University, Poona.
3. Shri S. Solomon, Principal, Agricultural College, Poona.
4. Shri M.V. Mehendali, Dean, Law Faculty, Law College Poona.
5. Shri S.K. Mulhe, Professor of Economics, Ahmednagar College, Ahmednagar.
6. Shri T. Barnabaj, Principal, Ahmednagar College, Ahmednagar.
7. Shri Y.S. Mahajan, Principal, Jalgaon College, Jalgaon.
8. Shri P.R. Damle, Principal, Wasten College, Poona.
10. Shri M.P. Manjrekar, Principal, Shahu College, Poona.

11. Shri R.R. Malgaonkar, Principal, S.F. College, Poona.
12. Shri T.G. Manikan, Principal, Fergusson College, Poona.
13. Shri N.A. Mavlankar, Principal, B.M. College of Commerce, Poona.
14. Shri G.K. Ogale, Principal, College of Engineering, Poona.
15. Shri P.T. Kulkarni, Teacher Representative, College of Engineering, Poona.
16. Shri V.S. Kulkarni, Teacher Representative, College of Engineering, Poona.
17. Shri P.A. Takarwale, Teachers' Representative, Lokmanya Nagar, Poona.
18. Shri M.S. Gosavi, Principal, B.Y.K. College, Dean, Faculty of Commerce, Poona University.
19. Shri N.M. Acharya, H.P.T. College, Nasik.
20. Shri M.A. Patil, Principal, Baramati College, Baramati, Poona.
21. Shri R.T. Kulkarni, Principal, I.S.M. College, Alibagh, Dist. Kolaba.

XII - University Professors and Deans of the Poona University which met the Education Commission at 4.15 P.M. on 11-2-65

1. Shri A.M. Ghatge, Head of the Department of Linguistics, Deccan College, Poona.
2. Shri Y.K. Sohoni, Professor-in-Charge, Modern Foreign Languages, Ranade Institute, Poona.
3. Shri S.R. Adha, Reader in Statistics, Department of Mathematics and Statistics, Poona.
4. Shri Y.S. Paranpi, Hon. Director, Military Studies, University of Poona, Poona.
5. Shri S. Nagarajan, Head, Department of English, Poona University, Poona.
6. Smt. Leela Mulurkar, University of Poona, Poona.
7. Shri I. Karve, Deccan College, Poona.
8. Shri W. Swami, G.I.P.T., Poona.
9. Shri N.R. Kulkarni, Dean, Science Faculty, Fergusson College, Poona.
10. Shri R.N. Dandekar, Professor of Sanskrit, University of Poona, Poona.
11. Shri B. Mishra, Professor of Hindi, University of Poona, Poona.
12. Shri T.S. Mahabale, Professor of Botany, Poona.
13. Shri R.V. Sathc, Head of Geology Department, Fergusson College, Poona.

14. Shri D.K. Garde, Professor and Head of Department of Politics and Public Administration, Poona University, Poona.
15. Shri V.K. Kothurkar, Professor and Head of Department of Experimental Psychology, Poona University, Poona.
16. Shri V.S. Ganavathan, Professor & Head of the Department of Geography, Poona University, Poona.
17. Shri H.J. Arnikar, Head of the Chemistry Department, Poona University, Poona.
18. Shri S.G. Tulpule, Professor & Head of the Department of Marathi, University of Poona, Poona.
19. Shri H. Acharya, Professor-in-Charge, Department of Sociology, Poona University, Poona.
20. Dr. D.V. Potdar, Ex-Vice-Chancellor, Poona University, Poona.

XIII- Teacher Educators who met the Education Commission at the State Institute of Education at Poona on 12-2-65 at 2 P.M.

1. Smt. Nayanabai Moghe, Principal, Training College for Women, Hingne, Poona.
2. Smt. Sharda Dhavale, Lady Supdt., Government Basic Training College for Women, Poona.
3. Shri M.A. Qayum, Principal, Mahim Urdu Teachers Training College, Bombay.
4. Shri S. Ibne Ali, Principal, Government/Urdu Basic Training College for Men, Poona.
5. Shri G.S. Dusane, Principal, Government Basic Training College for Men, Jalgaon.
6. Shri B.M. Thoke, Principal, Mahatma Phule Adhyapak Vidyalaya, Satara.
7. Shri G.A. Daftardar, Principal, Government Basic Training College, Dahiwadi, Dist. Satara.
8. Shri G.B. Bodwadkar, Principal, Government Basic Training College, Bordi, Dist. Thana.
9. Shri H.R. Surte, Principal, Government Basic Training College for Men, Shirgaon.
10. Shri V.I. Chaudhari, Principal, P.M.A. Vidyalaya, Khiroda, Dist. Jalgaon.
11. Shri T.S. Abhyankar, Principal, Training College, Pandherpur.
12. Shri S.V. Kelkar, Principal, Graduates Basic Training Centre, Dhulia.
13. Shri B.V. Bapat, Principal, Tilak College of Education, Poona.
14. Shri V.V. Chiplunkar, Principal, S.M.T.T. Training College, Kolhapur.

15. Shri B.P. Jhamwar, Director, S.P. Mandali's Sharadarak Shikshana Vidyalaya, Poona.
16. Shri P.A. Patil, Assistant Master, Government Training College for Men, Sangamner Dist. Ahmednagar.
17. Shri B.R. Mali, Assistant Master, Government Basic Training College for Men, Loni Dist., Poona.
18. Shri N.R. Rahalkar, Assistant Master, A.E.S. Vanita Vinayalay Primary Training College, Girgaon, Bombay.
19. Shri Y.R. Mane, Assistant Master, Government Basic Training College, Wai, Dist. Satara.

XIV - Principals and Heads of Institutions who met the Education Commission at the State Institute of Education, Poona at 3.30 P.M. on 12-2-65

1. Shri G.Y. Dixit, N.M.V. High School, Poona.
2. Shri S.V. Hatwalne, Dada Chaudhari Vidyalaya No.1, Ahmednagar.
3. Shri D.V. Kulkarni, Principal, Raosaheb Rupchand Vidyalaya, Jalgaon.
4. Shri Y.G. Haitalkar, Superintendent, Pratap Vidya Mandir, Chopde, Jalgaon.
5. Shri J.R. Dani, Headmaster, J.R. City High School, Dhulia.
6. Shri D.A. Shinde, Headmaster, Vikram High School, Kolhapur.
7. Shri R.A. Sathe, Superintendent, Shri Shivaji Maratha High School, Poona.
8. Shri M.R. Walambe, Superintendent, New English School, Tilak Road, Poona.
9. Shri A.K. Patwardhan, Headmaster, Patwardhan High School, Ratnagiri.
10. Shri V.J. Tatke, Headmaster, Modern High School, Poona.
11. Shri B.N. Kulkarni, Superintendent, Bharat High School, Poona.
12. Shri A.F. Lunn, Principal, The Bishop School, Poona.
13. Smt. Asha Rajderkar, Headmistress, Government Girls High School, Nasik.
14. Smt. Malati V. Sathe, Lady Supdt. H.H.C.P. High School for Girls, Poona.
15. Smt. Vatsala Bhat, Superintendent, S.N.D.T., Poona.
16. Shri B.S. Naik, Headmaster, R.P.D. High School, Swantwadi, Dist. Ratnagiri.
17. Shri S.B. Sukhtankar, Headmaster, M.S. High School, Satara.
18. Shri P.S. Sane, Headmaster, S.P. Bakinji High School, Bardi, Dist. Thana.

19. Shri B.C. Sahasrabudhe, Headmaster, Pethe High School, Nasik.
20. Shri R.V. Vanarase, Superintendent, M.G. Vidyalaya, Ashta, Dist. Sangli.
21. Shri A.R. Ssane, Headmaster, A.M. Boys' High School, Ahmednagar.
22. Shri D.D. Nagarkar, Headmaster, Ahmednagar Education Society High School, Ahmednagar.
23. Shri N.L. Khanolkar, Principal, Shri Shivaji Preparatory Military School, Poona.
24. Shri S.G. Sathaye, Headmaster, N.T. High School, Sholapur.
25. Shri B.B. Damle, Headmaster, Lokmanya Vidyalaya, Chandhi, P.O. Kihim, Dist. Kolaba.

XV - College Principals, University Teachers & Professors who met the Education Commission at Shivaji University, Kolhapur at 3.30 P.M. on 13.2.65

1. Dr. A.G. Pawar, Vice-Chancellor, Shivaji University, Kolhapur, was present by special invitation.
1. Principal, S.R. Tawde, Dean of the Faculty of Education, Shivaji University, Kolhapur.
2. Dr. G.V. Asolkar, Head of the Chemistry Department & Principal of the Rajaram College, Kolhapur.
3. Dr. G.V. Bharve, Principal, Rajaram College, Kolhapur.
4. Dr. V.M. Kulkarni, Professor & Head of the Department of Marathi, Dayanand College, Sholapur.
5. Dr. A.N. Upadhaya, Dean of the Faculty of Arts, Shivaji University, Poona.
6. Shri K. Bhogishayana, Principal, Sangameshwar College, Sholapur.
7. Shri A.S. Mulay, Principal, Balwant College, Vita, Sangli.
8. Shri V.K. Bayadekar, Principal, R.P. Gogate College, Ratnagiri.
9. Shri R.S. Mugali, Principal, Wellington College, Sangli.
10. Shri A.A. Menon, Principal, College of Agriculture, Kolhapur.
11. Shri B.G. Surve, Professor & Head of the Physics Department, R.P.G. College, Ratnagiri.
12. Shri A.K. Bhagwat, Professor of English, Commerce College, Sholapur.
13. Shri V.G. Sahasrabudhe, Principal, Janata Mahavidyalaya, Arjunnagar, Dist. Kolhapur.
14. Shri P.G. Patil, Principal, SGM College, Karad.
15. Shri R.D. Shingte, Principal, Science College, Karad.
16. Shri P.N. Kamat, Head of the Department of Zoology, Shivaji University, Kolhapur.

List of Memoranda received by the
Education Commission in Maharashtra.

SL. NO.	Name and address	Brief Subject
1.	Shri. G.L.Chandavarkar, Headmaster, Ram Mohan English School, Girgaon, Bombay-4	Religious Education.
2.	Shri G.L.Chandavarkar, Headmaster, Ram Mohan English School, Girgaon, Bombay-4	Residential Schools-A Necessity.
3.	Dr. M.G.Deshmukh, Principal, Nagpur Mahavidyalaya, Nagpur.	General Suggestions
4.	Miss C.S.Karnataki, Poona	Physical Education.
5. and	Shri. B.D.Karve, Organiser, Hingne Stree Shikshan Samtha, /Secretary, Karve Institute of Social Service, Karvenagar, Poona-4	Pre-Primary Education
6.	Shri.B.D.Karve, Organiser, Hingne Stree-Shikshan Samtha, and Secretary, Karve Institut. of Social Service, Karvenagar, Poona-4	Girls' Education
7.	Dr. D.D.Karve, Executive Officer, American Institute of Indian Studies, Poona-6	Higher Education
8.	Shri. P.B. Katakhar, 423/B, Shaniwar Peth, Poona-2	Technical Education and its Development
9.	Shri Brijratan S. Mohatta, Mustafa Building, Phirozashah Mehta Road, Fort, Bombay.	National Integration & Politics
10.	Shri. H.D.Gaonkar, Superintendent, K.M.S. Parel High School, Parel, Bombay.	Educational Pattern of School and College Classes.
11.	Shri G.R.Kelkar, Chairman, Old Students Association, Training Institute of Physical Education, Kandivali, Bombay.	Physical Education at All Levels of Education in Schools and Colleges,
12.	Shri. P.R. Panchamukhi, Department of Economics, University of Bombay, Bombay.	Educational Capital in India.
13.	Shri.S.S.Vasani, Chairman, Education Committee, Zilla Parishad, Dhulia, (Maharashtra State)	Primary Education

<u>SL. NO.</u>	<u>Name and address</u>	<u>Brief Subject</u>
14.	Shri. P.W.Urdhwaresha, Principal, Phulsing Naik Mahavidyalaya, Pusad (Distt: Yeetmal)	Growth of Edation at All Levels.
15.	Shri. L.N. Chhapekar, 199-Baliram Peth, Jalgaon.	Pattern of Education.
16.	Shri. L.N.Chhapekar, 119-Baliram Peth, Jalgaon.	Educational Administration.
17.	Shri T.S.Bharme, Speaker, Maharashtra Legislative Assembly.	General Suggestions
18.	Dr. N.L.Shah, 759/89-Bhandarkar Institute Road, Peena-4	General Suggestions
19.	Miss Vidyut Khandwala, S.N.D.T. Womens' University Library.	University Libraries
20	Shri. B.K.Gokhale, "Vugar," 36 Deccan Gymkhana, Peena-4	Educational Reform
21.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Finances for Secondary Education.
22.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Moral and Religious Education.
23.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Provision for Education of Gifted Children
24.	Dr.G.S.Khair, Anath Vidyarthi Griha, Peena-2	Study of Literature and Culture in the National Languages.
25.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Short-term courses for Adult Workers and Farmers in Secondary and Higher Education.
26.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Time Factors and the Standard of Education
27.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Language Teaching in Secondary Schools
28.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Special Training of Headmasters and Supervisors
29.	Dr. G.S.Khair, Anath Vidyarthi Griha, Peena-2	Necessity of a National Policy on Medium of Instruction in Secondary Schools.

SL. NO.	Name and address	Brief Subject.
30.	Dr. G.S.Khair, Anath Vidyarthi Griha, Poona-2	National Integration
31.	Dr. G.S.Khair, Anath Vidyarthi Griha, Poona-2	Re-organisation of Secondary Education.
32.	Dr. G.S.Khair, Anath Vidyarthi Griha, Poona-2	Raising the Standards in Secondary Educations
33.	Shri. N.K.Rahalkar, Tulsibang Chand NO. 3, R.NO. 2, Ruby Mill Lane, Mohim, Bombay-16	Social Service & Welfare Camps.
34.	Shri R.M.Desai, Headmaster, D.C.O. Sarvajanic High School, Pardi.	The Problems of Languages
35.	Managing Committee of the Hinge Stree-Shikshan Samstha, Karvenagar, Poona-4	Social Welfare and Education of Girls.
36.	Shri. S.R.Dongerkerky, Retired Vice-Chancellor, Marathwada University.	Meduim of Instrction in Universities and English
37.	Shri. A.B.Shah, Indian Committee for Cultural Freedom, 148 Mahatma Gandhi Road, Bombay -1	Meduim of Instruction at the University Stage.
38.	Shri. B.M.Thcke, Principal. M.Phule Adhyapak Vidyalaya, Satara.	Training of Primary Teachers.
39.	Shri R.J.Parihar, Headmaster, S.M.Rajashthan Multipurpose High School, Latur (Maharashtra)	Common Educational Pattern
40.	Mrs. S. Kirloskar, Secretary, P.T.A. Roona, 61-A/10 Karve Road, Erandavana, Poona-4	Parent-Teacher Co-operation.
41.	Shri. B.G.Nene, Poona	Training Non-Collegiate Women and Workers in Citizenship
42.	Shri B.Y.Oke, Bombay	Higher Education in Arts and Science Colleges in Greater Bombay.
43.	Dr. K. Mukherji, Bokhale Institute, Poona-4	Educational Planning.
44.	Shri. B.R.Mahatta, Mustafa Building, Phirozasha Mehta Road, Fort, Bombay.	Education and Unity of India.
45.	Shri. B.B.Sulgan, Headmaster, Government, Multipurpose Patwardhan Higher Secondary School, Nagpur.	Pattern & Growth of Secondary Education.

SL. NO.	Name and address	Brief Subject
46.	Shri Vajubhai Patel, Bombay	School Education
47.	Prof. S.A. Rauf, Sadhana School of Educational Research & Training, Bombay.	Training of Secondary School Teachers.
48.	Mrs. G.D. Mhapankar, Principal, New English School, Bassein. Distt. Thana.	English in Schools.
49.	Shri. G.M. Shroff, Aurangabad.	Educational Problems in Marathwada.
50.	Shri. S.N. Singh, Headmaster, Manibai Gujarati Multipurpose Higher Secondary School, Amravati.	How do I feel about objectives.
51.	Shri. S.P. Aiyar, Reader in Public Administration, University of Bombay, Bombay.	Higher Education.
52.	Shri. R.V. Oturkar, Principal, Bombay College of Journalism, Churchgate, Bombay-1	Education in Journalism
53.	Shri. R.D. Karmarkar, Poona.	Higher Education
54.	Shri. D.R. Contractor, President, Greater Bombay Secondary Teachers' Association P.29, Cusrow Baug, Colaba Causeway, Bombay-1	Teachers' Welfare
55.	Shri. L.N. Chhapakar, Jalgaon.	Training of Teachers
56.	Smt. Hemalata Acharya, Reader in Sociology, Deccan College, Poona-6	Teaching and research at Post-Graduate Stage.
57.	Shri. B.L. Tholiya, Santa Cruz East, Bombay-55	Hindi-an Indian Language
58.	Shri. B.L. Tholiya, Santa Cruz East, Bombay-25	General Suggestion
59.	Shri. P.R. Joshi Principal, Hadas High School, Nagpur-1	Teachers
60.	Shri. V.G. Paranjke, Secretary, Gram Shikshan Mandal, 37/33-A, Erandavne, Poona-4	Promotion of Sanskrit Education
61.	S/ Shri. S.S. Solunke, President, Zila Parishad, Bhir, and S.B. Juvekar, Education Officer, Zila Parishad, Bhir,	Agricultural Education
62.	Dr. K.C. Vyas, Principal.	

SL. NO.	Name and address	Brief Subject
62.	Dr. K. C. Vyas, Principal, New Era School, Bombay.	General Suggestions
63.	Shri V. V. Somalwar, Nagpur	Secondary Education.
64.	Shri. Jannath Mahadev Thorat, Taluka, Malshiras, Sholapur	General Suggestions.
65.	Rev. Fr. A. Solagram S. J. and Prof. C. N. Patwardhan.	Primary and Secondary Education
66.	The Chairman, Education Committee, Zilla Parishad, Ahmednagar.	General Suggestion
67.	Shri. V. S. Kulkarni, President, Marathwada Govt. Teachers' Association.	Secondary Education
68.	Shri. M. K. Phadkey, Pensioner in Judicial Department, Anand Bhawan, Mahal Ward, Bhandara.	(a) Time factor in Indian History (b) Devnagri Script (c) Revising the term "Nineteen" (d) New dial of clock (e) Change in Calendar (f) Change in Marathi Grammar (g) Use of Electric Power in Latrines
69.	Shri. L. Sreenivas	Agricultural Education
70.	Shri. F. B. Lembhe, Headmaster, Govt. High School, Chetipura, Aurangabad.	School Education
71.	Nagpur University, Nagpur.	Higher Education
72.	Shri. A. S. Joshi Principal, M. E. S. Arts and Commerce College, Mehkar, Distt. Buldhana	Standard and Quality of Education
73.	Shri. G. H. Mahajan, Principal, S. P. D. M. Arts and Commerce College, Shirpur Dist. Dhulia.	General Suggestions
74.	The Students' Association, Govt. College of Education, Aurangabad.	Teacher Training & Welfare
75.	Shri. V. P. Bokil, poona	School Education
76.	Shri. N. V. Patekar, Retd, Principal, Tilak College of Education, poona.	Teacher Training
77.	Shri. H. D. Gaonkar, Superintendent, K. M. S. Parel High School, Parel, Bombay.	Dry Hostels
78.	Shri. Vajubhai Patel, Indian Council of Basic Education, Bombay.	Creativity in Education

SL. NO.	Name and address.	Brief Subject
79.	Shri. B.G.Neni, "Swati", 710 Narayan Peth, Laxmi Road, Poona-2.	Teacher-Parent Relations
80.	-do-	Textbooks.
81.	Shri. S.S.Deshavi,	Various stages of Education
82.	Shri. M.R.Desai, Principal, Gopal Krishna Gokhale College, Kolhapur.	Tape-recorded Talks
83.	Shri. S.R.Tawde, "Ramji Sadan," Shahpuri, Kolhapur.	National System of Education
84.	The Government Basic Training College for Women, Aurangabad.	Women's Training College
85.	Shri. D.B.Mohekar, Headmaster, Dnyanodyog Yarmala, Dist. Osmanabad.	Secondary Education
86.	Shri B.M.Thoke, Principal, M.Thule Adhyapak Vidyalaya, Satara.	Primary Education
87.	Shri. P.J.Chawde, Ward NO. 2, Wardha.	General Suggestion
88.	Shri. B.M.Lalwani, Head of History Department, K.G.College, Churchgate, Bombay-1	Higher Education.
89.	The Headmaster, Govt. Multipurpose High School, Aurangabad.	Higher Secondary Education
90.	The Milind Colleges of Arts and Science, Aurangabad.	Higher Education
91.	Shri. B.B.Singam, Nacpur	Secondary Education
92.	The Chairman, Education Committee, Zilla Parishad, Kolaba, Alibag, Dist. Kolaba.	Difficulties faced by the Zilla Parishad
93.	Shri. H.D.Gaonkar, Superintendent, K.M.S. Parel High School, Bombay.	Common National Language
94.	Shri.H.D.Gaonkar, Superintendent, K.M.S. Parel High School, Parel, Bombay.	Special Schools for Gifted Children
95.	The Chairman, Education Committee of the Zilla Parishad, Sholapur.	

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