

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
MYSORE

(15th—20th February, 1965)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

REPORT OF THE VISIT OF THE
EDUCATION COMMISSION TO
MYSORE

(Monday, the 15th February to
Saturday, 20th February 1965)

EDUCATION COMMISSION
University Grants Commission Building
Bahadur Shah Zafar Marg
New Delhi-1.

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(18th to 20th FEBRUARY, 1965).

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I
DISCUSSION WITH THE OFFICERS OF THE
EDUCATION DEPARTMENT
BANGALORE
(18th February 1965)

The Education Commission met the Education Secretary, Mysore, and the senior officers of the Education Department for a discussion on the morning of 18th February, 1965. It was initially agreed, by way of clarification, that all the views expressed will be treated as personal and not as those of the Government. The following main points emerged in the course of the discussion :-

(1) So far we have not made any conscious attempt to evolve a national system of education. There is much difference of opinion about even the directive principle of the Constitution that a child must be kept in school till the age of fourteen and there are major controversies about the content of compulsory education. Apart from giving general education to prepare a child as an efficient citizen in a democratic society, the educational system should aim at finding his aptitudes, skills, and so train him that he would be able to earn his livelihood. National education should also aim at developing leadership at all levels. This raises the basic issue whether education upto the age of fourteen should be terminal in character or should be merely a preparation for secondary and higher education. At present, the aim of every boy or girl is to go in for higher education, irrespective of the fact whether he has the capacity or not. Every parent would like his child to be educated with the ultimate aim of reaching the highest levels in society. Hence education at the secondary level cannot just be a general education of the type that is enough for reading the newspapers or

Government regulations. It should definitely aim at training for a specific vocation in life.

(2) Secondary education should be at least twelve years of education before the student can be admitted to an university.

(3) The limit of fourteen years that is prescribed in the Constitution apparently aims at only middle school education or what is called 'primary' education in Mysore which covers seven years only. If a child is admitted at the age of six, he would have completed primary education at the age of 13. But the Constitution expects the children to have compulsory education till the age of fourteen. Apparently, this was done because the original scheme of primary education covered eight years. We must, therefore, either raise the duration of primary education to eight years or find some other solution.

(4) In the existing system of secondary education, there is no clear-cut purpose. It tries to prepare a student for the university and also give him a 'vocational bias'. This compromise is not happy and has become a controversial issue. There is a deep concern that, according to the present system of education, a student is asked to make a decision about his future career rather early in life; and once he takes a decision, he has to go right through as there is no system under which a student can be transferred from one stream to another. The general view now is that it is better to give a sort of a general education for all and if at all it is necessary to have specialisation, it should begin later (say at the end of the tenth standard) and be such that it does not irrevocably commit anyone to a future course.

(5) There should be a screening at the end of the seventh standard and those students who are not fit to proceed to academic secondary education, should be diverted into vocational courses. Similarly, at the end of the tenth

standard, a certain number of students may be provided with vocational training. But in all this, there should be sufficient elasticity and even those that go in for vocational courses should be transferred back to academic courses if they are found to be competent enough.

(6) At present, there is a great resistance to diversion at 14+ and also at 16+. That is why there is a great rush to go to secondary schools and to colleges. Every boy wants to get into engineering or medicine. If he cannot get into a college, he goes to polytechnic, he goes to the I.T.I. and the parents want the State to open more and more of these colleges and institutions.

(7) In the matter of admissions to universities, we agree with the Robbins Committee Report and feel that every child who has the competence and desire should receive higher education.

(8) It is true that, under the Grant-in-aid Code, an institution can be refused grant-in-aid if it refuses admission to any student on account of low marks. The intention is to prevent commercialisation of colleges. There are certain colleges which will admit only those who get 75% and above and they charge higher fees and capitation fees. Such exclusive colleges cannot be financed in this democratic country. This does not prohibit an institution in filling all its seats after selecting the necessary candidates from among the applicants on the basis of merit. We do not want the colleges to keep any seats vacant. An institution which is aided is maintained through public funds and if there are vacancies available, it is necessary that the students of this country must have admission to that institution. (The Commission felt that this point will have to be pursued further.)

(9) All the seats in the engineering colleges are pooled together. A Central Committee is appointed and the best

applicants are selected and then allotted to the different colleges. This is necessary to prevent certain malpractices which have crept into the private institutions, some of which charge abnormally high capitation fees.

(10) At the present moment, public opinion is in favour of opening more and more high schools, especially in the rural areas, and it is very difficult to resist the pressure. It is true that so much a large number of schools which are being run in rural areas are very unsatisfactory. Since the last 2 or 3 years, the State Government has not been able to give grant-in-aid to the newly started institutions - there are about 250 to 300 such schools.

(11) In the case of all students the income of whose parents is less than Rs.2400 per annum, fees are paid by the State. About 83 per cent of the total enrolment in secondary schools gets this benefit.

(12) We have to stiffen the standards of education in the beginning itself and no sub-standard institution should be allowed to come into existence. If it is allowed to be started, at all, it must be given a time limit to come up to the required standard; and if it does not so come up, the recognition should be withdrawn. As a practical measure, however, it is found that it is impossible to withdraw recognition once it is given.

(13) At present there are a few uneconomic schools. But an account of the increasing number of primary and middle schools, it is hoped that, by the end of the Fourth Plan, there would be no such uneconomic schools.

(14) It is not true that all the newly started schools are sub-standard; some of them have come up very well. Before recognition, we insist that each school must have a stability fund of Rs.5,000, which is later on raised to Rs.10,000. As the total

percentage of trained teachers is less than 50, it is not possible to insist upon the condition that all teachers should be trained. Training is also below the mark in other schools. The third condition is that there should be a good library and laboratory, but this is not always enforced. In the first two years, they might not have a proper building, but it is found that people have come forward with good buildings in the course of two or three years.

(15) In spite of the paucity of trained teachers and training institutions, all the seats in training institutions are not filled, because the existing scales of pay do not attract talented persons. There is also no adequate system of stipends while under training. If the teachers come from Government schools, they get salaries and consequently, the seats reserved for Government trainees are filled up. But with regard to seats to be filled up by voluntary agencies or open competition, there is not much attraction. This will probably not happen if pressure is put on private institutions that they must get all their teachers trained.

(16) If all the seats in training colleges in Mangalore are not filled up, there are various reasons. There are too many colleges in that district. There is endemic elephantiasis and people from other areas are afraid to go there. After some discussion, the Commission felt that the main reason why teachers are not prepared to go in for training is that the schools are not required to have a sufficient number of trained teachers and that teachers want some financial assistance when they go for training which is not forthcoming. The Education Secretary felt that it would not be practicable, until training facilities are adequately increased to have a rule to the effect that all teachers should be trained. Correspondence courses etc.

are merely palliatives. Unless sufficient money is provided to improve the salaries, to build more training institutions and also provide liberal stipends for those who undergo B.T. course, this problem cannot be solved.

At present, the training programme does not have priority. The available money goes to buildings and expansion.

(17) In spite of a large expansion, the administrative machinery has more or less remained the same. There is no adequate inspecting machinery to keep a careful watch. Mere emphasis on numbers without adequate improvement in inspection has resulted in a deterioration of quality.

The administrative machinery in the office of the Director of Education is inadequate; the Inspectorial staff is also inadequate and there are no courses specially meant for training of the educational administrators and inspectors; and something should be done to institute these courses.

The Inspectors at all levels are so over-burdened with administrative duties and administrative details that, even when they go to schools for inspection, they are not able to provide educational leadership and educational supervision which is needed for maintaining good standards.

(18) There are subject Inspectors at present in Mysore at the Divisional level. They are concerned only with academic aspects. But, they have four districts to manage and cannot do justice to their responsibilities.

(19) There is considerable drop-out in the age-group 11-14 or classes VI-VIII, due partly to the fact that they are economically useful to the parents, as they assist them in their farms or homes. There should be part-time schools for such children. But they will be a minority. The majority of students will come into our national system of education as soon as we introduce compulsion.

(20) The object of planning is to see that there are no disgruntled boys who pass out of our system of education. At present we put them through a course and at the end of it, they find they have no suitable jobs. It is necessary to have coordination between educational output and availability of jobs. This has been done in Russia. But we may not be able to adopt that technique in India.

INTERVIEWS WITH EDUCATIONISTS

On 18th and 19th February 1965, the Education Commission interviewed eminent educationists in the State. The main points that emerged in these discussions have been reproduced below :-

Shri P. Kodanda Rao:

- (1) I consider that Mr. Chagla wanted the Commission to give priority to the language issue. That is why I have concentrated on this problem. In my opinion a decision on the language issue is somewhat critical; the whole education system depends upon the decision that we take on the language issue.
- (2) This Commission is not concerned with the political issues of the problem. So I have tried to avoid the political aspect in my memorandum though I am very much involved in this controversy myself. I was the man who advocated the slogan "English ever, Hindi never," and got into trouble. I have now taken great care not to introduce the political aspect.
- (3) My view is that language is an instrument for the communication of thoughts and it has no race, religion or sex or political nationality. Therefore, this idea of 'my languages' or 'your language' is all wrong and I am unable to accept this hypothetical link between language and nation, race, etc. There can be no 'property' rights in knowledge or in language. I would like to submit that property is something which can be owned individually or communally. But non-material culture like religion, language, arts or science cannot be owned by anybody. I know that this is a very strong prejudice; but I am here to combat that prejudice, not to confirm it or pamper to it.

- (4) I prefer bilingualism: regional language plus English which I want to be popularised. When I have two languages, I must have some use for them and there is no point in having two languages for the same purpose. I would like to use the regional language for poetry, literature and innermost thoughts, that is, as the language of the heart, and I would prefer English for studying science, technology, etc. Some exceptional persons may use English for literature also and some would use it for both purposes. But these would be the exceptions.
- (5) The problem of the mobility of population is exaggerated. How many people have gone to their district headquarters? Perhaps not even ten per cent. To State headquarters, 90 percent of the people have no occasion to go. The number of people that go beyond the linguistic State is very small indeed. So a person should learn his mother-tongue; English for higher purposes; and there should be no compulsion to learn any third language. Those who need them will study other Indian languages as the need arises. I want facilities for such study, but no compulsion.
- (6) If a regional language is well developed, there is no need to learn a second language, not even English. Take Kannada for instance. The language is not so well developed; and the amount of scientific and literary literature available in the language is very small. This is historical accident and a statement of fact. Therefore, a second language will be useful. But even then I would not make English compulsory but leave it optional.

contd...

(7) I would support English on the ground of utility. English is useful, not only to the research scholar at the top, but to everybody. The efficiency of the skilled workers in India must be brought up to the level of the highest in the world. For this purpose, you must help him to get knowledge for a small price. Because of the vast market potential for English, you can produce a Bible for three annas or an encyclopaedia at a small cost. How can we produce an encyclopaedia in Konkani or Tulu or in Mundi or in the language of the Nagas?

(8) I am opposed to the three-language formula. What is the purpose of learning three languages, when two are recognised all-over India and one of them is enough in the world as a whole?

(9) When it is said that English has been taught for 150 or 200 years and that only 2 per cent of the people know English at present, I must point out there was never a policy of making English universal in this country. But now when we are making elementary education compulsory, we shall be able to universalise English also to the extent necessary. But let us realise what we are going to do under the three-language formula. For the first time, Government of India is going to make English compulsory for the whole nation, that is to say, we are doing something which even the British Government did not attempt to do.

(10) I will amend the three-language formula: mother-tongue for all; English, on an optional basis for those who want it. Any other Indian language (or languages) may be learnt according to need (facilities may be provided for them, without making any language compulsory).

(11) Hindi or any Indian language should not be dubbed as the official language. All Indian languages are alike and should be regarded as national or official languages.

Contd...

(12) Hindi was selected as the official language by a fluke process. When we attained independence, the feelings against British were so strong that we wanted to get rid of everything. English, including the English language. We all know how Hindi got in the Constitution, -- by the casting vote of one man, Dr. Rajendra Prasad. But Hindi cannot become as universal as English. I am not going to give up Kannada, my mother-tongue, and ^{we} will be at a disadvantage as compared to people who learn Hindi as their mother-tongue from childhood. We cannot allow this to happen.

(13) I am in favour of the Roman script right through.

(14) I am also opposed to basic education on which I have submitted a separate memorandum.

Shri M.P.L. Sastry

(1) I am of the view that the language question has to be seen from the angle of the next generation and not from our point of view. I do not think that English is going to be the national language of India or it ought to be, though I feel very strongly that it should be a permanent compulsory subject of study in secondary and higher education.

(2) The three language formula happens to be the correct formula, namely compulsory English, regional language and Hindi. As far as Hindi is concerned, you will find no difficulty whatsoever in Mysore.

(3) It would be very difficult in the North to insist on the three-language formula because I do not think a person in the North will benefit by learning Tamil or Kannada. We should have a two-language formula for the North. This opinion is shared by all those

people who have balanced views.

(4) I would not be a party to make English the official language of the country. There are 14 languages today and one of them must be selected as the official language. Hindi is easy to learn and at the present moment, a large number of people know Hindi and therefore we have selected it as the official language. It is only the English-educated people and the people of the passing generation (who hold views of the 17th or 18th century) that would like to have English as the official language.

(5) I would prefer a common medium of instruction at the university stage in all parts of India. It is English today and will continue to be so for a long time. But ultimately, it should be replaced by Hindi. I expect this to happen after fifty years, after my generation is over, and when my son is playing the role of a leader.

(6) It is true that the popular demand is either to retain English or to adopt the provincial language as the medium of instruction in higher education. The regional languages can become the media of instruction, if opportunity is given, even in science. But if the unity of the country is to be maintained, if there is to be integration and an intellectual leadership at all-India level, higher education must be in one language.

(7) With regard to the duration of education, I prefer 8 + 3 + 2 + 2 pattern. We may have Honours courses covering a period of 16 years, if possible.

(8) The one year's BUC course should go. It is a failure.

(9) In regard to secondary education, I want the teacher training facilities in the State to be expanded. At present, some of the seats in the training colleges remain vacant because there are no stipends. These should be provided.

(10) In the last two or three years, there has been a

tremendous expansion in regard to numbers; about 250 to 300 High schools have been started in the rural areas. Some of these are started by private management and Trusts. Government is not giving any aid for the maintenance of these institutions. The standard of these institutions is unsatisfactory.

(11) Political pressures are operating in securing recognition for schools. If a politician behaves like a politician, there is less danger. But, if an academician behaves like a politician, there is a great danger and this is what is happening now.

(12) Unfortunately, the best of our men are not going into universities today. This situation should be improved.

Shri Ramachandra Rao:

(1) Education is a problem of problems and key to all problems. We have to find proper personnel for the legislature, judiciary, executive government and also for education itself. So farsightedness is necessary and the needs of the country have to be visualised while planning education.

(2) If you want to solve the problem of education in our country, this reorganisation of States into linguistic units will have to be scrapped.

(3) The pace with which we are trying to introduce Hindi must be slowed down. I am myself a graduate of Hindi and I have no objection to Hindi. My wife, children -- in fact everybody in my house - have learnt Hindi without trouble. But in order to meet the present difficulties, the pace must be slowed down, although the direction should be maintained. The three-language formula is a good one. In the South, we should have the regional language, Hindi and English; and in the North, Hindi, English and one South Indian language.

Contd..

The North must learn a South Indian language for purposes of integration.

(4) The Devanagiri script should be adopted for regional languages. It can be adopted; but we must go slow. The Roman script does not suit Indian languages.

(5) Sanskrit (or Arabic) should be compulsorily taught by omitting one of the languages in the three language formula, if necessary.

(6) Moral and spiritual discipline is very important and will have to be adopted in the curriculum. It is very necessary that moral lessons are taught in the elementary and high school classes. This cannot be done by providing special periods. The whole system of education should be permeated with a moral spirit.

(7) NCC and ACC should be compulsory for the defence of the country.

(8) Government should not take up nursery education and it must be left to private effort. The State does not have enough funds to spend on this stage.

(9) At present, the State does not assist private schools for the first three years. This rule should be changed.

(10) In rural areas, we should have Central schools with hostels and transport. We may give a bicycle to every child.

(11) Private bodies will not be able to do fundamental research. If they are integrated with some industry, they can do it and this kind of integration must be encouraged.

(12) The State must give ample aid to start private colleges.

(13) I want a two-year P.U.C. or Intermediate course.

(14) Regarding the syllabus, I find that books which were prescribed 50 years ago are still continuing. They are outdated and they be removed. Nationalisation of textbooks is essential. It has not improved standards so far; but it will do so in the course of time.

Contd..

(15) Elections in University bodies should be avoided as far as possible.

(16) There should be no students unions on a College basis. Only subject associations should be permitted.

(17) The universities in Mysore do not have real autonomy. This has to be given.

Shri G.P. Shivaram:

(1) We are experimenting too much at the cost of our young boys and girls. The pattern of education has been changed and rechanged with all the upsetting that this involves, on more than one occasion in recent years.

(2) It has been said that the duration should be 7 or 8 years. So some States chose to have 7 years and others chose 8 years. In Mysore, we had 4 years primary, 4 years middle and 3 years high school. We are talking of standards and yet we reduced the period of primary education to 7 years. In the Bombay Karnatak area, the four-year high school was reduced to three years all of a sudden and before the completion of the four year term the boys were asked to sit for a public examination. Thus there was lot of confusion: there were large failures at the 10th standard examination and when the boys went to the FUC of one year, there was another slaughter up with that standard

(3) In Mysore State, we increased the periods for craft education; but I do not think that craft-centred education has received any encouragement.

(4) There should not be such changes in education pattern every now and then.

(5) Government alone should take the responsibility for primary education because we have introduced compulsory primary education.

(6) So far as language is concerned, you can leave the

choice to the student, but the three-language formula seems to be good.

(7) As regards the 11th and 12th standards, I feel that these should not be attached to the school and placed under the Director of Public Instruction because he is over-loaded with work relating to pre-primary, primary and high school education. It should be with the University or the Director of Collegiate Education who should look after this stage.

(8) I support the pattern of 7 plus 3 plus 2, followed by the degree of three years.

(9) The inefficiency of our institutions is due to want of experienced teachers at all levels. So only trained teachers should be appointed at all levels. The total period of training should be two years at the elementary stage. For graduates, we may have one year and those who want to improve their knowledge can study for M. Ed.

(10) Salaries of teachers at all levels should be increased. Finance should not come in the way of giving them a square deal. A primary school teacher should get not less than Rs 150/- p.m. A high school teacher should get Rs 250 or whatever the graduates in other fields get.

(11) The Inspectorate has to be strengthened. For every 50 primary schools, there should be an Inspector. There should be a separate elementary Education Officer at the district level to look after primary education.

Dr. N. B. Kabbur:

(1) There should be a carefully and scientifically planned and systematically implemented national system of education. The existing defects are all at the level of implementation and I want to stress that point.

(2) The national system of education should be built up from the bottom on solid foundations.

(3) Our aim should be the cultivation of an intense spirit of patriotism which is the only salvation for sectarianism, narrow parochialism and over-emphasized individualism. For this, scientific efforts have to be made. We have to revolutionalise the psychology of our people, and this problem of education has to be considered from that point of view.

(4) Side by side with intellectual development, work habits will have to be developed. By work habits, I make special mention of the introduction of craft. Community living has also to be taught.

(5) Opportunities should be created and fully utilised, through outdoor activities, cultural activities as well as class-room activities which have to be integrated together, for building up character on the above lines. I lay great stress on education through these outdoor activities. Education can be imparted by teachers only when they enter into the very life of the children and you cannot do this only in the class-room. You shall have to reach the homes of children also. We had observed a week as parents and guardians. During that one week, our teachers visited every house and on the last day of the week, we call the guardians together. This experiment succeeded to a large extent.

(6) I am of opinion that this controversy of nationalising textbooks has no meaning. Whatever defects you find in the textbooks that are published by private agencies are found even in the State-published books. What is needed is improvement of quality. There should be a machinery for preparing textbooks at the national level. Let there be directions to State Governments in this regard because there are many regional languages and textbooks will have to be published.

(7) Every school, primary, middle or secondary - should have good libraries.

(8) We should attract good persons to the teaching profession. To give them a respectable position in the society and to treat them with respect and a sense of courtesy is a very important measure to secure this end. Salaries have to be raised, but the mere raising of salaries is not enough. To create the new atmosphere needed for raising the social status of teachers, the Department should make a beginning with itself and accord a proper treatment to teachers.

(9) Selected teachers should be given quarters in the premises of their school.

(10) Facilities of free education for the children of teachers should be provided.

(11) Our existing grant-in-aid code treats all institutions alike. There should be some provision to select good institutions and give them special grants.

(12) The State Government has to assume a much greater responsibility for secondary education. The grants-in-aid to private enterprise have to be liberalised and the essential expenditure (which includes the salary bill of the teachers and other staff) should not be made dependent on any undependable source of finance such as private charity.

Shri J.B. Mallaradhya:

(1) It is not possible to develop one sector of education and omit the others. Education is a comprehensive whole and an integrated programme of developing all stages of education adequately - from the pre-primary to the higher - will have to be adopted.

(2) The most important reason for our failure is the fact that the emoluments and conditions of service of teachers

are extremely poor.

(3) There should be a Commission for the management of secondary education on the model of the University Grants Commission and the entire programme should be taken out of the funds of people who are incompetent to run it properly.

(4) Even in the case of private institutions, 90 per cent or more of the total expenditure comes from the State funds. It is, therefore, necessary to exercise a greater control over private enterprise. It may even be better to nationalise all private schools.

(5) For some reason or the other, the Department has not been able to enforce the maintenance of standards and all kinds of educational institutions are coming up. In a city like Bangalore there are four higher secondary schools within one furlong.

In one of these high schools there are as many as 2800 students. How can one maintain standards under such conditions? Do they indicate that there is any administration at all?

(6) In all examination boards, a system of 'gracing' has crept in under which marks are added year after year to maintain a certain ^{percentage} of passes. In one year as many as 18 marks were 'graced' in the English paper. This system is a disgrace and should be abandoned.

(7) There should be selective admissions to higher education and only those students who show a promise of profiting from further studies should be allowed to enter the portals of a university.

(8) We have expanded very largely during the first three plans and have yielded to all types of pressures. A stage has now been reached when we must consolidate.

(9) The University Acts in Mysore, especially the Mysore University Act, are outmoded and these will have to be amended to give a greater autonomy to the Universities.

Dr. Montero:

- (1) There is need for an advance centre in Brain research. Bangalore is an ideal place for the establishment of such a centre. This proposal should be examined and recommended by the Commission.
- (2) The pre-professional medical course is not very successful. This work may be done in Colleges.

Dr. Siddhnath Pant (and colleagues):

- (1) A common script - the Devanagari - should be adopted for all Indian languages.
- (2) Sanskrit should be taught as a compulsory part in all primary schools because it helps the study of all the Indian languages.
- (3) At present, the medium of instruction is English. But ultimately this will have to be replaced by the regional languages and Hindi, which is the official language of the Union and it will have to function as the link language for the country.
- (4) The mother-tongue would naturally receive priority in school education. The study of Sanskrit should be emphasized. Elementary Sanskrit should be taught in all primary schools. Hindi should begin with class V. It would be enough if we begin English in Class VIII.
- (5) The recent agitation in Madras has given a set-back to Hindi for at least a decade. There should be no unnecessary haste in this business. Hindi is bound to come in its own time.

Representatives of the Municipal Corporation of Bangalore:

- (1) Under the Corporation Act, it is not an obligatory responsibility of the Corporation to provide primary or any education. But the Bangalore Corporation is running a number of primary schools and secondary schools because there is a demand from the public. It is spending about

Rs 7 lakhs a year for this purpose. Under the present rules, it does not get any special grant-in-aid from the State and is treated as any other private organisation. This is unfair. There should be a system of special grant-in-aid for the Municipal Corporation which is undertaking this programme in public interest.

(2) The schools run by the Corporation are meant for the poorer sections of the people. They have been started because, in these areas, there are no Government schools nor is private enterprise available. The fees in these schools are much lower than in other schools.

Shri Bondade:

(1) The number of colleges has been increasing enormously in recent years. The reason is that most of the students who take the S.S.L.C. examination and pass it think that they should go to the Universities in order to get a degree. Their main purpose is to improve the prospects of service and most of them would be satisfied even with clerical jobs. In a poor country like ours, the resources are not commensurate with the number of students that are knocking at the door of the universities. This leads to deterioration of standards.

(2) Here, there is a good deal of what is known as 'gracing'. I do not know the position elsewhere. The standard itself is low and by this 'gracing' quite a large number of unfit students pass. Even before gracing is done officially at the moderation level, there would be another gracing by the teachers themselves so that the students ultimately getting 35 marks may be worth 20 or 25 marks only. It is these people who are claiming admission to universities, and in order to meet this ever-increasing demand, sub-standard private institutions are coming up.

(3) There must be a fairly good admission test for the

students. If they want to enter colleges merely to secure a passport for clerical jobs after taking the degree, it seems to be absolutely unjustifiable. A good deal of indiscipline is also due to students who are sub-standard and who are not able to cope with the requirements of the university standards. As their minds are engaged more on mischief than on studies, they feel that it is their duty to create trouble whenever there is some pretext. There is a 'Filed Students Action Committee' which is set up to agitate for promotion :

(4) Before the colleges are affiliated, we should see that they maintain a certain standard in the matter of equipment, library and laboratory etc. Otherwise affiliation should not be granted. Government is shirking its responsibility for providing education at this level. The private institutions that are coming up, have limited resources and is somewhat lenient to them either because of political pressures or in the hope that, sooner or later, they will develop into good institutions. But they are not able to do so.

(5) If you want to give the best to the students who are a little below the average, some kind of tutorial system must be introduced in the colleges. Compared to Western countries, we give far too many lectures. The students expect that the teacher should cover the entire course and there is a good deal of spoon-feeding. Many students do not have the resources even to purchase ordinary textbooks and they mostly depend upon notes.

(6) For giving a fillip to research in universities, we have to depend for equipment and apparatus on foreign countries. The procedure to get them is very elaborate and it takes one year to go through various procedures and get foreign exchange. If the Government were to start

some precision instrument factories with foreign collaboration, just as they do in the case of steel plants, it will be of great help to research.

Shri Rajagopala Rao:

(1) The money spent on primary and middle school education is mostly wasteful. The State tried to introduce compulsory education several times and every time it was failure. This is due to several reasons, but mainly because we have no women teachers and the competence of our teachers leaves much to be desired.

(2) The supply of women teachers could be made in a larger measure, and they should all be trained teacher. Unfortunately, there is only one training college for women run by Government. I am of opinion that all the training colleges should be run by Government. They should be properly staffed and properly equipped. The entire system of training teachers has to be overhauled. There should be more training colleges for women and the training should be made attractive.

(3) Immediately after Mahatma Gandhi's death, there was a great emphasis on basic education. Our experience has been rather discouraging. The quality of teachers required to do justice to basic education is very high and we can never afford to staff basic training centres with that kind of teachers. There is also a fundamental difficulty. In the earlier years of schooling, children do not care for the money value of things they are asked to prepare in the schools.

Shri Adakiappa Chettiyar:

The first Children's Village, to be named after Frobel, is now being set up in Mysore. It is meant for all orphans without any distinction of caste or creed. At present, construction of the buildings is going on. Land has been

acquired. Several industrial and other small units are being started to secure regular income, otherwise it will have to run purely on philanthropy. We need support from families - husbands and wives, preferably without their own children or with grown-up children, who can come and stay in the village and work with us. We are not supposed to pay them; they will get food and clothing only.

Every State will have a home on the campus. From every State, we will have 10 or 12 boys and girls who are genuine orphans. They will be selected by scientists and doctors and others. They should be real orphans deserving to be brought up as international citizens. These boys and girls will be of 5 years age. We propose to have one Swiss, one German and one English international house. We will give these children education upto High School. If they are intelligent, we can send them even to Universities. Probably the Government also might take care of them. We expect that the minimum cost for these children would be Rs 20 to Rs 25 p.m. I put it down at Rs 30 so that we may give them a little milk. The school will be run by teachers. It does not cost anything. There will be parents in each house. We expect parents to do work. There will be scientists, carpenters and masons. We want to give the children all-round education. This year we will start five houses out of the proposed twenty.

Shri K. Sampathgiri Rao:

(1) Our education seems to have no purpose and does not seem to have any idealism or patriotism. All the tremendous urge that was there in the pre-independence days is now completely absent. We have got to try to recapture some of that old purposefulness among our educators and students. How it is to be implemented is a matter for the experts in the Commission to decide. I

may, however, suggest some programmes. We have got to consider to what extent we can implement this idea through textbooks. I would have a committee at the Centre itself to study this problem and to decide type of lessons to give in order to make our young men and women proud of our culture and heritage. India has continued to live in spite of reverses - there is a continuity in its civilization. Our present Indian histories, however, do not give this impression. We have introduced 'social studies' recently in our high schools, but the curriculum of social study is nebulous. It does not give a continuous idea of Indian history, culture and heritage. Common assembly for prayers, national songs and birthday celebrations of our great men, past and present - this kind of co-curricular activities which are done in some aided schools and in Government schools, will go a long way to assist in the programme. The third thing is that young men should have greater opportunities of travelling all over the country. They ought to see their own States and outside places as well. There must be a programme of liberal aid, railway concessions, etc -- for some kind of arrangement by which people of every area and every State will go round and visit other States. Lastly, I should like camps to be held for young men during long vacations. They should go from one State to another and do social service in some other State with the young men of that State.

(2) Our young men want lead and they do not get a lead. That is why one finds them restless and frustrated. They do not even listen to their lectures in the class. So, like the Soviet Pioneer Society, we should have a society for providing social service. Of course, we have Scouts in Mysore and we also have the Bharat Seva Dal. The N.C.C. and A.C.C. are there. There is a great rivalry in all this and considerable

waste. What is needed is a meaningful and integrated programme.

(3) We must recruit the best of men for education.

It is all very well that we all want to give facilities to the backward communities. But, if we have a state of chronic under-developed stock, it would be a great misfortune. So far as Education Department is concerned, I am all out to get the best man, irrespective of all other considerations, and I would like all places to be filled up properly and not make too much of this ratio and proportion. Our primary school staff are below average. It is not nice to say but I am afraid we have to face it. Many of them are not very useful; they come there because they do not get any job outside. We will have even physically disabled people.

Therefore, so far as recruitment rules are concerned, it is high time that we must have provision for good teachers. No place should be left unfilled because you do not get a candidate of a backward community.

(4) I am one of those who feels that the training is not adequate. The duration must be at least two years after S.S.L.C. I would go a step further and suggest that these training institutions should be residential institutions - some kind of Gurukulas. We must use discrimination here. I know some private agencies are making it almost a commercial proposition. That should be stopped. But, wherever we have genuine private agencies, you may have them.

(5) The Bihar Government have a fine scheme of choosing the best boys and training them in the Nctarhat School. Everything is provided upto a certain income level. Only those parents who have good income that pay fees. It is a very good institution. I should like, if possible, that

every State should have a Public School along these lines.

(6) We have on paper very good curricula of studies and crafts. But in actual practice, the whole thing is not successful. There is not enough furniture, no teacher.

(7) Now that compulsory education is coming up, there is a tendency on the part of persons in villages to get rid of professions like agriculture and put on nice dress and go about so that they need not bother about work in the fields. It is a most unfortunate trend. In the primary school, one ought to learn through hands, doing gardening, etc. and not be satisfied with work on paper.

Shri N. Rachiah:

(1) The interests of the backward classes should be adequately protected.

(2) In some cases, the whole benefit of the schemes meant for backward classes goes to the advanced communities (e.g. in the case of hostels). This should be stopped.

(3) The constitutional safeguards for the backward classes will have to be continued till 1981 at least.

(4) Education and employment are the royal roads to the development of the backward classes. These should be emphasized.

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Discussion with Teacher-Educators in
Bangalore on 19th February, 1965.

The following problems were raised during the discussion with the Principals and Senior members of the staff of Secondary and the Primary Training Institutions in Bangalore:-

(1) Seats provided in the Secondary Training Colleges are lying unutilised as can be seen from the following figures:

<u>Name of the College</u>	<u>Seats available</u>	<u>Seats utilised</u>
M. E. S. College	100	79
R.V. Teachers' College	100	92
Vijaya Training College	60	36

It will thus be seen that out of 260 seats which are available in Secondary Training Institutions as many as 53 are lying unutilised. The reasons given for this were as follows:-

(a) Policy of recruitment adopted by the Government - in some cases untrained teachers were preferred to trained teachers. Training was not recognised as an essential qualification for recruitment.

(b) Incentives for training were lacking. The scale of the trained teachers started on the same basic salary, only two additional increments being given to those who were trained at their own cost. Unless the starting salary of a trained teacher is high, teachers are not encouraged to come in for training.

(c) Appointment of temporary teachers during the academic year without their being continued over the period of the vacation.

(d) Students require stipends and substantial financial assistance in order to be able to afford a full year of training.

(e) The profession itself not being attractive very

few persons want to be employed in it on a permanent basis, at the initial stage when they are trying for other job.

(2) There may be a special short course of training for those who have worked for ten years or more in schools. The course must be organised by Training Colleges. Senior teachers in schools with some orientation may be entrusted with the work of supervising practice teaching.

(3) Though the knowledge of the subject that pass-class graduates have was considered to be adequate for their purpose by all the persons present at the meeting, they were of the opinion that Summer Institutes dealing with the latest developments in the subject would be necessary and would provide opportunities to the teachers for further study of their own subjects. The need for deepening knowledge content was there.

(4) The group agreed that the Training College syllabuses needed to be overhauled and unnecessary repetition and overlapping to be excluded from them.

(5) The group was of the opinion that the training given in the colleges had its impact on the work of the teachers in the schools though it could be made more intensive if special care was taken during the year of training from this point of view and if the students' work was followed up after they started working in schools.

(6) The group was not in favour of correspondence courses for training teachers, but considered that evening colleges, with a duration of two years in place of the usual one year, would be desirable in bigger cities for teachers who would not be in a position to leave their work and join training colleges. One such evening college was being run in the city of Bangalore and such

courses had been run in the city of Mysore as well. Teachers of the evening colleges appear for the same examination as the B.Ed. students, their teaching work being supervised by the training college and the school where they were working.

(7) The Primary Training College Principals emphatically stated that the duration of the T.C.H. Course needed to be lengthened from one year to two years.

IV

DISCUSSION WITH THE VICE CHANCELLORS OF THE
UNIVERSITIES IN THE MYSORE STATE
(19th February, 1965)

The Commission met the Vice-Chancellors of the Universities in the Mysore State for a discussion on the morning of 19th February, 1965. D.C. Pavate, Vice-Chancellor of the Karnatak University, Dr. B.D. Laroia, Vice-Chancellor of the Bangalore University and Dr. S. Dhawan, Director, Indian Institute of Science, Bangalore, were present. Dr. K.L. Shrinani, Vice-Chancellor, University of Mysore, was not able to attend.

The following main points emerged in the discussion :

Dr. D.C. Pavate:

(1) The effect of the reorganisation tried in the wake of the Secondary Education Commission has been very disastrous. The total duration of the school stage has now been reduced rather than lengthened. A boy now passes the school leaving examination after 10 years of education (which is very wrong) and he comes to the college very young and immature. He has no sufficient mastery over English and we have not been able to organise our lectures in the regional languages so that he finds it extremely difficult to assimilate ideas.

(2) There is no minimum age of admission in Mysore. The Karnatak University has prescribed a minimum age of 15 years for admission; but this is not high enough. Such a low age of admission is one reason why we are finding it extremely difficult to maintain standards.

(3) The best course would be to introduce a junior college stage of two years between the school and the university. Education in the secondary school of 10 years should be through

regional language and then in the intermediate college or higher secondary stage we may have regional language and English as the media of instruction. In the colleges, we should be able to use English for some time until we develop other languages.

(4) Specialization should increase gradually. You have six subjects in the schools; three or four in the intermediate; two in the colleges and finally one at the postgraduate stage.

(5) Honours courses will work only if we can prescribe more exacting conditions. Madras was the one State which tried an Hons. course for many years on this basis. But they gave it up because it did not work.

(6) It is not possible to improve the secondary schools to the extent we want, unless the secondary teachers get a better knowledge of the subjects they teach.

(7) We must do something for the gifted people. But the mere provision of honours courses may not help them much.

Dr. B.D. Laroia

(1) My views are slightly different on account of the background I have. I have seen the higher secondary coming up in my time and also the three-year degree course. We had high hopes that that system would produce good results; but excepting in Delhi, where the students are probably most favourably placed, the system has not succeeded very well. Delhi succeeded because the boys were better and the pattern was better. The standard attained at the 11th year in Delhi came to the previous intermediate standard. If the experiment had been tried all over the country under the same favourable conditions as in Delhi, it would probably have succeeded. But somehow the country has shown that M.As. and H.Scs. cannot be brought to the school and therefore the system has not succeeded as we wanted it to. My proposal is that the school should be 7 plus 3. I would like a continuous course of 7 years which should be free and compulsory and then there should be 3 years

of secondary or higher secondary and there should be an examination at the end of 10 years. I would also like that this education must in all respects be general. It should cover all fields and the boy should have taken Science, should know a little of Biological Science, a little of Mathematics, Humanities, Geography and so on. Then I would like to have two years; you may call it Intermediate or P.M.C or whatever you like. It should be either in the college or a separate Inter-med-iate College but it should not be attached to the high school. I say this because of my experience that the school atmosphere does not give maturity. To bring a child in contact with older boys and to give him better staff is possible in the college but not in the school. In this two-year unit, if English has been weak in the school, it should be given special attention. It should also give a little bias towards science. Options should be given at this stage. The examination at the end of this stage should be conducted by the University.

(2) There are three types of Honours. Certain universities have provided Honours in such a way that the subjects are practically the same as those for Pass, but if the pupil attains more than 60% marks, he is called Honours. But I would not call it Honours. The second type of Honours was in Punjab where we took three subjects along with the Pass people; but the Honours man took special interest in one subject. For instance, I took a special paper in Chemistry and if I succeeded in that, I was given Honours in Chemistry. I would not call that also as Honours. My Honours is of the type of Delhi where a student does three years Honours along with three years Pass. The three years Pass will have the same three subjects as the Honours course in the first year. In the second year, he takes two minor subjects of the standard of the Pass

course and does the same papers. In the third year he does only one subject. Besides, he is put under postgraduate teachers so that the quality of teaching also is better.

(3) In the Bangalore University we want to select the talented boys and give them better facilities and the better type of everything so that our material for the postgraduate is ready.

Dr. S. Dhawan:

(1) I would very strongly advocate that there must be a rigorous policy of restriction in the case of those who want to take advantage of university education. Those who are not admitted straightaway should be enabled to come back to the university with some make up.

(2) There are colleges within the same university at different levels. The question is when you regulate that merit should be the operative principle - how do you regulate? You have to consider two points. The first is the right of an individual student to apply to any college. This must not be restricted. But the admission of an individual to an individual college cannot be regulated purely by that college. A group of colleges will have to form a body and they will have to regulate the entire machinery.

(3) While you diversify education into vocational fields, I think it is important to see that what you call vocational training it is not making second class citizens. People who go, for example to polytechnics, are supposed to be at a lower standard. Therefore they command less money in the matter of salaries. This is dangerous. If you wish to make diversification a success, you have to see that, in the economy of your country, the man who comes from vocational training plays an important or an even more important role than an intellectual who does research. There is the second point: those who go to vocational courses should not be condemned for all time. It must be made possible for them to go back to universities if they make up the prescribed courses.

Discussion with members of the Mysore State Women and Girls Education Council and Social Welfare Boards and other Women interested in girls' education on 20.2.1965.

The following suggestions were brought out in the course of discussion:-

(i) In the polytechnics for girls there are at present only three subjects viz., Tailoring, Secretariat Course and Library Science. A larger variety linking the training to the employment potential should be introduced such as, Commercial Art, Accounting, Radio Electricals, Telephone Exchange and Civil Engineering. There is a good deal of scope for employment because of the large number of industries developing in Bangalore.

(ii) The education of girls' has to be intensified. At present in Mysore there are no separate high schools for girls outside the big cities. It is very essential to have separate high schools for girls to increase enrolment. As the tendency for girls is to marry later if they are educated, the education imparted should provide for more elective subjects suited to them.

(iii) Voluntary organisations should be entrusted with the work of providing abbreviated courses for adolescent girls who are unable to attend schools due to socio-economic factors. Such courses may be held in the afternoon or evenings as convenient.

(iv) There are a number of discouraging factors in grant-in-aid given to voluntary organisations. For example in the case of Centrally sponsored schemes like the Balsevika training of the Central Social Welfare Board, the conditions laid down are difficult of implementation.

(v) Women are anxious to do social work which is so closely connected with education in rural areas and to reduce the gap that exists between urban and rural outlook. But they lack the necessary facilities such as transport. There is need for continuous assistance for such work.

(vi) The women who pass out of the condensed courses provided by the Social Welfare Boards should get preference in employment as teachers.

VI

DISCUSSION WITH THE EDUCATION MINISTER AND
DEPUTY MINISTER FOR EDUCATION IN MYSORE STATE

(Bangalore 20th February 1965)

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In the morning of 20th February, 1965, the Education Commission met Shri S.R. Kanthi, Minister for Education in Mysore State and Smt. Grace Tucker, Deputy Minister for Education, for a discussion. The following are the main points that emerged at this discussion :

- (1) At present, expansion is very rapid and there is an immense pressure of numbers at all stages and in all sectors. The education of the talented children who form the best resource of the country is tending to get neglected. It is, therefore, necessary to identify talented children at the secondary stage - say the top 5 percent of the students - and to provide the best opportunities for their development through establishment of a number of well-developed secondary schools. The ultimate target should be to have one such school in each Community Development Block; but a beginning should be made in this direction by establishing one school in each district. These schools should have good teachers, good facilities and hostels. There should be adequate scholarships available at the secondary stage to enable talented students from all parts of the district to attend these schools. (The scheme is included in the Fourth Plan of the State).
- (2) In giving scholarships to talented children, an attempt should be made to see that students coming from rural areas are not handicapped. This object can be secured if the total number of available scholarships is divided among the

different Community Development Blocks on the basis of population and that the best students from each Block are selected. (This principle is worthy of adoption, not only for the secondary schools, but also for colleges. In this case, however, the unit for the award of scholarships should be the district rather than the Community Development Block.)

N.B. At this point, there was a suggestion that this distribution of scholarships on population basis to rural areas would adversely affect the talented children in the urban areas. It may often happen that the boys who get scholarships in rural areas under this programme may be even inferior to those who are rejected in urban areas.

(3) A large number of secondary schools have now come up in the rural areas. Some of them are in good condition; but many are not. The village people are enthusiastic about education. There is no parallel to their enthusiasm. Their demand to have secondary schools in villages cannot, therefore, be restricted. It is, however, possible and necessary to plan in such a way that the rural schools become efficient and economical. A minimum size would, therefore, be necessary. If the problem of distance is to be faced, it can partly be met by providing transport, say a cycle, to each boy.

(4) The extension of secondary education to rural areas is a very recent development. It cannot be said that it has added to the productivity of the countryside; but it helped intelligence to develop and create greater consciousness.

(5) If the quality of secondary schools is to be improved, there will have to be some special programme of Central assistance.

(6) There should be some arrangements in secondary schools for

supervised study of children. Teachers should be given allowances for this purpose.

(7) A Textbook Bank should be built up in every school.

(8) The problem of capitation fees, collected by some institution in Mysore, was discussed. The State Government informed the Commission that this matter is being looked into.

(9) The original intention in levying the betterment fees was that additional funds thus raised from the parents would be available for improvement of facilities in schools. Under the existing orders of the Government, this object is not realised. The Education Minister promised to have this matter looked into and examined further.

(10) The State Government is actively considering a proposal to make education free upto the higher secondary stage, as has been done in Madras.

(11) There is a great difficulty of getting teachers for rural areas, particularly trained teachers.

(12) As a rule, the State Government does not give a grant to a new school in the first three years. This policy has some advantages and disadvantages. The matter will have to be re-examined.

(13) The State Government is considering a proposal to organise a big drive for liquidation of adult illiteracy.

(14) The present system of grant-in-aid from the State Government to voluntary educational organisations needs revision.

(15) The present system of grant-in-aid from the Centre to the States for educational development is not very happy. The system of matching grants has not worked well. The whole position will have to be re-examined.

(16) There should be a large programme of evening classes, correspondence courses, etc.

(17) The pattern which the State Government is thinking of introducing is 10 plus 2 plus 3. The public opinion is generally in favour of this proposal. Good general education would be provided in the first ten years and bifurcation would begin thereafter.

(18) The rate of expansion of education in India may be considered to be rather fast by some persons. But there is such a hunger for education among the people and it is not possible to suppress it. A large expansion will have to take place in the next three Plans. What we have to do is to develop, side by side, programmes of qualitative improvement also.

(19) We are practically continuing the present educational system which we inherited from the British Government. We must introduce radical changes which will make this system meet the requirements of independent India. Instead of producing clerks and government servants, we should make our boys and girls good citizens.

(20) The problem of students' indiscipline has become a headache. Students go on strike on small pretexts and very minor issues. Strangely enough, the leaders of the political parties encourage the students every time. We must impress upon the general public and on the political parties the fact that we cannot improve our youth and our educational system unless

we formulate and strictly observe a code of conduct in this regard.

(21) The three-language formula is essential. There are no difficulties in so far as the Mysore State is concerned.

VII

Discussion with Representatives of
Teachers' Organisations, Bangalore
20th March, 1965

In the afternoon of the 20th of March, 1965, the Commission met the representatives of the teachers' organisations. The following main points emerged in the discussion :

(1) At present, the secondary schools in Mysore have only three classes - VIII - X - as they are not allowed to have middle school classes. This system of three-year school does not give the best results. It may be desirable to permit secondary schools to have classes V - VII if they so desire. The size of the total school may be limited to 500 if necessary. There is a view that, considering the importance of secondary education in the country, the children should have the longest period in the secondary schools and, therefore, the three-year high school is rather too short to be effective.

(2) There are a number of people who are demanding for English medium classes, even at the primary stage. It is a very difficult problem to face and is particularly acute in urban areas. The parents insist on it because they feel that it will help their children. It cannot be prevented under the law of the land. But it should be discouraged on educational grounds.

(3) The curriculum of General Mathematics and General Science should be strengthened. We may even have a common course for the whole of India in respect of these two subjects.

(4) People are in favour of one public examination at the end of the 7th year of schooling. This will create an additional burden. But it may be reduced either by

having an examination (as is done in some Northern States) in 3 or 4 subjects only or by giving weightage to internal assessment.

(5) In respect of the first four years of schooling there should be automatic promotion.

(6) The revenue district is the unit at present for inspection. These are of varying sizes. The idea now is to have an educational district instead of a revenue district. At the district level, there should be a special inspectorate and specialists in greater numbers.

(7) As regards the training of lower grades of teachers the F.C.H. is of one year course and it should be lengthened to two years. Teachers with five years experience to their credit should be allowed to apply for the higher examination by private study.

(8) The minimum salary of a primary teacher should be Rs.100 per month. That is the view of Government also; but we are unable to implement it due to want of finance. The Centre should give financial aid to pay this minimum salary.

(9) The number of working days in a year should be 200 or 1000 working hours. At present, it is 220 days and we want to reduce it to 200.

(10) There is difficulty of getting properly trained teachers in mofussil areas. The main reason is that, in rural areas, there are no facilities for higher education for the children of these teachers. So we suggest that some special facilities for higher education of teachers' children should be given in cities. Some seats should be reserved in hostels for them. Formerly there was a condition that one should serve for three years in malnad area. A similar condition of, say five years, may be imposed for service in rural areas for teachers. But

these facilities should also be given to the children of those teachers for higher education.

(11) For efficient work and effective supervision, each class in the primary school should have a ceiling of enrolment. It is suggested as 35 in primary classes and not more than 45 in high schools. At present in Mathematics and Science sections, it has gone up to 60 to 70.

(12) It is desirable to form a National Teachers' Council. This Council should look after the interests of the teachers. It should prepare a code of conduct to maintain standards. It should lay down professional standards for the teachers and the qualifications for different grades. Every State Council should agree to the formation of the National Council and the National Council should lay down principles for the State Councils to follow.

(13) The number and quality of books in regional languages for children is very poor and limited. This situation needs immediate attention.

(14) In private schools, the rules of service for teachers are not as one would like them to be. People do not want to join private schools because they are not confident of their future, pay and prospects. There is no security of service. There is no arbitration board at present. But there must be some agency whose decision must be binding on the management. Even the decision of the government is tried to be flouted in one way or the other. There is a rule that a teacher cannot be removed without the approval of the Department. But in such cases they make the conditions of life for the teacher concerned so miserable that they are automatically quit. In many private schools, teachers are not paid regularly and underpayment is also predominant to a certain extent.

N.B. There was some disagreement on this view and some of the representatives pointed out that these evils occur in proprietary schools and not in good voluntary agencies which are registered as Trusts or charitable societies.

(What follows is the evidence of the Middle School Teachers Association).

- (1) Sufficient opportunities are not available at present to teachers to improve their qualifications by appearing privately in University examinations. The University of Mysore does not give any facilities in this regard.
- (2) The minimum salary of a middle school teacher should be Rs.120 and that of a graduate teacher Rs.200 (dearness and other allowances extra).
- (3) The duration of elementary education should be uniformly 8 years throughout the country.
- (4) The Headmaster of a Middle School should be a trained graduate and all the Assistant Teachers should be trained matriculates. Duration of training to be two years. There should be two cadres for teachers, one for Headmasters and the other for Assistant Teachers.
- (5) At the primary, secondary and even college level, Heads of institutions should be elected every three years by rotation, so that every teachers may have a chance to be the Head of an institution.

(What follows is the evidence given by Secondary School Teachers' Association).

- (1) The system of general education should be 8+2+3. Specialisation should start in class XI and not in class IX as at present. The degree course should be of three years.

- (2) Classes XI and XII are preferably attached to the secondary schools. If the proper atmosphere is created, it will not be difficult to get teachers who have the necessary qualifications.
- (3) There should be a proper balance in the curriculum between Humanities, Sciences and practical Arts. At present too much time is given to languages.
- (4) The minimum qualification of a teacher in a High School should be B.A. or B.Sc. and B.T. At least 20 per cent of these should be M.A. or M.Sc. (preferably trained).
- (5) Education should be a concurrent subject. The Centre should take responsibility for laying down broad policies within which the details should be worked out by the State Governments.
- (6) The total period of tuition should be counted in terms of hours of instruction and not in the number of working days.
- (7) There should be a limit on the maximum strength of secondary schools, say, 800 or 900.

(What follows is the evidence of Shri Chella Ram, who has promoted the idea of book-banks).

- (1) The system of book-banks is now being developed through private initiative. As funds are limited the programme has been confined at present to Medical and Engineering Colleges only.
- (2) It is necessary to establish book banks in every college and ultimately in every secondary school. This programme should receive a top priority in the Fourth Five Year Plan.

.....

(The following evidence was given by the
Nursery Schools Association)

- (1) Pre-Primary education must form an integral part of the national system of education, although its expansion may be slow and will have to be attempted step by step.
- (2) Assistance of the Government of India should be available, through an earmarked grant, for the development of pre-primary education.
- (3) Teacher training is a very important programme. It should be taken over by the Centre if the State does not come forward to discharge its responsibility.
- (4) The development of pre-primary education will make the spread of primary education easier. It will also reduce wastage.
- (5) Child Guidance Bureaux should be established at various centres. There should be a Central Bureau of Child Guidance in each State.

MAIN RECOMMENDATIONS THAT EMERGED IN THE
DISCUSSIONS HELD AT THE DIFFERENT CENTRES
IN MYSORE (EXCEPT AT BANGALORE) FROM 15th
to 17th FEBRUARY, 1965.

A - DISCUSSION AT DHARWAR
(15-16 February, 1965)

I. The following points were expressed in a meeting with the Vice-Chancellor, Deans of Faculties, Principals of Colleges and other members of Karnatak University, Dharwar, on 15.2.1965:

(1) The Vice-Chancellor, Dr. Pavate, expressed the view that reducing the period of education is a dangerous policy.

(2) There should be different courses to suit different abilities.

(3) Quality of education must improve even if it means prolonging the period of education in high schools and universities. There should be no hesitation in doing so.

(4) Tinkering with the pattern of education should not be frequent.

(5) Private colleges are finding difficult to maintain themselves because of financial difficulties.

(6) The colleges are overcrowded and more accommodation is required for them.

(7) Teachers' salaries should be raised because the teacher is the most disgruntled element in education. Teachers' salaries should be uniform all over India.

(8) There should be restricted admission to universities and colleges. In this way, it will be possible to have earnest students who will be interested in education. Overcrowding in colleges can also be avoided. Student indiscipline will also be reduced.

- (9) Teacher training should be improved if we have to raise the standard of education because the training at present provided in training colleges is not adequate. Teacher training must give teachers knowledge of the content of the subject which they will be required to teach.
- (10) Inspectorate should be independent of Government in order to maintain educational standards and freedom essential to educational work. They should be under an independent educational authority constituted by the Government of India.
- (11) There should be an all-India Textbook Board to prepare scientific literature. This Board should consist of very highly qualified persons.
- (12) Sanskrit should be given due importance.
- (13) Hindi should be started from fifth class and English should also begin as early as possible to enable pupil to acquire command over it.

II. The following points were expressed in a meeting with the students of Karnatak University on 15.2.1965 :

- (1) Either English or Hindi should be the medium of instruction at the postgraduate level. If it is English, all should know Hindi and vice-versa. Regional languages should certainly not be the medium of instruction at the post-graduate level. In course of time, English should be replaced by Hindi but English should always continue to be taught.
- (2) Admission to universities should be through interview and written test and universities and colleges should not be overcrowded.

(3) Examinations should not be held at the end of the three-year degree course. It should be a continuous process and a student should be tested at the completion of each stage.

(4) Guidance and Counselling should be organised to help students in choice of subjects and in meeting their personal problems.

(5) Students are prepared to do adult education work as well as to undertake some responsibility and to be of some service to the university or college.

(6) Teacher-student ratio should be improved.

(7) A compulsory course in Indian history, culture and philosophy should be given to all students in all faculties in order to acquaint them with Indian thought and culture.

(8) Education should be employment-orientated.

(9) Military studies should be a compulsory subject.

A list of students who attend the meeting is enclosed.

III. The following points emerged in discussion with Chairmen of District and Municipal Boards of Dharwar Division on 16.2.1965:

(1) The present pattern of school and college classes is seven years primary (4 plus 3) and 4 years secondary education plus 1 year higher secondary plus 3 years degree course. This is satisfactory.

(2) National education should be of the basic pattern. The crafts offered are Cardboard modelling (leading to carpentry), agriculture, spinning and

weaving, kitchen-gardening and wood-work. The choice of crafts is made in consultation with the local people.

(3) In the North Kanara district, spinning and weaving are unsuitable to the local environment. Many parents complain that education is denied to children in the name of craft education. Basic education is a fashion. People and teachers have no faith in Basic education. People and teachers have no faith in Basic education. The craft should be related to locally available material and involve scientific principles. Pupils should be production-oriented.

(4) There should be no rigidity in the selection of crafts. It should be suited to the local environment. Freedom of choice should be given to schools.

(5) Teaching of Indian history in primary schools is necessary.

(6) English is taught from fifth standard. The quality of teaching is very poor because the teachers teaching of English are only S.S.L.C. passed. Better qualified teachers should teach English. A special training course for teachers of English should be instituted.

(7) Teachers do not know the subjects which they teach. There must be methods of keeping them abreast with the development of knowledge in their subjects.

(8) Best teachers should be attracted to the teaching profession and their conditions of service should be improved.

(9) S.S.L.C. teachers get training of one year only and non-S.S.L.C. teachers get training for two years. The teacher-training programme should be of a much higher standard and it should be left to the Universities to arrange this training.

(10) The system of higher secondary education has failed. Standards have deteriorated by the introduction of specialisation at the higher secondary stage. The scheme of multipurpose schools which requires a choice of courses at an early stage is undesirable.

(11) The first ten years' course should be common to all and it should be of a high quality. Pre-university education should consist of 12 years' schooling. Last two years of the 12-year schooling should merit special care and be placed under excellent staff. These two years of higher education should be tagged on to the colleges. The test for admission to the universities should be held by the university and not by the Boards. The Board of Secondary Education in Mysore is not a statutory body.

(12) There should be a separate Committee for Primary Education. Education should not go to Zilla Parishads along with other subjects. It should be in the hands of a separate statutory body. Education will suffer if it is transferred to Zilla Parishads. Education should also be taken away from the control of Municipal Corporations.

IV - Discussion with Educationists

The Commission interviewed two educationists.

(a) The following points arose in a discussion with His Holiness the Swamiji of Navakalyan Math, Dharwar on 17.2.1965 :-

(1) Examinations should be dropped. Instead, there should be fortnightly tests. There should be twentyfour tests in each academic year. There are evils in the system of internal evaluation, but at the postgraduate stage there should be no university examination.

- (2) Method of lecturing is insufficient and tutorials are necessary. Writing is necessary to make students precise.
- (3) The university should be a corporation of teachers and students. There should be ten students or less in a tutorial session.
- (4) Co-education should be condemned at all levels. It has done a lot of harm.
- (5) Education in the past had no relation to national needs. Now this defect has been partially corrected. But in future, it should be wedded to social requirements.
- (6) National history must be re-written,
- (7) Education should emphasise concept of a unitary man; man of virtue, man of wisdom and man of courage.
- (8) Indiscipline in schools is due to licence given to students and to lack of ideals. There is no seriousness and dedication to ideals.

V. Discussion with Representatives of
Voluntary Organizations held at Dharwar
on 16.2.1965

- (1) There should be a common pattern of school and college classes for the whole of India. Education should be of a common type for all up to the tenth class. One important reform should be to make education production-oriented. There should be bifurcation to divert students into various vocational courses at the age of 13 or three-abouts.
- (2) There should be a public examination at the age of 17. The subjects for this examination should be few, but the teaching should be intensive.

(3) Transfer of classes V to VII to primary schools and teaching of English is undesirable and it has led to deterioration of standards. It is better to bring these classes into the secondary schools in order to raise standards.

(4) For primary schools, all subjects should be compulsory. A large number of subjects should be introduced in class V and an attempt should be made to find out what the students like.

(5) By the age of 14, the student should be enabled to select subjects of his liking. In the last two years, tuition should be limited to the subjects of the public examination and the preparation should be intensive. There should be very little option at the final stage, if at all. All students must learn all examination subjects thoroughly.

(6) After this course, there should be a two-year in the university for boys of the age 17-19; and alternative courses should also be provided in vocational, technical, agricultural and other subjects. The first year of the P.U.C. should be common for all. Some variation should be introduced in the second year to suit the university courses which students intend to take. After this, there should be a four year course of university education for arts and science students.

(7) There should be provision for educational and vocational guidance for the pupils from the age of 14 and methods of self-teaching should be encouraged. At the university stage, the students should be made to learn through their own efforts rather than be spoon fed.

(8) High-School teaching should not exceed four hours (periods). The rest of the time should be devoted to practical work and self-teaching.

(9) School timing should vary according to local conditions particularly in view of the needs of rural areas.

VI. The following points arose in the course of discussion with Headmasters and teachers of Secondary Schools and Officials of Education Department at Dharwar on 17.2.1965:

(1) Primary education may continue to be of seven years' duration. But wherever possible, classes V, VI and VII should form a part of composite high schools as in the old Bombay State. The middle schools should have trained graduates. One view expressed was that primary education should be divested of classes V, VI and VII.

(2) There should be a public examination conducted districtwise by a special board at the end of class VIII. There should be a national public examination at the end of class X.

(3) Education at the secondary stage should be production-oriented. Production-oriented education will succeed better at secondary rather than at primary stage.

(4) At some stage, aptitudes of students have to be ascertained by scientific techniques. Further training should be related to the aptitudes of boys. There should be two groups; those who are suited to academic type of education and those to practical type. Both streams should aim at the same standards.

(5) Boys passing out of technical agricultural and other practical courses should have avenues for higher education in the fields of their main study in the high schools.

(6) Curriculum for class XI is prescribed by the university (PUC). It, therefore, bears no relation to high school education. The curriculum for high schools is in consequence very defective. (Teachers promised to send a detailed memorandum on the subject).

(7) Secondary schools suffer for want of good quality of literature and textbooks. Central Government should take responsibility of producing textbooks and supplementary reading material.

VII. The following points were made by the Principal and members of staff of the State Institute of Education, Dharwar, on 16.2.1965

(1) The staff is not trained for the purposes of research. Special courses are necessary for training the staff in methods of research.

(2) If the Institute has to take more energetic steps to improve standards of teacher training, academic control of teacher training should be given to the Institute.

(3) The Institute should be recognised by the University for the purpose of guiding research for M.Ed. and Ph.D.

(4) This Institute should have special courses for Administrators and Supervisors and teacher educators in primary teacher training schools.

(5) Teaching of English in the State is in a poor condition. Some sort of specialisation for teachers of English is necessary and this should be organised by the Institute.

B - DISCUSSIONS AT MYSORE

VIII. The group held a discussion with the Vice-Chancellor, Heads of Departments of the Mysore University and the Principals of local Arts and Science Colleges. The following main points emerged at the meeting:-

- (1) Relationship between the post-graduate and under-graduate teaching in order that each may have its impact on the other:

The present separation, physical as well as functional, that exists between the post-graduate departments and the under-graduate colleges, did not appear to be desirable. University education is a continuous fabric which should aim at training students regarding how to think and how to solve problems. If there is a rigid distinction between under-graduate work and post-graduate work, there is a likely danger that under-graduate work would be reduced to mere rote-learning. In foreign universities, it is the practice for great scientists and most senior teachers in universities to do some teaching work with under-graduates beginning the course.

There was general agreement that the separation of the post-graduate departments from the under-graduate colleges has not been of help in the development of university education, especially from the point of view of the under-graduate colleges. This separation was started in 1958 when the U.G.C., with a view to developing post-graduate education, recommended the establishment of post-graduate departments in universities and offered special grants for the purpose. This policy has certainly led to the development of post-graduate work but it has reduced under-graduate work to a lower level, thus increasing the hiatus between the two. From the point of view of the

professors and lecturers also, the separation has not proved to be desirable. Professors and lecturers in the post-graduate departments have very little contact with the students at the under-graduate level and professors and lecturers in colleges feel that they are deprived of the opportunity to work with post-graduate students.

The Heads of Departments and the Principals at the Conference were of the view that the old three year Honours course followed by one year's post-graduate course led to much better results, both at the under-graduate and the post-graduate levels and provided incentives and opportunities for the faculty at both the stages to work at a higher level. As regards the structure of education, their suggestion was two years intermediate or pre-university course, two years course for the B.A. or B.Sc.(Pass), three years Honours course followed by one year's post-graduate course. In this scheme, the students for the Honours course would be selected carefully on the basis of their earlier academic attainments, their outlook and interests, their capacity to work, application and other relevant factors.

It was generally agreed that some integration between the under-graduate and the post-graduate departments would be desirable and necessary. In the first instance, it may be introduced in the two colleges conducted by the University of Mysore.

(2) High Rate of Failures:

The very high rate of failures in college and university examinations and the consequent wastage was due to several factors. The chief among these would be:

- (a) Lack of coordination between school studies and universities as regards the curriculum and the

methods of teaching and learning or studying.

(b) The use of the regional language as the medium of instruction at the secondary school stage and the change-over to English as the medium at the collegiate stage.

(c) Many of the colleges started in the last few years being ill-equipped as regards libraries, laboratories and even properly qualified members of the staff.

(d) Lack of proper selection of students admitted to the colleges.

(3) Place of English in the University Courses:

The Vice-Chancellor and many of the Heads of the Department were of the opinion that the regional language should be the medium of instruction at all levels in the University and that this should be accepted as the ultimate objective. During the period of transition, which in the present circumstances might well have to be prolonged, the students should have the option to choose either the regional language or English as the medium of instruction. Even when the medium of instruction continues to be English, students should have the option to write their answers in the regional language. The Mysore University, in its Publications Department, had undertaken the publication of textbooks that would be required at the university level and also of general books on the different subjects based on the lectures given in the extra-mural programme. There was a general feeling that there was adequate preparation for taking up the regional language as the medium of instruction in the near future and that, if there was a firm policy about using the regional language as the medium, textbooks and other essential instructional material would automatically be forthcoming.

As regards the place of English as a subject, there was division of opinion as to whether English should be a compulsory subject at the university level. It was pointed out by the Controller of Examinations that a large number of students, in some cases as many as 70 per cent, who appeared for the examinations, failed in English alone and that English as a compulsory subject acted as a bottleneck and was responsible for a great deal of wastage and stagnation in higher education. It was agreed that adequate knowledge of English, which would enable the students to read good source books in English in their subjects of specialisation was desirable.

Some held the view that it would be possible to acquire this knowledge at the school level if the right methods of teaching and proper objectives were there. Others held the view that, unless English was continued as a compulsory subject, at least for study though not for the examination, at the university level, students would not acquire sufficient knowledge of English nor would there be the readiness to consult books and journals. The course in English should be prepared on the basis of the needs of students and should emphasise the capacity to read and comprehend English rather than the study of English literature.

(4) Internal Assessment and Examinations:

The Heads of Post-graduate Departments were generally agreed that internal assessment on the basis of the year's work should account for at least 50 per cent of the final grading at all levels and they suggested that a beginning should be made in introducing this reform initially at the post-graduate level. There was some difference of opinion about the system of internal assessment in the case of the under-graduate level where more than 100

colleges were affiliated to the University and where there was likely to be a great deal of variation in the method adopted for internal assessment. It was generally felt that more emphasis on internal assessment, based on periodical tests, quizzes and essays written by the students would raise the level of the academic work being done in the colleges. In this work, on which the internal assessment would be based, students could be encouraged to develop the attitude of problem-solving and thinking for themselves. At present, memorisation and rote learning are stressed at the cost of thinking for oneself. It will be easier to give the right orientation in the internal work of the college than to introduce it in the external examination over which the teaching faculty may not have much control. It was felt that, if the regional language was adopted as the medium of instruction and examination, not only would the problem of wastage be solved to a great extent but it would lead to raising the standards. With the regional language as the medium, the students would attach more and more importance to independent thinking than relying on rote learning. The emphasis on the memorisation was largely due to the fact that a foreign language was used as the medium when students had not acquired sufficient command over it.

(5) Full utilization of accommodation and equipment:

It was seen that the post-graduate departments of education admitted each year about 15-20 students in each of the courses, though a large number of applications was received for admission. The small number admitted was too inadequate to meet the needs of the country in the various departments and could not meet the needs even of teaching at the university and higher secondary levels.

It was felt that it was worth considering whether with the same equipment and accommodation as are available now, a larger number of students could not be admitted each year to the various post-graduate departments. This will have to be done without in any way bringing down the standards of post-graduate work. It would necessarily imply the appointment of more lecturers, readers and professors but if the hours were staggered and the laboratories and libraries were kept open throughout the day, as is the practice in most Western countries, almost double the number of the present students could be admitted without leading to any deterioration of standards. Prof. Jean Thomas and Prof. Revolle both pointed out that many of the Universities in their respective countries having smaller campuses and about the same floor space, worked with a much larger number of students. In India, where resources and accommodation are limited, it will certainly be desirable to examine the position and see that provision is made for more post-graduate students.

IX. Discussion with the Post-graduate Students:

The members of the Group met 25 post-graduate students in different subjects. There appeared to be a general dissatisfaction among them with the system of work at the post-graduate level on account of the fact that during the years of study, the lecture method was used as almost the sole method of work and in most subjects, there was no systematic plan for seminars and tutorials. Even when seminars were arranged, most of the time was taken up in the reading of the paper and there was no general discussion which would lead the students to make their own contribution. As a rule, lists of books and other reference material were not supplied to the students. In the eyes of the students, too much emphasis was placed on the

examination that took place at the end of the second year. The students realised that the examination dominated their own outlook and their method of study as well and that this was undesirable. They felt that no other course was open to them because examinations had a great deal of practical importance in their life and because during the period of two years of their post-graduate studies, discussions and original work were not emphasised. The students would welcome seminars, tutorials and periodical tests. They could not explain why they had not organised themselves into small study groups to undertake real study of any aspect of their subjects.

They felt that the library provision was too inadequate to meet their demands as post-graduate students. Quite a good few of the students maintained that they found no difference in the method of study at the under-graduate and post-graduate levels; that lectures were delivered in the same manner and the opportunities for the participation of the students continued to be inadequate. At both the levels, students were reduced to being mere passive listeners taking down notes and cramming them for the purpose of the examinations.

The students felt that the external examination exercised a harmful effect on their methods of study and their attitudes. They had to resort to memorisation because the examination and the nature of the questions demanded only reproduction and not the capacity to think for oneself.

The students were asked to offer their suggestions on the methods of lecturing and study to be adopted at the post-graduate stage and on the nature of the examination. It was interesting to find that 10 out of the 25 students said that their first choice of a profession would be that

of a teacher in a college or university. They realised that it was, therefore, imperative for them to consider, from now on, the methods of work that should be best at the post-graduate level.

X. Discussion on Teacher Training at the Primary Level:

The staff of the Government Training College for Men strongly recommended that the duration of the training course for the S.S.C. pass students should be increased from one year to two years. They stressed that a Training College should have a good library and should encourage the students under training to make good use of books. For this purpose, a separate Librarian was essential.

There is no reason why there should be one combined institution for imparting training to teachers and in oriental languages. The combination led to no mutual benefit, but on the contrary came in the way of the proper development of each. They, therefore, suggested the separation of the oriental languages section from the Training College.

In a College of this size having 180 students for the Higher Certificate Course and a well-qualified staff with some holding Ph.D. and the M.Ed. Degrees in Education, it was necessary to introduce a Research Division in the College. There were many problems in Action Research and Investigations which the members of the staff would like to tackle if they were given proper facilities and some assistance for the purpose.

There was an urgent need for the College being allowed extension services, in order to assist and improve the schools in the locality.

XI. Individual Interviews:

The Commission met several educationists. The main points made by them have been summarised in the paragraphs that follow:-

(1) Shri Banumajiah, former M.L.A., Principal College of Commerce:

We should aim at attaining definite standards at the end of the Primary and Secondary stages of education.

There should be some graduate trained teachers at least as Headmasters in the Middle Schools.

The training programme at both the Primary and the Secondary stages needs to be strengthened. The duration of each should be increased by one year and definite provision made in the curriculum for the study of the school subjects at a higher level.

The pattern of education should be 7plus3plus2plus3 years degree course. Two years before the degree course should be in separate Junior or Intermediate Colleges. Secondary schools for the first ten years should impart general education. The age of 13 or 14 is too early for diversification. The scheme of multi-purpose schools has not been a success because the diversified courses have not fulfilled any definite objectives.

At present there is no scope for experimentation of any kind at the secondary stage. It is recommended that some schools may be treated as experimental schools and freedom given to them regarding the distribution of subjects on the time-table, methods of teaching, textbooks and syllabus.

Voluntary organisations have an important role to play in the improvement of education and they deserve more assistance and encouragement from Government.

(2) Shri K.B. Tergaonkar, Principal, Basic Training School:

Gandhiji's articles on Education give a clear idea of the national goals of education. The Basic Education Scheme which imparts education for life through life, which is work orientated and which emphasises love rather

than law, cooperation rather than competition, persuasion rather than punishment or retaliation, should be followed in earnest. If it is considered that Basic Education has not been successful, a close examination of the reasons for its failure should be undertaken.

Technical education should be the function of industries and not of the Education Department. The failure of technical education handled by Government is seen in the fact that at least a thousand of the holders of diplomas from the Polytechnics are unemployed at present. Industries should set up their own polytechnics and through a scheme of apprenticeship train the personnel required for work in the particular industry.

Agricultural education should be given in Secondary Schools because a farmer is not in a position to give it in a scientific manner. Every encouragement should be given to the trained boys to go back to the family farm and improve methods of farming there.

The present educational system does not instill national awareness. More attention to moral values, the values advocated by Gandhiji, is necessary.

Higher education should aim at cultivating a scientific outlook and develop research in a systematic manner.

The Teacher-Training Programmes both at the secondary and primary level are very slipshod. They lack proper objectives and the syllabuses and courses of study need a complete revision.

If we had a good programme of elementary education for girls up to the age of 14 plus, there will be no need for separate institutions for pre-primary education. The girls when they marry will be able to deal with the children properly if child care is introduced as a subject

in the primary course. The educational value of the scheme of elementary education up to 14 must be realised fully in all our programmes of education, specially in the rural areas.

(3) Prof. S.V. Ranganna:

The problem of the medium of instruction has become a serious matter. Undergraduate students coming from secondary schools, where the regional language is in use as the medium of instruction, cannot follow English. At the undergraduate level the regional language should be used as the medium of instruction and English should be a compulsory language. In the courses of English the stress should be on good English Prose. It should be remembered that language cannot be taught except through literature. English terminology may continue to be used and for a few years it should not matter if the students answer in the regional language using English terms. Once the regional language is used as the medium of instruction the courses of lectures delivered by the lecturers will soon develop into textbooks. Unless a language is used as the medium of instruction, there is no incentive for writers to write textbooks.

Kannada must be declared to be an official language and the link language between the States must be English for some time.

Hindi can become a link language when standard Hindi is developed and a common script is recognised for the Indian languages.

(4) Dr. K.V. Puttappa, former Vice-Chancellor, Mysore University:

The most important problem in University education is that of the medium of instruction and of the place of

English in the curriculum. Education should not be language ridden. Three languages need not be made compulsory at any level of education. Since the learning of languages is not the sole purpose of education, every student being expected to attain full proficiency in languages in subjects, heavy burden of languages should not work as obstacle in that direction. Students should be required to study only two languages at any stage, one of them being the regional language and the second being either Hindi, English, Sanskrit or any other language. The third language may be prescribed for such students as are likely to need the study of a third language. That which will be required can be studied in a short period. Its main purpose would be for communication in every day life.

The use of English as the medium of study and English as a compulsory subject are leading to a good deal of wastage in University education. It has been found that as many as 70% of the students fail in English at the University stage. English may be studied as an optional language and the stress in the study should be on the language as a vehicle of expression rather than on literature.

(5) Shri B.N. Ramasesha Rao, Reader in Education, University College of Education:

A job analysis and a survey of manpower requirements are absolutely necessary in order that the problem of unemployment may be solved. Courses of multipurpose schools or vocational schools should meet the needs of employment and there should be a proper co-relation between the system of education and employment opportunities.

Education, as at present, has become entirely intellectual and lacks completely in what may be called

"the culture of the heart". There is nothing national in the present system of education. Similarly, religious education finds no place in the course of education.

Scales of salaries of Secondary Teachers as well as University lecturers need a drastic improvement. The scales should be in terms of the basic needs of teachers and there should be a special family allowance based on the number of dependants on the teachers.

C-DISCUSSIONS AT MANGALORE

(15-1) February 1965)

XII. Discussion with educationists at the Government Arts
Arts College, Mangalore on 15.2.1965.

The points that emerged in the discussion are given below:-

(1) Insistence on uniformity of educational pattern will create a number of administrative financial problems. A mere lengthening of the duration of the secondary stage will not result in the raising of standards, as the 11-year higher secondary school product in some areas is found equal, if not superior, to the 12-year P.U.C. student of some other States when tested by an all-India Entrance Examination. What is necessary at the moment is to fix norms for the S.S.L.C. certificate, the B.A. degree, the B.Sc. degree, etc. and permit the States to continue the present pattern till such time as they can change it without disorganising the system. (Shri S. Mukunda Rao).

(2) A large part of the cost of higher education is due to boarding and lodging expenses. It is, therefore, necessary to increase the number of institutions imparting Collegiate education and locate them in Taluk headquarters instead of in big cities.

This will enable a large number of talented students belonging to poorer sections of the community to have the benefit of higher education. The parents of such students do not mind paying even a higher tuition fee if they are not called upon to bear the expenditure on boarding and lodging. Such higher tuition fees would help the institution to meet a substantial part of the recurring expenditure.

(3) Government has not been able to meet the public demand for technical and professional education. The demand for seats for admission to engineering and medical colleges from students who are qualified for such admission according to University Regulations is far greater than the number of seats available in Government and Government-aided

institutions. Private enterprise has, therefore, entered the field and, by taking donations and capitation fees from parents who are willing to pay these for the education of their children it has been able to meet a good portion of the demand and contributed to the expansion and development of technical and professional education. The managements of such private institutions, therefore, should be encouraged and supported by the Government. (Dr. T.M.A. Pai)

(4) The medium of instruction in universities should continue to be English. If Science and Technology are to be developed, it is necessary that even in the secondary schools provision should be made for teaching through the English medium. (Dr. G.D. Veliath).

(5) English should be the medium for technical education at all stages. There should be intensive training in English in the P.U.C. course.

(6) Teachers and lecturers should be engaged on a contract basis. (Dr. K.P. Ganeshan).

(7) Laboratories in schools and colleges should be kept open even after working hours for the benefit of students.

(8) Each school should have its own Code of Conduct. This should be approved by the Government. (Shri Someshkar Rao).

(9) No improvement is possible unless the qualifications of the teaching staff are up-graded. The upgrading of these qualifications should be a top priority in any schemes of educational reform. (Shri O.S. Anchan).

(10) - Secondary education should be made completely free.

(Shri N. Anappakamath).

(11) Only the regional language can be the natural medium of instruction at all stages. (Shri K.L. Karant).

XIII. Discussion with Principal and staff of the Karnataka Regional Engineering College on 16.2.65.

The points that emerged in the discussion are given below:-

(1) Greater importance should be attached to the teaching of basic Sciences in higher secondary schools, particularly for students who seek admission in the Engineering Colleges.

(2) Admission to the universities should be restricted to those who are adequately prepared for higher studies and are capable of benefiting from pursuing such studies.

(3) The curriculum of the multipurpose schools needs to be reconstructed. In view of the fact that a large proportion of the population will be concerned with agriculture, it is necessary that greater attention should be paid to the provision of agricultural education at the secondary school stage.

(4) The annual examination is a great strain on the minds of the students. This strain can be reduced by having a number of periodic tests during the year rather than one formal annual examination.

(5) Internal assessment, particularly in the Engineering Colleges should be given considerable weightage in evaluating the performance of the students.

(6) Technical education will become effective only if there is complete understanding and cooperation between the Engineering Institutions and Industry.

(7) Provision should be made for post-graduate education and research in first-grade engineering institutions like the Regional College of Engineering.

(8) The professors in the Engineering Colleges should be permitted to act as consultants to industrial concerns so that they may keep in touch with advances and developments that are taking place in industry.

(9) Higher education should maintain a balance between Science, Technology and Social Studies.

(10) The curriculum of the Engineering Colleges is prescribed by an outside organisation and the faculty members feel that this hampers experimentation and creativity. Permission should be given for modifying the curriculum and the syllabus to competent staff members in the College in response to local needs and the demands of industry.

XIV. Discussion with Principals and Lecturers of South Kanara District on 16.2.65.

The points that emerged in the discussion with the

Principals and Lecturers of the Colleges of South Kanara District are given below:-

(1) Poor and intelligent students coming from rural areas should be supported in their efforts to pursue higher studies. A comprehensive programme of scholarships should therefore be provided for helping such students.

(2) The capitation fees charged by some private managements for establishing and developing technical and professional colleges is in fact capital investment for the expansion of higher education. Private managements who have spent time, money and energy in the expansion of technical and professional education should be encouraged by Government in their efforts.

(3) The total duration of the school and college education should be more or less uniform throughout the country.

(4) The syllabuses in Science and Mathematics need radical revision as they appear to be out-dated.

(5) Internal assessment should be given considerable weightage in the evaluation of the students' performance in the final examination.

(6) The language load at the secondary and higher secondary school stage is very heavy and is partly responsible for the deterioration of the standards in education.

(7) Overcrowded classes, particularly at the pre-university stage, have contributed to the lowering of standards in education.

(8) There is lack of coordination between the various stages of education, and unless this is attended to, it would not be possible to have an effective national system of education.

(9) Since it is not possible to extend the duration of the Secondary Training College course to two years, the number of working days in the one-year training course should be increased, so that adequate time may be found for practical as well as theoretical training.

(10) Special facilities should be provided at the higher education stage for the gifted and talented students.

XV. Discussion with headmasters and teachers of
Higher schools in South Kanara on 16.2.65

The points that emerged in the discussion are given below:-

(1) The existing educational pattern in the State, viz. 7-3-1-3, should be retained for a period of 10 years and the question of the revision of the pattern should be taken up only at the end of that period.

(2) The existing external examination at the District level at the end of the 7-year primary course cannot be justified on educational grounds. The necessity of having such an examination at the end of the primary stage needs to be carefully examined.

(3) So long as the medium of instruction at the higher education stage continues to be English, the medium at the higher secondary stage should also be English.

(4) The curriculum at the secondary stage should include three languages and two core subjects, viz. Social Studies and General Science, General Mathematics should be taught in the first year of the secondary school course (Standard VII) and in the remaining two years (Standards IX and X) there should be two courses in Mathematics - (i) Composite Mathematics including elements of Algebra, Geometry and Trigonometry for students with the necessary aptitude and ability; and (ii) General Mathematics for all others. Besides these subjects, Crafts, Physical Education and Co-curricular activities should also form part of the curriculum, but these should not be examination subjects at the public examination at the end of the secondary school course.

(5) In the matter of promotions from class to class, the headmaster should be given freedom to make his own rules.

(6) The headmaster should also be given freedom to prescribe textbooks for the various subjects on the basis of a list approved by the Government.

(7) The rigid control exercised by the Department over details of administration in the schools prevents initiative and creative experimentation on the part of headmasters.

Greater administrative freedom should be given to the heads of schools so long as they follow the broad principles and policies laid down by the Government.

(8) Private agencies having a solid record of service in the field of education in this district and should be given all possible encouragement.

(9) Provision should be made for moral education in the curriculum at the secondary school stage.

(10) The betterment fee that was levied with the ostensible purpose of improving the educational facilities in secondary schools could not be utilised as schools were called upon to credit the amount collected in this way towards the ordinary maintenance expenditure of the school.

(11) Each district should be given a Centre providing coaching facilities for the development of physical education.

(12) The duration of the training for primary school teachers should be two years.

(13) The existing disparities in the administration and management of different schools, such as the dissolved District Board Schools, Panchayat schools, Aided schools, etc. should be abolished, and for this purpose it may be desirable for the Government to take over all primary schools.

(14) The retiring age for primary and secondary school teachers should be 60 years.

(15) With a view to maintaining the dignity and status of the teaching profession, it is necessary that the salary and emoluments of teachers should be raised sufficiently and adequate provision should be made for teachers' welfare so that they may be able to discharge their duties and responsibilities without having financial worries.

XVI. Discussion with representatives of the managements of Educational Institutions on 16.2.65.

The following points were raised in the discussion:-

(1) In composite high schools students of economically backward classes in standards VI and VII should be given the

same benefit of exemption from fees as is given to such students in other schools.

(2) Over 600 primary schools under the defunct District Boards were taken over by Government and administered through departmental officers, but funds are not provided by the D.P.I. in time for the regular payment of salaries in these schools.

(3) Till 1960, aided elementary schools were sanctioned a separate maintenance grant not exceeding 15% of the teaching grant. After May, 1961, the rule regarding sanction of maintenance grant has been abolished and only an ad hoc grant is given to such schools with the result that the schools are finding it difficult to make both ends meet.

(4) The salary grants of primary schools for November and December are delayed by two to three months. This results in great hardships to the teachers.

(5) Night high schools have a part to play in the development of education and such schools should be recognised by the Government of Mysore.

(6) Pre-primary education in the State needs encouragement, and facilities for the training of pre-primary teachers should be provided.

(7) Women teachers in rural areas may be given house rent allowances if suitable accommodation cannot be provided for them.

(8) Teachers in charge of scouts and Guides should be paid remuneration for the special work done by them.

XVII. Discussion with the Principal and staff of the St. Ann's Training College, Mangalore on 17.2.65.

The Principal and staff of the Training College draw attention of the two Members of the Commission to the following points regarding Teacher Training in Secondary Training Colleges:-

(1) A large proportion of secondary school teachers is untrained, but an account of the fact that the starting salary of a trained and an untrained secondary school teacher

is the same, there is generally speaking no compulsion for a teacher/^{to} get his or her training.

(2) The two Training Colleges in Mangalore do not have a full complement of trainees. This seems to be the position with regard to other secondary training colleges also. The establishment of more training colleges would further affect the strength in existing training institutions.

(3) The proposal for the institution of part-time or correspondence courses for the training of teachers would adversely affect the strength in regular training institutions. This is a matter which should be given serious attention before Government embarks on its programme of part-time and correspondence courses.

(4) The Regional College of Education at Mysore was started for the purpose of training teachers of the practical streams in multipurpose schools, but it has now admitted over 100 teachers to its Science course with the result that the strength in Training Colleges is further depleted.

(5) Unless the salaries and emoluments of trained teachers are increased, untrained teachers would not be induced to offer themselves for training.

D. DISCUSSIONS AT BANGALORE

(15 - 17 February, 1965)

XVIII The following points emerged in the discussions at Bangalore:-

(a) Pattern of Education: Opinion among teachers and educational administrators favours a ten-year schooling with no streaming into different channels or optional subjects at this stage. The course should comprehend both science and social studies. The Vice-Chancellor of the University of Bangalore was also emphatically of the same view.

The ten-year school course is to be followed by a two-year pre-university course. There is no unanimity of opinion regarding the location of this two-year course. The University favours its location in the University, while school executives favour its attachment to High Schools, especially for courses which do not profess to prepare students for admission to a degree course in the University.

The degree course of three years is widely supported. However, for the Honours degree, some thought that the duration should be of four years. Sorting out of freshers into pass and honours courses would need careful thought. It was felt that the sorting out should not unnecessarily depress the less gifted.

For post-graduates, a two-year course is regarded as adequate. Post-graduate teaching seems to be the ambition of most constituent colleges. But, the ambition is not related to resources. Constituent colleges feel that participation in postgraduate teaching will improve teaching at the undergraduate level.

(b) Admission Policies: It is widely held that some method of restricting admission to a university degree course should be worked out. Channelling of students at the pre-university level alone will not solve the problem. The easiest way of restricting admissions is to lay down a minimum percentage of marks in the qualifying examination. Some advocate the institution of an entrance test. But, this has to be an affair of the College concerned. In Bangalore,

the departmental grant-in-aid rules curiously penalise institutions insisting on being selective in their policy of admission.

Another view widely held is that a degree should not be insisted on in recruitment to ministerial posts in Government offices.

(c) Examinations: It is thought by most that external examinations induce neglect of study during the course of the year and a spurt at the end. To remedy this, it has been suggested that internal assessment by teachers should count in the final examination. A minimum of 25 per cent of the total marks in each subject should be for class-work and periodic tests during the course. That such internal assessment can lead to abuse by unscrupulous teachers cannot be ruled out, but it is felt that the exercise of responsibility will promote a sense of fairness and responsibility and the risk, if any, is worth taking.

It is also felt that there should be an examination at the end of a year, whatever the total duration of the course.

(d) Maintenance and improvement of standards of teaching and examination: The standards of teaching are linked with the competence and scholarship of the teacher. A systematic and well-planned effort to build up teaching personnel at all levels is needed. Vacation courses, seminars and workshops, both in methodology and subject content, should be put on a regular basis. They should not be an occasional diversion.

In colleges, it is necessary to have lecturers initiated into the methodology of lecturing and handling maturer students. While regular training may not be acceptable, working with senior professors and a period of silence for a term or two would be very desirable.

(e) Schools for the gifted: For achieving standards, it was advocated, there should be a few schools for the talented. At present the strength of the chain is determined by the weakest link. The backward should not be allowed to act as a suck-weight to the more gifted.

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

Summary of the Memoranda submitted to the
Education Commission in Mysore

1. Shri N.V.Shetty, Higher Secondary School, Puttur

Principles of Basic Education should be introduced to children of age group eleven to sixteen and not at the elementary stage. Children of age group five to twelve should be given mental training with stress on play-way and use of limbs.

B.Sc. (Agriculture), B.Ed. teacher is a must in a High School. He should also be trained in Physical Education.

The syllabus must include the topic on "Citizenship Training for National and World Citizenship" for all-India Schools.

There should be compulsory school farming project alongwith activities in sportsmanship in all High and Higher Secondary Schools.

2. Rev. Fr. Basil S.D'Souza, Vice-President, South Kanara Aided Elementary School Managers Association, Mangalore.

Under the Madras Government Grant-in-aid Code, Government sanctioned maintenance grants to the Managements of aided schools. These grants have since been stopped since Re-organisation of States. The grants should be released as before to the Managements of aided schools. Assessment of the loss should also be made and the amount still due should also be released.

Compensation Grants withheld since 1953 should be released to the Managements of the aided Schools as early as possible.

Reading Room and Sports Fees should be discontinued and they should also be provided under the Scheme of mid-day meals and supply of free text-books.

Steps should be taken to provide two years of training to prospective teachers instead of one year training which actually amounts to nine months. Students who have passed higher secondary schools only should also be admitted to training schools.

3. Shri K.Narayana Bhat, Assistant Lecturer in Social Studies Government Training College, Mangalore.

The duration of the B.Ed. or B.T. degree should be extended to two years instead of the present one year. First year should be devoted to Educational Theory and the second year to the Practice of Teaching. At the end of each year there should be an examination. 40% of marks should be devoted to internal assessment by the teacher educator and 60% for an external assessment by means of an examination which should be conducted by the University. No tuition fee should be charged by the Training Colleges and each trainee should be paid a monthly stipend of Rs.100/-.

The duration of the under-graduate teacher training course should also be of two years with a provision for a 3-week Citizenship Training and a 5-week Educational Excursion.

The under-graduate should be paid a monthly stipend of Rs. 50/- and no tuition fee should be charged by the Training Institutions

The scale of pay of a trained graduate should be Rs. 200-10-300-15-390-20-450-25-500 and that of an trained under graduate Rs. 150-10-250. Intermediate trained teachers should be given Rs. 30/- extra. The scale of post-graduate trained teacher should be Rs. 250-15-340-20-440-25-540-30-600.

The scale of pay of the staff of a Teacher Training College should be as follows:

Lecturer: Rs. 400-20-500-25-600-30-750-50-900

Reader & Assistant Professor: Rs. 700-30-850-50-1000-100-1200

Professors: Rs. 1000-50-1200-100-1500.

Teachers Training Colleges should be integrated with the Department of Public Instructions

4. Shri R.Y.Dharwadkar, Principal, J.S.S. College, Dharwar.

In order to ward off the sense of insecurity amongst the students, there should not be a big gap between the students and the educational authorities in schools and colleges i.e. between the employees and the training centre.

Necessary opportunities should be provided to students to earn while they learn. For this, the several crafts sponsored by Gramodyog Board should be attached to schools as training-cum-production centres.

The status of the teacher should be improved. He should be invited by Governors and other high dignitaries to stay as their guests.

National Teacherships should be instituted by way of recognition to approved teachers and scholars.

In order to sublimate the instinct of mischief in students, games, dramas, school functions etc. should be organised so that extra energy of the student is properly channelised.

5. Shri K.N.Krishna Murthy, 62-Krishna Building, Malleswaram Circle, Bangalore-3.

The present Pre-University course should be abolished and instead a two-year Pre-Degree Course should be introduced. As a natural and logical consequence, the three-year Degree Course should be abolished and instead a two-year Degree Course should be introduced.

After the two-year Pre-Degree Course, a three-year Honours Course should be introduced for carefully selected students, and a one-year Post-Graduate Course after the Honours Course for further specialisation.

Government should lay down policy regarding admissions, and the University should carry out the same and complete the admissions by the first week of July every year.

Capitation fees should be abolished.

Medium of instruction upto the Graduate level should be in the regional language and Hindi should be compulsory subject upto the Secondary School.

6. Dr. T.M.A.Pai, Registrar, Academy of General Education, Manipal.

Double-shift System should be introduced in Primary Schools and the Teacher-Pupils ratio should not exceed 1:30.

Three hours schooling (without Physical Training) should be more than enough for children between the ages 6 and 11. Therefore, it would be easy to introduce the double shift system in all the existing Elementary Schools.

As an emergency measure, the appointment of retired teachers even after their retiring age (age limit to the services need not be fixed) provided they are found medically fit by a Board of Medical Examiners should be encouraged to meet the shortage of teachers.

To meet the shortage of buildings, the existing primary/elementary schools may be used for conducting evening classes for secondary education, particularly in rural areas. These evening schools should work for 3 hours a day and the working days should be increased to 300 pery year.

The only way of reducing the pressure on College is to provide intensive technical courses at the Secondary Stage. 10 to 20 such Centres under the Industrial Training Scheme should be opened in every District for Training mechanists, wiremen and other technicians.

Education beyond the X Standard should be in the campus of an Institution of Higher Learning like a College.

Students securing at least 50% of the marks in the S.S.L.C. examination should be admitted to University Courses. Only first Class Graduates should be admitted to Professional Courses like Medicine, Engineering or Agricultural Sciences.

The courses in Medical Colleges should be of 4-year duration - one year pre-clinical; 3 years clinical.

Both in Polytechnics and Engineering Colleges, the theoretical education should be given way to practical orientation.

7. Nursery Schools' Association, Bharatha Matha Vidya Mandira, Hanumantha Nagar, Bangalore-19.

Quick expansion of Pre-primary Education is needed. Hence good Pre-primary Schools should be established in urban and rural areas. These Schools should work in close-co-operation with other institutions for social welfare.

Pre-primary Education should be considered as an integral part of the National System of Education, and should be treated as a Centrally-sponsored subject.

Adequate facilities for pre-primary teachers training programme should be provided. At least one such training institution should be started in every District and the cost should be borne by the Centre.

Central Government should provide special grants in addition to the grants by the State Governments to run these schools.

Pay scales and other emoluments of pre-primary teachers should be the same as the pay scales of the teachers in the Primary Schools.

8. Shri Ramnarayan Chellaram, Chairman, Executive Committee, Students Aid Society, "Rama Kripa", Gandhinagar, Bangalore.

Cheap editions of more and more foreign scientific and technical text-books should be speedily published in the country.

The establishment of Text-Book Banks (Lending Libraries) should be included in the educational budgets of both the Central and State Governments in their respective Five Year Plans.

The Central and State governments should see that the Text-Book Banks (Lending Libraries) Movement in the country is placed on a stable footing. They should help and encourage voluntary organisations/agencies with more liberal grants to carry on their work.

The University Grants Commission should be requested to couple the phrase "Text-Book Banks (Lending Libraries)" with their own phrase "Text-Book Libraries" in order to popularise this movement. The Commission should sanction liberal grants to medical and engineering colleges and polytechnics for the purpose.

9. The President, Bangalore University College Teachers' Association, Bangalore.

The duration of the Pre-University Course should be for two years and must be controlled by the University. The Eleventh Standard (now considered equivalent to the Pre-University Course) should be abolished.

There should be two types of Degree Courses in Arts and Sciences - General Degree Course of two years duration after the two years Pre-Degree Course and Honours Course of two years duration after the two years Pre-Degree Course for a limited number having special aptitudes.

The Post-Graduate Course should be of two years duration after the Honours. Private Colleges should be permitted to start the Post-Graduate Courses provided they satisfy the requirements laid down by the University.

Special incentives should be provided for the study of Courses in Humanities.

There must be a public examination in all courses at the end of each year. Internal assessment must be given due credit.

Grants-in-aid to private colleges should be liberalised upto 90% of the deficit and should be administered by the University.

Capitation Fee should be abolished.

Greater representation should be given to teachers in all University Bodies and the strength of the non-academic element should be kept at the minimum.

Salaries of teachers should be related to function.

There must be no discrimination in service conditions between teachers doing the same type of work in University and Constituent Colleges.

There must be cadres of Professors, Readers, and Lecturers in all Colleges.

Opportunities should be given to Tutors and Demonstrators to qualify themselves i.e. to improve their qualifications.

Facilities like leave with pay should be given to teachers for research.

Retirement benefits for teachers in private colleges must be introduced without any further delay.

To attract and retain highly qualified persons in private colleges, the University Grants Commission must give adequate grants.

10. The President of the Mysore State Education Federation, Bangalore.

There should be a broad uniformity in the pattern and content of education especially at the Primary and Secondary Stages.

It is desirable to have a fifteen-year course of general education leading upto the first Degree in Arts and Science: - Primary - seven years; Secondary - three years; Higher Secondary - two years; and Pass Degree Course - three years.

Primary Schools should not be tacked on to Secondary Schools. Similarly, the three years secondary schools should be administered as separate units. The Higher Secondary stage can be provided as a continuation in High Schools where there are adequate facilities of space, buildings, equipment and staff. Otherwise, they can be administered as separate units or as part of a college.

Mother-tongue or the regional language should be studied compulsorily right from the beginning; English from the V Standard; and Hindi should be compulsory.

Any modern Indian language or Sanskrit can be studied by Hindi-Speaking pupils.

The medium of instruction in the Primary and Secondary Stages should be the mother-tongue or the regional language. English medium schools for Indian children at the Primary stage should be discouraged and at the Secondary stage should be strictly regulated.

The vast majority of Basic Schools and Teachers are not equal to the demands of Basic Education. Properly trained teachers, adequate space for practical activities in crafts, games, gardens, workshops and materials for crafts are essential requirements. This problem should be

tackled on a realistic basis and concrete steps taken to put them in practice.

Technical courses such as Engineering and allied courses should be of a three-tier system: (i) trade schools offering certificate courses for those who have completed the 7 year primary; (ii) Diploma courses in Technology for those who have completed the Secondary; and (iii) Degree courses for the Higher Secondary passed.

Public examinations should be made reliable means of assessing the real attainments of the pupils.

It is desirable to have public examinations State-wise at the terminal stages of Secondary and Higher Secondary and District-wise at the terminal stage of Primary Course.

Cumulative records should be more significant and should present students' innate abilities and aptitudes.

Inspection of Schools should be more systematic, intensive and purposeful. It should aim to improve the academic efficiency and the moral tone of the schools.

Refresher Courses should be organised for Inspectors to make them up-to-date with regard to teaching methods and school organisation.

Primary School teachers should be specially trained in child psychology and fundamental learning processes.

Teachers should be given sufficient incentives to improve their qualifications both general and professional.

There should be a National scale of pay and Allowances applicable to all Schools in the country.

There should be no disparity between teachers of equal qualification and nature of work in Government and private schools in regard to pay, allowances, work load, leave rules, and retirement benefits etc.

There should be a well organised programme for building quarters for teachers.

There should be a National Teachers' Council on the model of the All India Medical Council and recognised by Government and it should frame a code of conduct for teachers.

Text Books need great improvement in content and get up.

A great effort should be made to improve the Library service in schools.

There should be an active link between the National Council of Educational Research & Training and the Schools towards improving the quality of education.

Schools should organise social service and welfare camps and co-curricular activities that require team work; and teachers and pupils should come together in those activities on an equal footing.

Secondary Education, Higher Secondary Education and Collegiate Education should increasingly be left to the

Private agencies. They should be supported by liberal grants and should be allowed to charge fees,

The practice of charging capitation fees in diverse forms may be regulated and controlled. All the money collected should be spent only for the improvement of the schools.

11. Shri A.H. Dalvai, President, Secondary School Teachers' Association, Bangalore.

The Primary and Secondary stages of Education should be of twelve years duration, split up into 8 years of Primary and 4 years of Secondary (OR) 7 years of Primary and 5 years of Secondary School courses. It should be uniform all over the country so that the migration of pupils from one State to another necessitated by the transfers of Government servants and members of other bodies, may be facilitated.

There should be a sound General Education upto X standard. Specialisation should come in only through XI and XII Standards where diversified courses are provided. There should be two public examinations - One at the end of X standard and the other at the end of XII standard.

Students passing the XII Standard public examination should be eligible for admission to the Degree Courses in any University.

There must be a harmonious balance maintained between Languages, Humanities, Science and Mathematics, Practical Arts and Physical Education.

The scales of pay, recruitment and promotion, etc should be uniform all over India both in the Centrally-administered Schools and other Schools in the country.

A national scheme should be drawn up for the grant of allowances and other facilities to teachers for purposes of improving their educational qualifications by further studies and travel and for carrying out action research and investigations relating to their profession.

The present system of providing instruction in two media - regional language and English should be continued.

Teachers in Schools cannot afford to buy costly books nor they can depend upon Public Libraries for their ready reference and study. Government should give special annual grants towards the purchase of useful and valuable books for the use of teachers only. This Library should be administered by a specially constituted Committee by teachers in a School.

12. Mr. L. Monteiro, Dean, St. John's Medical College, Bangalore and Mr. B. N. Lingaraju, Dean, Bangalore Medical College, Bangalore.

Admissions to the Medical Colleges are made to the Pre-Professional or Pre-Medical class of Integrated Course in Medicine, after the Pre-University Course examination. The courses for this examination vary in the different Universities and usually comprise English, Additional Language, Physics, Chemistry, Biology and Basic Mathematics. At some Universities, Statistics and/or Social Sciences are included.

At these Universities, students may also be admitted to the Pre-Professional Class after the Higher School Certificate examination, wherever it exists.

There is an urgent need to integrate the subjects of the Medical curriculum itself at various levels of the course. Integration in Medical Education should be our first goal. No harm will result if the Pre-Professional Courses are continued in the Science Colleges and form part of the curriculum of the B.Sc. degree.

Making the First Year B.Sc. examination as an entrance requirement for the Medical Courses, the optional subjects available at this stage for students proceeding for the Biological Sciences would be Physics, Chemistry and Biology. In view of this, the number of subjects to be taken in the remaining two years of the B.Sc. course deserves careful consideration.

The courses of study at the Pre-University Course level for students proceeding for the Biological Sciences should have the subjects of Physics, Chemistry, Biology and Elementary Mathematics in addition to the Language.

Students admitted to the University after ten years of school should have a two years' Pre-University Course and those admitted after eleven years of school, should have one year Pre-University Course.

The Higher School Certificate examination should be abolished and instead a two year Pre-Degree course should be introduced in all the universities.

A more or less uniform pattern should be adopted in all the Universities with regard to the Pre-University Courses and the entrance requirements of the Medical Colleges.

Great emphasis may not be laid on the standards of the Pre-Professional Courses but the accent should be more on the Professional and Degree Courses.

Students entering the Medical Colleges should be mature (having attained the age of 17) and should have a better background of the social sciences and humanities, in addition to languages, the physical and natural sciences. They should fulfil the entrance requirements recommended by the Medical Council of India on the 27th May, 1962.

13. The Principal, State Institution of Education, Dharwar.

Finances needed for the construction of elementary schools buildings should be raised through contributions from local communities and private philanthropy. The Village Panchayat Committee should be authorised statutorily to collect the amount from local contributions.

There should be Non-Lapsable Fund. All loans raised for elementary schools buildings, all grants sanctioned by Government for the purpose from time to time and all donations and contributions of the public and the local communities should be credited into it and the funds should be utilised exclusively for the construction of elementary schools buildings.

Machinery for the construction and maintenance of elementary schools buildings should be the responsibility of the Local School Committee at the Village level. It should

be a statutory Committee established by the Local Village Panchayat.

There should be reduction in the cost of buildings by making them functionally useful and by the use of local materials.

The support of the local communities should be enlisted for providing elementary schools with adequate equipment including teaching aids, books and other reading material.

A nationwide movement for enlisting popular support and local participation in the programmes of providing quarters for teachers, medical inspection, health service, school meals, supply of text-books and writing materials and school uniforms etc. should be launched.

The Committees appointed by the Zilla Parishads and Panchayat Samities for elementary education should be fairly autonomous in their authority and the functions entrusted to them should be comprehensive. The only matter in which they should approach the principal local authority should be for the approval of their budget proposals.

Each local authority should maintain separate elementary education fund.

All authority regarding teachers such as recruitments transfers and punishments and promotions should be delegated at the District level.

14. Shri P.M.Nadagowda, Chairman, District School Board, Bijapur.

There is much lee-way to make up in so far as physical facilities like school buildings, equipment ancillary services etc. in Bijapur District are concerned. Its continued existence is bound to affect the universal, free and compulsory primary education adversely. Steps should be taken to raise the funds for the purpose.

The State Government should advance loans out of the Provident Fund accumulations of the elementary teachers (or) the District Education Committee should approach the Life Insurance Corporation also for loans.

The District Education Committee should be statutorily permitted to raise loans in the open market. The Government should pay grants to enable the District Education Committee to repay the loan with interest.

The District Education Committee should have a District Building Committee with a separate non-lapsable account head of its own.

The construction of schools buildings should be entrusted to the Village Schools Committee which should also be a statutory body.

The cost of the building should be reduced by using the local materials and making them functionally useful.

A matching or proportional grant should be given to the Village Schools Committee if the Local Village Panchayat were to levy a sur-charge on the local cess for

the purpose of construction of schools building. This will stimulate local effort at raising additional resources.

The Village Schools Committee should tap philanthropists to give donations or contributions for the construction of elementary schools buildings in the District.

15. The Principal, State Institute of Education, Dharwar.

In order to meet the needs of the population in Mysore State in a much better way, more (about 81) Elementary Teachers' Training Institutions should be started and distributed all over the Districts. One institution for women in each District Headquarter place should be started.

The untrained teachers in elementary schools in the State should be given short-term training of about 3 months and they be certified as trained. Special centres should be opened to conduct these short-term training course. The State Institute of Education should be entrusted to conduct correspondence courses of the duration of institutional courses to deal with the problem of back-log of untrained teachers.

In-service training should be given to teachers during the summer holidays in High Schools and Training Institutions.

The State Institute of Education should be vested with functions and powers to maintain standards in the Teachers' Training Institutions in the State.

The State Board for Teacher-Education at the State level should be reconstituted with adequate representation to the State Institute of Education for effective supervision and control over this programme.

Teachers drawn from Secondary Schools to staff the Training Institutions should themselves first go through an orientation course of at least 2-3 months to make themselves familiar with the problems of primary schools. They should be given a special allowance for working as lecturers in the Teacher Training Institutions.

There is an urgent need for evolving a suitable and objective set of measures of assessment for the selection of teacher-trainees.

In the Practical Teaching, care should be taken to acquaint the trainees with the elementary methodology in the various school subjects and should also include attendance at demonstration lessons given by masters of method, observation lessons, delivering criticism lessons, working on educational projects, preparation of teaching laidsetc.

The details of any proper evaluation and weightage in marks requires a review by academic bodies.

16. Shri R. Ramdev, Chairman, Standing Committee (Education), Bangalore City Corporation, Bangalore.

In the New Grant-in-Aid corde, there should be a special set of rules governing institutions run by local bodies, especially Corporation.

If quality of education in schools should improve, it is necessary to stop further expansion and devote greater attention to the qualitative improvement.

If the administration of Primary Education is transferred to the Corporation, the entire Primary Education from Standard I to Standard VII should be transferred and the Corporation should be relieved of the burden of maintaining high schools which should be taken over by the Government. The Government should give 100% expenditure in maintenance and 50% of the expenditure on buildings, original works, extensions and improvements. The Education Cess collected from the people should be made over to the Corporation.

Greatest importance should be given for the improvement of primary education in the new National System of Education.

Science teachers in High Schools should be sent for training at National Scientific Laboratories or other allied scientific institutions in the country.

Unauthorized private tuitions should be discouraged and instead schools should be authorised to run coaching on moderate fees.

Schools run in unhealthy places and classes conducted in shifts should be discouraged.

A definite policy regarding the Text-Books should be introduced.

17. Shri Mallikarjun Mansur, Member, Advisory Board, A.I.R., Dharwar.

Standard of education has deteriorated. Students in general are becoming more and more irresponsible and narrow-minded. Steps should be taken to improve standard of education and to make students responsible and broad-minded.

Building of national character has to be done from a very initial stage.

Selection of teachers is not done on merit and their working conditions and salary are not sufficiently good.

The system of examinations is faulty. Instead of one examination at the end of a year, periodic examinations during the year would do much good.

Appointments of teachers should be done on merit and not on factors as caste, money etc.

For the crash programme of mass education, it is suggested that in the beginning a certain period should be allowed for people to get to literate and all the facilities should be made available to them. After that period tax should be imposed on illiterate adult people (say from age 21 to 55) which should go on increasing every year till the adult get literate.

18. Shri M.V.Minajgi, Principal, Shri Vijaya Mahantosh Lalit Kala Mahavidyalaya, Hubli.

There should be qualitative improvement of Art teachers including specialisation.

An improvement in the status of an Art teacher through a better provision of higher pay scales according

to the qualification, old age benefit and welfare services should be made.

The grant-in-aid code so far as Art Education is concerned should be so framed that grants should be sanctioned liberally to the institutions so as to provide adequate accomodation and equipment.

There should be revision of curriculum which should be common to all the States in India.

Museums and Art Galleries should be established at the District Level.

Art activities should be organised under the Extension Service Programmes at the Primary and Secondary levels.

19. Shri K. Nagesh, Hatwar, General Secretary, Bharatiya Samskriti Vidyapith, Chamarajpet, Bangalore-18.

The three-language formula is welcomed.

Education upto class III should be in mother tongue or regional language.

Hindi should be introduced in Class IV.

English should be introduced in Class V.

Regional Languages should be given due encouragement.

There should be a compulsory paper in regional languages for competitive All-India examinations.

Due importance should be given to the study of Samskrit from primary school level.

Moral lessons should be given at the primary stage.

20. SRI T.N. SANKAR, CHAIRMAN, DISTRICT SCHOOL BOARD, BELGAUM

An independent body with adequate funds and also with adequate engineering staff either on State level or on District level basis with co-ordination at State level is needed for the construction of school buildings in a speedy way. Additional tax (local) in rural area should share expenditure on the construction of building for schools for elementary education.

Government waste lands should be given to Primary Schools for purposes of play-grounds.

All the schools for purposes of play-grounds.

All the schools in a locality should be located in the same building to create a healthy atmosphere.

Untrained teachers should be discouraged. The present untrained teachers should get themselves trained within a certain period at their own cost. If they fail to do so after a prescribed period, they should be relieved from their job without any exception.

Refresher courses should be organised for trained teachers to keep them in touch with modern techniques in teaching.

English language cannot be replaced by any other language in so far as technical education is concerned. English, regional language, Hindi and mother-tongue should be taught on compulsory basis in Primary Schools.

Teachers should be provided residential quarters on cheap rent or rent free in the vicinity of the schools.

Pay scales of teachers should be improved. Service conditions, pay scales, pensionary benefits of teachers should be uniform all over the country.

It is necessary to bring in modernised methods and more crafts in Basic Education. Government should spend more money on the raw materials required for craft training. Crafts should be properly selected. Basic Education will give better results only if properly trained teachers, properly selected crafts with all modernised development methods are brought into its field.

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21. DR. LAROLA, VICE CHANCELLOR, BANGALORE UNIVERSITY

Bangalore University:

University Grants Commission should be urged to sanction grants to the Bangalore University in the following

order of priority:-

- (a) for revising the pay scales of University and College teachers;
- (b) for creating new posts for strengthening the existing departments and to start new courses in Honours;
- (c) for library books and journals and for the new library building;
- (d) for having an advance centre in one or two subjects, particularly Physics and Mathematics so that intensive training and research could be provided in these subjects;
- (e) for the non-resident students' home and hobby workshop on a good scale which could be useful for all the 32 constituent colleges;
- (f) for the construction of a central block providing classrooms for co-operative teaching, cultural activities, study of foreign languages etc;
- (g) for shifting the college of Engineering to the new campus;
- (h) for making provision to start Chemical Engineering and Industrial and Business Management Courses and strengthening departments of Economics and Sociology;
- (i) for constructing one or two hostels for post-graduate students on the new campus;
- (j) for staff quarters at the new campus; and
- (k) for establishing water supply and sewage disposal system and the development of site as a whole.

Every University should have the Honours Courses for the more talented students so that this National asset is not wasted in false democratic ideas.

All Universities which have under their control Engineering and Technological Colleges should have a close liaison with Industry, particularly those located in the neighbourhood.

Experienced personnel in the Industry should be permitted by their employers to participate in the University teaching.

All Universities which impart training in Science and Technology should have a department of foreign languages amongst which the Russian and German languages should form an essential part.

The Central Government should undertake to manufacture scientific instruments, particularly useful for the schools. This standardised equipment could be given in lieu of grants.

Younger persons and a large variety of even senior persons should be given chance to work on Committees, Conferences, and Seminars by rotation so that no person should be able to monopolise these privileges and at the same time the good workers are not overwhelmed with advisory and administrative work.

For that part of equipment which is not available in the country, sufficient foreign exchange should be made available.

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22. DR. A.S. ADKE, PRINCIPAL, KARNATAKA REGIONAL
ENGINEERING COLLEGE, SURATKAL

At present, control over the colleges for Technical Education is through Universities. The Government should have full control on all colleges if the quality of technical education is to be improved. There should be judicious and right selection of students, appointment of qualified and experienced staff, availability of equipment and its proper maintenance, sufficient number of institutions, library facilities and facilities for extra-curricular activities etc.

Technical education cannot depend on donations and higher rates of fees. A scheme of sanctioning sufficient funds for the purpose should be worked out.

There should be a uniform pattern of technical education all over the country.

In every aided or unaided institution for technical education, there should be some percentage fixed for the students of other states to be admitted. This should be made compulsory.

There should be some arrangement by which students in institutions for technical education can get loan scholarships without difficulty.

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23. SHRI S. MUKUNDA RAO, MEMBER, MYSORE LEGISLATIVE
COUNCIL & PRESIDENT, SOUTH KANARA DISTRICT TEACHERS
(GUILD), MANGALORE -3.

Education should be made a concurrent subject.

There should be a uniform pattern of education at all levels throughout the country.

The State should provide for Pre-Primary Education in all places and the age of admission into the First Class should be raised to six.

The primary level examination should be conducted by the District Board, the secondary level by a Board for each University area, and the collegiate level by a joint Board of all the Universities in a State.

Instead of annual or quarterly internal examinations, schools should take to weekly tests without prior intimation.

In Government-managed schools, teachers should not be transferred from place to place except on promotion or for unavoidable reasons.

Capitation fees in aided institutions should be abolished.

Donations from students and teachers should be treated as income along with fees while calculating the deficits to assess Government aid.

Part-time manual jobs should be created to enable students to earn while they learn.

Pay scales and other emoluments of teachers should be uniform all over the country.

Wives of teachers should be given part-time jobs to teach music, needle-work etc. if they are qualified.

24. Shri N. Rachiyah, ex-Minister, Mysore State

The terms of reference of the Education Commission should have included safeguards concerning the education of the Scheduled Castes, Scheduled Tribes and other Backward Classes. At least a Chapter on this should have been included by the Education Commission. Remedies are to be suggested by the Commission through a suitable recommendation.

The educational progress of the Scheduled Castes, Scheduled Tribes and other Backward Classes should be speeded up to bring them to the level of other advanced communities. The Central Government should allocate liberal funds for the purpose.

Separate institutions and hostels for the Scheduled Castes, Scheduled Tribes and other Backward Classes should be discouraged.

There should be a separate Commission to be appointed to go into the problems of the Scheduled Castes, Scheduled Tribes and other Backward classes.

Caste-system in India should be abolished through an amendment of the Constitution.

Education for the Scheduled Castes, Scheduled Tribes and other Backward Classes should be free at all levels of education.

25. Shri S.R. Rohidekar, Director, State Evaluation Unit, Mysore State, Bangalore.

Education should be made a concurrent subject.

Indian Education Service should be created.

Uniform pattern of education at all levels should be built up all over the country.

Only trained teachers should be recruited.

Research in Education should be encouraged. The Centre should give liberal grants for the purpose.

The "three R's" and Physical Education only should be the examination subjects at the primary stage.

Specialised knowledge should start from Standard IV.

Basic Education Scheme should be introduced only in those schools where we pledge to give the right type of teachers and provide the necessary tools, equipment and accommodation.

26. The Headmaster, Mission Higher Secondary School,
Dharwar, Mysore.

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Providing accommodation for the growing school population is one of the main problems.

Secondary education needs to be diversified.

Special facilities should be given to the talented pupils.

Science courses should be strengthened.

Selection of pupils at particular stages is necessary

Improvement in the teaching of English, Maths. and science should be given immediate attention.

27. The Headmaster, Basel Mission Girls' High School,
Dharwar, Mysore.

The following are some of the reasons responsible for falling standards:

(a) Heavy syllabus, (b) reduction of school course from 11 to 10 years, (c) neglect of English and Hindi, (d) ban on detention of pupils in Class X, (e) increase in working hours, (f) 2-month summer vacation followed again by holidays, (g) rigid prescription of textbooks, (h) lack of suitably graded textbooks.

With the institution of free education schemes and liberal scholarships, there is rush for education without any corresponding urge in students to put in hard work.

On account of "national emergency", the work load of teachers has been increased to 22 1/2 hours per week and the maximum strength of class to 65.

Teachers have no free time for individual study, experimentation and improvement and common recreation.

28. Shri M.S. Patil, Chairman, Local Governing Body, R.L.S. Higher Secondary School, Dharwar, Mysore.

The aims and objectives of secondary education should be clearly stated.

Secondary education should be in keeping with our national heritage, culture, mode of life and thought.

Secondary Education and University Education should be on the Concurrent List.

Secondary education policy should be uniform throughout the country.

Secondary education should include vocational training so that the students passing out of secondary schools should not become a burden to parents or State.

29. The South Kanara District Elementary Teachers' Union, Mangalore, Mysore.

Duration of primary education should be 8 years.

There should be a public examination - either at the District level or at the State level, at the end of primary education.

Primary school teachers should have sufficient training in arts and crafts.

English and Hindi may be introduced in Class VI simultaneously.

Moral and cultural education should be included in the curriculum.

50 per cent of the members of the Text Book Committees should be experienced teachers of the subjects concerned.

Education should be Concurrent subject to ensure uniformity in educational pattern in different States.

Primary schools should be taken over by the Government.

SSLC trained teacher should get considerably more than and SSLC passed Govt. servant in any other Department, having two years' service.

Teachers should be provided accommodation in school premises.

Age of retirement of teachers should be raised to 60.

There should be a separate cadre of headmasters for primary schools.

30. The South Kanara District Secondary School
Headmasters' Association, Mangalore, Mysore.

The present pattern of $7+3+1+3 = 14$ years for the first degree course should be retained. The question of revision may be considered after 10 years.

The electives as followed now in Classes IX and X should be dropped.

The curriculum at Higher Secondary stage should be identical with FUG course.

The practice of holding an external examination at the end of Class VII should be reviewed.

Medium of instruction at Higher Secondary stage should be English.

The optimum strength of a section should be 40.

The work-load of a teacher should be 20 hours per week.

The number of working days in a secondary school should be 200.

The headmasters should be given full powers regarding promotion or detention of a student.

The headmaster should be free to prescribe textbooks from an approved list.

The headmaster and teaching staff should have a large degree of freedom in organising the school programme. Departmental interference should be minimum.

31. The Bangalore Teachers' Association, Civil Station,
Bangalore, Mysore.

The curriculum should broadly be uniform throughout the country.

The duration of school education should be 12 years, divided as $7+3+2$. Wherever proper facilities are available the last two stages should be organised as a single unit.

The first 10 years should be devoted to general education, covering languages, core subjects, arts and music and physical training.

Two languages should be compulsory - Mother tongue or Regional language from Class I and English from Class V. In non-Hindi areas, Hindi may be an additional optional language.

Core subjects should include social studies, general mathematics, and general science.

Electives should begin only in the last two years of 12 year course.

The standard of higher secondary education should not be inferior to that of old Intermediate.

Curriculum should be drawn up by a body of experts.

Basic education has not been properly implemented in schools.

The minimum qualification for a primary school teacher should be a pass in Class 10, with 2 year training.

The duration of training should be 2 years for both primary and secondary teachers.

Training course should include training in subject content and methods of teaching.

Special courses in contents and methods of teaching be held to make primary teachers capable of handling upper primary classes.

The starting salary of primary teacher should not be less than 120 and that of a secondary teacher not less than Rs. 200. The maximum of the grade should be about three times the starting salary.

The dearness allowance should be linked to price-level.

There should be parity as regards pay, allowances, leave rules and retirement benefits between teachers in Government and private institutions.

The maximum strength in a Section should not be more than 45 in high school classes and 35 in primary classes. Ordinarily not more than 4 sections in a class should be allowed.

The number of real working hours should be not less than 1,000 in a year.

The number of working days should not be less than 225 in primary schools and 200 in high schools. Schools should be given an option of 5 or 6 day week.

Better teaching, more systematic internal assessment of pupil, written work and oral questioning should improve standards.

Books on general knowledge are not found in regional languages.

Govt. may lay down rigorous standards for textbooks and other children's books but the production of such books should be left to private enterprise.

32. Shri G.C. Patil, Chairman, School Board,
Municipal Corporation, Hubli-Dharwar, Mysore.

3. Full financial burden of primary education should be taken over the State.

The present triple system of managing primary education by State Government, Local Authority and school Boards should be replaced by a unitary system of control and administration.

A body of local eminent educationists and others interested in education should be formed to take up full responsibility of primary education.

An Educational Officer of the Govt. may be appointed as Secretary of the School Board who can serve as a link between the Govt. and the Board.

33. The Director, Bharatiya Devanagari Parishad,
Bangalore, Mysore.

There should be a common script for all Indian languages.

English should continue as medium of instruction at university stage until regional languages are fully developed.

In all primary schools elementary Sanskrit should be taught through Devnagri Script.

In Hindi speaking States, Sanskrit or some other Regional language should be introduced under the 3-language formula.

Devnagri typewriter key board should be further improved to accommodate phonetic requirements of other Indian languages on the lines of Gita Prayachan publications of Acharya Vinoba Bhave.

34. The Middle School Teachers' Association, Govt.
Kan. Boys Middle School, Sultanpet, Bangalore-3
Mysore.

Standard of primary education should be uniform throughout the country.

Duration of primary education should be 8 years.

There should be a public examination at the end of primary education course at which 25% marks should be reserved for internal assessment.

Shift system in primary schools should be abolished.

Teaching of English should start from Class III.

Hindi should be a non-examination subject at primary stage.

Craftwork should be introduced in all primary schools and suitable trained craft teachers should be appointed for the purpose.

Music should be a compulsory subject in all primary schools.

Every primary school should have a trained Physical Education Instructor.

Pay scales of primary teachers should be uniform throughout the country.

There should be different cadres for headmasters and Assistant Masters.

Teachers' children should be provided free education at all stages.

Staff quarters should be provided for teachers in both rural and urban areas.

Salary and service conditions of teachers in private and Government schools should be the same.

Evening classes should be held for the training of untrained teachers.

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35. The Administrative Officer, District School Board, Dharwar, Mysore.

35. Additional clerical staff should be sanctioned for District School Boards.

The Basic Education course of VII years does not give students adequate vocational skills to earn their livelihood. Vocational education should therefore be extended to higher classes.

The equipment grant per teacher which was reduced from Rs. 250 to Rs 200 in 1962, should be raised to Rs. 300 per teacher.

There should also be some provision to supply new equipment in place of the old and unserviceable equipment.

Govt. should make arrangements for free supply of timber or wood for school buildings or alternatively some source, independent of public support, should be found for this.

A separate cadre of engineering staff should be under the District School Board for construction of school buildings and upkeep of these buildings should be the responsibility of Taluka Development Boards.

Taluka shala masters should be given a special pay of Rs. 25 per month.

Teaching staff for additional enrolment for compulsory primary education should be sanctioned at the beginning of the academic year and related to number of pupils.

District School Board employees should be given same retirement benefits as Govt. servants.

The present system of audit in School Boards should be changed. Paybills should be post-audited and other vouchers pre-audited, as is the practice in P.W.D.

The inspecting staff should also be under the District School Boards.

DPI should sanction the budget estimates of the District School Boards and communicate the sanction to District Boards in April or May, at the latest.

Pre-primary education should be given due importance.

There should be a public examination at the end of Class IV on the old Bombay pattern.

GOVERNMENT OF INDIA
EDUCATION COMMISSION

36. Dr. D.C. Pavate, Karnataka University

Education should be included in the Concurrent List of the lists given in the seventh schedule of the Constitution.

The system of Education to be evolved by the Education Commission should be such as it should inculcate the right spirit of self-discipline among the youth of the country.

More attention should be paid to English and Hindi should be replaced by Sanskrit at some stage. Hindi could be mastered without any difficulty in a short time later on when the need arises. Modern Indian and European languages can only be learnt well when we realise their necessity and importance in actual life.

The teacher should be made to realise the importance of periodical testing and of maintaining faithful record of the progress of the students throughout the year by means of tutorials and periodical tests.

Any changes to be made in the University Act should be subject to the approval of the University Grants Commission.

The award of foreign scholarships to Indian students and deputation of Indian officers to foreign Universities and countries should be under the purview of a High-Power Committee so that only the deserving persons are sent abroad and that there are reasonable prospects of their being suitably employed in the fields in which they are to be specialised in foreign countries.

The three-language formula should be strictly adopted only at the Middle and Secondary stages.

Steps should be taken to raise the standards of the Degree-Courses in the country. The Education Commission now might well think of restoring the original position of at least 15 years of education before the first Degree is awarded.

The present one year Pre-University course should be changed to two-year Pre-University Course with 10 years of schooling.

37. The Headmistress, St. Ann's Higher Secondary School, Mangalore-1.

The following are the immediate needs of the St. Ann's Higher Secondary School, Mangalore-1:-

- (a) A Block of 9 class-rooms for Standards VIII-X;
- (b) An auditorium and a library; and
- (c) More playground space.

Steps should be taken to meet the above requirements of the school.

3. Shri S. Mukunda Rao, Besant Lane, Mangalore-3

The Government should be urged to make regular and in time disbursement of salaries of the teachers working in the Primary Schools in South Kanara which have been taken over by them. Salaries for the months December, 1964 and January, 1965 which are still due should be disbursed at an early date.

The Government should be urged to pay the rent of the buildings of the Primary schools in South Kanara which have been taken over by them.

The Government should be urged to disburse the amount due towards the provident fund contributions of the teachers in the Primary Schools in South Kanara which have been taken over by them so that the managements of these schools may also pay their share and the teachers may not suffer.

The fee levying Primary Schools in South Kanara taken over by the Government should be compensated at a particular rate in accordance with the provisions of the compulsory Primary Education Act.

39. Shri A.S. Adke, Principal, Karnataka Regional Engineering College, Surathkal.

Foreign exchange should be sanctioned for the equipment required for the Mechanical and Electrical Engineering Departments and other Laboratories of the Karnataka Engineering College, Surathkal.

The Government should sanction an auditorium of adequate size to the college.

The Mysore University should be urged to revise the present syllabi for the Civil, Mechanical and Electrical Engineering branches of this college so that up-to-date knowledge can be imparted to the students.

The proposal of the college to start Post-Graduate Courses should be sanctioned. This proposal includes the provision of adequate buildings, qualified and experienced staff and up-to-date equipment.

40. Dr. N.B. Kabbur, Chairman, Karnatak Education Board, Dharwar.

National System of Education

It is necessary to invest more money in Education. We must work out all details of educational schemes, remedy deficiencies and watch implementation till results are achieved.

Education should help to develop patriotism, international brotherhood and cooperation, and achieve the aims of secular democratic State as embodied in our Constitution.

P.M.C.

Solid foundation for National System of Education must be laid early in primary and secondary stages, so that we may achieve true national integration.

We must consider the entire school course- primary and secondary- as one whole course in National System of Education.

Primary education under municipal and district local bodies is subject to pressures of political parties and so standards have deteriorated. Primary education should, therefore, be under the direct administrative control of the State Government.

Teachers should not be transferred too frequently and must be recruited only on merit.

The minimum duration of Teacher training should be two years.

A graduate should be the Principal of primary school. There must be a primary school certificate examination and senior graduate teachers of high schools must be examiners.

Science and Hindi teaching should start from Standard V.

Basic crafts should be started from Standard V and continued throughout primary course. Special institutes should give post-primary intensive courses in agricultural, technical and industrial pursuits.

There should be Composite High Schools (from Standard V-X) having good teachers, good laboratories and high standards.

Multipurpose high schools with agricultural bias must have rural surroundings and environments. Also they must have poultry farm, tools, implements, etc.

Student-teacher contact should be established to improve discipline in schools.

Problems arising from change of school to college must be looked into in detail and all deficiencies should be provided for.

Seminars for senior students should be organised to improve their efficiency.

Provision for practical experience should be provided as a part of scientific and technical training.

Increased financial grants should be given for secondary education and good private institutions should be encouraged.

Teaching profession should be made attractive in various ways-salary, pensions, status, etc.

Trade unionism amongst teachers should be discouraged.

41. Shri P.Kodanda Rao.

Language Policy for India.

There is need for reconciling the conflicting claims of mother-tongue, regional language, classical language (Sanskrit), international language (English) Union language (Hindi) and Muslim language (Arabic and Urdu).

A child should not be obliged to learn more languages than he needs for his work and enjoyment.

Language has no political, religious, racial or other correlations and so no sentimentality should attach to it.

English has a greater communication value for more purposes than any other language in the world. If we have to modernize life in India, the more we have it, the better for us.

It is better to continue the present bilingualism of a local regional language and English and to universalize a working knowledge of English among Indians.

The present horizontal bilingualism in administrative sphere should be continued i.e. local regional language at the lower level where it touches most people and English at higher levels and for international purposes.

At elementary stage either regional language or English should be medium and the other should be a subject of study.

At Secondary and College Stages, English should be the medium for science and regional language for arts. A third language should be optional. This may be an Indian or a foreign language—classic or modern.

There should be continuity of medium of instruction from secondary schools to colleges.

English should not be learnt as a subject, but a thorough working knowledge in this language is necessary.

To avoid unfairness and jealousy in linguistic controversy, English should be the medium for all - India and international communication.

In the present three-language formula, Hindi and English as compulsory languages have no justification. Also there is no justification to universalise English if it is to be abandoned ultimately. Three-language formula is discriminative and punitive.

As between English and Hindi, all non-Hindi pupils will have more competence in English than in Hindi.

Frequency and intensity of use are more in English in South than in Hindi. Hindi 'graduates' of parishads in non Hindi areas have more political than academic qualifications and are incompetent.

Hindi education and Hindi propaganda is being financed largely by Governments. After 17 years of promulgation of Constitution and 40 years of propaganda by Gandhiji, even many Ministers have to speak in English in Parliament.

If Hindi becomes the sole official and link language, non-Hindi citizens are bound to be sufferers vis-a-vis Hindi speaking persons.

National unity doesn't need a national language. Nation is a political concept and national unity has all along been there as evidenced when China attacked India.

Hindi is a regional language like other regional languages. It should not be raised to a place of official language. English is not a regional language, but the only common link official and national language, English will cause minimum dis-efficiency and ultimately cost the administration, very little extra money than it would be in the case of Hindi.

42. Shri H. V. Srirangaraju, Dharwar.

Teacher Education and Welfare.

Teachers of craft, music, drawing and Indian languages enter Training Colleges without any graduate degrees or diplomas. This ought to be set right.

Generally peoples of below average ability seek appointment as teachers. In existing facilities should be expanded specially through some sort of intensive development programme.

Training institutes must be spread out and not concentrated in some areas.

B.Ed. Colleges are not adequate for the growing number of secondary schools.

Duration of training is short and teachers should get coaching in content of subjects also.

Practising schools should be provided in all the training colleges.

Exchanges of inspectors and teachers is necessary so that both may be benefited.

Those with a flair for research should be in training colleges.

Some freedom should be given to teachers in handling syllabus and evaluation work.

Teacher organisations in the State don't attract teachers in large numbers as they are dominated by administrators and management. And also sometimes they are more political and trade unionistic.

Professional growth of teacher during his career is important and this should show itself at class-room level.

Greater contact with schools in interior and training colleges is very necessary.

The goals and objectives of education were clearly defined by Gandhiji and he also suggested the means to achieve them. If his scheme of Basic education had been extensively tried many of our problems would not have risen.

Self-sufficiency and correlation parts of basic education have been over-emphasised. Basic education over-emphasised mother tongue and gave a secondary importance to English. Its emphasis on crafts was not liked by common man and so the scheme failed.

National system of education which promotes secularism, democracy and unity should serve as the basis of competitive examinations.

Separate schools for linguistic groups in the same area should be given up. There should be common schools and provision should be made for all local languages so that children of different languages mingle in community life. Special schools for the privileged should be abolished.

Provision to teach 3 to 4 languages in secondary schools is very difficult as we don't have good teachers.

English is learnt because it is necessary for study in colleges and in service.

43. Shri Mukunda Rao, M.L.C., President Teachers Guild, Mangalore-3.

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General Suggestions.

Central Government through Parliament should accept a policy statement on 'Education' just as it did in the matter of industrial development.

Education be made a Concurrent Subject.

The University Acts should be amended in vital matters to bring them in conformity with the spirit of the Constitution.

There should be no mechanical upgrading and downgrading. The student may be admitted to the class if the Head-master is satisfied as to his competence.

The minimum age for S.S.L.C. examination should be fixed as 15 years in a 10-year school pattern and 16 in an 11-year school pattern.

Public examinations at each stage—primary, secondary and university are necessary to ensure minimum standards.

There should be weekly/quarterly tests without prior intimation to students.

Private management of schools should be done away with as it is based on communal out-look.

Mother tongue should be the medium of instruction in primary stage; Regional language should be the medium in the secondary stage, with provision for instruction in Hindi. Practical English course should also be taught at secondary stage.

Self-Government activities, like student-Courts, Clubs, Unions must be organised at all levels of education.

Students should get at least 60% marks at S.S.L.C. for admission in Colleges.

44. Dr. G. Chaurasia.

Teacher Training and Welfare

Improvement in the quality of teaching personnel is important for improvement in quality of education.

Each university should have its department of education so that they may be involved in teacher education to a greater extent.

A National Council and State Councils for Teacher Education should be established to look after training, examination, standards, etc. in teacher education.

Four year teacher education courses should be established.

There should be active partnership of secondary schools with teacher training institutions specially during internship of pupil-teachers.

The help of extension service centres and members of staff may be utilized to improve at least one school in the area concerned.

Inservice education for training colleges staff is very necessary.

Specialists from Training Colleges should be exchanged with other colleges for short period.

The capacity of the present Training Colleges should be doubled to train not only untrained teachers but also to increase the number of teachers.

Reorganisation of practice-teaching and practical work of pupil-teachers on scientific lines is necessary.

45a Shri A.R. Desai, 98, Main Road 4, Malleswaram, Bangalore-3.

Educational Policy.

Swadeshi spirit to be inculcated is depicted in 'Sarvedaya' and 'Basic Education' by Gandhiji.

Human resources should be developed by education through raising consciousness and skills to a high level.

Education should be developed from village upwards and woven into the texture of our daily life.

The Commission should contact 75 year old Prof. S.P. Vaswani, 87, Swastik Society Navrangpura, Ahmedabad-9, for his views.

High integrity and moral standards should be maintained by men at high places as younger generation in schools and colleges will be influenced by that.

46a Shri G.N. Chakravarty, Head of the Department of Sanskrit St. Philomena's College, 1160, Bojjanna Lane, Chamrajapuram, MYSORE-4.

Language Policy.

Emotional integration would be possible by maintaining intellectual standards of people and removing personal prejudices.

Sanskrit and English can well serve the purpose of national integration.

Hindi depends at present upon Sanskrit and English, and has failed to be a means of integration.

Under three language formula, there is subordinate place for English, and no place for Sanskrit at all.

Sanskrit should be made a compulsory language in all educational institutions.

47. Col. A.N.S. Murthi (Retd.) Bangalore.

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All Schools to be made Public School minded.

Public schools are necessary and have come to stay in spite of all adverse criticism. Public schools give scope for formation of pupils' correct habits, relationship with other members of school, good environments, and opportunity for growth of responsibility, character and personality.

The touch of public school must be given to all our schools without making them expensive.

Greater emphasis should be laid on group-living, group-playing and group-working.

School should be organised as a community centre.

48. Shri H.V. Srirangaraju, Dharwar.

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Recruitment, Pay scales and Service Conditions of Teachers.

Recruitment of teachers to schools run by local bodies does not have the same impartiality as by Public Service Commission in the case of Government Schools.

Corrupt practices and favouritism must be stamped out in selection of teachers.

There should be a representative Selection Committee at District level constituted by the State Government and Public Service Commission to select teachers at all levels.

A national minimum pay in relation to cost of living, national income and other relevant factors should be fixed for all types of teachers. This should also be comparable to other professions requiring similar qualifications.

The teacher ought not to accept other private jobs.

There should be a code of conduct for teachers. Provision for improvement of service conditions should also be made.

Inspection should help to improve quality of instruction. The Inspector should be a friend, philosopher and guide.

49. Dr. V.V. Teggimani, Chairman, Karnatak Liberal Education Society, Belgaum.

General Suggestions

Education should also train individuals in the art of living together for common social good. Essential oneness of the country should be emphasised at all stages.

A system of pre-primary education should be evolved for the country as a whole.

Elementary school should form a centre of culture and intellectual life in the community.

Secondary education should develop the capacity for independent reading, thinking and writing.

Secondary stage should be of four years' duration.

Students at secondary stage become conscious of society and nation and close teacher-student relationship should be developed at this stage.

Secondary education should prepare average students to take up various professional courses.

A programme of weekly and fortnightly tests should be developed.

Mother-tongue should be the medium of instruction at secondary stage and English and Hindi should be studied as compulsory subjects for at least 5 - 6 years.

The PUC course should extend to 2 years. In the 1st year, there should be intensive training in languages - English, Hindi and mother tongue with a few general subjects and 2nd year to subjects to be pursued at the degree course.

The strength of PUC sections should not be more than 60-70: (At present it is 150.).

At the first Degree stage the question of re-introduction of old 3 year Honours course on Madras pattern with a background of General Education in the first year should be considered.

The medium of instruction at the Degree level should be English until Hindi or Regional languages achieve the requisite stature.

At the post-graduate level, maintenance of standards is most important.

Gifted and poor students should be given loan scholarships.

Essential books should be provided free of cost to post-graduate students.

All universities should have a national outlook and reflect All-India character.

Teachers status and salaries should be improved.

The right type of men - with a sense of dedication and service should be selected to the teaching profession.

Teachers should be provided personal libraries and refresher courses to enable them to keep pace with rapidly progressing current of knowledge.

Only deserving, gifted and hardworking should be admitted to engineering and medical courses. They should also have a background of general education.

A few model institution at all stages - elementary schools, secondary schools, Arts and Science Colleges, Engineering and Medical College - should be established in each State to which only best students should be admitted.

Illiteracy should be wiped out at early as possible.

Adequate financial support should be given to private agencies.

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A N N E X U R E S

Programme of the Visit of the
Education Commission to Mysore State
(15th to 20th February, 1965)

The Commission divided itself into four groups and visited Dharwar, Mangalore, Mysore and Bangalore from the 15th to 17th February and met as a whole at Bangalore from 18th to 20th of February, 1965.

Group I - DHARWAR

Member

Dr. V.S. Jha

15.2.1965

1. Visit to Aminbhavi School.
2. Visit to Basel Mission Girls' High School.
3. Visit to Karnatak University, Dharwar and discussions with (a) Vice-Chancellor, Deans of Faculties, Principals of Colleges and other members of the Karnatak University; (b) Discussion with students of the Karnatak University.

16.2.1965

1. Discussion with Chairmen of District and Municipal school Boards of Dharwar Division.
2. Interviews with local educationists.
3. Visit to Graduate Basic Training College.
4. Visit to State Institute of Education and discussion with Principal and staff.
5. Interviews with representatives of voluntary organisations.

17.2.1965

1. Discussion with group of Headmasters and Teachers of Secondary Schools and local officials of the Education Department.

Group II - MYSORE

Members

- (1) Miss S. Panandikar
- (2) Prof. Roger Revelle
- (3) Mr. Jean Thomas

15.2.1965

1. Visit to Post-graduate Departments' in Sciences and Humanities and Extension and Publications Deptt

at Manasagangotri the new University Campus for post-graduate studies.

2. Discussions with Vice-Chancellor of the Mysore University. Heads of University Departments and Principals of local Arts and Science Colleges.
3. Lunch with Vice-Chancellor
4. Visit to Regional College of Education and discussion with Principal and members of the staff.
5. Visit to Sri Ramakrishna Vidyashala (Residential middle and higher secondary school for boys).
6. Discussion with University Students.

16.2.1965

1. Visit to Jagadamba Nursery School and pre-primary training institution.
2. Visit to Government Training College for men.
3. Visit to Christ the King Convent High School for Girls.
4. Visit to Chamrajendra Technical Institute.
5. Discussion with Educationists.
6. President Mysore Municipal Council "At Home"

17.2.1965

1. Visit to Mysore State Adult Education Council
2. Visit to Mysore Polytechnic
3. Visit to National Institute of Engineering
4. Visit to Central Food Technology Research Institute and Pre-Primary School attached to the Institute.

Group - III MANGALORE

Members

1. Prof. Sadatoshi Ihara
2. Sri A.R. Dawood

15.2.1965

1. Visit to St. Aloysius College, Mangalore
2. Visit to Government Arts College, Mangalore.
3. Discussion with Educationists.

16.2.1965

1. Visit to Karnataka Regional Engineering College, Surathkal and discussion with Principal and staff.

2. Lunch by Principal Karnataka Regional Engineering College.
3. Discussion with Principals of colleges in South Kanara District.
4. Discussion with Headmasters and Teachers of High Schools in South Kanara District.
5. Discussion with representatives of the managements of educational institutions.
6. Visit to medical and engineering colleges at Manipal.

17.2.1965

Visit to St. Ann's High School and Training College, Mangalore and discussion with Principal and staff.

Group IV - BANGALORE

Members

1. Dr. K.G. Saiyidain
2. Shri C.L. Kapur

15.2.1965

1. Visit to Bangalore University and discussion with Vice-Chancellor.
2. Discussion with Faculty Members of the University.
3. Discussion with students representing important faculties of the University.

16.2.1965

1. Visit to the New Campus of Bangalore University.
2. Visit to the Women's Polytechnic.
3. Visit to the Home Science College for Women
4. Discussion with Headmasters and Teachers of Secondary Schools and representatives of aided institutions.
5. Visit to Regional Institute of English.
6. Discussion with Principals of colleges, university professors and teachers.

17.2.1965

1. Discussion with Director and staff of the N.C.C.
2. Visit to Govt. Fort High School and discussion with Headmaster and staff.
3. Visit to St. Joseph's school and College and discussion with the Head and staff.
4. Visit to Silver Jubilee Technological Institute.
5. Visit to Agricultural College, Hebbal.

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Programme of the Commission as a whole at Bangalore
(18 - 20 February, 1965)

Members of the Commission

1. Dr. K.G. Saiyidain
2. Shri A.R. Dawood
3. Prof. S. Ihara
4. Dr. V.S. Jha
5. Prof. M.V. Mathur
6. Miss S. Panandikar
7. Prof. Roger Revelle
8. Mr. Jean Thomas
9. Shri J.P. Naik - Member Secretary
10. Dr. H. Coombs - Consultant
11. Mr. J.F. McDougall - Associate Secretary.

18.2.1965

1. Discussion with Education Secretary and Directors of Public Instruction of Technical Education, Collegiate Education and Officials of the Department.
2. Visit to the office of the University of Agricultural Sciences.
3. Interviews with Educationists.
4. Mysore State Education Federation 'At Home'.
5. State Dinner at Government Guest House, Bangalore.

19.2.1965

1. Visit to Indian Institute of Science.
2. Discussion with Teacher Educators of Secondary, primary and Pre-Primary training institutions.
3. Discussion with Vice-Chancellors of the Universities in the State.
4. Interviews with Educationists.
5. Vice-Chancellor Bangalore University 'At Home'.

20.2.1965

1. Call on Sir C.V. Raman at the Raman Institute.
2. Interview with Group of Educationists.
3. Discussion with members of the Mysore State Women's & Girls' Education Council and Social Welfare Board and other women interested in girls' education.
4. Press Conference.
5. Discussion with Education Minister and Deputy Minister for Education.
6. Interviews with groups of Educationists and representatives of teachers and other educational organisations.

List of persons who met the Education Commission
in Mysore State

BANGALORE (18-20 February 1965)

(a) Educationists:

1. Sri P. Kodanda Rao,
Sir M.N. Krishna Rao's Road, Bangalore-4.
2. Sri M.P.L. Sastry, M.L.C.,
Head Master, Gandinagar High School,
Kumara Park West Extension, Bangalore.
3. Sri A.G. Ramachandra Rao,
Ex-Education Minister,
Principal, B.M.S. Law College,
Basavangudi, Bangalore-4.
4. Sri Mohammed Rahamatullah,
Secretary to Government,
Industries & Commerce Department,
Bangalore (In camera).
5. Sri G.P. Sivaram,
Retired Joint Director of Public Instruction,
Kumara Park West Extension, Bangalore-20.
6. Dr. N.B. Kabbur,
Chairman, Karnatak Education Society,
Dharwar.
7. Sri J.B. Mallaradhya, M.L.C.,
Kumara Park West Extension,
Bangalore-20.
8. Sri Siddanantha Pant,
Director, Akil Bharatiya Devanagiri Parishat,
Bangalore.
9. Sri P. Rama Dev,
Chairman, Standing Committee of Education,
Bangalore City Corporation, Bangalore.
10. Sri M.S. Raja Gopala Rao,
Retired Deputy Director of Public Instruction,
Wilson Gardens, Bangalore.
11. Sri S.B. Bondade,
Retired Director of Collegiate Education,
Principal, D.R.M. College,
Devangere, Mysore State.
12. Sri K. Sampathgiri Rao,
Ex-Principal, National College,
Ravindra Kalakshtra,
Bangalore.
13. Sri Adikkappa Chettiar,
Pestolozzian Children's Village,
Bangalore.
14. Sri N. Rachaiah,
Ex-Minister, Palace Orchard, Bangalore.

(b) Teacher Educators of Secondary, Primary and Pre-primary Teaching Institutions.

1. Sister M. Dominica - Principal, St. Teresa's Women's Training College, Bangalore.
2. Smt. R. Nirmala - Asstt. Principal, St. Teresa's Women's Training College, Bangalore.
3. Mrs. Prema Iyengar, Superintendent, Pre-Primary Teachers' Training Institute, Hanumantha Nagar, Bangalore.
4. G.R.S. Raghava Chary, Vijaya Teachers' College, Bangalore-25.
5. Smt. R. Susheela, Lecturer, Vijaya Teachers' College, No.5, I Road, Shanthinagar, Bangalore-25.
6. M.R. Nagaraja Rao, Lecturer, Vijaya Teachers' College.
7. D.R. Murughendiappa, Principal, Rashtreeya Vidyalaya Teachers' College, Bangalore-11.
8. C. Madhukar, Reader in Education, R.V. Teachers College, Bangalore-11.
9. K.S. Upadhyaya, Lecturer, R.V. Teachers' College, Bangalore-11.
10. C. Rangachar, Principal, M.E.S. Teachers College, Malleswaram, Bangalore-3.
11. M.R. Srinivasa Rao, Lecturer in Education, M.E.S. Teachers College, Bangalore-3.
12. C.L. Gopinatha Rao, M.E.S. Teachers College, Malleswaram, Bangalore.
13. M.H. Vijayendra, Lecturer, S.L.N. Teachers Training Institute, Bangalore-2.
14. T.K. Srinivasa Murthy, Superintendent, S.L.N. Teachers' Training Institute, Bangalore-2.
15. K. Hanumantha, Lecturer, B.H.S. Teachers Training Institute, Bangalore.
16. B. Krishna Swamy, Lecturer, B.H.S. Teachers Training Institute, Visweswarapuram, Bangalore-4.

17. M.S. Seshagiri,
Kamala Nehru Makkala Mandira Teachers
Training College for Women, Bangalore.
 18. S. Murad,
Lecturer, Kamala Nehru Makkala Mandira,
Bangalore.
 19. S. Sreeivasa Rao,
Lecturer, Kamala Nehru Makkala Mandira
Teachers Training College for
Women, Bangalore.
 20. A.N. Narasimha Murthy,
Assistant Master, Basu Training
Institute, Vidyanagar,
Bangalore Distt.
 21. T. Nagaraj,
Assistant Master, Basic Training Centre
Vidyanagar, Bangalore Distt.
 22. P. Venkatachalapati Setty,
Superintendent,
Basic Training Centre,
Vidyanagar, Bangalore Distt.
- (a) Members of the Mysore State Women's and Girls' Education
Council and Social Welfare Board and Other women interested
in girls' education.
1. Mrs Grace Tucker,
Deputy Minister for Education,
Government of Mysore, Bangalore.
 2. Smt. Nagarathnama Hiremath, M.L.A.,
Satyavani Press,
Gandhi Nagar, Bangalore.
 3. Smt. Gududevi Hiremath,
C/o Sri V.S. Hiremath, Retired Deputy Commissioner,
Palace Orchard, Bangalore.
 4. Smt. S.P. Revadi,
'Prasad Mansion', IV Main Road, Gandhinagar,
Bangalore-9.
 5. Smt. Issac,
C/o Mr. Rathnamma Issac, No.9, Rangarao Road,
Bangalore-4.
 6. Smt. Pramila Deshpande,
Chairman, Mysore State Welfare Advisory Board,
Shankar Mitt Road, Bangalore.
 7. Smt. Suseela Lingaiah,
Principal, Home Science College,
Kantharaja Urs Circle,
Bangalore.
 8. Smt. P.C. Reddy,
Senior Assistant Director of Public Instruction
(Home Science), New Public Offices, Bangalore.

9. Smt. Rahmatunnisa Begum,
Deputy Director of Public Instruction,
Bangalore.
10. Smt. S.S. Pandit,
District Educational Officer,
Bangalore District.
11. Smt. Seethamma,
Headmistress, Mahila Seva Samaja,
Shankarmutt, Bangalore-4.
12. Smt. Lokasundari Raman,
Chairman, Child's Welfare Board,
Panchavathi, Bangalore.
13. Smt. Ubhayankar,
C/o Chairman, Child's Welfare Board,
Panchavathi, Bangalore.
14. Smt. Sudha V. Reddy, Palace Road,
Vasanthanagar, Bangalore.
15. Miss Medappa,
Home School, Basavanagudi,
Bangalore-4.
16. Smt. Vimala Shankar,
Headmistress, Madhavakrishna Iyer School,
Chamarajapet, Bangalore.
17. Miss Adiyappa,
Goodwill's Girls High School,
Poromand Road, Bangalore-5
18. Smt. H.C. Krishnamma,
Headmistress, Vani Vilas Institute,
Bangalore.
19. Mrs Grace Tucker,
Deputy Minister for Education,
Government of Mysore,
Vidhana Soudha, Bangalore.

Dharwar:

(a) Group of students of the Karnatak University (15.2.65)

1. Sojjan V.V. B.A.II
2. Veeranna Aivalli
3. C.M. Betgori,
Department of Economics.
4. T.V. Garwerd,
Commerce Department.
5. B.S. Raikote,
Department of Law.
6. V.C. Jinaga,
Post-Graduate Department of Education.
7. C.S. Anith Kumar,
Post-graduate Department of Physics.

8. N.G. Bhat,
Department of Political Science.
 9. D. Subramanyam,
Department of Social Anthropology.
 10. B. Narasimha Pai,
Department of Statistics.
 11. S. Narayana Rao,
Department of Chemistry.
 12. G.S. Shetti,
Karnatak College,
Statistics Department.
 13. I.S. Hullur,
Department of Statistics.
 14. H.A. Katti,
Department of Chemistry.
 15. Ida Aranjo,
Department of Mathematics.
 16. Meera Theodore,
Department of English.
 17. T.T. Gutti,
Department of Psychology.
 18. M.K. Prabhu,
M.Sc. Part II.
 19. A.A. Bhagwat,
Department of Applied Geology.
- (b) Chairmen of the District and Municipal School Boards
of Dharwar Division.
1. Shri G.V. Hallikeri,
Chairman, Legislative Council,
Government of Mysore, Bangalore.
 2. Shri S.C. Sindhur,
Chairman, District School Board, Dharwar.
 3. Shri P.M. Nadgouda,
Chairman, District School Board, Bijapur.
 4. Shri T.N. Sanikop,
Chairman, District School Board, Belgaum.
 5. Shri R.P. Prabhu,
Chairman, District School Board, Karwar.
 6. Shri G.C. Patil,
Chairman, Hubli-Dharwar Municipa. Corporation
School Board, Hubli.
 7. Shri M.S. Javali,
Chairman, Municipal School Board, Gadag-Betgeri.

8. Shri S.R.S.J. Jahagirdar,
Chairman, Municipal School Board, Bijapur.
9. Shri L.S. Bidari,
Administrative Officer,
District School Board, Dharwar.
10. Shri S.M. Megur,
Administrative Officer,
District School Board, Bijapur.
11. Shri R.S. Golsangi,
Administrative Officer,
District School Board,
North Kanara Karwar.
12. Shri F.C. Unakal,
Administrative Officer,
Hubli-Dharwar Municipal
Corporation School Board, Hubli.
13. Shri K.G. Kallanagoudar,
Administrative Officer, Municipal School
Board, Gadag-Betgeri.
14. Smt. P.A. Bhaskar,
Educational Inspector, Dharwar.

(c) Educationists

1. Dr. G.V. Joshi,
Chairman, New English Girls' High
School Committee, Hubli.
2. His Holiness the Swamiji of Navkalyan Math,
Dharwar.
3. Shri Malik-Arjun Mansur,
Member, Advisory Board, A.T.R., Dharwar.

(d) Headmasters and teachers of secondary schools and officials of the Education Department.

1. Shri R.S. Bangara,
Principal, Basel Mission Higher Secondary School,
Dharwar.
2. Shri A.M. Khatib,
Principal, A.U. Higher Secondary School,
Hubli.
3. Shri S.C. Amibalnath,
Principal, S.S. High School,
Hubli.
4. Shri V.K. Holikath,
Headmaster, Vidyaraya M. High School,
Dharwar.
5. Shri I.S. Bidari,
Administrative Officer, District School Board,
Dharwar.

6. Shri A.M. Nargund,
Govt. T.C.M. Dharwar.
7. Shri M.D. Pavate,
Subject Inspector for Humanities,
Office of the Deputy D.P.I., Dharwar.
8. Shri M.S. Kulkarni,
Subject Inspector for Kannada,
Dharwar Division,
Office of the Deputy Director for Public Instruction,
Dharwar.
9. Shri F.C. Unakal,
Administrative Officer,
School Board, Municipal Corporation,
Dharwar.
10. Smt. Y.L. Kalyan,
A.D.E., Dharwar.
11. Shri R.N. Karadi,
A.D.E.O., Dharwar.
12. Smt. B.V. Naidu,
Lady Supdt., T.C.W., Dharwar.
13. Shrimati B.V. Rukminamma,
Headmistress, U.G. Higher Secondary School,
Dharwar.
14. Shrimati S. Kombrabail,
Basel Mission Girls' High School, Dharwar.
15. Sister Mary Bosco F.C.,
Convent High School, Hubli.
16. Kumari P.A. Bhaskar,
Education Inspector, Dharwar.
17. Shri S.S. Halagarvar,
Lamington Higher Secondary School, Hubli.
18. Shri T. Sethu Ram,
The New English High School,
Hubli.
19. Rev. D.A. Lobo,
St. Mary's High School, Hubli.
20. Shri S.V. Pandit,
Deputy Educational Inspector,
Dharwar.
21. Rev. T.V. Godinho,
St. Joseph's High School, Dharwar.
22. Shri V.B. Chavaknavar,
Asstt. Deputy Educational Inspector,
Dharwar.
23. Shri B.T. Chivate,
Craft Organiser, Dharwar Division,
Office of the Deputy D.P.I., Dharwar.

24. Shri M. Basappa,
Subject Inspector for Science and Mathematics,
Deputy D.P.I.'s office, Dharwar.
25. Shri B. Adimurthi,
First Assistant, Basel Mission High School, Hubli.
26. Shri A.M. Math,
Headmaster, S.J.G. High School,
Hubli.
27. Shri S.G. Nadgir,
Headmaster,
K.E. Board's High School, Dharwar.
28. Shri K.G. Joshi,
Headmaster, Karnatak High School,
Dharwar.
29. Shri G.P. Raichur,
Principal, Girls English School, Hubli.
30. Shri G.M. Shaikh,
Headmaster, Anjuman High School,
Dharwar.

Mysore (15th to 17th February 1965)

1. Dr. K.V. Puttappa,
Ex-Vice-Chancellor,
Post Laureate, Mysore.
2. Shri B.V. Banumaiiah,
Principal, College of Commerce,
Mysore.
3. Shri K.B. Tergaonkar,
Superintendent,
Sri Shivaratheeswara Basic Teacher Training
Institute, Mysore.
4. Shri B.N. Ramasesha Rao,
Reader in Education,
Teachers' College, Mysore.
5. Shri S.V. Ranganna,
Retired Prof. of English, Mysore.

Mangalore (15th - 16th February 1965)

Educationists:

1. Sri S. Mukunda Rao - a member of the Mysore Legislative Council representing the teachers. A High School teacher of long standing, he has been advocating the cause of teachers. As member of several Committees appointed by the Govt. he has been contributing to the development of Education.

2. Padamsbri Dr. T.M.A. Pai - Noted Banker and Educationists. Founder and President of the Academy of General Education, Manipal which is running the Kasturba Medical College (the first to be started on the principle of students contributing to the development of the Institution), Manipal Engineering College, Udpi, Law College and a number of Arts and Science Colleges.
3. Shri Somashekhar Rao - Chairman, Mangalore Municipality and President of Saraswat Education Society, Mangalore which is running 2 High Schools and one Elementary school, Organised night school for workers.
4. Shri Umapath Nayak - Secretary District Teachers Guild, Mangalore.
5. Shri D.N. Krishnayya - Teacher and Headmaster. President, Teachers' Association, Mercara, Coorg Dist. Has written text books.
6. Shri K.L. Karant - Teacher. Has written textbooks on Science in Kannada. His book on popular astronomy "Janata Khagol Shashtra" has been awarded a prize by the Madras Government.
7. Shri O.S. Anchan - Teacher - Retired as Principal, Government Training College, Mangalore. Associated with management of Protestant Mission Schools.
8. Dr. K. Shivaram Karant - Noted man of letters. Recipient of the Sahitya Academy award. A man with varied interests. Has experimented in several fields including education. Founded and conducted a Nursery school. Has written an encyclopaedia for children in Kannada. Has recently completed his voluminous Encyclopaedia of Sciences in Kannada.
9. Dr. K.P. Ganeshan - Eminent Physician - Professor of Clinical Medicine in Kasturba Medical College, Mangalore. Former President of the Mangalore Rotary Club.
10. Shri B. Bhayani Rao - Teacher Coordinator - Extension services - St. Ann's Training College, Mangalore.
11. Shri M. Annappa Kamath - One of the pioneers in promoting education on a non-denominational basis, with public support. President of the Canara High School Association which runs three High Schools and a Basic Elementary School. He is also the President of the Aided High School, Managers' Association.
12. Dr. G.D. Veliath - Principal, Kasturba Medical College, Mangalore - Keenly interested in Medical Education Member of University Bodies.
13. Prof. I.V. Smith - Visiting Professor from the University of Toronto at the Karnataka Regional Engineering College, Surathkal - Member of Professional and Educational bodies in Canada - Keenly interested in the reform of curriculum of studies in Engineering Colleges.
14. Rev. Father Petrac - Manager - Founder and Correspondent of St. Philomena's College, Puttur, two High Schools and a primary school. Member of the State Advisory Board of Education. (He met the Members separately).

Representatives of Managements (on 16th February, 1965)

1. Sri P. Ramdas Naik - President, S.V.S. High School, Katapadi which is also running half a dozen Elementary schools.
2. Mother Superior - Carmelite Society - Head of the Order started in Mangalore about a hundred years ago, which now runs schools throughout India and in Ceylon.
3. Sri Manol Srinivas Nayak - M.L.A. - Associated with the Management of Besant Girls School and Srinivas Pathashala High School (Oriental High school).
4. Sri Y. Manjappa Shetty - M.L.A., Malnad High School, Wandse.
5. Sri S.S. Nolkobail - M.L.A. - Manager Charmakki Narayanshetty High School, Coondapur Taluk.
6. Srimati Kalyani D. Shetty - Secretary, Bhagini Samaj which runs Nursery schools and creches.
7. Sri B. Subbanna Heggade - President, Dist. Elementary School Teachers Union - A teacher-Manager.
8. Father Basil D'Souza - Catholic Board of Education.
9. Sri M.C. Ahmed - Lawyer and Educationist - President of the South Kanara Muslim Education Association which runs a High School and an Elementary school.
10. Sri Dharma Samrajya - M.L.A. Manager, Nehru High School, Shirtady, Sponsoring a college at Mudabidri.

BANGALORE (15 - 17 February 1965)

(a) Group of members representing the various faculties who met the Education Commission on 15.2.1965.

1. Shri G.P. Rajarathnam, M.A., Reader and Head of the Department of Kannada and Chairman, Board of Studies in Kannada, Central College, Bangalore.
2. Prof. M.E. Bharath Raj Singh, M.A. (Cantab), Professor of English and Chairman, Board of Studies in English Central College, Bangalore.
3. Shri V. Muddalinganna, M.A., Reader in Sociology and Chairman, Board of Studies in Sociology, Central College, Bangalore.
4. Shri M.A. Krishnaswamy, M.A., Reader and Head of the Deptt. of Sanskrit and Chairman, Board of Studies in Sanskrit, Central College, Bangalore.

5. Shri S.M.A. Hamood, M.A.,
Head of the Dept. of History and Chairman,
Board of Studies in History,
Central College, Bangalore.
6. Dr. T.k. Lakshman, M.A., Ph.D.,
Head of the Dept. of Economics and Chairman,
Board of Studies of Economics,
Central College, Bangalore.
7. Dr. M. Shadaksharaswamy, M.Sc., Ph.D.(Edin), F.R.I.C.,
Professor, Head of the Dept. of Chemistry,
Principal, Central College, Bangalore
and Chairman, Board of Studies in Chemistry.
8. Prof. J.J. Naronha, M.A. (Lond),
Head of the Dept. of Mathematics and
Chairman, Board of Studies in Mathematics & Statistics,
Central College, Bangalore.
9. Dr. M. Nagaraj, B.Sc.(Hons), M.S.(Chic), Ph.D.(Chic),
Professor and Head of the Dept. of Botany and
Chairman, Board of Studies in Botany,
Central College, Bangalore.
10. Shri M.k. Bharathiramanachar, M.A.,
Head of the Dept. of Hindi and
Chairman, Board of Studies in Hindi,
Government Arts & Science College, Bangalore.
11. Shri K. Venkatachalam, M.A.,
Lecturer in Tamil and Chairman,
Board of Studies in Tamil,
St. Joseph's College, Bangalore.
12. Shri V. Viswanath Sastri, M.A.,
Head of the Dept. of Telugu and
Chairman, Board of Studies in Telugu,
Government Arts and Science College, Bangalore.
13. Dr. Syed Zaiuddin, M.Sc., M.S.(Eng)(U.S.A), Ph.D.(Canada),
Professor and Head of the Dept. of Physics and
Chairman, Board of Studies in Physics,
Central College, Bangalore.
14. Shri B.A. Gulam Ahmed, M.Sc.,
Reader and Head of the Dept. of Zoology and
Chairman, Board of Studies in Zoology,
Central College, Bangalore.
15. Shri M. Suryanarayana Sastry, M.Sc.,
Reader & Head of the Dept. of Geology and
Chairman, Board of Studies in Geology,
Central College, Bangalore.
16. Shri B. Sadasivaiah, M.A., M.L.,
Principal and Chairman;
Board of Studies in Law,
Government Law College, Bangalore.
17. Shri M.l. Krishna Murthy, B.Sc., B.Sc.(Tech), A.M.C.T., A.T.I.,
Principal and Professor of Textiles and
Chairman, Board of Studies in Textile Technology,
S.K.S.J.T. Institute, Bangalore.

18. Smt. G. Channamma,
Lecturer in Music and Chairman,
Board of Studies in Music,
Maharani's College for Women, Bangalore.
19. Dr. Amoena Khatoon, M.A., Ph.D.,
Lecturer in Urdu and Chairman,
Board of Studies in Urdu, Persian & Arabic,
Maharani's College for Women, Bangalore.
20. Sister M. Imelda, M.A.,
Head of the Dept. of Political Science and
Chairman, Board of Studies in Political Science,
Mount Carmel College, Bangalore.
21. Shri M.A. Kazimi, M.A.,
Lecturer in Philosophy and Chairman,
Board of Studies in Philosophy,
Maharani's College for Women, Bangalore.
22. Shri P. Nataraj, M.A.,
Lecturer in Psychology and Chairman,
Board of Studies in Psychology,
Maharani's College for Women, Bangalore.
23. Dr. B. Susheela Lingaiah, M.Sc., M.S., Ph.D.(Michigan),
Principal and Chairman,
Board of Studies in Home Science,
Smt. V.H.D.C. Institute of Home Science, Bangalore.
24. Shri B.R. Narayana Iyengar, B.Sc., B.E., S.M.(M.I.T)(U.S.A) AMIE(Ind)
Principal & Professor of Mechanical Engineering and
Chairman, Board of Studies in Engineering,
College of Engineering, Bangalore.
25. Shri C. Rangachar,
Principal and Chairman,
Board of Studies in Education,
M.E.S. Teachers' College, Bangalore-3.
26. Dr. D.J. Davar, M.Sc., Ph.D.,
Director of Collegiate Education and Chairman,
Board of Studies in General Education, Bangalore.
27. Dr. N.C. Surya, B.Sc., M.B.B.S., D.P.M.(Leeds),
Director-in-charge and Chairman,
Board of Studies in Mental Health,
P.B. No. -15, Bangalore-11.
28. Dr. G. Ramakrishna Reddy, M.A., Ph.D.,
Principal R.C. College of Commerce and
Chairman, Board of Studies in Commerce,
R.C. College of Commerce, Bangalore.
29. Mr. S.C. Brown,
Chairman, Board of Studies in European Languages,
Christ King Convent,
Ali Asker Road, Bangalore.
30. Dr. B.N. Lingaraju,
Dean, Bangalore Medical College and
Chairman, Board of Studies in Medicine,
Bangalore Medical College,
Bangalore.

(b) Representatives of Students of the Bangalore University
on February 15th 1965

1. Smt. Premila Govindan,
No.21 Palace Road, Bangalore 1.
2. Smt. N. Moera,
I.B.A., Maharani's College for women, Bangalore 1.
3. Sri D. Kempanna,
Student Secretary, Government Arts & Science College, Bangalore
4. Sri Syed Hameed,
P.U.C. Student, Dayananda College of Science,
Journalist Colony, Bangalore.
5. Sri K. Vidyadhar Rao,
II. B.E., R.V. College of Engineering, Jayanagar, Bangalore 11.
6. Sri Krishnamurthy,
President, Students Association, B.M.S. College of
Engineering, Bangalore 19.
7. Sri K. Mallappa,
Acharya Patashala College of Arts, Science & Commerce,
Bangalore.
8. Sri Chandrasekhara, Acharya Pathshala Evening College,
Banaglore 19.
9. Sri B.R. Bhashyam,
Final B. Com., Student, M.E.S. College of Arts & Commerce,
Malleswaram, Bangalore 3.
10. Sri M.L. Ramachandra Setty,
Student Secretary, Sri Renukacharaya College,
Anand Rao Circle, Bangalore 9.
11. Sri Biswas,
Student Secretary, K.L.E. Society's College of Arts and
Science, No.30 Mahatma Gandhi Road, Bangalore 1.
12. Sri Nataraj,
Final Year Civil Engineering Student,
College of Engineering, Bangalore.
13. Shri Bhavanishankar Rao,
President, Renuk charaya Law College Union,
Renukacharaya Law College, Bangalore 9.
14. Smt. Priyadarshini Hosali,
Senior M.A., Central College, Bangalore.
15. Sri M.V. Muralidhar,
Vice-President, National College Students Union,
Bangalore 4.
16. Shri Giridhar,
Vijaya College, Bangalore.
17. Shri S. Shivaswamy,
Government Law College, Bangalore 9.
18. Smt. Kusuma Rao,
Government Law College, Bangalore 9.
19. Shri Rajkumar Rao,
Bangalore Medical College, Bangalore.

(c) Group of Headmasters and Teachers of Secondary Schools who met the Education Commission on 16.2.1965.

1. Shri Subramanyam,
Headmaster, Seshadripuram Higher Secondary School,
Bangalore.
2. Shri Lakshminarayana Rao,
Headmaster, Bangalore Higher Secondary School, Bangalore.
3. Shri Srinivasan,
Head Master, National High School, Bangalore.
4. Shri Ramachar,
Head Master, Acharyapatashala High School, Bangalore.
5. Shri Sripathi Rao,
Head Master, F.B.A.N.M.'s Higher Secondary School,
Bangalore.
6. Shri D.M. Subbaramaiah,
Head Master, Government Central High School, Bangalore.
7. Shri B.N. Rama Reddy,
Head Master, Government Fort High School, Bangalore.
8. Shri Jaichand,
Head Master, Corporation High School, Tasker Town,
Bangalore.
9. Srimathi Pramila,
Head Mistress, Kamala Bai's Girls High School, Bangalore.
10. Shrimathi Jayamma,
Head Mistress, Girls' High School, Malleswaram Ladies
Association, Malleswaram, Bangalore.
11. Shri M.P.L. Sastry,
Principal, Gandhinagar High School, Bangalore.
12. Shri A.H. Dalvai,
Principal, Basaveswara High School, Rajajinagar,
Bangalore.
13. Shri Rachappa,
Principal, St. Aloysius High School, Frazer Town,
Bangalore.
14. Shri A. Sunder Raj,
Principal, United Mission High School, Bangalore.
15. Rev. I.L. Thomas,
Principal, Bishop Cottons Boys' High School,
Bangalore.
16. Srimathi Sitamma,
Head Mistress, Mahila Seva Samaj, Shankarapuram, Bangalore.
17. The Head Mistress, R.T.C. Higher Secondary School,
Bangalore.
18. Sri K. Srinivasan,
Editor, Mysore State Education Federation Journal,
Bangalore.

19. Shrimathi H.C. Krishnamma,
Head Mistress, Vani Vilas Institute, Bangalore 2.
20. Sri H.S. Sheshadri Iyengar,
Assistant Master, St. Francis Xavier High School,
Cleaveland Town, Bangalore 1.
21. Rev. Fr. Pinto,
Principal, St. Joseph's High School, Bangalore.
22. Shri Narayana Rao,
Subject Inspector for English, Office of the
Deputy Director of Public Instruction, Bangalore.
23. Shri Krishna Murthy,
Subject Inspector for Mathematics & Science,
Office of the Deputy Director of Public Instruction,
Bangalore.
24. Shri Ananda Murthy,
Head Master, Aryavidhyashala High School,
Gandhinagar, Bangalore.
25. Shri Siddabasavaiya,
Subject Inspector for Social Studies,
Office of the Deputy Director of Public Instruction,
Bangalore.
26. Shri Sagar Krishnamachar,
Subject Inspector for Kannada,
Office of the Deputy Director of Public Instruction,
Bangalore.
27. Shri K. Narayan,
Subject Inspector for Physical Education,
Office of the Deputy Director of Public Instruction,
Bangalore.

Annexure III

List of Memoranda submitted to the Education Commission from Mysore.

<u>S.NO.</u>	<u>Name and Address of the person sending the memoranda</u>	<u>Brief/subject</u>
1.	Shri N.V.Shetty, Higher Secondary School, Puttur.	General Suggestions
2.	Rev. Fr. Basil S.D. Souza Vice-President, South Kanara Aided Elementary School Managers' Association, Mangalore.	Elementary Education
3.	Shri K.Narayana Bhat, Assistant Lecturer in Social Studies, Government Training College, Mangalore.	Teacher Education
4.	Shri R.Y.Dharwadkar, Principal, J.S.S.College, Dharwar.	Student Indiscipline
5.	Shri K.N.Krishna Murthy, 62-Krishna Building Malleswaram Circle, Bangalore-3	Higher Education
6.	Dr. T.M.A.Pai, Registrar, Academy of General Education, Manipal.	General Suggestions
7.	Nursery Schools' Association, Bharatha Matha Vidya Mandira, Hanumantha Nagar, Bangalore-19	Nursery Education
8.	Shri Ramnarayan Chellram, Chairman, Executive Committee, Students' Aid Society, "Rama Kripa," Gandhinagar, Bangalore-9	Text-Book Banks (Lending Libraries)
9.	The President, Bangalore University College Teachers' Association, Bangalore	Higher Education
10.	The President of the Mysore State Education Federation, Bangalore.	Pattern of Education
11.	Shri A.H.Dalvai, President, Secondary School Teachers' Association, Bangalore.	School Education.

S.NO.	Name and Address of the person sending the mamoranda	Brief-Subject
12.	Mr. L. Monteiro, Dean, St. John's Medical College, Bangalore. and Mr. B.N. Lingaraju, Dean, Bangalore Medical College, Bangalore.	Pre-Professional Course in Medical Collèges
13.	The Principal, State Institute of Education, Dharwar.	Elementary Teacher Training Programme in Mysore State.
14.	Shri P.M. Nadagowda, Chairman, District School Board, Bijapur.	Universal Free & Compulsory Elementary Education in Bijapur District.
15.	The Principal, State Institute of Education, Dharwar.	Administration of Primary Education in Mysore State.
16..	Shri P. Ramdev, Chairman, Standing Committee (Education), Bangalore City Corporation, Bangalore.	General Suggestions
17.	Shri Mallikarjun Mansur, Member, Advisory Board, A.I.R., Dharwar.	General Suggestions
18.	Shri M.Y. Minajgi, Principal, Shri Vijaya Mahantosh Lalit Kala Mahavidyalaya, Hubli.	Art Education in Mysore State.
19.	Shri K. Nagesh, Hatwar, General Secretary, Bharatiya Samskriti Vidyapith, Chamarajpet, Bangalore-18	Language Policy
20.	Shri. T.N. Sanikop, Chairman, District School Board, Belgaum.	School Education
21.	Dr. Loria, Vice-Chancellor, Bangalore University	Bangalore University & General Educational Problems.
22.	Dr. A.S. Adke, Principal, Karnataka Regional Engineering College, Suratkal.	Technical Education

<u>S.NO.</u>	<u>Name and Address of the person sending the memoranda</u>	<u>Brief-Subject</u>
23.	Shri S. Mukunda Rao, Member, Mysore Legislative Council & President, South Kanara District Teachers (Guild) Mangalore-3	General Suggestions
24.	Shri N. Rachiyah, Ex-Minister, Mysore State	Safeguards Concerning the Education of the Scheduled Castes & Scheduled Tribes
25.	Shri S.R. Rohidekar, Director, State Evaluation Unit, Mysore State, Bangalore.	General Suggestions
26.	The Headmaster, Mission Higher Secondary School, Dharwar.	School Problems
27.	The Headmaster, Basel Mission Girls' High School, Dharwar.	Falling Standards of Education
28.	Shri M.S. Patil, Chairman, Local Governing Body, R.L.S. Higher Secondary School, Dharwar.	Secondary Education
29.	The South Kanara District Elementary Teachers' Union, Mangalore.	Primary Education
30.	The South Kanara District Secondary School Headmasters' Association, Mangalore.	Secondary Education.
31.	The Bangalore Teachers' Association, Civil Station, Bangalore	School Education
32.	Shri G.C. Patil, Chairman, School Board, Municipal Corporation, Hubli-Dharwar.	Administration of Primary Education under Municipal Boards.
33.	The Director, Bharatiya Devanagari Parishad, Bangalore.	Common script for Indian Languages.

<u>S.NO.</u>	<u>Name and Address of the person sending memorandum</u>	<u>Brief Subject</u>
34.	The Middle School Teachers' Association, Govt.Kan. Boys Middle School, Sultanpet, Bangalore-2.	Primary Education
35.	The Administrative Officer, District School Board, Dharwar.	Administration of Primary Schools under District School Boards.
36.	Dr. D.C. Pavate, Vice-Chancellor, Karnataka University	General Suggestions
37.	The Headmistress, St. Ann's Higher Secondary School, Mangalore-1	General Suggestions
38.	Shri S.Mukunda Rao, Besant Lane, Mangalore-3	Primary Schools in South Kanara.
39.	Shri A.S. Adke, Principal, Karnataka Regional Engineering College, Surathkal.	Technical Education.
40.	Dr.N.B. Kabbur, Chairman, Karnatak Education Board, Dharwar.	National System of Education.
41.	Shri P.Kodanda Rao,	Language Policy for India.
42.	Shri H.V. Srirangaraju, Dharwar.	Teacher Education and Welfare.
43.	Shri Mukunda Rao, M.L.C., President Teachers Guild, Mangalore-3	General Suggestions
44.	Dr.G. Chaurasia.	Teacher Training and Welfare
45.	Shri A.R.Desai, 98 Main Road 4 Malleswaram, Bangalore-3	Educational Policy
46.	Shri G.N. Chakravarthy, Head of the Deptt of Sanskrit, St.Philomenas College, 1160, Bojjanna Lane, Chamarjapuram, Mysore-4	Language Policy