

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
PUNJAB

(10th May—15th May, 1965)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

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R E P O R T
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1. 1965

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INTRODUCTION

The Education Commission visited the Punjab State from May 10 to May 15, 1965. As usual the Commission divided itself into groups and visited institutions in various parts of the State. One group visited institutions at Patiala, Kuruskhetra, Ambala and Karnal; the second visited institutions at Jullundur, Amritsar and Ludhiana; the third visited institutions at Simla and the fourth visited institutions at Chandigarh. During the first three days at Chandigarh the Member-Secretary made a detailed study of the educational structure, progress and problems of the State, the administrative organisation of the State Department and made a case study of the organisation and functions of the University of Punjab.

On the last three days the Education Commission as a body had discussions with various representative groups of educationists at various levels, such as headmasters and headmistresses, representatives of teachers' associations, principals of engineering colleges, polytechnics, ITIs and JTSS, educationists, State Department officials, principals of government and non-government colleges, presidents of lecturers' associations, teacher educators, Vice-Chancellors, representatives of women's education, heads of various departments connected with education, Education Minister and the Chief Minister. On the final day the Commission held a Press Conference. At each of the various centres the Members had discussions with groups of teacher and teacher educators. Institutions visited covered primary schools, secondary schools, junior and senior model schools, teacher training institutions at the primary and secondary levels, and universities.

A detailed record of the discussions that took place and the observations that were made at the various visits is given in the following pages.

The study made during this week brought out the following salient features of the progress, highlights and problems of the educational system in the Punjab State.

(1) Taken as a whole the progress of education in Punjab compares very favourably with the progress of education in any other part of the country. People have become not only education conscious but also quality conscious. They are willing to pay fees which shows that people want good education.

(2) The State ranks fifth or the sixth compared with other States and can be called one of the educationally advanced States. Taking boys alone the State can be categorised as very advanced. But the progress of girls' education brings it down.

(3) Expansion is noticed at all levels particularly in respect of boys. Girls education has to make some leeway particularly in certain backward pockets. Social inhibition stands in the way of quicker progress of girls education in these areas. The State Government is aware of the problem and has taken some measures to counter it.

(4) One striking feature of the Punjab educational system is the fact that the entire system of education is under Government. Two factors have contributed to this situation; the provincialisation of local body schools in 1957 and the nationalisation of private schools in 1961. As a result of these measures more schools are under government control than in the private sector particularly at the primary and middle school levels. This situation has its advantages and disadvantages. On the credit side it should be stated that as a result of this measure teachers have better security of service, are not being subjected to victimisation by local politics and a certain amount of minimum efficiency is also being ensured. On the debit side

these two measures have brought a heavy liability on the Government. Many sub-standard institutions were taken over by the Government and within the limited resources available it has not been possible to bring about the necessary improvement in most of these schools. A large number of institutions are inadequately housed, and have very little equipment. On the basis of a survey recently made it is estimated that an amount of Rs. 25 to Rs. 50 crores would be required if all these institutions were to be brought up to the minimum standard.

(5) The State has placed great emphasis on industrial, technological and agricultural education. One-fifth of the whole technical out-put of the country is in Punjab. The allocation of funds for technical education in the Fourth Plan is also comparatively high. This reflects the general trend in the State to lay stress on technical education, small scale industries etc. Unemployment is also low.

(6) The primary teacher training system has certain special features. Prior to 1957 this was a one year course but subsequently it was made a two year course, the first year being given to content and the second year to methods. Out of 425 JBTs only 20 are full-fledged institutions and all the rest are units in high or higher secondary schools. This is a historical development in the State and the State seems to have got used to the idea. But it cannot be gainsaid that the accommodation, facilities, staffing pattern and the standard of training and instruction in them are below standard. Many of them are run by private enterprise, often on a commercial basis. That no grant from the Government is given to these institutions also contributes to their being sub-standard. The Government is aware of this fact and has a proposal to gradually upgrade these units into full-fledged

institutions, but again financial resources come in the way. The content programme in these institutions also needs revision and upgrading. At present it is hardly equal to the content in the high school and holds no challenge to the trainee.

(7) The State is very conscious of the need to provide quality education and as an effort in this direction certain model schools are being run by the Government. These institutions are characterised by the fact that they levy higher rates of fee, start English from Class I, have better staff and better facilities than other schools. There is a certain element of unavoidable class distinction in these institutions which goes against the concept of equal opportunities in a democratic society. A certain modification in the programme to make these opportunities available to less well-to-do students through provision of liberal scholarships would off-set this drawback.

(8) This is the only State where there seems to be a positive desire in some quarters to reconvert higher secondary schools to high schools, but this is stated to be mainly because the high schools would attract a higher enrolment and therefore bring a bigger fee income. However, the general opinion seems to be that the higher secondary system has not succeeded too well.

(9) The grant-in-aid system in the State is outdated and no revision has been introduced for the last several decades. Many private institutions get no grant-in-aid at all and a ceiling of Rs. 6,000 has been placed for others, irrespective of deficit. This policy cripples private enterprise and puts a block in their efforts to reach quality. It is, however, understood that the grant-in-aid rules are under revision. But it is quite likely that the limited financial resources

will again stand in the way of a liberalised grant-in-aid system.

(10) The place of craft in schools and the craft training given in the teacher training institutions are not suitably linked. Craft education has no place up to the middle stage but is given the position of a subject for external examination at the higher secondary school where however it is taught by craft teachers. The trainees passing out of the JBT or the PGBT colleges do not therefore find a functional purpose for the craft training that they receive, and still 25% of the trainee's time is devoted to craft. This inconsistency needs to be reconciled.

(11) Government and non-government schools follow different fee policies. In Government institutions education is free up to Class VIII and beyond that stage nearly 90% of children get full or half fee remission. But private institutions in the same locality levy fees. This creates a very anomalous situation. The purpose of this fee remission is also not clear particularly when the financial resources of the State Department are limited and the money that is lost by way of fee remission, could easily be invted in improving quality.

PART I - SUMMARY OF DISCUSSIONS HELD
AT CHANDIGARH
(MAY 13 to 15, 1965)

I. DISCUSSION WITH PRINCIPALS AND TEACHERS OF SCHOOLS AND REPRESENTATIVES OF TEACHERS' ASSOCIATIONS ON MAY 13, 1965

On the morning of May 13, 1965, the Education Commission met a group of Principals and teachers of schools and representatives of Teachers' Associations, and discussed the major problems of school education in the State. A summary of the discussion that took place is given below:

1. Pupils should remain in school for two years longer in order to gain maturity. Parents are often eager to push their children through the educational course too fast, but this has to be resisted in the interest of the children.

2. Under the existing circumstances, the 11-year school pattern has not proved satisfactory. A school education of 12 years should be aimed at with the first stage marked off at the end of Class X. This first stage of 10 years will provide general education without any diversification.

3. The location of the second stage of two years (Class XI and XII) should be left to the discretion of the State. This will depend upon the capacity of the schools to take the two additional years. At present in Punjab, nearly 50% of the schools suffer from inadequate physical facilities. The two years may be either in the college as an extended P.U.C. programme or in the school as a Higher Secondary course or in separate Junior or Intermediate college.

4. If the two years are to be in the school, the teachers in charge of the additional classes should be adequately qualified so that the standards in these classes may be on a par with those of the pre-university course.

5. The M.A. and M.Sc. lecturers working in the higher secondary schools in the Punjab are at a disadvantage as compared with those who work in the colleges as they have longer hours

of work, shorter vacations, heavier load and fewer facilities.

6. The higher secondary school course at present is lighter than the P.U.C. course. The two courses should be identical, if the proposed higher secondary classes in the school (Classes XI and XII) are to attract good students.

7. The proposed school pattern of 10+2 with specialisation after 10 years of general education, and examinations at the end of Class X and Class XII was acceptable. In the new set-up many of the existing 11-year schools which do not have adequate educational facilities will have to be downgraded.

Fee Policy in the Schools of Punjab

1. The existing disparity in the policies regarding the payment of tuition fees as between Government and non-Government schools in the State creates considerable confusion in the mind of the public.

2. With regard to the payment of fees by pupils, opinion was divided in the group; one section held the view that all schools, government or non-government should either charge fees or be made free, and the dual policy should be abandoned. Another section expressed the view that those who could afford to pay fees should be made to pay, and an extensive and comprehensive scheme of scholarships for poor and deserving children should be implemented.

3. The importance of mobilizing community resources in building up the physical facilities in schools was emphasised.

Compulsory Middle School Examination

1. Opinion in the group appeared to be divided with regard to the value of the examination at the end of the middle school stage. It was agreed that this examination helped in maintaining standards. Some members, however,

pointed out that the practice followed in the Punjab of permitting pupils who had failed in English and mathematics at the examination, to continue in the next class, (Class IX) and complete the course in these two subjects along with their other studies brought down educational standards at the secondary stage.

2. At present a high school student had to offer 12 to 13 papers, each of three hours' duration for the high school examination which was spread over several days. It was desirable to reduce either the number of papers or the duration of the examination in each subject.

Curriculum

1. There was a general feeling that practising teachers were not consulted sufficiently in curriculum making and that teachers' associations should be involved in a greater measure in this important task. It was also the responsibility of teachers' associations themselves to contribute their thinking on academic matters and bring their views to the notice of the department.

2. The curriculum today did not stretch the pupil's power to the maximum and the standards were not high enough to bring out the best from him. The emphasis was on knowledge rather than on experience. The same process continued in the training colleges also.

3. Teachers joining school after training complained that they were unable to try new methods because of the existing demands of the examination system. But in answer, it should be pointed out that since the external examination came only at the end of the school stage, it should not be difficult to use new methods in the lower classes.

4. Too many subjects were being added to the curriculum was another factor that contributed to the lowering of standards.

Languages

1. One section felt strongly that languages especially English should be introduced as early as possible in the primary school. It was pointed out, however, that most primary schools were in the rural areas where the teachers were not properly trained and English was not generally spoken outside the classroom. It was, therefore, unrealistic to introduce English in Class III in these circumstances.

2. If the learning of one language was made thorough and efficient, the learning of other languages became easier. The stress on English should be intensified in Classes XI and XII in order to prepare pupils adequately for university courses.

3. A good working principle would be that the total period of language study should not exceed 40% of the total school time.

Crafts

It was observed that there was practically no craft teaching in the middle schools nor in the high schools of the Punjab. But in the higher secondary schools, craft was a compulsory subject in Classes IX to XI and was examined externally. The place of craft education thus seemed somewhat lopsided and without foundation and purpose.

Nationalised Textbooks

1. The State Department had nationalised textbooks up to Class VIII and the general opinion was that the system worked satisfactorily, that the books were an improvement on the old books, and were available at reasonable prices.

2. As regards textbooks for high and higher secondary classes, the University recommended a set of several titles in each subject out of which the school could make its choice.

But according to a circular recently issued by the Department, each school had to set up a sub-committee of five members to scrutinise these recommended books and to select the one for the school. This required five sets of specimen copies of the books to be supplied to each school, which the publishers were unwilling to do. Therefore, no book was available to the pupils during the school session.

Physical Facilities

Many schools suffered from lack of adequate accommodation in the State. This was particularly observed in the case of primary schools.

2. DISCUSSION WITH PRINCIPALS OF ENGINEERING COLLEGES POLYTECHNICS, ITIs AND JTSs ON MAY 13, 1965.

Summary of the discussion that took place is given below:

1. Small and medium scale industries were expanding rapidly in the State and required skilled workmen. To provide this group of workmen it was desirable to syphon off pupils after Class VIII or at the age of 14. This will provide them with the necessary generation education. The minimum qualification for this diversion should be the eighth standard and the maximum the tenth standard. As far as ITIs are concerned, the basic minimum should be matriculation standard of general education.

2. At the primary stage a certain degree of technical bias should be given not as formal training but in the shape of a technical environment. This should be possible in urban areas. Suitable literature should be produced for use by pupils as well as by teachers.

3. At present there are 49 ITIs in the State. It is proposed to add 11 more in the Fourth Plan. The Junior Technical schools have not been a success. They are a blind alley and do not equip the students for transfer to any other type of institutions such as the polytechnic or

further general education. Besides, those students who join the polytechnics are unable to cope with the standard of English and have to leave their studies after a certain period. This could be obviated by adopting the regional language as the medium of instruction in the polytechnics using international terminology. It is proposed to revise the Junior Technical School curriculum from the next year so that after the first two years the students can take the matriculation examination like any other high school student. At the end of the third year he will take the Junior Technical School examination and the curriculum will be so aligned that he can go to the polytechnic or ITI.

4. Regarding the apprenticeship scheme the progress was reported to be slow. This because of the lack of cooperation from industry.

5. Whenever polytechnics are located in an industrial complex, cooperative training programmes should be organised. It should also be possible to start some kind of production centres in polytechnics at these places.

6. Many polytechnics have been started without due consideration of need or the suitability of location. They are often the result of factors other than educational. The standards of these institutions is, therefore, very low. A further reason for sub-standard polytechnics is that competent teachers are not forthcoming and the salary scales of trained instructors are lower than in I.T.Is. The better type of teachers go to engineering colleges. Those who come to polytechnics also lack practical experience.

7. The products of polytechnics are not even fit for industry as they do not have sufficient practical training. The curriculum of the polytechnics requires revision with less emphasis on theory and a greater stress on practical training.

8. The deficiency in the teachers' competence can be made up if facilities are provided for them to work in an industrial factory and gain practical experience. However, there is the possibility that the teacher who gets a foothold in industry may not like to come back to teaching.

9. Students who come from higher secondary schools or from pre-engineering course are not found adequately prepared in science for admission to engineering colleges. It would be desirable to locate the one year pre-engineering course in the engineering colleges themselves, making it a five year integrated course for first degree in Engineering.

10. An adequate programme of general education should be included in the curriculum for technical education. At present the element of general education is very low.

11. At present NCC is compulsory even for students in ITIs, and Polytechnics. The general opinion does not seem to be in favour of so much time being taken away by this programme.

3. DISCUSSION WITH THE DIFFERENT TEACHERS' ASSOCIATION ON MAY 13, 1965

The representatives of Teachers Associations which met the Commission in the morning again met it in the afternoon and placed their problems before it.

1. About the recent agitation of teachers in the State, the representatives explained their respective view points. It was stated on behalf of the different associations that they had put forward different grades of pay scales in their demands. One association demanded that the grade of J.B.T. Teachers should be raised from Rs. 60 to Rs. 100. Another association had demanded that the grade should be raised from Rs. 60 to Rs. 150. The representative of the classical and vernacular Teachers' union had demanded that their grade should start from Rs. 200 plus dearness allowance.

2. It was further brought to the notice of the Commission that there was only one association of an All India character and the others were of a provincial character. On enquiry as to why there could not be one common association of all the teachers, it was stated that these Unions came into existence because of the peculiar circumstances in the State such as integration of Pepsu with Punjab and the provincialisation of local body schools. The representatives tried to explain the origin of these associations and their objects and demands in detail but could not make much headway as the things stated by representative of one association were contradicted by the representatives of other associations.

3. On behalf of the Commission it was stated that there should be at least a Joint Council at the State level for academic purposes. The representatives of the teachers

submitted that this could only be done if there was initiative from the State Government..

4. Facilities to teachers for improving qualifications

It was represented to the Commission that Government was not giving any encouragement or facility to the teachers who were desirous of improving their qualifications. At present if any teacher wanted to take any examination he had to get leave on half-pay. One view was that Government should give one months' leave on full pay to enable them to appear in the examination. The other view was that the leave taken for appearing in the examinations should be allowed to be commuted as was permitted in the case of leave on medical grounds.

5. Untrained teachers. The representatives of the teachers also stated that there were about 500 untrained teachers in the State who had put in more than 10 years' service but they were still unadjusted and had not been given any increment etc. This caused great unrest and frustration among them. They requested that these teachers should be adjusted after giving them some sort of training either through postal correspondence or for reduced period.

6. Appointment of Lecturers' in the Higher Secondary Schools. The representatives of the higher secondary schools brought to the notice of the Commission that great unrest and frustration prevailed among the headmasters and masters of the higher secondary schools because the newly appointed lecturers in such schools would be receiving higher pay scale and therefore would be senior to the headmasters and masters who had put in many years of service. Because of this injustice the masters were resigning to find some other vocations. Government should reconsider this anomalous position.

7. Frequent transfers of Women Teachers. One section of the representatives also brought to the notice of the Commission that women teachers posted with the men teachers in the rural areas did not stay there for long and got themselves transferred after five or six months to some other place. These frequent transfers should not be encouraged as they adversely affect the studies of the pupils.

The other section was of the view that since most of the women teachers were unmarried and there was no proper security in the rural areas, they should either be posted in their home towns or to some roadside stations from where they could easily go to their homes. Therefore, no restriction should be placed on their transfers.

4. DISCUSSION WITH EDUCATIONISTS
ON MAY 13, 1965

On the afternoon of the 13th the Education Commission met the following educationists of the State:

Shri Ram Chandra, Retd. I.C.S.,
Forest Hill, Simla-E

Shri I.M. Verma, Retd. Director of Public Instruction,
Sector 7, Chandigarh

Shri S.L. Chopra, M.L.C., Chandigarh

Shri Ram Chandra made the following points:

(1) There has been a great decline in the standards of education. The people at the top - about 10% - are as good as anywhere at any time, but knowledge of English and Political Science has declined. Students of today do not know how to use the library. Even teachers do not make use of the library adequately. The number of students at the lower end of achievement is increasing.

(2) There is too much rush to colleges and a large proportion of colleges are sub-standards. There is need for better selection of students. Once admissions are made, student must be helped to satisfy minimum standards. Selection should be not merely on examination results but on cumulative records.

(3) Regarding the use of regional language as the medium of instruction, unless textbooks in the regional languages are provided, the standards will decline if regional language is used as medium. At the same time, textbooks in the regional languages will not improve if the regional language is not used as the medium of instruction. In course of time good books in the regional languages will be developed.

(4) The expenditure incurred on NCC has not been proportionate to its results. Scouting should also be assisted financially.

Shri S.L.Chopra

1. The main difficulty is the lack of the right type of teachers as also the lack of equipment. Attention should be concentrated on consolidation and not merely on expansion.

2. The higher secondary system was ill-planned because it did not anticipate the preparation of the proper type of teacher to implement it successfully.

3. The scales of the primary school teacher should certainly be better than that of an L.D.C.

4. The appointment of masters to the posts of lecturers has given rise to several anomalies, for example, an M.A. degree holder working under a headmaster in the grade of Rs. 250-350 can get promotion as a lecturer in the grade of Rs. 250-500

5. Instead of embarking on new schemes it would be desirable to spend more on the improvement of teachers' salaries at all levels.

7 For the junior basic training schools, a scale of Rs. 130-250 is recommended.

7. Placing persons from the administrative service in charge of supervision of educational work is not a very satisfactory arrangement for educational progress. Administrators lack many educational requisites and are not in a position to guide the schools in an educational sense. Where educationists are found lacking in administrative know-how, suitable training course may be organised.

Shri I.M. Verma

1. English should be made compulsory from a very early age, even from Class IV. Even now children know quite a bit of English without being aware of the fact, at least in the bigger towns. It is not necessary that there should be formal reading or writing. Simple conversation may be used. This provision for English is necessary from both

educational and political points of view.

2. Entrance qualifications of the teacher should be raised so that he deserves the increase in salary. The period of training should also be longer.

3. Higher start may be given to women teachers at least until more women take to the teaching profession. The quarters put up for women teachers are most often unsuitably located so that they may be unoccupied.

4. The present multiplicity of patterns should be replaced by a uniform pattern. An eleven-year higher secondary pattern is recommended but if schools cannot provide the eleven-year course, the colleges should provide it.

5. Basic education should be declared to be the failure that it has proved to be. Basic education should be disassociated from Gandhiji and should be assessed objectively.

6. Any educational policy should be studied carefully by educationists before it is implemented.

5. DISCUSSION WITH PRINCIPALS OF GOVERNMENT AND NON-GOVERNMENT COLLEGES AND PRESIDENTS OF LECTURERS' ASSOCIATION ON MAY 14, 1965

(1) The Principal should be given more freedom in administration. He should also be associated in transfers, appointments etc. particularly in the case of temporary teachers.

(2) In the case of private colleges management committees are at present the sole authority. There are no representatives of either the university or the Government on the management committees. University and/or Government should be represented on the management committees. Other eminent educationists should also be associated with the committees.

(3) There should be managing committee both in Government and non-Government colleges on the Delhi pattern.

(4) The U.G.C. grant which is being given on a matching basis for the improvement of salaries should be continued and the Government should come forward with the matching grant and treat this as committed expenditure. Further grants given by the U.G.C. should be subject to the condition that colleges agree to continue to pay the improved salary scales.

(5) Since the scales of pay for college faculty are more attractive in the neighbouring States many of the talented people go out of the State. In order to retain them within the State, college scales of pay should be uniform in all the States.

(6) Colleges in rural areas are often uneconomic, poorly staffed, badly housed and ill-equipped. These institutions bring down the general standard of higher education. It is, therefore, suggested that colleges with strength less than 100 should be converted into good higher secondary schools. Promising students who wish to pursue university education should be given 100% scholarships.

(7) Research facilities should be provided for the college faculty.

(8) Principals of private colleges should also do a limited amount of teaching work in addition to administration. This is already being done in Government colleges.

(9) Elections in the university take away much of faculty time and energy. The elective element in university organisation should be reduced and the number of Fellows brought down to 40 from 90. This would eliminate to some extent the participation of teachers in university elections and would also help in improving the standard of education.

(10) Higher education should be brought on the concurrent list.

(11) There is a great dearth of science teachers in the universities and very often the teaching of science subjects is entrusted to demonstrators, etc., which ultimately contributes to the lowering of standards.

(12) The grades of lecturers in the university and colleges should be comparable.

(13) Grants given for various purposes should be released in time, so that they can be utilised properly.

(14) The general opinion was that the higher secondary system had not worked well in Punjab. It was suggested that the year which had been taken away from the college should be restored to it and in future if any year is to be added, it should be to the college.

(15) The syllabus is overcrowded especially at the primary stage and efforts should be made to make it lighter.

(16) There should be a common script for all Indian languages. For the humanities group in the colleges, the regional language should be compulsory and the second language optional. This would enable students to express

themselves clearly. Another view held that because of the shift in the language policy, students were not able to gain competence in any of the languages, either Indian or foreign. It should be ensured that the student gains competence in the language which he selects as the medium of expression in the examination.

(17) The post of Principal in private colleges should be selective, only men of high calibre being brought to the posts. At present the university or the Government has very little voice in filling up these posts. This should be rectified.

6. DISCUSSION WITH TEACHER EDUCATORS
ON MAY 14, 1965

1. J.B.T.C. Programme: It was explained by the Assistant Director in charge of Primary Teacher Training that the duration of the course was increased from one year to two years, to include content courses, especially in subjects such as the second language, social studies, general science and mathematics in which proper standards had not been reached at the school stage. At that time, the students came for training without having studied social studies and general science at the school stage and there was a special need for teaching these subjects. It was seen that, in pursuance of this policy, the course in the first year consisted mainly of content courses in the optional subject with the addition of English, principles of Education and health and recreation activities. It was stated that the content courses tended to be only repetitive of the work done at the high school stage and there was very little to challenge the students. Unless an enrichment of the curriculum was attempted and the content course related to practice teaching and to the implications of the school course, they would not meet the needs of practice teaching.

2. It was generally felt that the kind of students who came to the J.B.T.C. courses, the majority of whom were second division or third division matriculates, might not be capable of teaching English even if they studied the method of teaching of English and had a general course in English during the J.B.T.C. training. It was felt that, if the teaching of English was made optional, and only those students who were properly qualified in English were to take this course, good work in the teaching of English could be done.

A point was made by some members that the quality of the entrants had gone down with the result that deterioration had come about in the course. Men students in particular did not apply for admission to the J.B.T.C. class because of the longer duration of training. The duration of practice teaching at present was considered to be too inadequate. The State Government realised that the J.B.T.Cs attached to higher secondary schools did not provide the right kind of atmosphere for teacher training. It was also realised that gradually, independent primary training institutions should be built up. The State Government had intended to have a programme for the establishment of these institutions in the Fourth Five Year Plan but on account of the cut in the Plan outlay, this scheme had to be given up.

3. Integration of the B.Ed. and B.T. courses at the Punjab University:

A committee was recently appointed by the Punjab University to consider whether it was desirable to allow B.Ts and B.Eds to be continued on parallel lines. This committee, after going through the course had decided that the practical work included in the B.Ed. and the theory included in the B.T. course should be retained to form an integrated course. In this course, a major and a minor craft would be included and it was expected that following the practice of B.Ed. training colleges, twelve periods per week or 25% of the total time available would be devoted to learning the major and the minor crafts. It was not clear with what purpose the two crafts were proposed to be introduced, requiring one-fourth of the total time available. If the object was to develop positive attitudes towards working with the hands and also develop some rudimentary skills in manual work, minor crafts such as cardboard modelling, leather

work, domestic craft would serve the purpose. If the objective was not to train teachers who would be teaching crafts in schools, 12 periods would not be required during the training course. If the duration of the training course was only to be one year, the time released from craft could be utilised most profitably with the other aspects of the course.

4. Integrated course in General and Professional Education at the Kurukshetra University: This University offers an integrated general education and professional course of four years after matriculation. In the first year, besides two periods per week devoted to a general discussion of the educational problems, the rest of the work was concerned mainly with the academic side. From the second year, the education courses were introduced gradually and demonstration lessons were included in the third year of the course and regular teaching was provided in the fourth year. From the last year, it was seen that the course which the students of the College of Education follow in Humanities and Sciences were identical to that followed by students in the Arts and Science colleges. The Kurukshetra University has no college of its own that imparts B.Ed. or B.T. training but care was taken to see that the Education courses of the College of Education would be generally equivalent to the B.Ed. or B.T. course elsewhere. Those completing the four years course after matriculation would qualify for both the B.Sc. and B.Ed. or B.T. degrees. It was unfortunate that the other universities did not recognise these graduates for admission to the post-graduate courses in sciences. Last year, provision was made for holding a departmental examination for qualifying for admission to the M.Sc. Physics course. It was seen that, out of the 7

candidates who applied for this examination, only three appeared and only one passed the test.

6. Out of the first batch of 94 persons, 14 had proceeded for M.A. or M.Sc. or M.Ed. and about 10 were not keen on taking up teaching jobs. The remaining 70 or so applied for jobs but because of the usual procedure for selection of teachers, none of them were absorbed as masters. Most of them have been working as temporary teachers in Government schools and they claim that schools welcome them.

7. It is true that the number of applicants having the necessary qualifications has gone down from the year 1960 to the year 1964 in the following manner:

1960	- 100 seats	- 600 applications
1961	- 100 seats	- 450 applications
1962	- 100 seats	- 235 applications
1963	- 100 seats	- 160 applications
1964	- 100 seats	- 75 applications

The result is that in the year 1964-65 there were only 53 candidates in the first year class though accommodation was available for 100 candidates.

The working hours in the College of Education are much longer than those in the College of Science, in as much as there are 10 additional periods for science students during the week, and practice-teaching which begins in the 3rd year, takes up additional time outside the timetable.

The Kurukshetra pattern of teacher education was discussed at great length and the general view was that the time for its extension had not yet come. It was true that a four-year integrated course led to building up of

professional attitudes and a sound knowledge of the subject, but it was felt that more experience would be necessary before this pattern could be recommended for being adopted in general.

8. In-service training work was discussed. It was felt that the provision for in-service training at the primary level was totally inadequate and needed to be increased immediately. In the case of secondary teachers it was felt that the impact of the extension service work was not sufficiently deep. There were too many seminars of a short duration without any systematic follow-up. More continuous courses such as Summer Institutes of Education would be desirable. There was also need for coordination in the work of the different extension service centres in the State. It was felt that the publication programme should be restricted to publishing contributions which would add to the knowledge of the teachers as regards subject matter or methods.

7. DISCUSSION WITH VICE-CHANCELLORS OF UNIVERSITIES
IN THE PUNJAB ON MAY 14, 1965

On the forenoon of May 14, 1965, the Education Commission met the Vice-Chancellors of the universities in Punjab. A summary of the discussion is recorded below:

(1) Dr. A.C. Joshi, Vice-Chancellor, Punjab University, said that the objective of education should be the development of intellectual, technological and spiritual resources of the country and the whole educational effort should be focussed on how to realise these objectives. He said further that the spinning and weaving as a craft should be given up and greater technical bias should be given to craft education. This should not be difficult since every villager in Punjab is familiar with the bicycle and instruction in technically biased education could commence from this point. In the high schools, training should be given in the use of the machine, lathe, drill etc. This is particularly necessary for science students. Such a technologically biased instruction would also achieve many of the objects of basic education. Science should not be only doing in the laboratory but it should include doing in the workshop also.

(2) The question of the place of English was discussed at some length. It was generally agreed that English should start in the first year of the upper elementary school which may be Class V or Class VI as the case may be, and any deficiency made up in the PUC. Starting English earlier than Class V would not be feasible due to lack of adequately trained teachers. Besides, there would be considerable wastage in the early stages and it would not be worthwhile spending more money and time on the teaching of English at this stage.

In the Punjab State, opinion seems to be more in favour of English medium. At present science instruction is given in English. It has been found by experience that teaching and answering in the regional language in science are not so good. Besides there are not enough books in the regional languages. The solution to this malady is not to continue English permanently but to undertake a big project of writing textbooks in the regional languages. A well staffed translation department is necessary. A deliberate and clearly enunciated policy of production of literature in the regional languages is important, and as in Russia, a person who produces a first-rate textbook should be considered as important as a research worker. As regards the teaching of English, if suitable methods are adopted, it should be possible to attain a high standard of proficiency in a period of five to six years.

(3) Shri Thapar made the point that the standard had not really dropped as regards the top level of student population. Institutions are today able to produce the same quality of top level students as before but the large expansion in university education has drawn students from different backgrounds and it is this category that lags behind. These students should be helped to come up to the standard, but no section should be denied higher education. There is a tremendous urge for higher education and no section is really unfit to profit by it.

(4) The trimester system had yielded appreciable results.

(5) Consolidation and expansion should go together at the university level.

(6) New colleges have great enthusiasm and should be encouraged to come up to standard in five to ten years.

(7) New universities should be allowed to create the post of more than one professor.

(8) Shri Narang Vice-Chancellor of the Punjabi University proposed that an experiment should be carried out at the post-graduate level to introduce a four-page comprehensive record in respect of each student which will give information about the student, the number of seminars attended, papers prepared etc. Such a record would ensure continuous internal assessment.

(9) An average Humanities student hardly reads two books in the course of his work, and this is responsible for the low standard. Each student must read 40 to 60 books. Teachers should also be encouraged to read books by giving them a subsidy on the cost of books purchased on 50:50 basis.

8. DISCUSSION WITH THE EDUCATION MINISTER
ON MAY 14, 1965

The members of the Education Commission had an interview with Shri Prabodh Chandra, Education Minister, on the afternoon of the 14th May. The overall problems of education in the State with particular reference to the rapid quantitative expansion of education and the limited financial resources were discussed. A summary of the points made by the Education Minister is given below:

(1) Free education is provided at present to over 2½ million children in the State. A large proportion of these could easily afford to pay. The policy of free education would seem to require rethinking. At present it constitutes a heavy strain on the limited resources of the State and also deprives other sectors of necessary help. A possible arrangement would be to give free education to all those whose parents' income is less than Rs. 1200 per annum and then formulate a suitable slab upwards.

(2) There should be some check after the secondary school to see that not every pupil that passes higher secondary goes to the university.

(3) The quantitative expansion of education has been so great that the teacher-pupil ratio, in some cases, is as high as 80 or 100 pupils to one teacher. More than 90% of schools do not have adequate buildings.

(4) The curriculum should include a stress on moral values. To a certain extent co-education has been responsible for deterioration of moral standards.

(5) The ceiling of Rs. 6000 as grant-in-aid to school does not meet even the basic requirements of institutions; but

within the limited financial resources a greater scale of grant-in-aid has not been possible. While the percentage of allocation for general education has gone up from 10% to 12% at the All India level, in the case of Punjab it has gone down from 7.5% to 7.1%. If a State is not able to find resources for education because of certain situations beyond its control, the Centre should come to its assistance.

(6) The security of teachers in private institutions should be ensured. In order to do so a suitable educational code should be evolved. A representative of the department should serve on the managing committee of private institutions to safeguard the interests of the teachers. It is, however, recognised that victimisation is due to some extent to the limited grant-in-aid which compels the management to take resort to such measures.

(7) At least Rs. 25 crores will be required to bring the existing primary schools to the minimum standard. But this amount is far beyond the reach of the State budget.

(8) The location of Government schools is governed by the local resources which are offered by the community. Priority is given to those places where the local community comes forward with voluntary contribution. An amount of Rs. 8,000 is required to convert a primary school to a middle school and Rs. 28,000 to upgrade a middle school into a high school.

(9) As regards JBT units it would no doubt be desirable to convert them into full-fledged institutions but funds are limited and the State would rather spend the resources available on private managements which get no assistance at present.

(10) Discussing the disparity that exists between

Government and non-Government schools in fee policy, it was pointed out that the State Government was unable to reimburse the loss of fee income. At present even the reimbursement of loss of fee income due to harijan concessions was becoming a heavy burden.

The disparity between Government and private colleges pay scales will have to be removed one day. The possibility of getting assistance from the Centre may be examined.

(12) Starting polytechnics in rural areas where there is no possibility of industry being developed is not very desirable. At the same time it was pointed out that very often industry prefers an apprentice who does not have high educational qualification.

(13) The curriculum all over the country should have certain elements of commonness and the Centre should take steps in this regard. Similarly good books on general education should be prepared on an All-India basis.

(14) For the present English medium should be continued in the universities.

(15) Good standard books should be produced at the all India level particularly in science education.

(16) Centre should conduct correspondence courses at all levels.

(17) Higher education should be a concurrent subject.

9 DISCUSSION WITH THE OFFICERS OF THE STATE
DEPARTMENT OF EDUCATION ON MAY 14, 1965

The Education Commission met the officers of the State Department of Education headed by Shri J.D. Sharma, Director of Public Instruction and discussed the major problems of educational development in the State. A summary of the discussion is recorded below:

(1) The size of the Fourth Plan has been drastically reduced to less than half the size of the Third Plan. This has made quality improvement impossible in the Fourth Plan, but certain very vital programmes should be implemented if the present quantitative expansion is to be balanced by quality improvement.- such as the revision of pay scales, upgrading of JBT units, and provision of science blocks. All this will be seriously affected under the present Plan allocation. The State allocation for education is 7.1% in the Fourth Plan ^{as} against 7.7% in the Third Plan and this is much lower when compared with the All India figure which has increased from 10% to 12% in the Fourth Plan.

(2) It is not possible to cut down targets of expansion in order to save money for quality mainly because compulsion has worked in the State without legal enforcement and the pressures of expansion at the primary stage will show up at the next higher stages during the Fourth Plan. The targets for the age groups 11-14 and 14-17 were achieved even during the first three years of the Third Plan.

(3) The wastage in primary education is considerable and stemming this wastage would be one way of utilising the slender resources of the State. Efforts should also be made to bring back the drop-outs.

(4) The Government of India's share in the Plan allocation for the Fourth Plan is Rs. 220 crores out of a total budget of Rs. 500 crores. This is lower than the share in the Third Plan which was Rs. 131 crores out of Rs. 231 crores. This is another factor that is likely to contribute to the fall in quality.

(5) Regarding the fee policy of the State, more than 90% of pupils do not pay fees at present and it would be better to totally abolish the system of fee levy.

(6) Regarding the ceiling of grant-in-aid of Rs. 6,000 to private schools, the State Department has under consideration a proposal under which a grant of Rs. 12,000 will be given to higher secondary schools and Rs. 9,000 to high schools and the grant-in-aid would be raised from 75% to 90%. This should be possible within the State resources.

(7) Provincialisation has not necessarily helped in improving the quality of old schools. However in the case of new schools that are taken over the Department has laid down conditions in respect of accommodation etc.

(8) Small sized high schools cannot be helped since they are located in difficult areas and have to be within the easy reach of children.

(9) The inadequate accommodation of schools is a major problem of the State which is a legacy of taking over local body schools. The Department is now thinking of setting up norms which schools must satisfy before they are upgraded.

(10) Local resources are forthcoming on a voluntary basis in rural areas particularly for the putting up of halls, libraries, equipment, ceiling fans etc. As regards those schools which totally depend on Government for help, the Government is considering the putting up of cheap constructions. The AVM has evolved a pattern of cheap construction of building costing

Rs. 1200 per shed measuring 18 x 22 ft. as against Rs. 8,000 of pucca construction.

(11) In schools which run in double shifts there is need for additional clerical assistance. This issue requires to be taken up again.

(12) Many sub-standard institutions are coming up, even on the Government side. Under these circumstances it will be difficult to enforce conditions in private schools. The condition should be satisfied by Government schools as strictly as is expected from private schools.

(13) The general opinion is in favour of the middle school examination at the end of Class VIII. A pass in five subjects is necessary for a certificate, and four subjects are compulsory. If a pupil fails in any two subjects, he can offer them again in the supplementary examination but at the same time he can pursue his studies in the next higher class. The summer vacation is expected to give him the required time to make up his deficiency.

(14) Opinion was divided on the value of NCC. One view held that the quality of the NCC training had gone down because of the element of compulsion. Discipline was conspicuous by its absence. A two-month intensive training in summer camps would serve a better purpose. This view also held that NCC had killed out games and physical education, and the expenditure was not commensurate with the result. Another view which was strongly supported by the Director of Public Instruction held that compulsory NCC was a desirable thing and would be good for the country in the years to come. Two hours per day for two days in the week would certainly not kill sports.

(15) The loan scholarships given at present are not sufficient to meet the full cost of poor children. The amount should be raised.

(16) The quality of persons coming into the Education Department at all points is going down since the best talented youth go into other avocations. This is a matter for concern.

10. DISCUSSION WITH THE EDUCATION COMMISSIONER,
PUNJAB ON MAY 15, 1965

The Education Commission had a discussion with the Education Commissioner, Punjab, on the major problems in the educational development of the State. A summary of the discussions is recorded hereunder.

1. The question as to how far political influence interferes with educational development was discussed at length. The Education Commissioner was of the opinion that the politician is generally interested in the development of education in his area, and the expansion of education which is inevitable in the context of the growing demand for education by the public, has necessarily to involve the politician. Generally, political opinion does not affect the quality of education excepting in some cases where its baneful influence may be considered as marginal. The trouble arises only when the teacher gets involved in political issues.

2. There are 13,000 elementary schools spread over all the State at present. The department proposes to open more "branch" schools around each of the elementary schools in order to accommodate additional enrolment. Only two conditions will govern the opening of these 'branch' schools: (a) the local community should give necessary accommodation; and (b) the minimum enrolment should be thirty.

3. Provincialisation of local body schools has practically broken the backbone of the educational development in the State. It has resulted in the department taking over heavy liabilities. At the same time it has to a large extent remedied two main defects for the sake of which the step was taken, namely, (a) that the local body schools were

not giving satisfactory salary scales to the teachers, and (b) the teachers were being victimised. These two difficulties have been eliminated to a considerable degree. The scale of the primary school teacher in the State compares very favourably with the corresponding scale elsewhere in the country. The teacher is also free from political influence of a local character. But it has resulted in a tremendous increase in administrative work in dealing with over 62,000 J.B.T. teachers.

Mr. Naik suggested whether the load of administrative work could be decentralised by the creation of autonomous District Boards of Education under the overall supervision of the State Department to carry on the administrative day-to-day routine work. The District Education Officer would be the Secretary and would have sufficient executive powers. The Board would consist of 10 to 12 nominated educationists who would take an enlightened interest in the education in the district.

The Education Commissioner was, however, not in favour of this arrangement since he felt that this would not draw community interest in the development of education. A statutory body would not be able to achieve close contact with the local community. An Advisory Body attached to the District Education Officer would be a better arrangement.

The Education Commissioner informed that the teachers in provincialised or State schools were already in district cadre and to this extent the administration has been decentralised.

4. The Education Commissioner was of the opinion that Parent-Teacher associations should not only be encouraged but should even be made compulsory for each school. These associations would take greater interest in the school

development and would be able to contribute to its growth in many small ways.

The administration should be decentralised and the District administration should be strengthened if necessary by providing one or two Deputy Education Officers purely for administration. He was in favour of separate sets of officers dealing with administration, inspection and supervision, although he felt that this would be an expensive arrangement. However, the officers dealing with administration and with inspection and supervision would be in the same cadre and would be mutually inter-changeable.

5. The programme of higher secondary schools was discussed in detail.

The Education Commissioner was of the opinion that this scheme had not succeeded at all. Out of 399 higher secondary schools offering two streams, only 100 had been provided with science blocks and even by the end of the Fourth Plan all the remaining schools were not likely to be provided with science blocks. As regards personnel, 227 Masters' degree posts were advertised against which only 21 were available, only one being a woman. The other posts were still lying vacant. M.As in English were not available even for colleges. Teachers in science and agriculture were also not available. Many schools particularly the private institutions were anxious to revert to the high school pattern mainly because the enrolment in the higher secondary schools had fallen resulting in fall in income. Since, however, grants had been given for the upgrading and it involved a change in policy, the State Department was not able to permit this downgrading of higher secondary schools into high schools.

Reorganisation of Junior Higher Secondary schools of two years followed by Senior Higher Secondary School of one year,

however, convenient it may be administrative, would not achieve the objective of integration with which the higher secondary programme was introduced.

6. The Commissioner urged that before a new system was introduced it should be ensured that financial resources and personnel would be available to support it.

7. The grant in-aid system in the State was outdated and did not suit the present conditions. The Department had under consideration the liberalising of the grant-in-aid rules. Under this, institutions would get a higher scale of grant-in-aid. But again the limitation of resources came in the way of extending this liberalised scheme of grant-in-aid to all the schools in the State.

8. The Education Commissioner was of the view that the nationalisation of private schools was not very desirable in the long run. It would be better to liberalise the grant-in-aid rather ^{than} take over the entire liability of a school and its administration.

9. The Panchayat Samitis and Zila-Parishads are still in their early stages of development and have to stabilise themselves. At this juncture to hand over the schools to the Zila Parishads and Panchayat Samitis would not be in the interest of the schools and the teachers.

10. Regarding the emphasis on quality in the Fourth Plan, the Education Commissioner informed that the State Department had a proposal to start centralised colleges and schools for brilliant students providing them with free tuition and residence.

11. If the higher secondary system is to continue, the system of pre-medical and pre-engineering classes should be discontinued. This programme leads to large wastage. It is better to keep the pre-professional courses in the professional institutions themselves.

11 DISCUSSION WITH REPRESENTATIVES OF WOMEN'S
EDUCATION IN THE PUNJAB ON MAY 15, 1965

At this meeting no member of the State Council of Women's Education was present. It appeared that invitations to attend the meeting had been sent to the Chairman of the Council and the Secretary, but neither was in a position to attend.

1. The discussions started with the Member-Secretary interpreting the statistics given in the State Memorandum and showing that the rate of dropout and wastage was considerably greater in the case of girls than that of boys. So much so that at the middle stage there was only one girl for every four boys in these classes. This proportion increased at the college level to one girl for every three boys. Education in the middle and secondary stages proved to be the bottleneck in the case of girls.

2. It was explained that with the organisation and administration that took place in Punjab in 1961 there was no separate Inspectorate for Girls schools and the separate cadres for men and women were amalgamated along with the functions of the officers in the cadres.

3. The policy of the Punjab Government of allowing a woman teacher the right to say where she would work has led to increase in women's recruitment to the teaching profession. It has, however, created a peculiar situation. In the urban areas there are very few men teachers and in the villages there are very few women teachers. Even those women who work in road-side villages do not reside in the villages, but come back to the nearest town. Thus the villages lose the advantage of a women teacher who would be in permanent contact with the villagers. The Government's policy of starting J.B.T. Centres in rural areas and enrolling women from the area as far

as possible was desirable and could be expected to lead to the recruitment of women from the areas to work in the schools in the villages.

4. It was pointed out that in spite of the amalgamation of the cadres for men and women all girls' schools at the primary stage were in charge of lady Deputy D.E.Os. There was no distinction between men and women at the B.E.O. level.

5. The scheme of providing women teachers with quarters had not proved to be successful in attracting women teachers to rural areas. As many as 300 quarters for women teachers have been constructed, but most of them are lying vacant. It was, therefore, proposed to start hostels for clusters of villages for women teachers and other village level workers. The scheme of women teachers boarding with a local family had also been tried, but in many cases it led to unexpected complications.

6. A suggestion was made that the curriculum in the middle schools should be oriented to crafts and to home science in particular. At the Industrial Craft Training Institutions there was a diploma course for teachers where 200 girls were trained in tailoring and one other elective craft such as embroidery, toy making, cookery and house craft. Out of the 200 girls about 50% join schools.

7. There were no arrangements for in-service programmes or retraining programmes in the case of primary teachers, except arrangements for six weeks refresher courses in basic education. About 5000 teachers have received training in these courses.

8. The Principal of the Women's College in Chandigarh explained that the high proportion of women students at the college level was due to girls from Delhi coming into the college.

9. It was pointed out that in some cases girls were unwilling to study sciences because of the harder work and greater preparation that the study of science required. The staff in the middle classes was not capable of developing interest in science and most parents felt that private coaching would be necessary if their wards opted for science. It was pointed out that in a city like Amritsar it was not possible to get adequate number of girls for science because of this difficulty. In Chandigarh, however, there was a demand for science courses. An opinion was expressed that matriculates who concentrated on a few subjects in pre-university course and for the high school examination fitted in better for the science courses than girls from the higher secondary schools.

12 DISCUSSION WITH HEADS OF DEPARTMENTS OF FINANCE EDUCATION,
PLANNING, TECHNICAL EDUCATION ETC. ON MAY 15, 1965

On the afternoon of the 15th of May, the Education Commission met the heads of various State departments who were connected in one way or another with education at various points. A summary of the discussions is given below:

Outlay for Education in the Fourth Plan

1. The Chairman brought to the notice of the group that the allocation for education in the Punjab State during the Fourth Plan was proportionately less than in the Third Plan and this would mean that no programme of quality could be undertaken. In discussing this issue the officers of the Finance Department pointed out that the position in Punjab was peculiar. The State had to depend on hydro-electric power to such an extent that during the Second and Third Plans the Bhakra Nangal was the centre of the whole planning. Nearly 42% of the State budget goes for irrigation and power. The second aspect which takes away much of the financial resources is to find employment for the unemployed. These two schemes take away a large part of the budget so that social services suffer.

2. Within the education budget, the emphasis is on technical education. The State Government had increased the number of seats in technical institutions from 5000 to 10000 during the Third Plan even though Government of India assistance was not forthcoming for the entire number.

3. It was pointed out that education should be treated as an investment and quality of education should be raised. It should also be agriculture oriented. At the same time more money alone would not improve quality. Avoidance of waste

was of importance as the effective enrolment was much less than apparent enrolment.

The officers dealing with technical education pointed out that specific requirements should be worked out on the scientific manpower reforms. This should be done by some expert body so that suitable planning could be done ahead.

4. There was an urgent need for increasing the output of M.Sc. Two types of M.Sc. were needed; one for carrying out research in universities and the other for teaching in the affiliated colleges or in higher secondary schools. The present output was hardly enough even for the colleges and industry. Taking the requirement of Class XI alone of the higher secondary schools, over 1000 M.Sc.s would be required, at the rate of two teacher per school for the existing higher secondary schools. But this did not take care of improving science education in Class IX and Class X.

5. A section of opinion in the Punjab State seemed to favour the downgrading of the higher secondary to high schools. The Director of Public Instruction, however, pointed out that in principle and in theory the higher secondary system was certainly better than the high school and perhaps the fault in the past lay in the fact that we went too fast and without pre-planning. Upgrading should be real in science and mathematics, commencing from Class IX. The quality of first division was going down and unless we begin our improvement from Class IX and Class X quality cannot be reached.

6. The need for a proper linking between the pre-professional courses and the professional courses was emphasised. The general opinion seemed to favour making the professional courses a part of the engineering or medical colleges

7. Air Vice Marshal Harjinder Singh made a plea that a technical bias should be given to education and should be started long before Class X. He explained the experiment which he was carrying out in this area. One hundred teachers have already been trained in certain essential technical skills in a one year course. It is doubtless an expensive scheme but it will pay in the long run. The experiment with cheap type buildings was particularly interesting.

8. The relationship between finance and education departments was discussed at some length. It was agreed that whatever scrutiny was to be done on estimates and costs it should be at the pre-planning stage, and once the budget is approved the department should have a free hand to operate within the approved budget. The officers pointed out that requirements should be carefully anticipated and included in the proposals and not come up piecemeal. The importance of inter-departmental communication was stressed. The finance department and the respective departments should work in close coordination.

9. In considering the difficult position as regards education, the question was raised whether the policy of fee remission was yielding commensurate results. Was this fee remission making any impact or was it a mere form? Parents were willing to pay for education and this concession hardly made any impression. It was also a point for consideration as to how much of the allocation for education goes on buildings, equipment etc. and how much for real education. At present 80% of the education budget comes on payments etc. and only 20% for all other services. It is very important to bring down the cost of buildings. A change in our thinking on buildings is essential.

PART II SUMMARY OF STUDY, OBSERVATIONS AND
DISCUSSIONS OF MEMBER-SECRETARY WITH
STATE DEPARTMENT OFFICIALS AND OFFICERS
OF THE PUNJAB UNIVERSITY

DISCUSSION WITH OFFICERS OF THE STATE
EDUCATION DEPARTMENT ON MAY 10, 1965

Shri J.P. Naik, Member-Secretary, had a discussion with some of the officers of the State Department of Education, on May 10, 1965, on the progress of education in the State and some of the significant problems in educational development. A summary of the discussion is recorded below:

(1) During the last seventeen years education at all levels has expanded several times although the increase at the middle stage is not proportionate to the increase at the other levels.

(2) Higher secondary schools constitute about 33% of the secondary schools in the State. Attempt is being made to provide humanities and science in all the higher secondary schools that are being newly opened.

(3) It is expected that 100% enrolment in the age group 6-11 will be reached by the end of the Fifth Plan, 75% at the middle stage and 30% at the secondary stage at the end of the same period.

(4) In the whole State there are more Government controlled institutions than institutions run by voluntary organisations. All schools run by local bodies were provincialised in 1957 but were not passed on to the Panchayat Samitis and Zila Parishads. In 1961 Government nationalised private schools which were not being run efficiently. These measures have caused a rise in the educational budget by 50%.

(5) Textbooks have been nationalised up to the middle stage.

(6) The three language formula operates in the State in the following manner: In the Hindi region, Hindi is the first language, Punjabi is the second language and English begins from Class VI. In the Punjabi region the first language is Punjabi, the second language is Hindi and English

commences from Class VI. In the Pepsu region second language commences in Class III and in Punjabi region it begins from Class IV.

(7) There is a shortage of science teachers as also in the areas of technology, commerce and agriculture.

(8) The duration of the primary teachers training was raised from one year to two years in 1957.

(9) A discussion was held on what steps should be taken during the next 15 years or 20 years to rebuild education in the State. The following were some of the suggestions made:

(a) Certain fundamental reforms should be implemented. The major measures of improvement may be listed as follows:

(i) A revision in teaching methods to eliminate the unthinking type of education where memorising takes importance over all other creative self-education.

(ii) Improvement of teachers' calibre.

(iii) Improvement of the examination system;

(iv) Improvement in the curriculum, gearing it to the country's needs;

(v) Residential facilities for teachers;

(vi) Restriction of admission to colleges and universities;

(vii) Better pay for teachers;

(viii) More careful selection of heads of institutions

(b) Elimination of wastage in education should take top priority in our educational efforts. The saving that will accrue from eliminating or reducing wastage can be invested in other efforts.

(c) Emphasis on quality should receive greater attention. This may be done by adopting a selective approach, by organising special institutions, or by providing an elastic

curriculum for the cultivation of talent.

(d) A productivity -oriented approach is important at every stage suited to the level and capacity of students. This has an even greater importance at the college level. This will result in economy on buildings etc.

(e) Improvement of the quality of teacher training is necessary particularly in view of the fact that it is the faculty of teacher training institutions that later become educators and educational leaders.

(f) Colleges should organise large scale activities and services which will provide training for the students also. Till now the thinkers and workers in our society have been polarised. This will have to be eliminated. Earning while learning is important but earning and learning cannot be taken too far.

(g) A thoroughly renovated programme of teacher education is needed. The one year B.Ed. programme is out of all proportion to the previous four years of education. The training course is unsubstantial and even the increase in the duration of training from one year to two years has not brought about improvement in the content. It should be possible to reduce pedagogy and give greater depth in the content knowledge.

(h) Political interference in educational administration, such as in the posting of teachers, opening of new institutions etc. should be reduced to the minimum. At the same time it is to be recognised that political maturity is not easily achieved and one has to live with certain problems in an infant democracy, but in course of time the force of other reforms will improve the situation.

(i) The advantages and disadvantages in amalgamating the post of Director of Public Instruction and Secretary, were

discussed. The Director of Public Instruction is essentially an academician and if he has to discharge both functions, one or the other will suffer. The administrator's special responsibility is to relate policies to other departments. The administrative department should concern itself with matters of policy and leave the details of implementation to the Directorate. By and large, combining the two posts together will not work in most of the States in India which are large sized. The two are separate in almost all the States. Also if the idea of combination of these two functions applies to the Education Department, it should be equally practicable to all other departments, a step which, carried to its logical conclusion, will liquidate the general administrative services. The real object of the whole machinery of administration is the unit - the school - to see that it functions efficiently. If this is kept in focus, then decentralisation of powers and functions to the extent necessary should be effected, and this will place all other aspects in the correct perspective.

(j) As regards girls education, except for a couple of districts where girls have objection to being taught by men teachers, generally there is no problem.

(k) As regards fees, the university had laid down norms for fees but Pepsu colleges adopt lower rates of fees, which is the legacy of the past. Besides, 10% of students get full fee concessions and 10% half fee concessions. But in Punjab region only 10% of the students get half fee concession.

(l) Government's control of colleges had the advantage that at least a minimum of quality was ensured. At the same time the University Education Commission had recommended that Government should not conduct colleges. If teachers in

Government colleges should receive the same scales of pay for identical qualifications and duties as those in university, this would clash with the scales of pay for similar posts in other departments. The remedy would, therefore, appear to be to delink the three classes of posts in the colleges, (Professors, Readers & Lecturers) from the corresponding posts in the departments. This could be done if government colleges were handed over to the universities. Private colleges should be insisted upon to adopt the same scales. An autonomous body may be set up in each State to manage Government colleges. The officer in charge of college education would be the secretary of this body and the members would consist of Vice-Chancellors and educationists. The main responsibility of this body would be to see that colleges improve and maintain standards.

(m) As the Education Department is organised and functions today, there is very little time for academic and educational thinking. On the contrary, the main function of the Directorate should be inspection, evaluation guidance and counselling etc. Shri J.P. Naik suggested that the creation of an autonomous body at the district level to take care of institutions might relieve the departments of much of its administrative load.

Visit to the Office of the Punjab University, Chandigarh
on May 10, 1965

A case study was made of the organisation and functioning of this University. The main points that emerged out of the study are given below:

1. The University was started in 1955 at Solan and was shifted to Chandigarh, to its present campus, in 1956. The major construction was completed in 1958 and the administrative block came up in 1961.

2. The campus is located in Sector 14 on a site of 306 acres and was purchased from the Government on preferential basis at the rate of Rs. 1000 per acre. An additional site of 102 acres has recently been acquired in the adjoining Sector 25 for expansion purposes. The price of this land has not yet been fixed but will be done shortly at a no loss-no profit basis.

3. The total investment so far on the buildings of the university campus is Rs. 4.79 crores. The facilities provided on the campus are administrative buildings, library, open-air theatre, auditorium to all the blocks, six boys' hostels, each for 330 students, and three hostels for girls, two for 200 and one for 250, residential facilities, science block and arts block. It has total residential facilities for 3000 students. The total strength of the staff is about 1000 out of whom quarters have been provided for 700 (70%)

4. Sources of Income: Sources of income to the university have been: grants from the State Government, grants from the University Grants Commission, grants from Central Government and the university contribution.

5. The university provides only post-graduate courses except in science where it provides under-graduate courses also. Science honours courses are provided only by the

university. The Khalsa College, Amritsar, is the one other college which provides science courses; but even here the college offers only the first two years' course and students come to the university for the third year.

6. The pre-medical, pre-engineering and B.Sc. part I, students are admitted to the honours courses. Engineering course is four years after pre-engineering course and medical is five years after pre-medical. The pre-professional courses are provided in the colleges and not in the professional colleges. The honours students are given one year's exemption in the Masters course but the pass students have to do two more years. As far as arts subjects are concerned, the university undertakes only post-graduate courses. Two papers are offered at the end of the second year and two at the end of the third year.

7. Admission to M.Sc is either honours in that subject or second class in B.A. There are no classes awarded for honours.

8. The University gets a revenue of Rs. 30 lakhs each year from examinations. On an average Rs. 38 are collected from each student out of which 50% is spent on the conduct of the examinations and 50% constitutes the saving for the university. This saving has made a reserve fund which is being utilised for expanding the campus.

At present, however, all the reserve fund has been used up and unless other sources are found the university budget is running at a deficit of Rs. 14 lakhs.

9. There is a proposal to set up an autonomous body for secondary school examinations. If this is done the university will lose another Rs. 20 to Rs. 30 lakhs; but the State Government has promised to make good the loss as a block grant.

10. The hostels provide single bedded rooms, each student having a balcony.

11. The recurring budget of the university is Rs. 2.36 crores of which one crore is spent on examinations and the rest on teaching. There are four evening colleges for those who are working. They run between 5 and 8.30 or 9 P.M.

12. The teaching expenditure is the biggest item in the university's budget. Income on science courses is low particularly because the teacher-student ratio is low - one to eight or one to ten.

13. There is a health centre on the campus. Health services are provided for students and teachers. The students pay Rs. 6/- as medical fee per year but no charges are collected from the staff.

14. There is a market, within the campus, rented by the university and this gives an annual income of Rs. 2 lakhs.

15. The immediate need of the university is a Convocation Hall which is estimated to cost Rs. 30 lakhs.

16. This is the only affiliating university in the State having about 144 colleges affiliated to it of which 100 are general education colleges. The total enrolment is 54,000, but there is an annual increase of 10,000. In the first years after the three year degree course was introduced there was a drop in enrolment.

17. The standard unit as fixed by the University Grants Commission is 1000 student but occasionally as in D.A.V. College, Amritsar, two units have been permitted.

18. Most of the colleges are big although a few have small enrolment. This is because they are newly started or they are girls' colleges or research institutes. Enrolment is fixed only in respect of training colleges and professional colleges.

19. In respect of the affiliated colleges the main problem is one of finance. Fees have remained at the same rates as they were many years ago although expenditure has gone up. The university fixes the rates of fees only as a suggestive measure. There is no further compulsion. Generally, the rates of fees are Rs. 12 p.m. for undergraduates and Rs. 15 p.m. for three year course students for 12 months plus other fees. In some of the Princely states like Kapurthala and Faridkot the rates of fees are stated to be even lower.

20. Affiliated colleges get hardly 20 to 25% of their deficit reimbursed. However, they have been getting grants for the three-year course and for improving teachers salaries. But these two grants will soon stop and the colleges will be faced with the problem of finding money to meet the continuing expenditure on these two items.

21. The suggestions made for meeting this financial difficulty:

- (a) raising of fees,
- (b) making available government loans and scholarships for poor meritorious students.

22. The three-year degree course has resulted in a loss but the U.G.C. gave a grant of Rs. 2.7 lakhs for upgrading inter-science colleges to the B.Sc. level. But now these colleges have neither enough enrolment nor adequate teachers.

23. Security of teachers: This is being ensured by provision for appeal to the University Tribunal. The verdict of the Tribunal will be final. But this provision applies only to confirmed teachers. It is also being proposed that a teacher will be automatically confirmed if he has been in a post without a break. For new colleges.

the university has laid down a constitution of management committees on which will be represented public opinion, the university and teachers representatives. In the old colleges the management committee is expected to have two representatives of the teachers' body. The appointment of new teachers is in the hands of the management committee. The University only lays down minimum qualifications. It cannot interfere any further.

24. Recruitment of suitable teachers is a serious problem particularly in science, where competition between universities is high and the salaries offered are low.

25. There has not been serious cases of student indiscipline in the university. Formerly there were students unions elected by the students body. These were more representative of student opinion and were recognised by the colleges. But now the university has laid down the constitution of central students organisation, in which continuation of membership depends upon the academic progress of the students, for example, when the student fails in the sessional examinations, he is thrown off the membership. This has made the central students organisation a lifeless body. The election is only nominal and the enthusiasm of students to participate in their own government is very low. This was noticed sharply at the time of the recent Chinese invasion when the response among the students was not as high as expected.

25. The opening of new colleges has kept a somewhat even pace over the last three Plans, about three to four each year. A more rapid opening of colleges has been restricted by the conditions which the university now lays down in the form of endowment etc. Most of the new colleges

are Government colleges. Proportion of girls is about one to three and this is going up year by year. On the Arts side girls outnumber boys.

27. The following suggestions are made for the future:

(a) The duration of the university course for the first degree should be increased to 15 years. This will require some more teachers but such an extension is important.

(b) More funds are needed for the university.

(c) The difficulty in getting teachers for science and English should be overcome.

DISCUSSION WITH THE DEPARTMENTAL OFFICERS
ON MAY 11, 1965

The following points were discussed with reference to the memorandum submitted by the State Education Department:
Adult Education

(1) An expenditure of Rs. 5 lakhs on 6000 trainees seems to be on the high side. This is, however, partially explained by the fact that the expenditure includes that on establishment of staff etc.

(2). The centres are kept for five hours a day. If different batches come during these hours then the output should be greater; if not, the time does not appear to be fully utilised.

(3). Four circle social education officers take care of 20 districts. The vigilance and guidance by an officer with five districts are not adequate. The Department has a proposal to give the responsibility to the district level officer.

(4) Mrs. Butt's experiment. Mrs. Butt follows the word method in teaching Hindi to adults, using words used by the farmer. There is more stress on writing and dictation. It was found that the adults who have been trained under this programme are able to write much better than the adults who have gone through the usual literacy programme. She uses a rich variety of charts and graphs. The Department has a proposal for training a group of teachers and preparing literature under her guidance. This programme will consist of 15 days training and six months intensive work under her guidance.

(5) Since adults are part-time learners, it is worthwhile considering whether we can have part-time or bonus

workers involved in this programme. Shri Naik made the suggestion that these workers could be absorbed as primary school teachers who will take care of adult education as part-time work and a bonus can be paid to them. The Director of Public Instruction stated that the whole scheme was being re-examined and it was likely that the work would be assigned to the Deputy Education Officers in addition to their duties. Shri Verma explained that the scheme had been successful particularly in the backward areas. Women were motivated through crafts but they had not been quite successful in motivating men in an equal measure.

Teacher Training

(6) There are at present 325 JBT units each with an intake of 40. Of these 203 are private and 122 Government. In addition there are 20 full-fledged training institutions. Altogether there is an output of 11,000 trained teachers annually. But the annual requirement including replacement is only about 8000 to 9000. The output is therefore more than the demand. At present many teachers go out into the neighbouring States like Rajasthan, Himachal Pradesh and Delhi. It is, therefore, necessary to restrict the intake and link it with employment potential. The raising of the retirement age to 58 has also decreased the employment potential. Taking all this into consideration, the Department has a proposal to reduce the number of units.

Content of the Training Courses

(7) The content provided in the first year of the training course is only equal to that of the matriculation and in some cases even less. This is a repetition and does not really enthuse the students. Historically this situation has

arisen from the fact that when the two year course was introduced in 1957, high schools at that time had no second language - social studies or science - and therefore these subjects were introduced in the training course. But since they have all been introduced in the high schools since then, there is now rethinking on this issue and there is a proposal to raise the standard of English, Mathematics and first language in the training course to that of the higher secondary school examination. In social studies, a course on the History of Indian Freedom Movement is being added. The courses provided should not be the same for every body but should be remedial and improvement courses.

(8) A closely related problem to the introduction of content in the JBT programme is the quality of teacher educator who is to handle the course. Just as in the higher secondary school, Masters' degree holders are expected to handle these subjects, in the JBTs also, the teacher who handles these subjects should hold a Master's degree. Other facilities should also be of the same standard. The Principal of the JBT should be on a par with the Principal of an inter-college.

(9) Shri Naik suggested that an experiment may be made in organising teaching practice. Instead of having one complete year in the training school the student may after the first year in the training institution, be appointed in a school and paid salary for the purpose. After completing one year of teaching, he will come back to training school to get his certificate. This may be tried in one of the full-fledged institutions. This arrangement will have the advantage of maintaining close contact between the teacher, trainee and the school.

The Language Formula

(10) In the Punjabi area, the first language is Punjabi, second is Hindi. But a parent can exercise his option for Punjabi or Hindi and the school will have to make the provision if the students asking for it are more than 10. But in Chandigarh the first language is Punjabi or Hindi. In that sense Chandigarh is bilingual and other areas are unilingual. Because of this need to provide both Punjabi and Hindi no other Indian language can be taught under the three language formula in the State, which, therefore, consists of Punjabi, Hindi and English.

Nationalised Textbooks

(11) So far 197 titles have been brought out under the nationalised scheme. The scheme covers primary and middle stages. A profit of about Rs. 30 to Rs. 40 lakhs is made annually through this programme. It was suggested that an autonomous body may be set up as a registered society; and the profit used to form a revolving fund for maintaining its activities. Such an arrangement would enable several academic programmes to be undertaken in the area of textbook production.

Higher Secondary Schools

(12) It was observed that only 20 schools offer one group. It would be desirable to upgrade these 20 also to have more than one group within a specified time limit.

Pattern of Education

(13) The idea that every school should be upgraded to 12 years will not be practicable. The programme will ultimately mean that the existing 11 year schools should either lose one year and become 10 year schools, or add one year and become 12 year institutions.

(14) The grant-in-aid rules of the Department are under revision and it is likely that proportion of reimbursement to institutions will be raised from 75% to 90%.

(15) Closer coordination should be established between the teacher training programme and the English method adopted in the school.

(16) There should be better articulation between the various stages of education. The major handicap in the way of developing articulation and providing effective supervision at present is the centralised system of administration and the magnitude of numbers. If this administration could be broken up into smaller units in which a cluster of primary schools will be attached to high school or a middle school and similarly a group of high schools attached to a college, this will provide continuous academic guidance and supervision to the institutions in that complex. The headmasters of this complex will have to be provided some assistance in managing this extra load.

In Punjab an experiment is being carried out to place a group of primary schools under the guidance of a middle school for purposes of examination.

(17) The possibility of declaring the teaching profession as a non-vacation department was also discussed. If the schools were kept open and the teachers were on duty, children could come during vacations to work on special projects in the library, laboratory etc.

PART III

SUMMARY OF OBSERVATIONS MADE
DURING VISITS TO INSTITUTIONS AND
OF DISCUSSIONS WITH HEADS AND
FACULTY OF INSTITUTIONS AT THE
DIFFERENT CENTRES

A. GROUP I- SIMLA

1. Visit to the Bishop Cotton School, Simla -
Discussion with Principal on May 10, 1965

The Principal explained that the Bishop Cotton School, Simla, is the oldest Public School in India having been founded in 1859. It celebrated its centenary in 1959. At present it happens to be the cheapest Public School in the country. The basic annual fee charged is Rs. 1,650/- only. Proposals are under consideration to raise it to about Rs. 1,800/- per year in view of the increase in prices of foodstuffs.

Principal Goldstein maintained that the Public School system has a very important role to play in the future development of the country. He believed that the Public School system should not be divorced from the regular stream of Government grants.

Most of the students in the school are from fairly well-to-do families. The parents of the students are usually in the Armed forces, Civil Services, Foreign Service or in business. There are some students whose parents are working in the field of education. Six boys who have won merit scholarships for studies in Public Schools are at present studying in Bishop Cotton School. Principal Goldstein's view was that within a very short period, the scholarship-holders also get fitted into the normal academic and extra-curricular activities of the school.

The school is divided into three sections - the Pre-primary, Primary and Secondary. The students are admitted at the Pre-Primary or Primary stage. No student is admitted directly to the post-primary stage.

The school places due emphasis on the teaching of Hindi. One day in the week is observed as 'Hindi Day'. All the

members of the staff and students of the school are expected to speak only in Hindi on that day.

Principal Goldstein mentioned that apart from finance, the most important problem facing the public schools is recruitment of the right type of teachers. The Public Schools look for people who have done well not only on the academic front but who have distinguished themselves in games, dramatics, and other extra-curricular activities so that these teachers may be able to develop the various faculties of students under their charge. He, therefore, proposed that there should be a special Training College for imparting training to those who would wish to become teachers in Public Schools, Sainik Schools and other residential schools. The programme of training in this college should be for a period of two years after graduation. The training programme should not only give to these trainees the methodology of teaching but should also place special emphasis on practical teaching and handling of extra-curricular activities of various kinds. This is specially important in view of the fact that virtually two-thirds of the life and work of Public School boys is outside the class-room proper.

Commenting upon the desirability of more than one grade for teachers in Public Schools, Principal Goldstein observed that within the existing system, some teachers are selected to become housemasters. He thought that besides this no further gradation was immediately called for. He, however, felt that those teachers who do really well in a particular Public School should be encouraged to move out to other Public Schools as Headmasters.

Principal Goldstein believed that as things stand at present in the country, the students join the university at a rather early age. He, therefore, desired that the age of entry to the universities should be increased by at least one year. This would be possible by adding one more year to the existing school system, i.e. by making it a 12-year school system.

2. Visit to Rana Padam Chandra Sanatana Dharma Bhargava College, Simla on May 10, 1965

The College was originally founded in 1945 in memory of Shri Rana Padam Chandra of Jubbal. It has been a degree college from the very beginning. In December, 1957, the Bhargava Municipal College was merged with this College and the newly integrated College was renamed as Rana Padam Chandra Sanatana Dharma Bhargava College. The College is under the management of Shri Santana Dharma Pratinidi Sabha, Panjab.

The College provides for studies for the Pre-university examination in Humanities, Science, Pre-Engineering and Pre-Medical groups and for the three-year B.A. and B.Sc. courses. On the science side, it offers Physics, Chemistry and Mathematics.

During the course of the discussion with the Principal and members of staff, the following points were mentioned:

(i) The need for having the same grade of pay for teachers with similar qualifications and doing similar work in the universities, Government colleges and private affiliated colleges: At present the university grade is different. At the Lecturers' level, the grades in the Government colleges and private affiliated colleges are the same.

While the university has the right to prescribe grades for its private affiliated colleges, in practice the grades on the basis of which the Government Education Department sanctions its grants, are in operation. Therefore, the university usually recommends the grades which are acceptable to the State Education Department. On being questioned as to why, the University bodies which have a right to prescribe grades for private affiliated colleges and which have due representation of private affiliated colleges, are not recommending better grades for the private affiliated colleges, it was mentioned that there are vested interests in university bodies which do not favour higher grades.

(ii) The Principal of the College desired that grant-in-aid rules as are prevalent in Delhi Administration, should be applied in the Punjab also. The existing grant-in-aid rules place a great deal of strain on the managements which find it very difficult to raise funds for running the institutions.

(iii) Further, it was emphasised that not only the salaries and grades should be the same in private colleges and Government colleges but other facilities like pension, etc., should also be the same.

(iv) It was suggested that every affiliated college should have a research and guidance centre. This centre should help the undergraduate students in getting acquainted with the use of the library, preparation of bibliographies, etc., and should help the teachers in getting up-to-date information regarding research methodology, etc.

Discussion was resumed on May 11, 1965. Please see page 74.

3. Discussion with Principals and Headmasters
of Schools and Colleges at Government Training
College, Simla on May 10, 1965

During the course of the discussion, the following points emerged:

(1) The introduction of the higher secondary scheme has not been a success.

(2) There is very heavy load in the 11th class of the higher secondary schools specially as compared to the P.U.C. class in the university. If this arrangement is to continue, proper co-ordination has to be brought about between the contents of the final examination of higher secondary course and the P.U.C. examination.

(3) The Indian School Certificate examination has also undergone frequent changes in order to have a syllabus that would satisfy the various universities in India for purposes of recognition. It would be desirable to avoid such frequent changes.

(4) It was generally agreed that it would be better to have 12 years' schooling before a student proceeds to the university for a three-year degree course.

(5) It would be highly desirable to have a more or less uniform pattern of high school, higher secondary or intermediate examination set up in the whole country.

(6) There should be a body on the lines of the University Grants Commission for giving grants to higher secondary institutions.

(7) The grants-in-aid system of the Government of Punjab was not regarded as satisfactory. It was desired that the Delhi system of grants-in-aid should be adopted.

(8) On account of the lack of finances, private institutions are more or less compelled to admit a large number of students in each class to augment their income from fees.

(9) Care should be taken to ensure proper co-ordination, while starting new secondary schools. It was pointed out that there were two girls schools very near to each other, both having classes in Humanities and Sciences and both having a very limited number of students. It would be better either to have only one such school or to permit only one stream (humanities or sciences) in each of the two schools.

(10) The public examination conducted by the Education Department at the end of the eighth class was not regarded as very satisfactory. Some of the headmasters felt that this examination enabled some weak students also to pass the examination; had they been free to determine promotions, such weak students would have been detained. Further this public examination gives promotion even to those students also who fail in two subjects like English and Mathematics.

(11) It was emphasised that unless better grades are provided, it would be difficult to attract and retain good teachers and improve the quality of education.

4 Discussion with the Principal and the staff
of Government Training College, Simla on
May 11, 1965

The Government Training College, Simla was purely a girls' college until two years ago. During the past two years, it has been working as a co-educational institution though it continues to be a predominantly girls college, both in the composition of the teaching staff and the trainees.

The college has about 50% of its students body from Simla and the rest from other parts of the Punjab and from Delhi.

(1) About 30 to 40% of the girls who receive their training do not join the teaching profession at all. Out of the rest who are willing to join the teaching profession, a majority desires to secure appointments in Simla or in other urban centres.

(2) Very few girls are prepared to take up appointments in rural areas. This is mainly on account of the fact that they do not feel secure in the villages. As most of them are unmarried, they find it extremely difficult to adjust themselves to the social conditions prevailing in the villages. It has been found in quite a few cases that even the village people have been asked to provide residential accommodation to the lady teachers, such accommodation has been made available in rather lonely spots at considerable distance from the village habitation. The behaviour of the Block officials and Panchayat office bearers also leaves much to be desired. It was mentioned that while the behaviour of the village people in the hilly areas towards women teachers is much better, the women teachers find it difficult to stay there also on account of lack of facilities

of transport, medical help etc. The members of the staff felt that until the disparity between the ways of life in towns and the villages gets narrowed down, one should not expect women teachers to move to the villages in considerable numbers.

(3) It was, however, suggested that girls would find it more convenient to go to teach in the villages if certain respectable families in the villages decide to keep these lady teachers as their foster daughters.

(4) It was recognised that the existing one year's B.T. course is not quite sufficient. Effort should be made to give more of practical experience to the trainees before they get their degree. This may be possible either by having them as untrained teachers for a year or two and then send them on to the training colleges at the expense of the State or school management or by insisting on one year's practical teaching experience before the degree is awarded to a student.

(5) The experiment that is going on at present in the Kurukshetra University regarding an integrated B.A.-cum-B.Ed. degree course was welcomed.

(6) It was desired that the existing distinction between the B.T. degree and B.Ed. degree should be removed and only one degree should be awarded for the training course to be conducted by the universities or the Government.

(7) The group felt that if the duration of the B.T. course is to be extended to two years, it would be necessary to provide stipends or regular salaries to the trainees. Otherwise, they will find it extremely difficult to meet the expenses of this course.

(8) The group was not quite sure if two years' B.T. course for preparing teachers for public schools would be a success.

(9) It was emphasised that the existing salary grades for school teachers in the Punjab were very low and the teachers found it extremely difficult to make both ends meet.

(10) Shri C.L. Kapur, Senior Lecturer in the College presented a memorandum in which he advocated the teaching of Sanskrit to be made compulsory at all stages of school education. He desired this for developing the knowledge of Sanskrit among all students especially science students so that in future they could help in developing proper terminology in regional languages. Sanskrit being the mother of almost all Indian languages, its knowledge would help in developing scientific terminology.

On the basis of the discussion that followed, Shri Kapur did recognise that with the addition of the Sanskrit also as a compulsory subject, there would be a very heavy language load in the total curriculum for the students.

- 5 Discussion with the Principal and the staff of S.D. Bhargava College, Simla and Punjab University Evening College, Simla on May 11, 1965

In the resumed discussions with the members of the staff of S.D. Bhargava College, Simla, the Principal and members of the teaching staff of the Punjab University Evening College also joined. The following points were emphasised during the course of the discussion:

(1) The usual lecture method of instruction should be supplemented by guided library readings, written work in tutorials, etc.

(2) Students should be encouraged to make full use of the library and they should be instructed in making use of encyclopaedias, bibliographies, etc.

(3) College teachers should be provided better facilities for undertaking research work.

(4) On account of peculiar weather conditions in hilly areas, the active academic session is shorter than that in the plains. It would be much better if arrangements could be made for special academic session for the hill region which might yield the same number of working days as are available in the plains.

(5) The methods of teaching both at the school stage and in the field of higher education should be such as would encourage independent thinking and creative work.

(6) The college students specially those in the Faculty of Arts should be kept more busy so as to minimise the problems of student indiscipline. This should be possible by increased tutorial work and library readings.

(7) The system of providing the Instructor on a permanent basis in the university evening colleges needs reconsideration. It is not in tune with the recommendations of the U.G.C. for the institution of Instructorship.

(8) As the resources which the Government is able to provide to the affiliated colleges are very limited, these colleges admit large numbers of students to augment their fee income. This leads to deterioration of standards.

(9) It is necessary to diversify the courses as early as possible so that students might go into channels which suit their background and intellectual equipment.

(10) Moral education should have an important place in our educational set-up.

(11) Recreation centres for students are very much needed especially in hilly areas.

(12) The University Evening College staff is not given the Simla Compensatory allowance which is available to Government employees at Simla.

(13) Teachers should be encouraged to build up their own libraries by means of a matching grant for purchase of books.

(14) It is of importance to arrive at a firm decision about the medium of instruction for higher education in the very near future.

(15) There is urgent need for providing additional finance to improve the salary grades of college teachers.

B. GROUP II - PATIALA, KURUKSHETRA, KARNAL AND AMBALA

1. Observations of visits to institutions at Patiala

The following points were raised and noticed during the visits to the various institutions:

(1) The scheme of Model Higher Secondary Schools (there appeared to be 12 such schools in the whole State) seems to be working very well. In these schools the pupil-teacher ratio is controlled and not more than 30 students per teacher are admitted. Teachers working in these schools have some initiative in developing their own programmes. In these schools, the majority of the teachers take up worthwhile projects. In one of the schools, the library was used to very good purpose.

(2) It was seen that the working hours of schools in the Punjab are - in winter from 9.30 a.m. to 4.45 p.m, 45 minutes being allowed for games, with half an hour's recess; and in summer from 7 am to 11 am with a recess of 15 minutes. It is seen thus that the working hours in the schools in the Punjab viz. 6 clock hours per day for class work are of a longer duration than in most of the States and with these hours, it is possible to give greater time and attention to the subjects included in the curriculum.

(3) The College of Education, Patiala, admits 280 students for the B.Ed. course and about 160 students for the J.B.T.C. course. This college, for this reason, is 'comprehensive' and has the size recommended by the Association of Teachers Colleges at the 7th Conference.

This year the College tried successfully an internship programme for practice teaching of its students. In this programme, the school cooperated actively with the college and selected teachers from the schools helped in the supervision and guidance of lessons.

(4) In the discussion with the members of the staff, it appeared that this scheme of internship provided the right kind of atmosphere for practice teaching and secured the active cooperation of the schools. Certain suggestions were made for the improvement of the programme such as (a) need for financial assistance to the schools for the purchase of audio-visual aids, (b) need for a proper orientation course for cooperating teachers, (c) a more active participation and involvement of the school of the staff in the programme etc. It was also suggested that, if some recognition in the form of an added qualification is given to the cooperating teachers, they will have greater motivation for taking part in the programme. Internship programmes would be successful only if they are preceded by demonstration lessons given by selected teachers and members of the college staff, two discussion lessons per student and a week's short-term practice. The students under training require definite preparation and orientation before they can carry out the work assigned to them in an internship programme.

(5) It was agreed by the majority of the members of the staff that there should be only internal assessment for practice teaching and the practical work done during the year. This assessment should be continuous and should not come only towards the end of the year.

(6) As regards the question of recruitment to the teaching profession and to the training college, it was recommended by the majority of the members that the best plan would be to select and recruit persons as teachers and provide them with a pre-training experience for three months after recruitment with a view to acquainting them with the real school situation.

(7) At the College of Physical Education, it was seen that the teachers were being trained for physical education at three different levels. The programme is very comprehensive and gives adequate training for the teachers. A follow-up of the students under training is maintained through an active Old Students Association. The Principal has a scheme in view of developing Honours courses in Physiology and Hygiene so that people completing the course may be considered for employment in institutions such as medical colleges for teaching Physiology and Hygiene. The Principal has also a scheme for introducing Exercise Therapy as an important course at the honours level. He considers that there are good potentialities for employment of people with this training in hospitals and clinics.

2. Discussion with Headmasters in Patiala

During the discussion with the Principals of secondary schools, the following points emerged:

(1) Teachers' organisations in the State do not deal with a tangible programme of improvement in education and devote their attention only to the improvement of service conditions of teachers.

(2) It was the opinion of the Headmasters that, unless better emoluments are offered, it will not be possible to

attract better talent to the profession. As long as the emoluments of the medical and legal professions continue to be much higher than those of the teaching profession, it is not likely that good students from Arts and Science colleges would be attracted to the teaching profession.

(3) The high rate of wastage in primary education on account of the drop-outs at the early stage and wastage of different kinds at the secondary stage where many students were found to be unsuitable was due to the system of education being unwieldy, it was maintained.

(4) The nature of the examinations and the methods used in teaching consequentially emphasised cramming and did not encourage the capacity to think for oneself or to apply the knowledge gained to a practical situation.

(5) There appeared to be absolute lack of articulation among the different levels of education and between the objectives and curricula.

(6) A reasonable teacher-pupil ratio is essential if the teacher is to work effectively.

(7) The curriculum at present is too heavy and is another factor responsible for the use of mechanical methods of learning and teaching.

(8) Multipurpose schools have not fulfilled the expectations or the objectives with which they were started.

(9) The Group generally appeared to be in favour of an organisational pattern of 7 or 8 plus 3 or 2 plus 2. They were of the opinion that a good general education for the first ten years would be desirable and it is only at the end of this stage that proper diversification would be possible.

3 Discussion at the Punjabi University

In the discussion with the Vice-Chancellor and members of the Syndicate and Heads of Departments of the Punjabi University, the following questions were raised:

(1) The language policy and the stage at which the different languages should be used along with the objectives and the standards of attainment for each language.

(2) The basis of selection of students who would prove to 'college worthy' was discussed. It was agreed that some investigation was necessary to find out how the college worthiness should be decided.

(3) The role of the universities in developing the Indian languages was considered.

4. Discussion at the Kurukshetra University

The following points emerged in the discussion with the Vice-Chancellor and Heads of Departments of the Kurukshetra University:

(1) Universities of the type of Kurukshetra are facing the problem of finance. It was stated that the income realised from fees cover only 5% of the expenditure in a university of this type. The members present considered that, for developmental programmes, the U.G.C. grants should be given on a cent per cent basis. There was a very strong case for modifying the present scheme which required matching grants from the University or the State Government.

(2) The laboratories and the accommodation of the science department are inadequate even for the purpose of admitting all first-class graduates who seek admission. It was suggested that the science departments might consider the possibility of staggering the hours of work in the

laboratory so that more students could be admitted.

(3) The scheme for priming up college lecturers that the Punjab Government has recently introduced was considered. It was seen that this scheme, which consisted of training for a period of one month, was entirely in charge of the Colleges of Education and the University and the Heads of Departments were not associated in the organization of the scheme or in participation in the programme. A scheme like this is not likely to yield any good results unless the Universities with their Post-graduate Departments and the Arts and Science Colleges cooperate actively with the Colleges of Education.

5. Discussion with the Principal and staff of the College of Education, Kurukshetra

In the discussion with the Principal and members of staff of the College of Education, Kurukshetra University, the following points emerged:

(1) The four-year integrated programme of general education and teacher education was discussed in great detail. It was pointed out that the first batch of students who passed the examination in 1964 have not yet been absorbed as permanent teachers by Government. This led to a great deal of dis-satisfaction among the students who are now in the college. Out of the batch of 94 that completed the course, it was seen that 15 have joined the M.A. course and another 15-20 are not keen on working as teachers in schools. The fact that the present degree of B.A. or B.Sc. (Education) has not been granted recognition by the universities even in the Punjab has led to some frustration on the part of the students. An attempt was made this year to make the B.A. or B.Sc. course equal to the normal B.A. or B.Sc. course in all respects and to make the education course equal to the B.Ed. course of other universities in all respects. A proposal has been made that the degree given to such candidates who satisfied the requirements of general education and professional education should be B.A., B.Ed. or B.Sc., B.Ed., a double degree

(2) The recent experiment of the comparison of the students of the Kurukshetra College of Education with those of Jullundur and Chandigarh has shown that the top students of the Kurukshetra University are in no way inferior to the top students of other universities who have had four years of general education for their first degree followed by one year's professional education. It was agreed that the experiment was only of a pilot type of experiment and it needs to be followed up by a more scientific and comprehensive investigation. It was, however, considered to be a distinct advantage to the college education and its students that the faculty should consist of specialists in the science and different subjects of humanities along with specialists in Education. This enabled the college to achieve a much better coordination between knowledge of subject matter and professional skills.

6. Discussion with Teacher-Educators and Headmasters, Kurukshetra

At the meeting with the teacher educators and Headmasters in Kurukshetra, the following points were discussed:

(1) Large failures in the Matriculation examination due to (a) stress on quantity of education or expansion of education at the cost of its quality, (b) temporary appointments for periods of 3-6 months of persons, who naturally take very little interest in the work of the school, (c) large numbers of teachers interested in improving their qualifications by taking higher degrees which led to neglect of their regular work, and (d) concessions being granted for admission to Standard IX to students who do not pass in important subjects such as Mathematics, English and General Science in the public examination at the end of the 8th standard. These concessions required the students who had failed in these subjects to study them in the 9th standard since promotion to the tenth standard is not given unless these subjects are cleared.

(2) It was considered that the public examination at the end of the elementary stage which had been eliminated in 1951 and revived again in 1958, served a very useful purpose. It made teachers of the middle

classes work with greater sense of purpose and more earnestness and application.

(3) It was pointed out that many sub-standard institutions were being established in rural areas and in some cases even in bigger towns. It was considered that this led to a scattering of resources and consequent lowering of standards. The rules that the Punjab Government has framed for encouraging the establishment of such schools in rural areas has led to the growth of mushroom schools which cannot maintain standards of teaching and learning. It was suggested that it was an imperative necessity to have a survey of the secondary schools made from the point of view of their needs and their efficiency. It was felt that about 25% of the present secondary schools were below the average and served no useful purpose at all.

(4) The scheme of upgrading schools, which lacked proper equipment and which were understaffed, led to a deterioration of standards.

7 Discussion with Heads of Schools and Education Officers at Karnal

In the discussion with the officers of the Education Department and Heads of schools at Karnal, the following points emerged:

(1) It was pointed out that the targets for enrolment fixed for the third Five Year Plan for the different stages of education had been exceeded at every level. This meant that emphasis was on quantity at the cost of quality. Where admissions needed to be selective as in the case of colleges, actually no selection was exercised.

(2) The scheme of model schools was discussed in detail. It was agreed that model schools, because of their advantages, had a role to play, even though their advantages were confined only to such children whose parents could afford to pay higher fees. To remove this disadvantage, it was felt that a reservation for a certain number of seats for candidates selected on the basis of merit would be desirable provided that the schools were compensated for the loss of fees from these students. It was suggested that private management fulfilling the necessary conditions should also be permitted to establish such model schools.

(2) It was stated that, after the reorganisation of the Education Department, the system of inspections has improved very much. It was, however, felt that the Circle Education Officer or the D.E.O. had to do a considerable amount of administrative work and spend about 25% of their time on enquiries. It was the general view

that the disbursement of salaries and much of the routine work should be the responsibility of some other officer and the D.E.O. should be left free to supervise and guide the work in schools. It was also felt that a separate inquiry officer would be desirable, considering the number of inquiries.

(3) The heads of schools pointed out that they needed to be relieved of much of their clerical work such as routine administration, filling up of statistical returns, maintenance of accounts etc. either by having a senior clerk or an Administrative Officer in schools which have an enrolment of 800-1000

(4) It was considered that the existence of two types of schools high and higher secondary has led to a great deal of confusion. The constant changes in the programme of examinations has added to this confusion. Teachers have very little representation in the school Boards. There are only 4 Headmasters in the Punjab University School Board which consists of 29 members with the result that they have no effective say in the matter of improvement of examinations etc.

(5) The teachers' workload varies from 36 periods of 40-45 minutes per week to 39 periods. This is very heavy. It was suggested that, if there was a Federation of Teachers which could have the power to represent the teachers, the problems, could be solved. The members present thought that the time was not yet ripe for such a Federation.

(6) The members showed no enthusiasm for the establishment of parent-teacher associations by schools though one or two heads reported that they got excellent support from the parents associated with their schools.

(7) It was considered that the teachers trained in the J.B.T.C. course, where matriculation is the qualification for admission, are not able to do full justice to the subjects in the curriculum at the middle school stage. It was, therefore, proposed that there should be a third level of training, requiring higher academic qualification and of a longer duration.

8. Observations during visits and discussion with officers of the Education Department at Ambala

On the 12th May, 1965, the following visits were made:

- (1) Circle Education Office, Ambala
- (2) S.D. Girls Higher Secondary School and the J.B.T.C. attached to it.
- (3) Government Higher Secondary School for Boys and the J.B.T.C. Unit attached to it.

2. The administrative set-up of the office of the Circle Education Officer and the DEOs was discussed. With the reorganisation of the administrative set-up in 1961, the Block Education Officer has 50 primary schools to guide and inspect every year. He is also responsible for the disbursement of salaries. The number of schools to be inspected appears to be reasonable but with the work of the disbursement of salaries the time that could be devoted to the schools does not appear to be enough.

3. The scheme of Model Secondary schools was discussed. The opinion of the officers was that in achievements, their pupils were better than those of the other schools by about 10%, though the expenditure in these schools is three times what it is on ordinary schools. This is partly balanced by the fees which are charged in these schools.

4. J.B.T.C. Units. It was in 1964 that the J.B.T.C. Unit was attached to the S.D. Girls Higher Secondary School. Admission were made in November 1964. The Unit charges tuition fees of Rs. 8 per month. It has employed two B.A., B.Eds and one teacher for Craft and Home Science, for the J.B.T.C. Class. The two teachers between them take 25 periods, the rest of their time being taken up with work in the higher classes. Since the Unit was

started only seven months ago and since the Principal does not seem to have a clear idea of the requirements of such Unit, its equipment and programme the work done appears to be quite inadequate. The major craft of Home Science had not properly commenced work and the part-time teacher employed for the purpose was not qualified to teach Home Science.

5. The J.B.T.C. Unit attached to the Sohan Lal Training College appeared to be doing good work. They have 40 men and 52 women in the two units. Since the units are located in the B.Ed. Training College, the equipment is available and proper provision has been made for the teaching of crafts. One feature worth recommending is that for co-curricular activities, two J.B.T.C. Units and B.Ed. classes are amalgamated and function as one general body. The students Council consists of elected students from the B.Ed. class as well as J.B.T.C. Units. While discussing the course for J.B.T.Cs the Principal pointed out that the content courses in various subjects were generally of the Matriculation level. So the first year, except for the two papers on the History of the National Movement and Principles of Education was practically wasted.

9. Discussion with Heads of Schools and Principals of Colleges, Ambala

At the meeting with the Headmasters and the Principals of the Colleges held in the office of the Circle Education Officer, the following points were discussed:

(1) The shortage of science teachers especially with the qualifications of M.Sc. It was stated by the Principal of a Teachers College, who was present, that the students who offer B.Sc. for their degree is dwindling fast. The following measures were suggested for meeting the situation:

- (a) Summer Institutes should be started either to take up M.Sc. work or to take up condensed courses especially to cater to the needs of the teaching of Science in Higher Secondary Schools.
- (b) Teachers with B.Sc. working in Higher Secondary Schools should be allowed to complete the M.Sc. course by attending a University during the vacations, especially the summer vacations. In order that the M.Sc.s were not lost to the teaching profession on acquiring the qualification, it was desirable if teachers on completing the course were given a special kind of a diploma or a certificate.
- (c) B.Sc. teachers at the moment felt frustrated because they had no facilities for acquiring the Master's qualification without being compelled to go on two years leave and thus be eligible for the higher grade of lecturers or the posts of Principals. Many of the B.Sc. students actually changed the subject and appeared for M.A. in some subject in order to improve their qualifications, and thus good science teachers in science are lost to the schools.

6. Organisational Pattern: The Group generally was in favour of the organised pattern of school education of 5 plus 3 plus 2. It was suggested that, at the middle school stage, a study should be made of the attitudes of pupils so that that they could be got properly trained when the stage of diversification comes. If the stage of diversification was to come only after ten years of schooling, then the study of interests and aptitudes will have to be pursued further during the three years of high school education. There was no general agreement in the Group as to whether the revival of the middle school examination has led to improvement. One person actually made a statement that it has been the case of deterioration. During the discussion, however, it transpired that he was not opposed to the examination itself but to the special concessions granted for students who pass in five subjects but fail in Mathematics & English to clear these subjects in the ninth standard while they are continuing in the 9th. The general feeling was that the examination did help in raising standards by bringing in seriousness of purpose on the part of the teachers and the pupils.

C. GROUP III - JULLUNDUR, AMRITSAR, LUDHIANA

1. Observations on visits to Institutions

The Education Commission visited the following institutions at these three centres:

1. Pre-primary school, Jullundur
2. Government Girls Multipurpose Higher Secondary School, Nehru Garden, Jullundur
3. Government Training College for Teachers, Jullundur
4. Government Randhir College, Kapurthala
5. State School-cum-College of Sports, Jullundur
6. D.A.V. Higher Secondary School, Amritsar
7. Government Girls Higher Secondary School, Mohan Gate, Amritsar.
8. Government Higher Secondary School, Town Hall, Amritsar
9. Government Girls Higher Secondary School, Nawankot, Amritsar
10. Government Higher Secondary School for Girls, Mall Road, Amritsar
11. Khalsa College, Amritsar
12. Agricultural University, Ludhiana
13. Government College, Ludhiana
14. Jain Higher Secondary School, Ludhiana

General Observations:

1. In the higher secondary schools which run in two shifts, the Principal looks after both the shifts and there is only one clerk for the whole day. This is too heavy a burden on a single clerk. There is urgent need for more clerical assistance.
2. There are only three posts of lecturers sanctioned for each higher secondary school, and 2nd class Masters' degree holders are appointed to these posts. Many of the other teachers are

also M.As but they are in a lower scale of pay. This causes considerable resentment among the teachers.

3. The State School-cum-College of Sports, Jullundur, is the only one of its kind in Asia. It is a regular school-cum-college with emphasis on sports. It is fully residential and provides free boarding. Course of studies includes humanities and science. The college is affiliated to the Punjab University.

4. The D.A.V. Higher Secondary School, Amritsar, offers a diversified programme with four streams. Class strength varies from 60-70 in the middle school and 50-60 at the higher secondary. About 66% of the students opt for science stream and 33% for humanities. The fine arts students of the school find good job opportunities in the local textile industry. A daily library period for every class and the research project which the school has taken up on the reading habits of children are the special features of the school.

5. Physical facilities are very sub-standard in some of the institutions as for example, in the Government Girls Higher Secondary School, Mohan Gate, Amritsar, Government Girls Higher Secondary School, Nawankot, Amritsar. A large number of schools are held in the open, under trees and on the terrace without any protection from the rain and sun.

6. Mathematics is optional for girls in the middle school and those who have not taken Mathematics find it difficult to take the science stream.

7. The junior division of the NCC which is on a purely voluntary basis, is popular.

2. Discussion with Headmasters and Principals of Higher Secondary Schools, Jullundur, on 10th May, 1965

1. Any experiment in education should be given a fair trial before changes are made.

2. The higher secondary system was introduced without adequate preparation.

3. Secondary education cannot improve without a corresponding improvement in the teacher training programme. Teaching practice is the most important aspect of the entire programme.

4. Training colleges should be equipped and staffed adequately.

5. There should be emphasis on the building up of personality and integrity of character.

6. Study of languages is very fundamental for upgrading standards.

7. A spirit of cooperation in education should be encouraged rather than the spirit of competition.

8. Facilities for training of technical teachers should be enlarged in view of the anticipated expansion in the programme of vocational education.

3. Discussion with Principal and staff of Randhir College, Kapurthala, on 10th May, 1965

1. If education is to be improved, it has to start at the primary stage.

2. Education should not be exposed to the vagaries of politicians but should remain in the custody of teachers.

3. Teachers should maintain high ideals and status.

4. Lowering of standards will be inevitable on account of mass education. But a common minimum content and minimum quality should be provided for.
5. There should be screening of students at the elementary and higher secondary levels.
6. The Higher Secondary system has not been successful; but reversal at this stage would be a retrograde step and unworkable. We should on the contrary, improve the existing schools through supply of equipment, provision of better teachers etc. The proposed system of 12 years would be an improvement on both the old and the present system.
7. Classes XI and XII should be located in a separate institution or should be a separate unit in a higher secondary school.
8. There should be one medium of instruction at the school stage. Opinion was divided on what this should be. A small group was of the opinion that it should be English but it was obvious that from educational and psychological point of view English cannot be the medium of school language because it would strangle all creative activity. For the purpose of national integration and preservation of the unity of the country there should be one common link language at the university stage and this language could be Hindi if proper efforts were made to develop it and also if the South can come up to the standard. Steps should be taken to see that Hindi becomes the effective vehicle for scientific and literary communications. Till the development of this link language, English should continue as the medium of instruction.

9. There should be selective admissions at the university.

10. It was suggested that Government should ensure that over-qualification should be avoided as much as under qualification and B.As and M.As should not be allowed to apply for junior posts. Those who are unable to secure admissions into colleges should be provided opportunities to pursue higher education through correspondence courses and vocational courses.

11. Voluntary agencies have a role to play in the expansion of secondary and higher education. Government should assist these agencies to the extent they deserve.

12. The teacher is the pivot of the educational system and improvement in his economic conditions and status is indispensable for the educational system.

13. The N.C.C. has been a complete failure especially after it has been made compulsory. It has undermined discipline in the colleges and affected studies adversely. Games have also suffered because of N.C.C..

4. Discussion with Principals of Higher Secondary Schools, Amritsar, on 11th May, 1965

1. Secondary education should be for four years, 9-11. This may be split up into two parts of two years each.

2. Education should be compulsory and free up to Class VIII.

3. There are many students who are not for high or higher secondary education and these should

be diverted to education in craft and different types of technical, mechanical and other careers. These vocational courses cannot be provided in the academic schools.

4. Selected higher secondary schools may be converted to a 12-year course and at the same time colleges may also provide the 12-year course.

5. Where the community is willing to assist in the development and expansion of schools, Government should give all possible encouragement in opening and upgrading schools.

6. Criteria should be laid down for the selection of higher secondary schools to be converted to the 12-year pattern. These criteria once laid down, should be strictly adhered to.

7. Teachers working in Intermediate colleges or higher secondary schools should have working conditions comparable to those of the lecturers in colleges. This will apply to salaries, workload, vacations etc.

8. A Secondary Education Commission similar to the University Education Commission should be established to render financial assistance to higher secondary schools. This will attract teachers with better qualifications.

9. At present there is disparity between the curriculum of the higher secondary school and the pre-university course; in the pre-university course a student offers only four elective subjects whereas in the higher secondary school he has to offer three optional subjects, two languages and a craft. Also, there seems to be no purpose in making

students who have taken science elective to offer a paper in general science also.

10. There should be a uniform policy in regard to the curricula at the school level. Some States have examinations in core subjects while others do not.

11. Since there is a multiplicity of patterns and difference in the standards of attainment at the secondary stage in the different States, it is essential for the maintenance of standards throughout the country to have a national standard of attainment at least at the end of Class X. This national standard should be arrived at after making an assessment of the present standards of high and higher secondary schools in the different States.

5. Discussion with the Dean and Heads of Departments of Agricultural University, Ludhiana, on 12th May, 1965.

1. This University was established in 1962. It provides instruction in agriculture, agricultural engineering and veterinary science at two campuses - Ludhiana and Hissar. All responsibility in the matter of teaching, research and extension education in agriculture rests with the University.

2. At the school level, students are not adequately prepared in basic sciences and humanities and thus they come to the university with a poor knowledge of Physics, Chemistry, Mathematics and English.

3. To enable poor but deserving students who are unable to proceed beyond the middle or high school, the University conducts an agricultural sub-inspectors course where the students are given

a stipend of Rs. 30 p.m. This course is very popular...

4. During the Fourth Plan, the University proposes to start a number of vocational agricultural schools for students who fail at the middle school or high school and who are unable to continue with their studies. They will be trained in agriculture so that they can go back to the farm.

5. Unless attractive job opportunities are provided for agricultural graduates as compared with science engineering or medical graduates, the boys would be reluctant to go to agricultural education.

6. Cooperation between research and extension is being established by providing a number of subject matter specialists working at the district and block levels and maintaining liaison with the University.

7. The curriculum in agriculture should be drastically modified in the higher secondary school if it is to be terminal.

8. Villager should have a basic knowledge of agricultural practices. Students who go back to the farm after graduation will make better farmers and extension workers in their own psychological and sociological conditions.

9. Frequent changes in the system of education are not desirable. The present structure should not be changed but should be improved upon.

10. The education of the top-most five students in every school should be supported by the State so that really good students are given an opportunity to proceed to the University.

11. Regarding N.C.C., the consensus of opinion was that it had contributed to the discipline of the students. It gave a sense of responsibility to the students. If it is made optional, only those who

are interested will take it and the standard will certainly be higher.

12. The study of English should be introduced at an early age, preferably from Class III, if not from the beginning. For the sake of inter-change of ideas, uniformity and homogeneity, English should be the medium of instruction at the university level.

6. Discussion with Principal and Staff of the Government College, Ludhiana on 12th May, 1965

1. The higher secondary system has not improved standards but on the contrary has resulted in deterioration. Students are unfit for the kind of work they are required to do at the colleges.

2. Educational opportunity should not depend upon the status of a person in society but on his aptitude.

3. The policy of taking higher education to the villages is not sound. Good students always come to the towns for higher education. Only selective admissions should be allowed. Students who cannot afford higher education and talented students should be assisted by the State.

4. Certain minimum standards should be ensured in all the colleges.

5. Separate science classes in colleges should not be opened for girls if facilities exist in boys colleges to avoid duplication and conserve resources.

6. Public schools should be improved but admissions into them should be based on the basis of talent but not on wealth.

7. Several factors have contributed to fall in

standards. One of them is that teachers were not trained for the various changes that have been introduced.

8. As regards the medium of instruction, an average graduate of today cannot express himself either in English or in Hindi or in Punjabi. Thus there is really no medium of instruction at the higher secondary level but only the medium of examination. The third reason is that inexperienced M.Sc. teachers are allowed to teach degree classes.

9. The curriculum at the higher secondary stage is over-loaded with subjects and subject matter. The number of subjects should be reduced.

10. Regarding N.C.C., the group was of the opinion that when it was implemented on a voluntary basis, students were eager to take the training but now students wished to avoid it. Regular army officers do not come to the parade. Attendance is erratic and the training unsystematic. N.C.C. certainly gives a good bearing and methods of work but the results are not commensurate with the time and expense spent on the programme. It also interferes with standards of education particularly with the science classes and sports activities.

11. The element of election in the university should be reduced to the minimum possible. The number of Felloww should be drastically cut down. University Act should be reviewed.

7. Discussion with Principals and Headmasters of High and Higher Secondary Schools, Ludhiana, on 12th May, 1965

1. Students passing from the PUC are better than the higher secondary candidates.

2. The higher secondary syllabus is over-loaded to the extent of 40% over and above the PUC.
3. Accommodation for many large-sized higher secondary schools is far below standard.
4. The pattern of 10+2+3 may overcome the shortcomings of the present system to some extent.
5. There are too many examinations at present - Matriculation, Higher Secondary Part I, Higher Secondary Part II and pre-University. The first two should be amalgamated as also the last two.
6. Examination should be abolished altogether and instead only completion of education certificates should be given. There may be entrance examination to university services, etc.
7. The training provided in training colleges is not linked to the day to day work in schools.
8. Much of the difficulties of the higher secondary education arise because it is controlled by the university. If a Board of Higher Secondary Education is set up, it will improve matters and also relieve the university of the responsibility for holding examinations.
9. There is general lack of interest and devotion to duty by teachers. There is scope for improvement in the human element of the teaching profession.
10. Disparities in pay scales should be removed as for example in the teachers of science and the teachers of agriculture.
11. Competent and inspiring teachers should be provided for the primary stage by paying equal salaries for the same qualifications in whichever class the teacher may work.

12. There is a great rush of pupils to government schools because the education is free. This handicaps these institutions from providing quality education. On the other hand, private institutions get those pupils who can afford to pay for it. Education should be either free in all schools or all schools should levy fees.

D. GROUP IV - CHANDIGARH

1. Visit to Government Senior (High) Model School, Sector 16, on May 11, 1962

This is one of the 10 institutions developed as model schools by the State Department as an experimental measure*. The special features of these schools are :

(i) English commences from Class I.

(ii) Fairly high fees are levied ranging from Rs.10/- to Rs.15/- per month.

(iii) Better equipment and other physical facilities are provided.

(iv) A good faculty is provided.

(v) A certain degree of flexibility is permitted in the curriculum.

2. This school is the only one among the 10 model schools established by the State Department where the medium of instruction is English. The school provides classes from kindergarten to class X. Total enrolment has increased over the last 11 years from 250 to 900. There is a heavy rush of applicants each year because of the quality ensured.

3. The teacher-pupil ratio is one to 30. Scales of pay of the faculty are the same as in other institutions. Attempts are made to provide first class or second class graduate trained teachers. The Department is trying to draw up a pool of first or second class graduate teachers for being posted to such schools. A large number of teachers are Masters' degree holders and all except two teachers are graduate teachers. Three posts of lecturers have been sanctioned. The results of the school are uniformly high, being 95% in the last Matriculation Examination.

*Please see Part V item 1 for a detailed account of this programme.

4. The curriculum is drawn up jointly for the 10 model schools. The three languages, namely, English, the first language and the second language start simultaneously in Class I. The standard of spoken English is very good. There is an N.C.C. Unit in the school of 50 Naval Cadets. Physical facilities in the form of laboratories and libraries are fair. The annual fee income is about Rs.80,000 and the expenditure on teachers' salaries is about Rs.1.20 lakhs.

5. Although flexibility is permitted before Class X, all the children take the same Matriculation examination; thus the challenge is absent after Class VIII.

6. It would also seem desirable to introduce a more democratic element in these institutions so that the poor but meritorious children are not excluded from the benefits of such a quality institution. The concept of developing such quality schools is, however, a sound one and worth developing further. A greater amount of provision for options and richer programmes for the gifted children to proceed further would be worth attempting.

2. Visit to Government Girls Higher Secondary School (Sector 18) on May 11, 1965

1. The school is located on a spacious campus with a building worth about Rs.7 to Rs.8 lakhs. The school runs in two shifts, the first shift from 6.30 a.m. to 12.30 p.m. and the second from 12.40 to 6.40 p.m. The first shift takes in classes IX, X and XI and the second shift classes VI, VII and VIII. Total enrolment is 2,300. Number of teachers is 75.

2. The school provides four diversified courses, humanities, science, home science and fine arts. Each secondary school is allocated 3 posts of Lecturers in the grade of Rs.200-500. There are altogether 768 such posts in the State. The school gets the best result in Chandigarh, next to the D.A.V. School, in the higher secondary examination. The school has good science laboratories and a fair sized library; a hostel has been put up which has not yet been occupied. In spite of the fairly spacious building, accommodation is not enough for the enrolment. Number of science teachers is also inadequate since over 320 students offer science.

3. In the middle school girls have home science as a compulsory craft. A fair sized and well equipped home science room is available.

4. An N.C.C. army unit of 50 girls is functioning in the school.

5. The craft programme includes leather work and needle work. Music is offered as part of fine arts programme and includes vocal and instrumental music.

3. Visit to Government Boys Higher Secondary School, Sector 23, on May 11, 1965

This school has a total enrolment of over 2000, and 72 teachers. It offers humanities and science. It works in two shifts in the same way as the Government Girls Higher Secondary School. The laboratories are better fitted and equipped than the girls school. Two NCC Units of 100 cadets are functioning in the school. The result during the last year was 85% in the middle school and 57% in the higher secondary school examination. In spite of having 24 class rooms, the school is still short of accommodation. It is also short of furniture especially in the laboratories. A boundary wall is needed for the compound. The school specialises in physical education and scouting activities.

General observation:

The State Department has prescribed 245 working days for secondary schools which includes 220 teaching days and 25 examination and other days. The distribution of holidays is as follows:

Summer vacation	6 weeks
Winter break	1 week
Spring holidays	1 week
Total	8 weeks
Sundays	45
Other holidays	20
Total	120 days.

The MLA Advisory Committee on Education, set up by the State Department under the chairmanship of the Education Minister and with the Education Commissioner, D.P.I. and Joint Directors as members, also considered this question and agreed with the recommendation made by the C.A.B.E.

at the Pachmarhi Conference, that the number of teaching days should be not less than 220 and the number of working hours 1200. The distribution of time in the school is as follows :

Classes VI to VIII

1. Compulsory subjects - 6 (Three languages, Mathematics, social studies and general science).

A seventh compulsory subject of craft has been prescribed by the Department but is very rarely observed. Therefore, there is practically no craft teaching in the middle classes.

2. Optional Subjects: Any one out of Sanskrit, Drawing, Agriculture and Needle work. This school offers only Drawing and Sanskrit.

3. Total number of periods in the week is 48, 8 periods a day, each period 40 minutes long during the week days and 30 minutes on Saturdays. There are thus 30 teaching hours in the week. The distribution of hours is as follows :

Classes VI to VIII - English 9, First language 8, Second language 3, Mathematics 6, Science 5, Social Studies 6, Optional 5 and physical education and other activities 6.

Class IX: English 12, First Language 7, Second Language 3, Mathematics 9, Science 4, Social Studies 7, Craft 2, Physical Education 3 and Class meeting 1.

Electives do not start until Class X.

Class X: Science Group Electives - three subjects, each having five periods, total 15.

Core Subjects: Mathematics 8, English 7, First Language 6, Second language 2, Social Studies 5, General Science 3, Craft 1 and Class meeting 1.

In the case of Humanities group, the same distribution is followed as above except for the fact that the first language gets three periods and general science six periods. It may be observed that no time is provided for physical education within the time-table.

<u>Class XI:</u>	Electives (3)	30
	English	10
	1st Language	2
	2nd Language	3
	Crafts	2
	Class Meeting	1.

Observation:

Without a foundation of craft in the middle schools the provision of craft in higher classes seems without much purpose. There is no theory examination in craft. The practical part is examined by the university but it is nominal. The distribution of time between the subjects does not seem to follow any basic principle but is mainly geared to prepare the pupils for the examination.

Staff:

Principal	1
Lecturers	3
Under-Graduate Teachers	28
Graduate Trained Masters	40

A graduate teacher when he starts his career gets about Rs.200 and a master's degree holder with first or second class will get about Rs.250/- and when he gets his maximum he will receive about Rs.400/-. At Chandigarh several allowances are given such as the Chandigarh City Allowance, D.A., Temporary Allowance, House Rent Allowance, etc.

4. Visit to State Institute of English and discussion with staff on May 11, 1965

1. This Institute was started in September 1963. So far its activities have been confined to the training of secondary school teachers. In view of the magnitude of work involved, 40 schools have been selected by the State Department where the structural method will be tried out. Teachers from these schools are trained by the Institute and are expected to be posted back in these schools. Four courses, each of four months' duration, have been completed so far and over 120 teachers trained.
2. In these 40 schools books written on the structural method and developed by the Institute of English, Allahabad, have been introduced. This is the second year of the scheme; the programme having been introduced in Class VI and Class VII.
3. A proposal has been made for a crash programme of training 2000 teachers a year in four week course based on the 'Snow-ball' scheme of Madras.
4. One of the problems seems to be the lack of coordination between the training of the teachers and their placement in the selected schools. There is need for rationalising the transfers of these teachers.
5. As regards production of literature, notes on the teaching of English have been circulated to the teachers.
6. At present the B.A. students take English compulsory in their three-year degree course and offer one paper each year for three years. This is all the background that the student has in English. But all these students are expected to teach English

in the secondary schools. This background seems to be inadequate to make a good job of English teaching.

7. It would appear necessary to re-examine the training programme to see whether it could be tied up more closely with a new method of teaching English in these schools. With the proposed programme of introducing English in class IV, the problem of teacher supply would take on more acute proportions.

5. Discussion with the Faculty of the Post-Graduate Basic Training College on
May 11, 1965

The Course in English Methods

1. The point raised in the State Institute of English that the syllabus on the methods of teaching English in the training colleges was not linked with the new methods of teaching required in the classroom, was discussed. The Principal pointed out that the only lacuna in the training college syllabus was the absence of structural approach, but the lecturer had been trained in that method and he acquainted the students with it in the process of his teaching. There was no provision, however, for teaching phonetics but lectures were organised unofficially. It was also pointed out that the teaching of phonetics was very difficult at this stage and in such a short time, when the pronunciation of students had already been set. A further problem was that when teachers went back into the schools, the structural method was not followed. The training college, therefore, tried to introduce the students to the various methods of teaching English leaving it to his resourcefulness to select the most appropriate method in the classroom situation. The

nationalised textbooks in English followed no particular method at present. However, the Department had set up a committee recently which examined the textbooks produced elsewhere such as Allahabad, to see whether they could be adapted.

Out of 212 students, 135 take methods of teaching English but there is only one Lecturer to handle this big group.

Craft Teaching

2. The question of the function and purpose of teaching of craft in the training college was discussed. At present there is little or no craft teaching in the middle schools. In the higher secondary schools there is only a nominal provision for craft. It is also doubtful whether the training given in the training college is sufficient to give them the necessary skill to handle craft at the higher secondary school. The general opinion was that they needed further training. In this context, it was a point for consideration whether devoting nearly 25% of the trainee's time to the learning of craft was worthwhile. Did he use that skill at all? Did craft need a specialised teacher or could it be taught by other teachers? If it could be taught by other teachers, why did we have special craft teachers in schools? If it was to be taught only by specialised teachers, why did we impart this training to every trainee?

If it was a matter of cultivating attitudes to work, students at this age were too old for new attitudes to be developed. It was also pointed out that most students took craft as a burden because it had no purpose. A programme related to

other subjects such as workshop skills for science teachers, etc., would have a greater functional value.

Vitalising the Teacher Training Programme

3. The question was raised as to how the training programme can be kept vital. What is 'vitality' in a training programme? The following suggestions were made :

- (a) Skills which are useful and related to a need should be introduced, such as, workshop skills, carpentry and masonry.
- (b) Students and faculty should take greater part in maintaining the college premises and depend less upon servants.
- (c) Selection of teacher educators has to be carefully made. People with insight into life and with a capacity to make an impact on education should be selected for these posts.
- (d) Scientific criteria should be developed for selection and admission of candidates to training institutions.
- (e) A system of recruiting teachers before they are trained might make them take the training programme more seriously.
- (f) Greater emphasis should be laid on practical work, and demonstration lessons.
- (g) Schools are not too enthusiastic about students coming to them for block practice. This could be improved if the teacher educator makes greater effort to enthuse the students and the schools in this co-operative task. He must associate himself very closely with the practising schools.

(h) Teacher training has not been given the recognition of a technical institution. The professional importance of teacher training should be recognised and scales of pay should be on a par with technical colleges.

Training Programme for Teachers of the Mentally Retarded

4. The training college has a programme for training teachers of the mentally retarded. So far 27 teachers have been trained in this subject. A laboratory school for the mentally retarded is available on the campus. It is a point to be examined whether teachers who are trained through this course will find situations in which their training would be used. There is need for relating the training programme to the employment potential in this special area.

6. Visit to the Government College for Men and Discussion with Principal and Faculty on May 12, 1965

1. There are 880 students on the rolls and the staff has 54 members. The college offers undergraduate courses in science and arts. The enrolment in science is slightly more than that in arts.

2. The major part of the discussion was on whether the scales of pay of affiliated colleges should be the same as that of the university. How is work-load defined? Is it only by the number of teaching hours? Equality in scales of pay based on the same qualifications, and teaching the same class for the same number of hours, may still elude the factor of efficiency. Equalisation should be considered in the total context of the teaching profession rather

than for specific groups. Also the system of remuneration should be such that the incentive to reach up will always be present.

3. A suitable machinery should be evolved to evaluate affiliated colleges and help them to grow. When institutions come up to standard they may be declared autonomous or treated as constituent colleges and given university scales of pay.

4. It would also be worthwhile to consider the idea that no professor in a university should continue for more than five years unless his performance justifies it.

5. The University Education Commission recommended that Government colleges should be handed over to the universities. But this suggestion did not succeed in a State like Mysore where the Government colleges became subservient to the affiliated colleges and finally the Government had to take them back. That the State Department should not take on the load of running Government colleges is correct but to hand them over to the University does not appear to solve the problem. Perhaps the alternative solution would be to create an autonomous body for Government colleges with funds from the State Department and the University Grants Commission. This would help to delink the scales of pay of Government colleges from the rest of the pay system. Such an autonomous organisation would provide more academic freedom to the faculty for research, experimentation, etc.

6. There is no coordination between higher secondary and the university curricula at present. It would be desirable if model syllabi for all stages could be prepared by the Centre.

Medium of Instruction

7. A large section of the Faculty was of the opinion that English should continue as a medium of instruction in the colleges and that Hindi or the regional language should be introduced only when their literary status was raised sufficiently high. The general feeling was that although theoretically the highest education should be available in the regional language, the ideal conditions necessary for that step do not exist, and we are not yet ripe for the change over.

Another body of thought felt that sufficient attention had not been given to developing the regional languages. Also, there is a close relationship between the language of instruction and the language of employment in determining the medium of instruction.

In the B.A. courses in the Punjab University there is no scope for a student to study any of the regional languages. This is another handicap in developing the local language.

7. Visit to the Home Science College and Discussion with Faculty on May 12, 1965

1. This college was started in 1961. It offers a three-year course in Home Science for students who come after higher secondary or P.U.C. or Indian School Certificate Examination. The total enrolment is 158 with 80 students in the first year, 49 in the second and 29 in the third year. The college is located in premises designed for a higher secondary school. In the opinion of the Faculty, the accommodation is not enough to provide for the variety of practical courses and the many groups into which the students have to be divided.

2. The staff also seem to feel that the scales of pay are not attractive enough to draw Master's degree holders in Home Science. The college is being taken up by the Ludhiana Agricultural University when the faculty will get university scales of pay and the problem would be solved. When a doctor is appointed on the college faculty it would be desirable to treat her on the cadre of the medical department, lent to the college on deputation basis.
3. There is a proposal for starting the M.Sc. course but this can fructify only when more staff is available.

8. Visit to D.A.V. Higher Secondary School and attached Junior Model School on 12th May, 1965

1. This institution was started in 1886 in Lahore and was shifted to Chandigarh after Partition. Its total enrolment is 2,500 including the junior model school. It has a staff of 72. The school runs in one shift from 7 A.M. to 1 P.M. The junior model school has classes I to V, and the higher secondary school from classes VI to XI. Fees are levied at the following rates :

Class I to Class V	Rs.11/-
Class VI	Rs.3.50
Class VII & VIII	Rs.5/-
Class IX	Rs.8/-
Class X	Rs.9/-
Class XI	Rs.10/-.

The Department has permitted the school to levy 50 paise more than the accepted rates in the middle school classes and Re.1 extra in the higher secondary classes. This is because the school gets very little grant-in-aid from the Department and has to make up its deficit from fee income.

2. English is started from Class I, Hindi from Class I, and Punjabi in Class IV. When these students come up to middle school they are put in separate sections with advanced English; otherwise the advantage of having a special programme in Classes I to V is not made use of very much in the higher classes. However, the performance of these students in English is better than other students.

3. The school has a consistent record of the best results in the State in the higher secondary examination for the last several years. In the higher classes the medium of instruction is English in the sciences. The school building has been put up at a cost of Rs.4 lakhs. Physical facilities have been very well utilised, but accommodation is inadequate for the enrolment. Several classes are held in the verandah and three classes are held under the trees with a very ingenious arrangement of cement seats and writing desks. A special room has been set apart for social studies where every inch of wall and ceiling space has been used for illustrating various aspects of historical and geographical phenomena. The library has a fair collection of books. One period is set aside for each class per week for library work. The teacher pupil ratio is 1 to 35. Annual expenditure is Rs.1.67 lakhs. There is a hostel for boarding 60 students.

4. The curriculum differs from other higher secondary schools in the following features :

(a) Four languages are taught in Class VI and VII - English, Punjabi, Hindi and Sanskrit.

(b) Elective subjects start from Class IX and the time allocated for electives increases in classes X and XI.

(c) Ved path is taken up by all students, whatever denomination they may belong to.

(d) In Class VII, Sanskrit is the alternative to Drawing.

5. A bulletin board is put up in every class in which are displayed the photographs of the most regular boys of the month, the best essay writer, the best poem writer, etc.

6. The school has a system of minus marking under which a boy loses marks for certain lapses like irregular attendance, etc. and gets plus marks for certain positive qualities like honesty, etc. One clerk is in charge of all the 2400 pupils and makes the entries as they reach him from the headmaster. When a boy gets minus marks his parents are informed either to withdraw the pupil or to help him to make good.

9. Visit to the State Institute of Education on May 12, 1965

1. The members of the Commission met the faculty of the State Institute of Education and the Junior Basic School as well as the teacher educators and block education officers who were attending a four week training course in the Institute. The following two points were discussed :

- (a) How the inspecting officer can devote time to academic work in the course of his inspection and supervision?
- (b) Whether greater coordination can be achieved through a system of school complex.

2. It was observed that at present the block education officers are able to give about six to seven hours to each school in a year spread over one inspection and two visits. Out of this only a small proportion goes to academic work. Besides, the B.E.O. is to attend to many other administrative duties also. A view was expressed that a school with three teachers should be visited once a month and five hours should be devoted. But this arrangement would need a very much larger number of officers which might not be feasible.

3. The alternative would, therefore, be to decentralise the supervisory functions and make headmasters of high schools or middle schools responsible for the guidance and supervision of a cluster of schools around them. This assumes that the high school selected as the centre of such a complex should have good facilities, should have at least four trained graduates, and that the headmaster should be relieved of other duties to enable him to devote time to this work. A suggestion was made that if the headmaster-supervisor also maintained the C.Rs. of the teachers of the schools in that complex, his supervision would have greater weight. The headmaster-supervisor should be given special training for this task. He should not have to supervise a group of more than 30 to 40 teachers in 10 to 12 schools located within a radius of 4-5 miles.

4. At the district level, there would be one officer who would discharge both administrative and supervisory functions. Under him there would be two officers, one taking care of the administrative work and the other of the supervisory work.

10. Discussion with Vice-Chancellor and Members of the Academic Council of the Punjab University on 12th May, 1965.

1. Dr. A.C. Joshi, Vice Chancellor, explained in brief the special features of the university organisation. The honours school system for science students was the only one of its kind in the whole country. The standard of the theory course of the honours school is on a par with M.Sc. of other universities.

2. The Master's degree course had till now, been purely by research but from the current year two theory papers were also introduced. But there would be no regular instruction but only guided reading and discussion. The university also proposed to introduce inter-disciplinary courses such as bio-chemistry, bio-physics and micro-biology.

3. The out-put of M.Sc.s is so limited that the university cannot supply Masters' degree holders to affiliated colleges. Given additional facilities it might be possible to increase the output in the course of the next five years.

4. Every new university should be principally concerned with improving the academic standard. A purely affiliating university has no effect on standards but it only conducts examinations. All teaching universities in the State should join hands so that the benefit of all of them would go to all the affiliated colleges. This would be better than one university projecting itself on all the colleges.

5. The benefit of a teaching-cum-affiliating university comes through curriculum framing. The

Board of Studies of the Punjab University has a good representation of the affiliated colleges. The university professors are ex-officio members.

6. As regards evening colleges, the university has laid down that the members and instructors of these colleges should work during the day at research and improve their own qualifications and qualify themselves for full lecturer's posts. This provides an incentive for the members and instructors to maintain professional growth.

7. As regards pay scales, the university lays down scales of pay for the non-Government colleges and the Department of Education does so in respect of the Government colleges. The discrepancy in the scales of pay no doubt agitates the mind of the affiliated college faculty. However, the Government grades are linked with other departmental scales. However, there should not be too big a gap between university scales and affiliated college scales.

8. In order to raise the quality of affiliated colleges, the university is thinking of setting up regional centres with staff from the university. Three centres are likely to be set up in the Fourth Plan at Simla, Rohtak and Jullundur.

9. As regards the medium of instruction, the Vice-Chancellor was of the opinion that whenever a university changed to the regional language, provision for English medium should be provided at the same time. At the post-graduate level he was of the opinion that there should be only one medium, namely, English today and Hindi when it comes. English should begin after primary

stage, and whatever deficiency exists should be made good in the pre-university course which should be a remedial stage.

10. Regarding the proposal of the State Government of setting up of an autonomous board for secondary school examination, it was pointed out that the conduct of these examinations was giving an annually increasing income to the university and this allowed a certain degree of freedom and flexibility. The State should now give a block grant to compensate for this loss plus a 5% annual increase so that the university can look ahead and plan accordingly.

It was suggested that the grant should be made on the basis of the estimated committed expenditure for five years, and in addition a developmental grant should also be given which can be fixed every five years.

11. A Committee of Vice-Chancellors for each State with one of the Vice-Chancellors as Chairman in rotation, might help in co-ordinating and maintaining standards. This will not be a grant giving body.

11. Discussion with the Faculty of the Punjab University, on 12th May, 1965.

1. The examination system and the relationship between external and internal examiners was discussed at some length. It was pointed out that the papers are set by the internal examiner in the sciences but the external examiner evaluates the papers first, and then the papers are evaluated again by the internal examiner and differences are reconciled by correspondence. Wherever the two do not agree, the Chairman of the Board of

Examiners makes the final decision. In the Arts subjects, however, the papers are set by the external examiner. This practice was introduced because of certain malpractices in the past. However, the Faculty seemed dissatisfied with this arrangement since they had no scope to moderate the papers or to modify it in any other way. Some day we shall have to think of abolishing examinations. The question was at what point do we begin? The post-graduate departments seem ideally suited for such an experimentation and the introduction of sessional evaluation. In the science honours scheme the internal examiner is consulted at every stage and therefore this weight to sessional work is achieved in a large measure. In the arts side also it would be desirable to follow it.

2. A suggestion was made whether a pre-Ph.D. course could be introduced in order to provide an intermediate research degree. Opinion was, however, divided on the advantages of such a degree.

3. Prof. Mathur raised the question as to how a language lecturer can be induced to teach and how he should be trained and made a truly university professor. A suggestion was made that a short orientation course of three to six months would be helpful during the first summer vacation after he joins. Some of the advanced centres may serve as the orientation centres and these may be according to rates fixed by the U.G.C. These centres may also organise continued refresher courses for university faculty.

4. There is considerable wastage among the undergraduate students in the form of failures. This will have to be checked by better methods of selection through carefully organised interviews. At present those who are not fit for honours course are sent to the pass course by December but such a safety procedure is not available for arts students. Increased facilities for students, good teachers and a good atmosphere will contribute to the reduction of wastage.

12. Discussion with Representatives of Students of the University on 12th May, 1965

1. In the engineering college, the emphasis on practical work is not sufficient, and instruction is largely theoretical. The staff themselves do not possess sufficient practical training, and need to be given orientation and training in practical work.

2. Examination system is not a very good indicator of ability. Many students with limited knowledge get first class which really does not indicate quality of attainment.

3. There is too much specialisation in the M.Sc. The syllabus looks all right but the testing is limited. There is no internal assessment. Students should be tested for aptitude and not for knowledge only.

4. Regarding failures in English, the students were of the opinion that this was largely because many students came from villages. They were of the opinion that a clear policy should be followed as regards English as medium of instruction.

5. Admission to public schools should be on competitive basis and not merely on the basis of first-come-first served.
6. In the medical colleges it is important to have good proficiency in English.
7. The adjustment to university after higher secondary is very difficult and therefore the earlier the students go to the university the better.
8. Regarding the papers set for the examination, the students stated that very often they were not in proportion to the emphasis given in the syllabus. They were of the opinion that papers should be set by those who teach the classes.
9. At present research students in the M.Sc. course proceeded by the trial and error method. A six month course in research methodology at the beginning of the course would help them considerably in getting on to their research work with confidence. Research work is largely dictated by the guide. There is little free choice left to the students. Research students also felt the need for having more knowledge on applied sciences.
10. There should be more scope for self-study and library work.
11. The students felt the lack of a common forum for students to get together.
12. As regards the utilisation of vacations, students said that educational tours should be

arranged by colleges; during the first part of the vacation, students who were in hostels would like to spend the time at home, but during the second part they would like to go out on for hikes, visit holidays homes, etc. But this would be possible in most cases only if they get part-time jobs to finance these tours.

The students were also of the opinion that there were too many holidays at present, and that a total three months of holidays distributed throughout the year would be enough.

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PART IV - LIST AND SUMMARY
OF MEMORANDA SUBMITTED
TO THE EDUCATION COMMISSION
IN PUNJAB

1. LIST OF MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION IN PUNJAB.

<u>Sl. No.</u>	<u>Name and address</u>	<u>Brief subjects</u>
1.	Prof. V.S. Mathur, Principal, State Institute of Education, Patiala	1. The Language Problem 2. Primary Education 3. Teachers 4. Teachers
2.	Shri S.D. Vashist, Principal, Technological Institute of Textiles, Bhiwani	5. Uniform Language Policy
3.	Shri P.L. Gupta, Convenor, Ferozepore Unit, Punjab	6. Aims of Secondary Education
4.	Dr. Jaswant Singh Bedi, Chandigarh	7. Elementary Education Junior High School Secondary Education
5.	Dr. Mulk Raj Anand, Department of Fine Arts, University of Punjab, Chandigarh	8. Place of Hindustani as a link language
6.	Shri Mangat Rai Agarwal	9. Language Issue
7.	Shri Samuels, Principal, St. Paul's Higher Secondary School, Palampur	10. Elementary Education
8.	Shri H.L. Seth, Chandigarh	11. Our Education
9.	Shri G.L. Bakshi, Chandigarh	12. Wastage and Stagnation
10.	Dr. Nazar Singh, Reader in Organic Chemistry, Punjabi University, Patiala	13. Chemical Education
11.	Punjabi University, Patiala	14. University Education
12.	Principal & staff of Randhir Government College, Kapurthala	15. Secondary Education
13.	Principals of Higher Secondary Schools, Amritsar	16. a) Concept of the Multipurpose School b) Examination and Evaluation

<u>Sl. No.</u>	<u>Name and address</u>	<u>Brief subjects</u>
		c) Improvement of Teaching Personnel
		d) Improvement in methods of Teaching
14.	Punjab State (Government) Library Association	17. Importance of Libraries in Education
15.	Shri Ramprakash Sharma, Principal, Government Multipurpose Higher Secondary School, Patiala	18. Multipurpose Education
16.	Shri C.L. Kapur, Senior Lecturer, Government Training College, Simla	19. Place of Sanskrit in School Education
17.	Punjab Educational Forum	20. a) Student Welfare b) Student Welfare Association c) Duration of educational stages
18.	Bibi Amtus Salam, Chairman, Kasturba Rural Institute of Higher Education, Rajpura, Patiala	21. Fundamentals of Education
		22. General

2. SUMMARIES OF MEMORANDA RECEIVED FROM EDUCATIONISTS IN PUNJAB STATE.

Memoranda submitted by Prof. V.S. Mathur, Principal, State Institute of Education, Patiala.

1 - The Language Problem

1. A link language is essential for India. Till now English has served this role. But now we have to think of adopting one of the Indian languages as a link language.
2. English can continue as a language of inter-provincial communication and as a medium of instruction for higher education.
3. If necessary the question of which Indian language is to be the link language can be reopened and examined objectively. But once it is decided upon, firm steps should be taken to adopt it.
4. Instead of strengthening Indian languages we have taken steps to improve the teaching of English. This is not a happy trend. Indian children should know more of Indian languages and English can remain only the third language.
5. The teaching of the mother-tongue should be started from Class I, the national language from Class III and the third language (English) from Class VI or even Class VII. Students whose mother tongue is the national language should study another Indian language.
6. Medium of instruction at the school should be the mother-tongue. English should not be permitted anywhere.
7. A common script should be evolved for Indian languages. Together with a common standardised vocabulary for official and technical terms it will help to narrow the linguistic gap between various

languages.

8. All higher learning should be through a link language which at present is English, but later will be the Indian link language. The change-over should be completed within a specified period, latest by 1980.

2 - Primary Education

1. Two basic problems have not been given sufficient attention in the educational development of the country:

- (a) The development of primary education; and
- (b) Developing teaching as a profession of prestige.

2. Secondary education has been given more attention and primary education has been most neglected.

3. Primary education must be dealt with as a national emergency and primary schools should be provided with better physical facilities, if necessary by saving from other schemes.

4. For the next 10 years, three-fourths of educational expenditure should be on primary education.

3 - Teachers

1. Teaching must be made a well-paid and prestige profession. There should be no difference in grades of pay between elementary school teachers and secondary school teachers. A running grade of Rs. 200-600 is recommended.

2. Salaries of all workers having similar qualifications should be the same whatever be the profession.

3. If teachers are given greater respect, brighter people would prefer to join the profession even at lower emoluments.

4. A new slogan should be given to the country, namely, "one son to the army" and "one child to the teaching profession."

4 - Teachers

1. Values have so changed that talent goes to professions where salaries are higher and not to those where work is more rewarding. Aptitudes are totally disregarded.

2. The Indian teacher is neither well-paid nor is he held in high esteem.

3. Teacher should be given academic freedom, and a greater say in educational development.

4. Teachers should be paid according to qualifications and not according to the type of institutions they work in.

5. There should be only one running grade for headmasters: Rs. 450-1000. Promotions to headmasters' grade should be automatic, based on seniority and good work.

6. Most of the higher grade posts in education are on the administrative side. The teaching line, therefore, loses its best people when they earn their promotions. This has to be remedied. Only those who desire to go to administration should be sent there. Others should be given their promotions wherever they are.

7. Personal and professional growth of teacher is important and should be treated as a career-long process.

8. The system of sabbatical leave with pay, should be introduced for teachers for travel, study and other personal and professional growth.
9. System of summer schools helps professional growth.
10. Teachers participation in professional conferences should be encouraged.
11. Personal libraries of teachers should be encouraged through ad hoc grants to beginning teachers to purchase books on a matching basis. This should be repeated every five years.
12. Professional organisations in India are small in number and function more as trade unions.
13. Education Departments should call meetings of representatives of teachers associations along with educationists and help them in revitalising and orientating their efforts to educational progress.
14. Any extra expenditure involved on the above proposals could be met by cutting down wastage and by rationalising the fee structure in schools and colleges. Fees should be charged according to the income of the parents.
15. Teachers' remuneration can be increased only if the pupil-teacher ratio is raised. Teachers should be trained to deal with large classes through group techniques, programme learning etc.

5. Uniform Language Policy

Shri S.D. Vashist, Principal, The
Technological Institute of Textiles,
Bhiwani.

1. It has been wrong policy to have divided the country on linguistic considerations. It should have been divided by straight lines into various zones, for administrative convenience and not language considerations.
2. The language of administration throughout India should be Hindustani in Devanagri script.
3. Later, commonly used words from other Indian languages should be incorporated into Hindustani.
4. Till Hindustani is developed, English should remain as associate official language at the centre and in the zones for another 10 years.
5. To adopt a foreign language as an official language indicates slave mentality. All Indian languages should be given facilities to encourage their literature.
6. Hindustani should be common medium of instruction all over the country in primary and secondary stages.
7. Education should be free or made inexpensive up to secondary stage throughout India.
8. After secondary education, students should enter various professions and only those with aptitude should go to universities.
9. The medium of instruction in universities should also be Hindustani all over India. English should be an additional compulsory subject.
10. In technical and other professional colleges medium of instruction should be Hindustani. Until it is fully developed with suitable words on technical subjects, English should be the medium.

11. Professional institutions should be distributed equitably all over India, backward regions receiving due attention.

12. All India Service of Education is a good idea provided persons of one region do not monopolise the services.

6. Aims of Secondary Education

Shri P.L. Gupta, Convener,
Ferozepore Unit, Punjab.

1. On the completion of 11 years of schooling an Indian boy should be able to earn Rs. 150.00 and maintain his family.

2. Up to Class VI, the boy should study the mother-tongue, Hindi or English and Mathematics.

3. The remaining five years should be spent in a polytechnic type of school for a certificate.

4. These polytechnic style of institutions will provide various areas, such as agriculture, commerce and technology, and in coastal areas, courses in fisheries.

7.(a) Elementary Education

Dr. Jaswant Singh Bedi,
Coordinator, Post Graduate
Basic Training College,
Chandigarh

1. Elementary education should be dealt with on a war emergency basis.
2. It should be made a concurrent subject.
3. An Education Act similar to the 1944 Act of Education in England should be introduced to bring about uniformity in the States.
4. Liberal grants should be given to encourage "good education".
5. Primary teachers should be better equipped and this can be done by the Junior Basic Training Course being extended by another year to make a 3-year course leading to a B.Ed. degree.
6. Ideally, all primary teachers should be B.Ed. but in the meanwhile at least a B.Ed. teacher should be in charge of a primary school.
7. Special courses should be started for teachers of science.
8. Special attention should be paid to elementary school buildings.
9. Big-sized model primary school should be established one in each block to illustrate modern techniques of teaching.
10. Mid-day meals and medical check-up should be introduced.
11. Primary school teachers should be given summer reorientation courses.

(b) Junior High Schools

This is a weak link in our education. Pupils of this age group should be given rich experiences through workshops and arts and crafts.

(c) Secondary Education

1. Higher secondary schools have not been a success mainly because they offer only one or two groups, mainly humanities and science.
2. Existing schools should be consolidated into large sized schools with a number of groups.
3. Co-education should be introduced in the higher classes, especially in science groups where science laboratories are needed.
4. Secondary stage should be terminal for most students. One year may be added to give a 4-year education.
5. Students passing out of this programme should be able to join a profession.
6. A multipurpose school should be started in each district by the Union Education Ministry.
7. Guidance services and placement bureaus are needed.
8. Summer seminars should be organised for weak students and teachers.
9. Research methods should be introduced as one of the courses in B.Ed. or B.T., to help teachers to solve their day-to-day problems.
10. Training colleges for secondary schools should offer four-year programmes of liberal-cum-professional education.

8. Place of Hindustani as a Link Language

Dr. Mulk Raj Anand, Department of
Fine Arts, University of Punjab,
Chandigarh.

1. The language issue is to be tackled with caution. The constitution may have to be changed to make Hindustani rather than Hindi and the link language of India.
2. The Roman script should be adopted as complimentary of Devanagari.
3. Basic Hindustani should be popularised with more words taken from science and technology.

9. The Language Issue

Shri Mangat Rai Agarwal

1. Dedicated and capable personnel are essential for a sound and well planned system of education.
2. A crash programme of training new teachers and improving the quality of existing teachers should be started. Radio and correspondence should be used for giving lessons, supplemented by practical field work.
3. Definite standards of knowledge should be prescribed for different types of teachers within a fixed time limit. These should be examined at the end of this period and classified according to their fitness to teach different grades.
4. Uniform syllabi, textbooks, examinations should be adopted for the country for various stages of education.
5. Duration of B.T. and B.Ed. course should be two years and for others one year.
6. Emphasis in training should be on acquisition of knowledge and cultivation of discipline and the sound knowledge of teaching technique.
7. One model training college should be opened in each State, each for 200 teachers, and staffed with the best personnel.
8. One Residential University should be developed in each State by the Central Government to produce the best men in each field.
9. Education should be on the concurrent list.
10. An educational cess on a graduated scale should be levied.
11. Moral and ethical education should be imparted.

12. Education should be nationalised with uniform scales of pay etc.
13. After higher secondary stage, students should be allotted to specialization according to their taste and capacity, and national needs.
14. A close liaison should be maintained between the requirements of Industry and Government, and the man-power produced by colleges and schools.
15. Study of Sanskrit should be made compulsory from Class V.
16. Hindi should be the link language and should be compulsory to higher secondary. All Government servants should learn Hindi within a time limit of 10 years. No one not knowing Hindi should be recruited after this date.
17. There should be one script for all Indian languages.
18. Study of the third Indian language (a South Indian language for North Indians) should be arranged.
19. Education up to the degree level should be in the regional language.
20. Arrangements should be made for the study of modern Asian and European languages.

10. Elementary Education

Shri Samuels, Principal, St. Paul's
Higher Secondary School, Palampur

1. Elementary school curriculum needs to be overhauled in the light of three long-term objectives:

- (i) It should help the child to understand his environment.
- (ii) It should lead him to accept ideals of conduct of a democratic society.
- (iii) It must assist him to master skills essential for living in a modern society.

2. Size of school: Minimum size of a school should be sufficient to provide one teacher to a class.

Research should be carried out on the optimum, minimum and maximum size of elementary size units.

3. Number of working days in the year should be determined by the objectives to be realised.

4. Time-schedule should be standardised in the different parts of the country.

5. Age of entrance to school, articulation between classes, organisation of instruction, classification of pupils, promotion period, all these require scientific investigation.

6. The sequence of subjects in the daily programme should follow certain principles.

7. Time allotment should be based on research and on experimental data.

8. Salary scales should be fixed according to certain formula depending on teachers' experience and qualifications. The scale should be such that a teacher will reach his maximum in ten years. Salaries should reflect the fluctuations in the cost of living.

9. Curricula for Teacher Training: The type of training programme required, its purpose and objectives, period for training should be determined.

10. Systematic appraisal of elementary school textbooks should be carried out. The present books do not take into consideration basic vocabulary, format, children's interest and difficulty of material.

11. Criteria should be laid down for evaluation of supervisory programme. Supervision should be a cooperative enterprise between supervisor and teacher.

12. In-service training should be provided.

13. Rating of teacher's work should be stopped because its validity is open to question and it reduces teacher's freedom.

11. Our Education

Shri H.L. Seth, Chandigarh

1. The object of basic education has been totally defeated. It can be achieved only if education is made simple, light and classified according to individuals.

2. Textbooks should be written according to the capacity of the students and should be sincerely and honestly scrutinised before selection.

3. Character of students should be upgraded and they should be taught how to behave with their fellow beings.

4. There should be one uniform scheme of education throughout the country.

5. Education should be classified for five categories of students: (i) for those who are to become skilled manual workers or Class IV servants, (ii) for those who are to work as daftries, postmen, telephone attendants, etc., (iii) for those who are to be

prepared for clerkship; (iv) for those who can proceed for higher education, and (v) for those who are absolutely dull but physically fit for manual jobs.

The author proceeds to describe the courses and the duration of study for each of these five categories: Category (i) is to have eight years of education and training in skills during Classes VI, VII and VIII; Category (ii) will have education up to Class IX and will enter Junior Service; Category (iii) will have education up to Class X and will enter, what the author calls, "Senior Service"; Category (iv) will go on up to Class XI and will pursue academic studies; and Category (v) will have no such thing as promotion but will be awarded certificates at the end of Class V.

6. Results should be declared as only pass or fail and there should be no divisions and other distinctions.

7. There should be no reservation of seats for any group of people either in school or in employment.

8. Selection, admissions and promotions should be only on merit.

12. Wastage and Stagnation in Higher Education

Shri G.L. Bakshi, Chandigarh

This paper deals with the wastage at universities.

The following points have been made:

1. At present there is a great deal of wastage in the university classes from the first year to the final year. This results in wastage of public funds.
2. The challenge of educational expansion can be met by reducing failures and with present resources.
3. Failures also postpone the earning stage of the young people, and constitutes national loss.
4. Failures cause damage to the emotional and spiritual health of youth.
5. Factors responsible for wastage are students, teachers and teaching methods, educational plant, education system, social economic and political climate.
6. The present open door policy for admission to universities and parental ambitions bring students without an aptitude for college education to the universities. This adds to the number of failures.
7. Students do not put in regular and serious attendance throughout the year. There should be a built-in mechanism to ensure regular work by students - through written assignments, seminars and work papers, supervised study and periodical tests.
8. Student strikes and agitations steal considerable amount of time from their studies.
9. Teachers should be carefully selected. Methods of teaching should also be made more interesting.

10. Pupil-teacher ratio should be reduced.
11. Teachers should set an example of scholarship and seriousness. Research and constant study should be maintained by the teacher to keep himself fresh.
12. Residential accommodation should be provided for teachers at the campus.
13. Arts students should be given a programme of work and a curriculum which needs at least as much work as is put in by Science students. The programme for Arts students is too soft.
14. Teachers and students should put in hard work, and avoid slow and lethargic attitudes.
15. Reform in examination should be carried out urgently and this reform should combine the good points of external examination and internal assessment.
16. Priority should be laid down in respect of educational plant so that the limited funds available could be best utilised. We should have two models, an ideal one and a workable one, the workable one being ensured at all places and constant efforts being made to upgrade the workable model to the ideal one.
17. Poverty and social disabilities should not be permitted to stand in the way of education.
18. Hostel facilities should be provided for students to draw them away from unauthorised and unhealthy lodgings.
19. Political agitations should be kept out of educational institutions.
20. All unauthorised lodgings should be converted into authorised ones conforming to certain standards.
21. Day hostels should be provided for students coming from overcrowded homes or in the alternative some classrooms may be kept for study after college hours.
22. Poor but gifted young persons should be released from financial anxieties through scholarships and stipends.

13. Chemical Education in India and the Model Draft Syllabi

Dr. Nazar Singh Ph.D., Reader in Organic Chemistry, Punjabi University, Patiala

Observations have been made on the teaching of chemistry in the school and the university, and a few suggestions given for the improvement of the courses in India.

2. Instruction in chemistry is done in four stages -

(i) General School Chemistry

(ii) Pre-University

(iii) 1st degree course

(iv) Post-graduate

3. In most countries the school curriculum tapers from a base of 7 or 8 subjects to a narrow platform of 5 or 6 subjects in the last two grades (age group 15 and 16) and becomes specialised except in India and U.S.S.R. where it is 7 or 8 subjects even in upper grades. The standard of attainment is better at this stage in the U.K., Germany and the U.S.S.R. than in U.S.A. where energetic steps are being taken to improve the standard. In India the standard attained remains poor.

4. Pre-University Stage: This stage is for 2 or 3 years and is complete at the age of 18. In U.K. this stage is the 6th Form. Those who wish to enter universities take the G.E.C. Examination at the 'A' level. Instruction in chemistry is in the form of three disciplines - Inorganic, Physical and Organic Chemistry. These are presented as unified syllabi for two years. In India the old Intermediate (11 & 12th grades) has been split into two parts, one year going to the school and the other to the degree course which now becomes a

3-year course. This move has been made without keeping in mind the standard acquired for entry to the degree course, and has led to lowering of standards. Grade 13 represents the unfinished stage of the pre-university course and it cannot be integrated with a 2-year degree course. The courses for grades 11 and 12 should remain together as an integrated one and retained in the college. Placing inorganic chemistry in the 11th grade (school) and organic chemistry in 12th grade (college) or even half of each in the two grades is not conducive to efficiency.

5. First-degree course in science and the M.Sc. degree in Chemistry.

The span of undergraduate course is two years. In advanced countries it varies from 3 to 5 years. The basic chemistry course in India does not include some advanced topics that other countries have in their course e.g. study of alkaloids, steroids, terpenoids etc. in Organic Chemistry; quantum mechanics, statistical thermodynamics etc., in Physical Chemistry, and actinides and lanthanides in Inorganic Chemistry. Organic Chemistry does not include modern physico-chemical fundamental concepts developed since 1930. Atomic structure and valence are not included in Inorganic Chemistry. There is thus no firm foundation at the first degree level.

6. Even the Chemistry Review Committee constituted by the U.G.C. has not included these concepts in the model syllabi they have drafted.

7. The drafting of the syllabus in Chemistry may be entrusted to a sub-committee of the Indian Chemical Society.

8. A draft syllabi in the three disciplines (branches of Chemistry) has been proposed for the

undergraduate and post-graduate courses. The syllabi for Organic Chemistry have already been adapted for Punjabi University, Patiala. The draft has been made on the basis of 36 hours per week of teaching and 25 effective working weeks or 150 working days in a year, two hours and a half each day for theory and the rest for practical. In B.Sc. (Parts II and III) each of the three disciplines takes 50 lectures each year and in M.Sc. course each discipline takes 4 hours per paper each week or a total of 100 hours per paper. In the B.Sc. degree course, new concepts are introduced and out-dated and unimportant facts are omitted. Emphasis has been shifted from cramming to intelligent understanding. Intense refresher courses to college teachers in the new concepts are suggested. The teachers should be supplied with booklets and text material written by Indian authors. U.G.C. should sponsor a project of publication of modern books by Indian authors.

9. M.Sc. degree course in Chemistry: At present the 1st year of the M.Sc. course is a composite one where instruction in all three disciplines are given, i.e. Inorganic, Physical and Organic. In the second year some universities follow a specialisation in either of these three disciplines while others follow partial specialisation (50% time to major discipline and the balance to other two disciplines). Fundamental concepts should lay the foundation in I year and lead on to specialisation in the II year in one. Draft syllabi in the three disciplines are presented. The syllabus in Organic Chemistry already implemented in Punjabi University, presents a radical departure from the current practice in Indian universities.

14. University Education

Punjabi University
Patiala

We in this University feel that the University Grants Commission owes some more detailed attention to new universities. In these new universities, standards have to be set and traditions established for which purpose the University Grants Commission should give positive guidance. Perhaps, the U.G.C. could set up some kind of a standing committee, called an Academic Council, which will keep a close liaison with all academic and administrative activities of the new universities for the first five years. This Standing Committee, for instance, should scrutinize in detail the proposed legislation, statutes, etc., preparatory to the establishment of a new university and further keep a watchful eye on the various ordinances and statutes framed during the first few years.

There is usually one post of professor in a university teaching department so that there is very little chance of advancement for teachers in lower cadres. Besides smothering incentive for work, this situation more or less compels bright people to quit their jobs, seeking advancement elsewhere. This talent drain assumes several forms; sometimes people just leave for foreign countries which offer better prospects and rapid promotion; more often than not, the developing universities suffer greatly by losing talent to the universities already established and having the advantage of a larger number of senior posts; not infrequently talent migrates to non-teaching professions which involves, apart from immediate loss

to the cause of teaching, social waste.

There is another compelling reason for having several senior positions in a department. A department with more than one professor and several readers encourages dialogue and free exchange of views, and, as such, functions more productively than one which is pyramidal in structure. Because of a sense of scholarly emulation and friendly competition, such a department should not merely step up its scholarly output, but also improve its research quality.

In order for our universities to make the above plan a reality, the following measures are recommended:

(a) There should be a standing panel for every subject to which applications could be sent directly by candidates for assessment of their academic work, in the light of which the panel should make its recommendations to the employing universities for promotion. This panel, comprising of eminent experts in respective disciplines, will have an all-India basis and would, therefore, be in a position to ensure uniformity of standards.

To overcome the financial problem involved in conversion of lower-cadre jobs into senior positions recommended by the panel, the University Grants Commission could make available the necessary funds.

(b) Likewise, the work of lecturers and instructors in the post-graduate departments should also be scrutinized at the end of three years by a committee of experts.

This committee may comprise professors of the universities in the region. The assessment made by the committee could lead to confirmation or replacement of the teacher. In certain cases, however, the tenure may be extended.

The Examination System

3. The Radhakrishnan Report (1948-49) observed that the system of examinations as prevalent was "one of the worst features of Indian education". Pointing out the magnitude of the problem, it noted that : "Examinations have become the aim and end of education; all instruction is subordinated to them; they kill all initiative in the teacher and student; they are capricious, invalid, unsociable and inadequate; they tend to corrupt the moral standards of university life". The Commission expressed its alarm at the pernicious domination of examinations over the whole system of education. Emphasising the dire need of reform, the Report stated: "We are convinced that if we are to suggest one single reform it should be that of the examination".

A better analysis of the deficiencies and harmful consequences of this most pervasive evil in our system of education has never been given. Yet nothing constructive by way of reform has been done so far.

The present examination system makes for tremendous wastage which can be checked only by introducing a drastic reform.

New thinking on the subject is obviously needed. Introduction of internal assessment will be one sure way to reform. At present, in most of the universities no credit is given for classwork of the pupil. The Punjabi University at Patiala has recently introduced internal assessment to the extent of 20% of the total marks. These 20% marks in a subject of examination are at the disposal of the class-teacher. The award is made on the basis of a student's day-to-day work, tests, etc. The remaining 80% are at the disposal of

the external examiner, but passing in internal assessment as well as external examination separately is compulsory. A candidate who fails to secure the requisite percentage of marks in internal assessment is not eligible for the university examination. This little, but fundamental, reform has made a tremendous difference. It has become possible to spread the academic work uniformly over the whole year. The usual practice of neglecting work earlier in the term and then sweating at high pressure during the last few months is giving place to regular effort throughout the session. It has toned up discipline in the colleges. To restore to the teacher the initiative and to make teaching an effective process, it is essential to make our examinations internal as far as possible.

4. Adequate library facilities and laboratory equipment are the basic pre-requisites for the effective functioning of a university. Special grants should be given to new universities for setting up laboratories and libraries. Since the amounts initially required for these purposes are large, the matching grant system (50-50 sharing of costs by the U.G.C. and the State Government or University) imposes a limitation. The University Grants Commission should provide the bulk of initial finances in such cases. Special provision should be made for the purchase of back sets of journals.

5. Apart from finances, there is the question of physical availability of equipment. Many essential items of equipment are in short supply either because they are being imported or because they are being manufactured by firms with limited capacity. In such cases, the University Grants Commission should itself obtain a quota of supplies and make these available to

the new universities on a priority basis.

6. Admission to M.A. course should be open only to those who have done their honours course and not to those who have done only their pass course. The honours course as followed in Delhi at present seems to be a good model for other universities to adopt, though it must be added that so far Delhi has not insisted upon all entrants to M.A. coming through honours course except in the case of science subjects. This is a lacuna which needs to be filled up.

There is a good deal of gap between the standard attained at the M.A. level and the standard expected of those who prepare for their Ph.D. This gap can best be filled by instituting an intermediate research degree.

Both these steps are vital for the raising of standards and for enlisting talent for teaching and research.

7. Special admission tests should be prescribed for students entering universities. This is the only way to ensure improvement in standards. Some kind of screening preparatory to admission to universities is done in all advanced countries such as the United States of America and the U.S.S.R.

8. Certificates for the school final examination should be awarded not on the basis of a candidate passing in the whole examination but on the basis of the subject of the examination that he may have passed. For admission to a university, the condition of passing in certain number of subjects with at least 50 per cent marks, for the various courses, could be prescribed.

15. Memorandum by Principal and staff of
Randhir Government College, Kapurthala

1. Pattern: The Higher Secondary system has led to the fall in standards, and the upgraded schools have not come up to expected educational standards. The student who has passed the higher secondary is inferior to the pre-University class in the College. It would be desirable to revert to the old Matriculation pattern.
2. Medium of Instruction: At the primary stage, the medium should be the regional language. Beyond this stage, it should be the link language throughout the country. Until such a common link language is brought about by common consent, the use of English will have to be continued in the interest of national unity. The question of link language should be decided by educational experts.
3. Examination system: Needs improvement to make it a real test of student ability and achievement. Internal assessment should constitute an important part of the system. Examination should test the mind and not the memory. Syllabuses should be so framed that students are able to read books other than textbooks. Paper setters should be selected on the basis of experience and merit.
Paper-setters should be given sufficient time to set the papers. Vice-Chancellor should be authorised to nominate members on the Boards of Studies from different colleges in rotation. Elections do not bring the best talent to the Boards. Mass copying in examinations should be eradicated by strict vigilance.
4. Student indiscipline can best be solved by building up an image of integrity, understanding and sincerity

by the faculty. Teachers of dedication and talent should be drawn to the profession by attractive conditions of service.

5. At the same time, parents should also play their part in checking the baneful influence on students of films and obscene literature. Parent-Teacher Associations should be set up to discuss these matters.

6. Moral, ethical and social education should be provided for the welfare of the students. A code of values acceptable to all communities should be evolved.

7. Financial assistance and other amenities should be provided more extensively to needy and deserving students to complete higher education.

8. Education should be reoriented to conform to the national aspirations and objectives.

16.(a) Concept of the Multipurpose School, its functioning at present and suggestions for its improvement

By

Shri Bhagat Ram, Principal, D.A.V.
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1. The Multipurpose School was set up with three objectives:

- (1) To provide general education for all;
- (2) To provide elective programme for those who wish to use their skill after schooling;
- (3) To provide for those who can handle advanced academic subjects.

2. The multipurpose school has not achieved these objects. The basic weakness is that the curriculum of the multipurpose school is still academic and biased in favour of the university education rather than for

equipping the students for gainful employment.

3. Lack of equipment, qualified staff and trained counsellors have been contributory factors.
4. The courses should be revised to make them terminal for a majority of students.
5. Liberal grants should be given for equipping the schools.
6. Teaching personnel from polytechnics and industry should be made available during the interim period. Suitable books should be published.
7. The curriculum should be revised to make it less crowded and heavy.
8. To make secondary education really terminal, the duration should be extended by one year.
9. Instead of setting up separate junior technical schools, it would be better to provide these facilities in the multipurpose school itself. The science teachers of the multipurpose school will be available and many other facilities which will make for economy. Also such a school will provide a meeting ground for children of all types.

(b) The Problem of Examinations and Evaluation

1. Examinations are not conducted on the basis of attainment. Standards of question papers vary in their validity, predictability and reliability.
2. Paper-setters have often no experience of teaching to the candidates sitting for that particular examination. Papers are often beyond the standard expected.
3. Teachers and headmasters who actually handle the pupils should not be ignored in the paper-setting task.

4. Question papers should include essay type, objective type and short questions. Oral and practical work should form a part of the external examination.

5. External examinations will continue and they must be reformed by those working in secondary education and not by outside persons like college teachers.

6. In addition to external examination, the pupil's day-to-day performance in the class and in the school community should also have a place in his success or failure.

7. Question papers should be projective rather than subjective.

8. Subject matter should be cut up into units and tests administered on each unit with 20% recapitulation of the previous portions. The results of these class tests should be taken into account in deciding the promotion of the student at the school, university or departmental level.

9. School certificate should be in the form of cumulative records and will serve for purposes of employment, etc.

10. Intelligence tests are needed for giving an idea of the educable capacity of the pupils.

11. Failures may be reduced by understanding the value of subjects taught, giving special attention to the subjects of importance, and teaching subjects on projective rather than on subjective lines.

(c) Improvement of teaching personnel:

Present defects:

1. The teaching profession does not attract persons of capability because other professions offer wider opportunities.

2. The shortage of teachers is so acute that almost anyone can join the profession provided he satisfies the minimum qualifications.

3. The training period is too short.

4. There is no selectivity in admissions.

Steps to be taken:

(1) The period of training should be two years.

(2) Special teaching scholarships should be given to talented students who are willing to serve as teachers.

(3) Students selected for the training should have studied Educational Psychology in their Degree course.

(4) Persons suffering from serious physical defects should not be admitted to the profession.

(5) Persons with poor health, maladjusted personalities and low intelligence should have no place in the Education Department.

(6) Subject knowledge is important for teachers.

(7) An integrated teacher education programme on the pattern of the regional colleges of education should be introduced at the same time.

(8) Professional training should be supplemented by in-service training through specially organised agencies.

Conditions of Service:

1. Salary and service conditions should be improved.

2. Disparity in teachers' pay scales working in different categories of institutions should be removed.

3. Teachers in private schools should be treated on the same basis as those in Government schools.

4. Private schools should be encouraged through liberal grants.

5. Teachers should be remunerated for a planned coaching programme to help the bright, mediocre and backward pupils.
6. Extra allowances should be given for special work after school hours.
7. Number of pupils in a class should be within certain limits.
8. Teaching load should be such as to leave the teacher sufficient time for studying his subject.
9. In respect of teachers in private schools applying for government posts, age-limits should be waived so that exploitation of elder teachers may be avoided.
10. Inspections should be on a friendly basis, and the head of the institution should be taken into confidence.

(d) Improvement in the Methods of Teaching

1. The Teaching Methods taught in Training Colleges have little relationship to the actual practice in the secondary school.
2. The training period is too short, there is no incentive to the new teacher to try progressive methods, the educational system is examination oriented and teachers' service conditions are not satisfactory.
3. Educational and Vocational Guidance should be a compulsory subject in the training colleges. Guidance Centres should be provided at District level to help teachers, students and parents.
4. Better Library service should be provided through grants, giving compulsory training to every teacher in library service and giving suitable remuneration to those who help in libraries.

5. Supervised study period should be provided for in the time-table.
6. Class and subject libraries should be set up and pupils reading books rewarded.
7. Government should give liberal grants to schools carrying out experimental projects.
8. Experimental schools should be free from departmental rules and regulations.
9. Class strength should not exceed 40 students.

17. Importance of Libraries in Education

by

Punjab State Government Library Association

1. Libraries are important for the spread of education and follow up work. Real education is attained after formal schooling is over but this is dependent upon the provision of a suitable agency which will give facilities for education.
2. Due to lack of public libraries which are the only agencies for continuing mass education, many neo-literates lapse into illiteracy resulting in tremendous wastage.
3. About 60% of primary education goes to waste because of the lack of library facilities. The Governments of Madras and Andhra Pradesh provide free public libraries which are tax-supported as provided by Library Acts.
4. A minimum of 6½% of the annual budget for education should be provided for public libraries.
5. The library service can be successful only if adequate buildings and qualified library staff can be provided. This can be achieved if adequate funds are made available, attractive scales of pay are offered and some training institutes are opened.

6. A librarian has a very responsible role to play in education.

7. Students must be encouraged to form reading habits at the school stage. Trained and qualified librarians must be appointed in every secondary school to maintain library service. Books may be purchased by a panel of teachers of the school.

18. Multipurpose Education

By Shri Ramprakash Sharma, Principal,
Government Hr. Sec. School, Patiala.

1. As defined by the educational planners, a multipurpose school should be one where terminal education is imparted for a majority of students and where the programme has a definite vocational bias which would serve as a preparation for vocational work later.

2. The multipurpose school has not fulfilled these purposes. It is stated that one reason for this is the lack of trained counselling service. But no parent will take the advice of the counsellor. He has his ambitions for his ward. No persuasion will rectify this situation, only legislation can do it.

3. This vocational type of education should be as follows:

(a) A sound general education up to the 7th or the 8th class.

(b) This should include languages, mathematics, social studies, general science.

(c) This stage should be followed by two years in which will be taught English, General Knowledge and vocational subjects. The vocational subjects will include carpentry, blacksmithy,

turning, sheetmetal work, elementary electrical technology, caning of chairs, gardening, vegetable growing, bee-keeping, radio repairs, etc.

- (d) Half the time will be devoted to English and General Knowledge, and the other half will be given to vocational subjects. The first year will be free; during the second year students will be expected to turn out certain finished products, and a ceiling of say, Rs.40 per annum fixed per student by way of sale proceeds. This will be deposited into the boys' fund.
- (e) The next one or two years will be pre-university or pre-vocational. Admission qualifications will be specified for each. The pre-vocational course will correspond to the I.T.Is. These students should be paid adequate stipend or apprenticeship allowance. After the completion of the course, the students should be guaranteed employment in industry or elsewhere.

19. Place of Sanskrit in School Education

By Shri C.L. Kapur, Senior Lecturer,
Government Training College, Simla.

The Questionnaire of the Education Commission has overlooked the cultural aspect of education. No mention has been made of the place of Sanskrit in the curriculum. Sanskrit is the fountain of several modern Indian languages and a source of rich vocabulary for the Dravidian languages. One day the Universities will teach the sciences in the national language or the mother-tongue and books would have to be written. A study of Sanskrit should be made compulsory at all stages so that scientists and doctors and engineers would be able to write books for the future generation and also be able to have access to the ancient Indian sciences.

20. Memorandum submitted by the Punjab Educational Forum, Jullundur City

(a) Scope of Student Welfare

1. While planning for student welfare, the following points should be kept in view :

- (i) The welfare scheme should cover all the students all over the country.
- (ii) Economically and socially backward sectors should receive greater emphasis. This will help to remove disparities in caste, sex, community or wealth in the shortest time possible.
- (iii) The limited resources at our disposal should not be frittered away on costly experiments, but the work should be so planned that the greatest benefit can accrue from the minimum expenditure.
- (iv) The administrative machinery should be so decentralised that the full support of the masses may be mobilised.
- (v) Factors standing in the way of national integration should be eliminated.

2. Parents should be associated with welfare activities as much as possible.

3. The specific needs of students should be clearly assessed so that appropriate programmes may be organised, e.g., financial aid, help to the backward child, programmes for the talented, etc.

4. Financial aid is the biggest need. This should be met by a large number of scholarships and monetary concessions. Transport facilities for primary school children, mid-day meals, book banks and school cooperative stores will all help.

5. Guidance and counselling should be provided for the students who are weak in their studies. This is important to discourage unhealthy practices like tuitions, copying in examinations, bribing the examiners or teachers, etc.

6. Individual students should be helped in their health and personal matters so that they may not become anti-social and frustrated.

7. Scope should be provided for self-expression.

8. Guidance should be available regarding vocational opportunities and future careers.

9. Community living and social discipline should become an integral part of the students' character.

10. Emotional integration is another important need and can be achieved by extra-curricular activities.

11. Student welfare work can be divided into two categories: (a) group activities by students, teachers during and outside the classroom; and (b) welfare services organised by the State and educational institutions. The services include financial aids including scholarships, monetary concessions, book banks, transport facilities, and facilities for earning while learning; health services including mid-day meals; guidance and counselling; and residential facilities including hostels, students' centres, day-boarding houses and day boarding facilities.

(b) Student Welfare Associations

(1) A sense of direction is needed for student unions in the post-independence age.

(2) Experiments in self-government should be carefully tried out. It should consist of a general assembly of all students. All activities should be

be organised and managed by students through circles, houses, camps or groups. Teachers should function as advisers. Students should be trusted. The teachers should be suitably oriented to their role as also the managing committee.

(3) Such a well organised system of self-government is essential to implement the recommendations of the Kunzru Committee in an integrated programme of physical education.

(4) Special scarfs and badges and honour rolls and, when we can afford, uniforms, would help in instilling a sense of pride.

(c) Duration of Educational Stages

1. India inherited a heterogeneous system of education from the British days, and the recommendations of the University Commission and the Secondary Education Commission indicate unhappy compromises. Lack of boldness in implementation further created chaos.

2. The main responsibility for establishing creches and kindergartens should be that of private enterprise for at least another decade.

3. Age of admission should be fixed. It should be above 5 but not more than six.

4. The elementary school should consist of seven grades, divided into 5+2. In places where the school going population is small, the upper primary grades may be located in central places. Promotion from class to class up to Class VII should be automatic. Wastage and stagnation should be completely eliminated at this stage. For children whose progress is backward, teachers should be trained in welfare activities.

5. Secondary education should consist of 3 years and should have a variety of vocational and terminal courses.

6. University education should consist of 5 years for the first degree. All these five years should be in the college because for many years to come India cannot afford to make college education available to all. The 5 years may be divided into 2+3, the first two years being called the Junior College stage.

21. Memorandum from Bibi Amtus Salam, Working Chairman, Kasturba Rural Institute of Higher Education, Rajpura (Patiala)
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Fundamentals of Post-Basic Education

Basic education upto the senior Basic level is a programme of education for self-sufficiency and is Craft centered whereas Post-Basic education is education through self-sufficiency when the child is entering the adolescence period. Post-Basic education is meant for imparting the right type of training in the art of living. It stands for liberal democracy leading to a "Freedom from want and fear".

2. Post-Basic education provides opportunities for the student to become "what he has in himself to be" and is shaped to meet the national needs.

3. Post-Basic education prepares the adolescent for wise parenthood and creative citizenship by inculcating in him a set of new values without which the desired change in the present day society may not be possible.

4. Post-Basic education treats the school as a centre of community life where all the needs must be met by the cooperative effort of the whole school community. Co-education at the Post-Basic stage is necessary as the students should learn to work together.

22. Memorandum from Bibi Amtus Salam Sahiba,
Working Chairman, Kasturba Rural Institute
of Higher Education, Rajpura (Patiala)

The Basic schools at Rajpura and Faridabad were started by the Hindustani Talimi Sangh at the express desire of the late Prime Minister, Shri Jawaharlal Nehru to evolve out a system of education advocated by Mahatma Gandhi. These schools functioned very well for about 8 years and were then taken over by the State Government which granted them recognition as "middle schools".

The schools are functioning on revolutionary methods of teaching and do not have a system of examinations and punishment and fines as in other routine schools. Instead an effective tutorial system has been evolved to ensure better contacts between the students and teachers. This also leads to a better sense of discipline among the students. The aim is to educate the students in the art of living and not merely to make them pass examinations. The whole life in the schools is planned in such a way that all responsibility is shouldered by the students and the teachers are there only to guide their activities. The race for degrees and diplomas which serves no useful purpose has been abolished and instead the emphasis is on equipping men and women to go to the villages and bring about a changed outlook in Rural society.

The medium of instruction is Hindustani at all levels and the students are given option in regard to the script which may be Devnagri, Gurumukhi or Urdu.

The management of the schools believes that

education should remain in the hands of the private sector, in the sense that the people should be allowed to decide themselves on what lines they wish to run the schools meant for their children. The State should merely help financially. The aim of all schools, however, should be self-sufficiency. For this "Earn and Learn" facilities should be provided to all age-groups in the schools. The experience gained by these schools has proved that manual work by the students does not adversely effect their academic attainments but on the contrary such students have fared well in the public examinations also.

The management feels that an experiment of "Labour Banks" wherein everyone in the school works for a period of 1 to 4 hours daily should be started in all such schools. The produce from such work to be shared equally among the participants of such Banks.

There is also great need to start short-term courses in Agriculture, Animal Husbandry, small scale industries, etc. where job training should be given for a duration of 3 to 9 months. The management feels that the possibilities of folk schools and correspondence courses should be examined in this context.

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PART V. SPECIAL NOTES

A NOTE ON MODEL SCHOOLS IN THE STATE

1. At present there are 10 Government Model Schools in the State, 7 Government Junior Model Schools (upto the middle standard), 2 Government Model Higher Secondary Schools, and 1 Government Senior Model School (a High School).

All these schools are co-educational and have classes beginning with Lower K.G. Some schools have Nursery classes also attached to them.

Medium of Instruction: Except in the case of Government Senior Model School, Chandigarh, where English is the medium of instruction, from Lower K.G. to the 10th class, other schools have Hindi and/or Punjabi as medium of instruction. In all the schools English is taught as a compulsory second language.

Subjects of Study: The Model high and higher secondary schools are affiliated to the Punjab University and follow the prescribed courses. The Junior Model Schools are independent with respect to curriculum and adoption of textbooks. Most of the schools are exempted from the Middle School Examination conducted by the Department of Education.

With effect from last year, a Committee of Experts in consultation with the Heads of Model Schools, decides matters concerning curriculum and textbooks up to the Middle School level. Efforts are being made to have some uniformity of curriculum and textbooks in the Model Schools up to the middle school level at the same time retaining a measure of freedom. Affiliation of the High and Higher Secondary Model Schools to the Central Board of Secondary Education is being examined.

Objectives: The Model Schools were started with a view to provide better education to boys and girls by giving

good staff, good educational facilities and a low teacher-pupil ratio. The aim was to enable the children develop all healthy aspects of their personality and grow into children with originality, initiative, drive and understanding, so that they are trained as leaders.

Staff: The Model Schools are provided with the best possible staff, mostly trained graduates or post-graduates, who have shown promise, initiative and research-mindedness. The following criteria are taken into account while selecting staff for these schools:

- (a) training experience of five years;
- (b) obtained 50% marks, in the subject he/she is teaching, in their Degree Examination;
- (c) Examination results should have been at least 10% above the University/Departmental pass percentage.

Equipment: Efforts are made to give the required equipment including furniture, latest Audio-Visual aids, good libraries and laboratories, sports material etc.

Co-curricular Activities: Emphasis in these schools is on education rather than on instruction. Arrangements are made for teaching additional subjects like Music, Dancing and Crafts of different media etc. Dramatics, games, excursions, debates, declamations, hobbies, parent-teacher associations, guidance services, educational research and experimentation, are some of the programmes in these schools.

Recently, the structural approach of teaching English has been introduced in these schools. This was done as a result of an experiment conducted in the local Senior Model School with financial assistance from the Government of India.

Rates of Fees and Funds: Education in the Government Schools except Model Schools is free up to the 8th

class, and very liberal fee concessions are available in higher classes. The Model Schools cater to only those children whose parents are in a position to pay higher rates of fees. The rates of fees charged in Model Schools vary from school to school - ranging from Rs.5/- to Rs.10/- per month. In case of local Senior Model School, Rs.15/- are charged from children reading in classes VIII to X. In addition to fees, the following funds are also charged :

- (a) Amalgamation Fund - Rs.2/- p.m.
- (b) Library Fund - Rs.0/50 p.m.
- (c) Excursion Fund - Rs.5/- per annum
- (d) Medical Fund - Rs.0/50 p.m.
- (e) Magazine Fund - Rs.3/- p.a. (in certain schools)
- (f) Red Cross Fund - Rs.0/12 p.m.
- (g) Stationery Fund - Re.1/- p.m.

Income & Expenditure: Originally these schools were started on a no profit no loss basis. But in actual practice expenditure far exceeds income, as will be seen from the following figures for the year 1963-64 :

Income Rs.2,74,008

Expenditure Rs.4,25,738.

Enrolment: The number of students reading in the Model Schools is 3531. Boys constitute about 70 per cent.

Pupil Attainment: The achievements of Model Schools in the public examinations are usually good. Most schools show cent per cent pass percentage. Students joining the colleges from these schools also fare well in academic as well as in non-academic spheres.

Annual Conferences: The Heads of Model Schools meet annually to take stock of the work done during the previous year as also to formulate programmes for the coming year. An officer of the Directorate of Education is entrusted with the assignment of looking after the problems of Model Schools and dealing their cases individually. The Inspecting Officers also take an added care of these schools.

2. PUNJAB GOVERNMENT SCHOLARSHIPS SCHEMES

(1) Middle School Scholarships

These are merit scholarships and are awarded on the results of Primary School Scholarships Examination districtwise.

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of scholarships available	805	279	1084
(ii) Value	Rs.4/- p.m.		
(iii) Tenure	3 years		
(iv) Cost:	1961-62	Rs.4,59,670	
	1962-63	Rs.3,07,210	
	1963-64	Rs.3,07,210	
	1964-65	Rs.3,07,210	
	1965-66	Rs.1,94,730.	

(2) Merit Scholarships to Poor Brilliant Students:

These scholarships are awarded districtwise on the result of Middle School Examination to the students whose parents' annual income does not exceed Rs.3600/-.

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of Scholarships available	69	31	100
(ii) Value	Rs.25/- p.m.		
(iii) Tenure	3 years		
(iv) Cost :	1961-62	- Rs.85,000	
	1962-63	- Rs.85,000	
	1963-64	- Rs.85,000	
	1964-65	- Rs.85,000	
	1965-66	- Rs.85,000.	

(3) High School Merit Scholarships:

These are awarded districtwise on the result of Middle School Examination to students who fail to get the Poor Brilliant Scholarships and whose parents' income is below Rs.5,000/- per annum.

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of scholarships available	383	143	526
(ii) Value	Boys	Rs.6/- p.m.	
	Girls	Rs.8/- p.m.	
(iii) Tenure	2 years		
(iv) Cost :	1961-62	- Rs.1,77,460	
	1962-63	- Rs.1,77,460	
	1963-64	- Rs.1,77,460	
	1964-65	- Rs.1,77,460	
	1965-66	- Rs.1,77,460.	

(ii) Value	available	Rs.10/- p.m.
(iii) Tenure		1 year
(iv) Cost	1961-62	Rs.600
	1962-63	Rs.600
	1963-64	Rs.600
	1964-65	Rs.600
	1965-66	Rs.600.

(6) Scholarships to Students Belonging to Kothi Kohd and Kothi Sowar

These scholarships are awarded on merit-cum-poverty basis on the result of Middle School Examination to the students belonging to Kothi Kohd and Kothi Sowar in District Kangra.

(i) No. of Scholarships available 10

(ii) Value Rs.35/- p.m.

(iii) Tenure 2 years in High Schools
3 years in Higher Secondary Schools

(iv) Cost: 1963-64 Rs. 4,200
1964-65 Rs. 8,400
1965-66 Rs.12,600.

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(4) Merit Scholarships in Higher Secondary Schools

These scholarships are awarded to the students on the result of Higher Secondary (Core Subjects) Examination to the students whose parents' income is below Rs.5,000/- per annum.

(i) No. of scholarships available	Boys	Girls	Total
1961-62	12	8	20
1962-63	12	8	20
1963-64	16	12	28
1964-65	22	15	37
1965-66	To be ascertained after declaration of the result.		

(ii) Value Rs. 22/-p.m.

(iii) Tenure 1 year

(7) Punjab Government, scholarships to Punjabi students studying in Sainik Schools;

These scholarships are sanctioned on income criterion by Punjab Government to Punjabi students studying in Sainik Schools throughout the country.

- (i) No. of scholarships available: No limit fixed
- (ii) Value :

Income Group	Rate of Scholarship	Amount of Scholarship	Public School
1. Upto Rs. 200/- p.m.	Full	Rs. 1900/- p.a. plus clothing allowance @ Rs. 300 in the first year and Rs. 150 in subsequent years	Nabha
2. From Rs. 201 to Rs. 400/- p.m.	3/4 Scholar-ship and clothing allowance	Rs. 1425 P.A. plus clothing allowance of Rs. 300/- in the first yr. and Rs. 150/- in subsequent years	Nabha
3. From Rs. 401/- to Rs. 600/- p.m.	1/2 Scholar-ship	Rs. 950/- P.A.	Nabha
4. From Rs. 601/- to Rs. 1000/- p.m.	1/4 Scholar-ship	Rs. 475/- P.A.	Nabha

(iii) Temure: 8 years (full course)

(iv) Cost

Year	Cost	No. of beneficiaries
1961-62	Rs. 6,56,325	415
1962-63	Rs. 10,00,000	1181
1963-64	Rs. 17,35,054	2242
1964-65	Rs. 18,49,324	2303
1965-66	Rs. 10,00,000	

(8) Merit Scholarships in Public Schools of erstwhile PEPSU

One scholarship is awarded under this scheme to

the students for the completion of the studies at the Yadindra Public School, Patiala.

- (i) No. of Scholarships available: 1
- (ii) Value: Rs. 150/- p.m.
- (iii) Temure: 8 years
- (iv) Cost:

1961-62	Rs. 3,600	One scholar completed his studies.
1962-63	Rs. 3,600	
1963-64	Rs. 1,800	
1964-65	Rs. 1,800	
1965-66	Rs. 1,800	

(9) State Harijan Welfare Scheme

Scheduled Castes, Scheduled Tribes and Socially Backward Classes: students were allowed following educational concessions under the State Harijan (Educational) Welfare Scheme, subject to the prescribed income limits :

- (i) Exemption from payment of tuition-fees from 6th class to M.A./M.Sc. classes (including teachers training courses);
- (ii) Award of stipends from 9th class onwards;
- (iii) Refund of Public Examination-fees.

2. Such students of Kulu Sub-Division were allowed stipends at the primary and Middle stage and at enhanced rate in High/Higher Secondary classes. The rates of stipends paid to them are as under :-

Primary : Rs.2/- p.m.
 Middle : Rs.4/- p.m.
 High/Higher Secondary: Rs.7/- p.m.

3. Besides, the 'Socially Backward Classes' students were given stipend of the value of Rs.25/- p.m. in addition to full freeship and refund of University Examination fees to enable them to prosecute technical studies (including Medicine and Agriculture etc.).

4. The following table will show the budget provision for each year and the progress of expenditure and also targets achieved during the third plan period till 31.3.65 :

Year	BUDGET PROVISION			EXPENDITURE INCURRED					
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Beneficiaries		
							Tui. fee	Ex. fee	Stipend
1961-62	30.64	23.00	53.64	30.64	23.00	53.64	56136	23279	37039
1962-63	26.86	31.15	58.01	27.30	31.15	58.45	56374	11036	40801
1963-64	23.75	42.20	65.95	23.75	42.20	65.95	56378	15774	40803
1964-65	32.34	32.20	64.54	32.34	32.20	83.34	51022	19845	21111
			(+ 18.80)		(+18.80)				
1965-66	37.31	30.04	67.35	-	-	-	-	-	-

(10) Welfare of Vimukat Jatis - Award of Stipend:

The De-notified tribes commonly known as Vimukat Jatis such as Sansi, Buaria, etc. are granted stipend right from the 1st primary class to M.A./M.Sc. classes at the following monthly rates :

<u>S.No.</u>	<u>Category</u>	<u>Non-Boarders</u>	<u>Boarders</u>
1.	Primary	Rs. 2/-	Rs. 17/-
2.	Middle	Rs. 5/-	Rs. 25/-
3.	High/Higher		
	Sec. Classes	Rs. 8/-	Rs. 30/-
4.	J.B.T. course/ Clerical and Commercial Courses	Rs. 40/-	Rs. 40/-
5.	F.A./F.Sc.	Rs. 10/-, Rs. 12/-	Rs. 38/-, Rs. 40/-
6.	B.A./B.Sc./B.Com.	Rs. 15/-, 20/-, 30/-	Rs. 50/-, 55/-, 65/-
7.	Polytechnic	Rs. 20/-	Rs. 55/-
8.	Law/B.T./B.Ed.	Rs. 45/-	Rs. 80/-
9.	M.A./M.Sc.	Rs. 25/-	Rs. 60/-
10.	Medical/Engineering	Rs. 40/-, Rs. 60/-	Rs. 75/-, Rs. 95/-

They are governed by the following conditions :

(i) The students whose parents/guardians income is below Rs. 5,000/- per annum and who do not pay more than Rs. 1,000 per annum as land revenue are only entitled to stipends under this scheme.

(ii) Plucked students are not eligible for stipends under this scheme in the same class.

The allotment provided for award of stipends to De-notified tribes (Vimukat Jatis) during the third plan period was utilized in full as per details below :

<u>Year</u>	<u>Budget Provision</u>		<u>Expenditure Incurred</u>	
	<u>Amount</u>		<u>Amount</u>	<u>Beneficiaries</u>
1961-62	1.03 lakhs		78,736	2571
1962-63	1.29 lakhs		1,29,873	2896
1963-64	1.26 lakhs		1,24,212	2908
1964-65	1.32 lakhs		1,32,000	3153
1965-66	1.32 lakhs		-	-

(11) Educational Facilities to the Children/
Dependents of Gold Smiths

The following educational facilities were given to the children/dependents of goldsmiths (during 1964-65) who at least one year prior to 10th January, 1963, depended for their livelihood purely on the manufacture of gold ornaments/articles and whose monthly income was less than Rs.100/-:-

(i) Reimbursement of tuition fee in schools upto Higher Secondary classes and J.B.T. classes.

(ii) Provision of Textbooks: All the students covered by the scheme upto Higher Secondary and J.B.T. were to be provided textbooks free of cost. They were to be given the actual cost of books already purchased by them or at the following maximum prescribed scale whichever is less :

(a) Primary	Rs. 6.25
(b) Middle	13.50
(c) Matric	56.00
(d) Higher Secondary	70.00
(e) J.B.T.	50.00.

(iii) Stipends: Poor and brilliant students were given stipends upto Higher Secondary stage at the following rates :

(a) Primary	Rs.4.00 p.m.
(b) Middle	5.00 p.m.
(c) Matric (IX & X)	6.00 p.m.
(d) Higher Secondary (XI)	8.00 p.m.

A sum of Rs.5,66,998.29 was sanctioned to 9642 students during the year 1964-65.

A sum of Rs.7,80,000 has been sanctioned for giving educational facilities to the children/dependents of goldsmiths during the year 1965-66. The necessary proposal to spend this amount during the current year has already been sent to Government and the claim will be sanctioned as soon as the proposal is accepted by Government.

Government of India Scholarships Scheme

(a) School Stage:

(1) Government of India Merit Scholarships for Study of Sanskrit in High & Higher Secondary Classes:

These scholarships are awarded Districtwise on the result of Middle School Scholarships Examination to the students who secure Merit position in Sanskrit and at least 45% marks in the aggregate. In addition they must study Sanskrit as an elective subject in their High and Higher Secondary classes.

(i) No. of scholarships available	Boys	Girls
	30	20
(ii) Tenure	2 years in High School 3 years in Higher Secondary School	
(iii) Value	Rs.10/- p.m.	
(iv) Cost	1963-64	Rs.6,000
	1964-65	Rs.12,000
	1965-66	Rs.13,440.

(b) College Stage

(2) Government of India Scheme of Post-Matric Scholarships for Scheduled Castes, Scheduled Tribes and other economically Backward Classes Students

Scholarships are awarded according to the regulations prescribed by the Government of India. The expenditure on scholarships is reimbursed by the Government of India on cent per cent basis. The State Government bears the expenditure on the establishment and other contingent charges at Headquarters required for the implementation of the scheme.

(i) No. of scholarships available No limit.

(ii) Tenure Complete Course of studies

(iii) Value:

Course of Study	Monthly Rate for those Residing in Hostels	Monthly Rate for Day Scholars
Preparatory/Pre-University, I.Sc. I.A., I.Con., I.Sc.(Agr.), B.Sc. B.A., B.Con., Corresponding Oriental Language/Fine Arts Courses	Rs. 40	Rs. 27
M.Sc., M.A., M.Con., LL.B. and Third Year class in Hons. Courses, Corresponding Oriental Language/ D.Sc., D.Litt., Ph.D.	50	35
Diploma/Certificate course in Agriculture, Veterinary Science, Hygiene and Public Health Course, Sanitary Inspector's course, Pre-Engineering, Pre-Medical Course	60	45
Diploma and Degree courses in Indian Medicine	40	27
Teachers' Training and Physical Education:		
(a) Undergraduate course	40	27
(b) Postgraduate course	50	35
B.Sc.(Agr.), B.V.Sc., Diploma courses in Rural Services/ Civil and Rural Engineering	50	35
Post-graduate courses in Agriculture, Post-Diploma courses in Cooperation/ Community Development	60	45
Bachelor of Nursing and Bachelor of Pharmacy	65	50
Diploma/Certificate Courses in Engineering, Technology, Architecture, Medicine and Courses for Overseas, Draftsmen, Surveyor, Electrician, Tool Maker and Wireless Operator	65	50
Degree Courses in Engineering, Technology, Architecture, Medicine and B.A., M.& S or other similar courses	65	50
Master of Pharmacy	75	60
Trade Courses, e.g. Telegraphy, Book-Keeping, Shorthand, Tailoring, Tanning and Leather Goods Manufacture, etc.		Ad hoc financial assistance at the rate of Rs.20 p.m. (inclusive of fees).

(iv) Cost

1961-62	Rs 15,86,500
1962-63	Rs 17,86,492
1963-64	Rs 18,16,500
1964-65	Rs 18,36,500
1965-66	Rs 18,36,500

No. of beneficiaries

3787
4547
4439
4350

3. FREE EDUCATION POLICY - A REVIEW

1. In 1957, the State Government took a decision to adopt a phased programme of introducing free education in Government schools up to the matriculation standard and declared education free up to the 5th class in Government schools with effect from 1.10.1957. All the local body schools in the State were also provincialised from the same date.

2. The free education policy was to be implemented according to the following phased programme :-

1957	Free education upto 5th class in all Govt. schools
1958	-do- 6th class -do-
1959	-do- 7th class -do-
1960	-do- 8th class -do-
1961-62	-do- 9th & 10th classes -do-

3. Before the introduction of free education, the following areas were already enjoying special concessions:

(a) Free education up to matriculation standard in Government schools -

(i) for girls in Pepsu areas;

(ii) Flood affected areas of Anritsar, Gurdaspur and Kapurthala Districts and Tehsil Zira of Ferozepur District;

(iii) Kandaghat Tehsil of Simla District.

(b) Free education up to the Middle Standard in Government Schools -

Kangra and Mohindergarh District, Morni Hills areas in Ambala District and Loharu Sub-Tehsil of Hissar District.

4. The free education policy, though it was primarily adopted as a step towards the goal envisaged in Article 45 of the Constitution of India, led to one important side effect. It diverted a large percentage of students from schools run by private organisations to Government schools and created a situation where a large number of managements approached Government for

taking over their schools. The whole situation was reviewed by Government in March 1959 and it was decided that taking advantage of this situation and for the purpose of liquidating communalism, Government should take over institutions of denominational character. It was also decided at the same time that other institutions should be kept in a running condition by financing them through ad hoc grants. In pursuance of these decisions, 84 privately managed schools were taken over by Government and ad hoc grants of Rs.12 lakhs were distributed during 1958 to 1961-62 among the privately managed schools where finances had been adversely affected by the policy of free education in Government schools.

5. The payment of ad hoc grants to such schools discontinued from 1962-63 owing to the National Emergency. It is also relevant to mention here that the extension of concessions to 9th and 10th classes was to involve a loss of revenue amounting to Rs.150.00 lakhs during the 3rd Five Year Plan.

6. The free education policy was fully implemented up to 1960-61 when education was made free up to the 8th class in Government schools. In 1961-62 it was decided that education in the 9th class of Government schools should be made free for girls and boys should pay half fee provided the income of their parents/guardians did not exceed Rs.100/- per month. This concession was further extended to the 10th class during 1962-63.

7. When the national emergency was proclaimed, it was found necessary by Government not only to prune expenditure on non-essential schemes but also to explore and tap new sources of revenue. The idea of levying an education cess was commended by the Government of India

in this context and while this was being examined, the State Government decided to re-impose fees in Government Secondary Schools and Junior Basic Training Institutions with the objective that fees would fetch an income of Rs.73.00 lakhs per year. In pursuance of this decision tuition fees at the rates given below were imposed with effect from 1.4.1963 in secondary classes of Government schools and in training institutions:

(a) <u>Middle Schools</u>	<u>Boys</u>	<u>Girls</u>
VI Class	Rs.3.00	Rs.1.50
VII & VIII Classes	Rs.4.50	Rs.2.25
<u>High Schools</u>		
IX & X Classes	Rs.6.00	Rs.3.00
<u>Higher Secondary Classes</u>		
IX Class	Rs.7.00	Rs.4.00
X Class	Rs.8.00	Rs.5.00
XI Class	Rs.9.00	Rs.6.00
<u>Training Institutions</u>		
J.B.T. Class	Rs.8.00	Rs.4.00

(b) Manner of Levy

(i) No tuition fee would be charged from the children of serving Defence Personnel and from the children of Defence Personnel who may have been killed or disabled during the current national emergency in secondary classes viz. VI to XI.

(ii) The following concessions which should be withdrawn for serious mis-conduct, idleness or irregularity of attendance will be granted to pupils of ability in secondary classes whose parents are too poor to pay the prescribed tuition fees :-

(a) Complete exemption from the payment of fees up to a limit of 25% of the number of pupils on the rolls on the 1st May last inclusive of such

exemption to the children of defence personnel who may have been killed or disabled during the current national emergency; and

(b) Half rates up to a limit of 35% of the number of pupils in secondary classes on the rolls on the above mentioned date.

Explanation:

(1) Concessions mentioned at No.(i) and (ii) of (b) will include the total number of concessions under the Punjab Education Code viz. 10% half poverty concessions, brother-sister concessions, teachers' son/daughter concessions and concessions available to dependents of Armed Forces Personnel.

(2) The Harijan (Educational) Welfare Scheme will continue to operate as heretofore.

(3) Girls attending the schools for boys will be liable to pay fees prescribed for girls and boys attending schools for girls will be liable to pay fees prescribed for boys.

8. Against the re-imposition of fees, a large number of representations from different parts of the State specially from flood-affected and backward areas, individuals and organisations etc. etc. were received. Keeping in view the various representations, the whole question of free education was reviewed by Government in June 1963 and it was decided that with effect from 1.7.1963 the free-education policy of the Government should be implemented in the following manner :

(a) There should be free-education for boys and girls up to the 8th class in all Government schools as it was previously.

(b) In the 9th and 10th classes of Government High Schools and 9th to 11th classes of Higher Secondary

Schools and in Government JBT Classes the position will be as follows :-

(i) Education will continue to be free in case of students belonging to Harijans whose parents'/guardians' income is less than Rs.1800/- p.a. The term Harijan includes Scheduled Castes and Scheduled Tribes and other backward classes already covered by the Harijan (Educational) Welfare Scheme.

(ii) There should be free education for backward classes as already defined by Government. The backward classes mentioned above have been defined as all the residents of Punjab State whose income is less than Rs.1000/- per annum irrespective of the fact as to which caste, community, or class they belong and what profession they follow.

(e) There should also be free education for girls the income of whose parents/guardians is between Rs.1800/- to Rs.3000/- per annum in the case of Harijans as defined in sub-para (i) and Rs.1001/- to Rs.3000/- in the case of other classes i.e. backward classes referred to in sub-para (ii) above and non-backward classes. The boys coming under these categories are to be charged fees at half the rates.

(d) The boys whose parents/guardians' income exceeds Rs.3000/- per annum are to be charged fee at full rates. Girls falling under this category are to be charged fee at half rates.

(e) No tuition fee is to be levied from the children of serving personnel and on children of defence personnel who may have been killed or disabled during the current national emergency. But after the national emergency is over, no fees should be charged from the children of Defence personnel who may have been killed or disabled during the currency of the national emergency.

9. Fees are to be charged at the rates defined in the previous paras. The fees imply tuition fees only. These orders are not applicable to special or Model schools where higher rates of fees have been prescribed.

10. It will be seen that the concessions already available are very liberal and there is little justification for going beyond it for the present.

4. NATIONAL CADET CORPS IN PUNJAB

Since its inception in 1948, the National Cadet Corps in Punjab has taken rapid strides on the path of progress. Starting with only 3 Battalions and 1 Independent Company besides 2 Independent Companies in erstwhile PEPSU area, the present position is as under:-

(a) SENIOR DIVISION

- (i) Infantry Battalions - 32 (260 Coys of 200 Cadets each)
- (ii) Army Squadrons - 2 (200 Cadets each)
- (iii) Artillery Battery - 1 (200 Cadets)
- (iv) Engineer Regiments - 2 (400 Cadets each)
- (v) Signal Coy - 1 (200 Cadets)
- (vi) EME Units - 3 (1 Unit of 400 Cadets & 2 Coys of 200 Cadets each)
- (vii) Medical Units - 2 (8 Coys of 200 Cadets each)
- (viii) Naval Units - 2 (200 Cadets each unit)
- (ix) Air Squadrons - 7 (200 Cadets each)
- (x) Officer Training Unit - 1 (176 Cadets)

(b) JUNIOR DIVISION

- (i) Army Wing - 397 troops (including 10 troops in KG, Public & Central schools & 19 in Sainik Schools)
- (ii) Naval Wing - 23 troops (including 2 in KG & Public Schools)
- (iii) Air Wing - 47 troops (including 5 in KG & Public Schools).

(c) GIRLS DIVISION

- (i) Senior Wing - 6 Battalions (42 Coys of 200 Cadets each)
- (ii) Junior Wing - 40 troops (50 Cadets each).

2. The State Government has already been asked by the Education Directorate to provide extra funds to the extent of Rs. 5,48,400/- required to double the strength of Junior Division Troops of Army, Naval and Air Wings from 50 to 100 Cadets per troop, as proposed by the Government of India.

3. GROWTH OF THE ORGANISATION: The following table indicates the rapid growth of the Organisation since 1949:-

Year	1949	1954	1959	1964
(i) Number of Units	8	14	25	59
(ii) Number of Officers	218	295	499	682
(iii) Number of Cadets	6628	10552	26071	86650

4. Present strength of the Organisation is as under:-

	<u>NCC Offrs</u>	<u>Cadets</u>	<u>Regular/ Re-emplo- yed/TA Officers</u>	<u>Whole- time NCC Offrs</u>	<u>JCOs</u>	<u>UOs</u>	<u>NCOs/ OR</u>	<u>Sgt Major</u>
<u>SENIOR DIV</u>								
Army Wing	280	51044						
Naval Wing	4	285						
Air Wing	6	908	78	30	334	10	711	24
<u>JUNIOR DIV</u>								
Army Wing	325	17468						
Naval Wing	33	1000						
Air Wing	18	2029						
<u>GIRLS DIV</u>								
Senior Wing	36	7228						
Junior Wing	31	1816						

5. COMPULSORY MILITARY TRAINING: Introduction of Compulsory Military Training for all able-bodied male under-graduate students in July, 1963, is an important landmark in the annals of the Corps. The scheme has been implemented purely through academic means and is the result of a genuine keenness on the part of the educationists to make our youth defence-conscious. The Universities of Punjab, namely, Punjab University, Kurukshetra University, Punjabi University and Agricultural University have made it compulsory for all under-graduate male students to attend at least 75% parades every year, and two Annual Training Camps in three years, in order to be eligible for the University examinations. They have also evolved a system of grading the students on the basis of attendance and general performance in the NCC, and the grade achieved is recorded on their University Degrees.

6. WHOLE-TIME NCC OFFICERS: In order to fulfil the heavy commitment of expansion and to fill the gap created by the withdrawal of Regular Army Officers, seventy-seven NCC Officers from this State have been employed on whole-time basis for Command/Adm/Staff jobs. Thirty of these officers have been posted in Punjab and the rest in other States. Similarly a number of Cadet Under-Officers and Sergeant-Majors have also been employed as whole-time instructors to make up the shortage of JCOs and NCOs. At present 10 UOs and 24 Sgt Majors are employed in Punjab State.

7. RE-ORGANISATION OF NCC/NCCR: NCC Rifles was introduced in 1960 with a view to imparting training at comparatively lesser cost and cover a

larger number of students. Four years of its existence have fully proved the fulfilment of this objective. However, after the introduction of Compulsory Military Training, the distinction between NCC and NCCR had become rather anomalous and it was decided to merge them together and re-organise them on the pattern of NCCR Coys. This re-organisation came into effect in July, 1964, when the present 8 Company Battalions were created. The re-organised NCC is a happy cohesion of good points of both NCC and NCCR. The old disparity with regard to the honorarium of NCC Officers, and Refreshment allowance in respect of Cadets, has been removed. The overlapping of jurisdiction, which was unavoidable in the old pattern has now been eliminated and an institution has now to deal with only one Unit Commander. This has been a very welcome and popular change.

8. TRAINING: Due to the standardisation and simplification of training syllabus, as a result of the re-organisation, the benefit achieved during the last training year is comparatively of greater value. The inclusion of the Out-door exercises in the training syllabus has been welcomed by the students who have exhibited a marked degree of keenness, enthusiasm and efficiency.

9. The attendance on parades is about 80%. In camps also a considerable improvement in attendance has been witnessed and since the Universities have made two NCC Camps in three years compulsory for all under-graduate students, the attendance will further improve. As a measure of further improvement, this Directorate have suggested the Universities to evolve some system

of making the Cadets available for Camps during Summer Vacation after the examinations are over.

10. During the last training year, every unit held its annual training camp for Senior and Junior Division Cadets. Besides annual training camps the following camps were held by this Directorates:

(i) All India Summer Training Camp (Boys)

(ii) All India Summer Training Camp (Girls)

(iii) Advanced Leadership Course for 120 Cadets.

11. Out of 69 short ranges allotted, 51 short ranges have been constructed by various colleges from the funds provided by University Grants Commission. The construction of the ranges has been appreciated by the heads of the institutions. Four long ranges and 22 miniature ranges have also been allotted for construction. In addition to these, Army/Police ranges in various cantonments/District towns have been made available to the Cadets for firing.

12. During these camps the keenness, enthusiasm and devotion to duty were noticed to a considerable degree. These camps created a healthy team-spirit and a considerable emotional integration had taken place.

13. In addition to above camps, a special Adventure course in Mountaineering and Rock Climbing was held at HMI MANALI from 15th December, 1954 to 4th January, 1965. This camp was held during the coldest period of the year and the cadets derived maximum benefit out of it. The course was popular with them and they showed great keenness, enthusiasm, determination, love for team-work and exhibited self-confidence and traits of leadership.

14. With a view to creating enthusiasm and healthy competitive spirit, following inter-unit group competitions were held:

(a) Senior Division(Boys)

- (i) Shooting Competition
- (ii) Bayonet Fighting Competition

(b) Senior Division Girls

- (i) Shooting Competition

(c) Junior Division (Boys & Girls)

- (i) Shooting Competitions

15. NCC Group Headquarters

To cope with the increased work and to decentralise and facilitate Command and control, the whole area of Punjab has been divided into seven group headquarters commanded by Lt.Cols. Upto the end of March, 1965, the group headquarters commanders besides controlling and coordinating the activities of about seven NCC units each in their jurisdiction, also commanded an NCC Unit. As a result of experience in the functioning of the NCC Group headquarters, it has been decided to reorganise them as separate offices, each to command a group of 10 NCC Units. The proposed Group headquarters in this State after reorganisation are:-

- i) NCC Group Headquarters, Amritsar
- ii) NCC Group Headquarters, Chandigarh
- iii) NCC Group Headquarters, Jullundur
- iv) NCC Group Headquarters, Ludhiana
- v) NCC Group Headquarters, Patiala
- vi) NCC Group Headquarters, Rohtak

16. Each group headquarters Commander will be responsible for the successful functioning and efficient training of the 10 units under his command.

Finance

17. Budget allotment for the year 1965-66 has not so far been made by the State Government. However, budget allocations made by the Punjab Government during the last 15 years are summarised below:

1949 Rs. 11,16,700

1954 Rs. 13,63,540

1959 Rs. 16,11,920

1962-63Rs. 30,05,324

1963-64Rs. 53,22,550

1964-65Rs. 66,15,580

Future Planning 1965-66

18. Senior Division - 20 coys (2 battalions)
Junior Division - (strength expected to be doubled)
Girls Division - 5 coys (1 battalion)
(senior wing)

General

19. All the Cadets are now properly clothes. Position regarding Arms and equipment and other training aids has also considerably improved. There is no shortage of permanent Instructional staff. Re-employed JCOs/NCOs are gradually being replaced with regular army personnel.

5. Progress of Craftsmen Training Scheme during the first three Five Year Plans in the Punjab State

Introduction

The Craftsmen Training Programme in the country started as a war-time measure to meet the rising demand of technicians and skilled labour to man the defence industries. When the war came to an end, the scheme was modified and adopted for resettlement of ex-servicemen in technical avocations. It was gradually realised that such a training programme was essential to meet the requirements of industry as a whole without any particular reference to defence production or resettlement of ex-servicemen. Government of India, accordingly, appointed a special committee to study the future pattern of craftsmen training programme and make recommendations for its reorganisation. On the basis of the recommendations of this committee popularly known as the Shiva Rao Committee, Government of India, reorganised the Craftsmen Training Programme and transferred the administrative control of the scheme to the State Government in 1956. The entire expenditure on this training programme is shared between the Government of India and the State Government, in the ratio of 60:40. The syllabus and the scheme of work are laid down by the Government of India on the advice of the National Council for Training in Vocational Trades of which the Central Minister for Labour is the Chairman. Examinations are also conducted by the Government of India through the agency of State Department of Industrial Training. Certificate, called the National Trade Certificate, instituted by the Government of India, is awarded to successful trainees. At the State level, there is a State Council for Training in Vocational

Trades of which the Minister Incharge Industries/Industrial Training is the Chairman and concerned Government Departments, Industries and Labour, are given representation on it.

Scheme for Training in Institutes

In the Industrial Training Institutes, training is imparted in engineering and non-engineering trades. The duration of training for engineering trades is 1½ years in the Institutes followed by six months implant training. As against this, training in non-engineering vocational trades is imparted for a total period of 12 months. There is no tuition fee. Handtools are supplied two to three times a year, free. Hostel facilities (where provided) to trainees are free of cost. The workshop clothing (overall) are also supplied free. One-third of the total number of trainees is awarded scholarship at the rate of Rs. 25/- per trainee per month. However, with effect from 1st August, 1963, it has been decided that commensurate with the conditions prevailing in this State, the amount of stipend has been raised to Rs. 40/- per month per trainee, and the coverage has been raised to 60% of the trainees. Admission to engineering trades takes place every nine months and there are two sessions which each trainee has to attend, each lasting nine months. Admission to vocational trades takes place once in every 12 months. The syllabus is broadly divided into three parts, namely, syllabus for the main trade, for allied trades and syllabus of subjects common to a number of main trades such as Fitter, Carpenter, Turner, Mechanists etc. For the training of Instructors, Government of India have set up 5 Central Training Institutes for Instructors in the country

One of these has been set up at Ludhiana with total cost of about a crore of rupees and the training capacity of 250 Instructors at a time.

Progress made during the Second Plan

At the end of the Second Plan in the whole country, there were 166 Institutes where craftsmen training was imparted to a total of 42142 trainees. As against these in the Punjab the total number of institutes was 15 with a capacity of 4698 seats for trainees. In the Punjab thus 8 new institutes with additional capacity for 3376 were opened during the second Plan period.

Progress made during the Third Plan

The target and the size of the programme envisaged in the Third Plan was considerably larger, involving a financial outlay of Rs. 327.50 lakhs with the aim of creating additional training facilities for 4,492. However, during the 1st year of the Third Plan itself, it was realised that the targets fixed by the Planning Commission for this programme needed to be substantially augmented. Accordingly, a special scheme for the creation of 10,000 additional seats by expanding existing institutes and by setting up 20 new institutes was formulated, entirely on the non-Plan side. Simultaneously, efforts were made with the Government of India for inclusion of this scheme on the Plan side, and for augmentation of the financial ceiling correspondingly. Government of India agreed to the inclusion of 6000 out of 10000 seats in the Plan. The balance 4,000 seats were retained on the non-Plan side. The monetary targets on the Plan side were consequently enhanced to Rs. 724.68 lakhs and under the non-Plan portion of the scheme a provision of Rs. 370.83 lakhs. was made for the Third Plan period, making a total

of Rs. 1,095.51 lakhs. The overall position of physical capacity under the Craftsman training Programme at the end of the Third plan would be 19,190 and the number of the institutes would be 49. The targets and the size of the programme set by the Punjab Government were at one time considered ambitious, but with the onset of emergency and consequent demand for craftsmen the size of the Programme has been more than fully justified and it can be confidently said that in the matter of Craftsman Training Punjab is ahead of nearly all other States in the country. In fact, during the Emergency, the Department launched an intensive short-term training programme for 3,000 trainees for Defence service by introducing a third shift in the existing institutions. According to the phasing of the physical targets during the Plan period 4,540 additional seats were to be created by the end of 1963-64. Actual number of seats created is however 5084. Significant progress has also been made in the matter of construction of new institutes and purchase of equipment for them. Special steps were taken by the Department for coordinating the Plan for construction programme with the result that all the buildings are nearly complete including the work of sanitary fittings and electrification. A high level special Purchase Committee was constituted by the Government for the purchase of machinery and equipment worth crores have been purchased. A provision of Rs. 185 lakhs was made for the year 1964-65 for the Plan portion and Rs. 100 lakhs for the non-Plan portion of craftsmen Training programme with physical target of 7744 seats during the year 1964-65.

Out of these 6628 seats have been introduced upto 31st March, 1965. Thus by the end of 1964-65, 16504 seats have been introduced in the 47 existing Industrial Training institutes/centres. On the monetary side, against the Plan provision of Rs. 185 lakhs for Plan and Rs. 100 lakhs for non-Plan, an amount of Rs. 168 lakhs and Rs. 72 lakhs have been spent respectively by the end of the year 1964-65 (figures of actual expenditure from the P.W.D. are still awaited).

During the year 1965-66, it is proposed to incur an amount of Rs. 184.34 lakhs, out of which Rs. 79.28, ;, 37.52 lakhs and Rs. 67.54 lakhs will be incurred on the pay of staff, stipends, tools and equipment and purchase of land and construction of building etc. respectively. On the non-Plan side, an amount of Rs. 69.35 lakhs is estimated to be incurred on pay of staff, stipends, tools and equipments and purchase of land and construction of buildings etc. This also includes a sum of Rs. 10 lakhs to be incurred on advance action for the Fourth Five Year Plan. During the year 1965-66, it is proposed to open two new Industrial Training Institutes at Gurdaspur and Faridabad and to add 2660 new seats and the seating capacity will be raised to 19,190 seats by the end of Third Five Year Plan.

Apprenticeship Training

With the passing of the Apprenticeship Act by Parliament in 1961, the department of industrial training formulated a programme for placing apprentices in factories under the provisions of the Act. Simultaneously, the Department formulated a scheme for deputing Punjabi boys for apprenticeship training in factories situated outside the State. This is deemed necessary in view of the fact that training facilities

in factories in the Industrial technology and the dearth of skilled manpower was standing in the way of industrial development of the State. Under the scheme for deputing apprentices to other States 437 apprentices were placed with leading factories at Bombay, Calcutta, Baroda, Kanpur, Lakheri etc. upto the end of year 1964-65. Total target in the Plan period under this scheme is 2,000. The achievement of this target, however, depends upon the response from the factories situated outside the State, as their efforts are entirely voluntary. A special feature of the scheme is that in addition to the stipends payable to the apprentices by the Industrial establishments under the provisions of the Apprentices Act, an additional stipend at the rate of Rs. 50/- per month per apprentice is given for the period of the Apprenticeship training which usually lasts three years.

2. There are 4485 registered factories in the Punjab. This Department has conducted a survey of 455 factories. As a result of the survey, it has been revealed that facilities for apprenticeship training are available in 258 factories. In 180 factories the apprentices have been engaged under the Apprentices Act, 1961. The total number of apprentices is 1259 who have been selected and placed in the factories by the end of the year 1964-65 and steps are being taken and will be intensified during the year 1965-66 to place large number of apprentices in factories found suitable for apprenticeship training.

3. This department has also chalked out a programme under the Placement Cell Scheme for the

absorption of Industrial Training Institute's passed out trainees in the various factories inside as well as outside the State. It is gratifying to note that a total number of 2039 passed out trainees have been deputed in various public sectors and undertakings by the end of 1964-65. The names of the recruited Government undertakings is as under:

- 1) Hindustan Aeronautics Ltd. Kanpur
- 2) Heavy Engineering Corporation, Ranchi
- 3) Hindustan Machine Tools, Pinjor
- 4) Heavy Electricals, Bhopal
- 5) Orissa Foundry, Orissa,
- 6) Western Railway.

It is expected that sufficient number of trainees will be deputed by the end of the Third Five Year Plan.

4. Besides the above 10 girls who had been deputed for training during November, 1962, had completed their training in the early part of the year 1964. To give further facilities to Watch Making Industries in the Punjab, 10 boys were also deputed to Bangalore for training in the Watch Making Industry during the year 1963-64 and they have completed their training in 1964-65 (September, 1964)

Industrial Schools:

During the IIIrd Plan, the Department envisages the opening of 19 new and expansion in the existing Industrial Schools for Girls with a seating capacity of 960 seats. Out of this, 14 Schools have already been opened, 15 Home Craft Centres which were previously run by the Community Project Areas, and 3 Industrial Schools for Girls under the administrative control of Education Department have been taken over by the Department on 1.4.1964 and their standard has been raised to that of regular schools. Accordingly the number of schools and seating capacity in all the Government Industrial Schools for Girls has been raised to 58 and 3420 respectively.

The Department has also undertaken the work of bringing these schools on the D.G.E.I's Pattern. The seating capacity of Government Schools for Boys rose from 472 at the end of the 2nd Plan to 697 by the end of 1964-65. Department in addition to these boys schools is also running 13 Economic Uplift Training Centres for Scheduled Castes, Backward Classes and Vimukta Jaties.

Government Polytechnic for women was started by the Department at Chandigarh during the year 1962-63, and the same is functioning successfully. By the end of the year 1964-65, the number of schools/institutes which was 54 by the end of 2nd Plan has been risen to 85 and their seating capacity from 3675 to 5307 students.

A sum of Rs. 27.54 lacs was provided for these schemes in the year 1964-65. An amount of Rs. 27.96 lacs has been provided in the Annual Plan 1965-66.

Programme for the Fourth Five Year Plan:

During the Fourth Five Year Plan, it is proposed to open tentatively 11 new Industrial Training Institutes/Centres with 11,000 seats, with a financial outlay of Rs. 1500 lakhs. It is also proposed to open one Pottery and Ceramics Institute, one Institute for Woollen Textiles and two Polytechnics for Women during the Fourth Plan. The matter regarding location of the new Institutes is under consideration of the State Government.

6. DISCUSSIONS AT CONFERENCE OF EDUCATIONISTS,
HELD AT CHANDIGARH FROM FEBRUARY 19 & 20, 1965,
BY SHRI S. VENKATESH.

At the request of the Education Commission, the State Institute of Education, Chandigarh, arranged a Conference of educationists on February 18 to 20, 1965.

The following papers were presented at the Conference:-

1. "Educational Planning and Finance" by Dr. Goverdhan Lal.
2. "Future of Education in India" by Dr. N.L. Desajh.
3. "Emotional Problems of Education of the Mentally Handicapped and the Bright Children" by Dr. Vidya Sagar.
4. "Home Science Education" by Miss S. Doongaji.
5. "Secondary Teacher Education" by Principal V.S. Mathur
6. "Role of Montessorie Methods of Teaching in Pre-Primary Education" by Mrs. H. Singh,
7. "University Education" by Shri M.L. Khosla.
8. "Elementary Education" by Shri Jagdish Raj.
9. "Education of Character" by Shri Suraj Bhan.
10. "Education for International Understanding" by Dr. Prem Nath.
11. "The need for rethinking on Basic Education" by Prof. Udey Shanker.
12. "Library Training in India" by Dr. Jagdish Sharma.

The following points were made during the discussions on the papers presented to the Conference:-

Teacher Training

1. There is nothing vitally wrong with our system of education but the problem is that we do not have a sufficient number of satisfied, enthusiastic and properly trained teachers. Reservation of seats in the Training Colleges on considerations other than merit is not a happy proposition.

Students who obtain degrees by parts should not be encouraged to join the Training College. Similarly, students with degree in indifferent subjects should also not be entertained. To avoid wastage in the Training Colleges, it is necessary to recruit the teachers first and, after about three or four months of service in the school, they should be sent to the Training Colleges. This avoids wastage both during and after the training course.

2. Training College should not admit persons who are not keen to follow teaching profession.

3. Teacher Training must be handled by Central Government and not left to the States. This can be introduced according to a phased programme.

4. Comprehensive training colleges with courses in B.Ed., M.Ed., and J.B.T. classes should be developed where staff need not be earmarked for any particular course. There should be uniform scales among all these teachers who should be able to teach all classes.

5. Emoluments of training college staff should be raised.

6. M.A. or M.Ed. is essential in the elementary and secondary training colleges.

7. There should be a separate cadre for training college staff.

8. Duration of B.T./B.Ed. courses is not long enough. Emphasis should not be on content only.

9. In punjab the number of working days of training colleges is 240 per year. This may be increased by reducing the vacations to six weeks only.

10. In the Training College at Patiala, though the regular course starts from 1st week of August, the trainees are admitted in the middle of July and given an orientation course. This has produced good results and could be tried at other institutions also.

11. There is scope for increasing the working hours per day also. For this purpose, adequate hostel accommodation both for staff and students would be necessary.

12. History of education should be taught in the training colleges to all the students. The students should be given a few compulsory lectures on Guidance, Curriculum, etc. for the first three months of their course.

13. Trainees should work as full-time members of the staff of the school for long duration.

14. The Kurukshetra experiment of admitting matriculates for a four-year course and B.A./B.Ed. in Education has not been a success. Even the Kurukshetra University itself has not recognised this Degree.

15. Arts Colleges should be attached to training colleges. This Training College atmosphere will induce a larger number of students to take to teaching profession. This experiment is being tried in the training college at Patiala from July next.

16. Correspondence courses in Teacher Education are of doubtful utility. A student may pass his theory examination but cannot get the training by post.

17. In-Service education for training college staff is also equally necessary. Universities should run summer courses to training college staff. Exchange of professors would also facilitate necessary re-orientation of this teaching staff.
18. In-Service education has not made any impact on teachers for want of adequate incentives. Increments should be given only after in-service education and after the teachers have proved that they are growing professionally.
19. To bridge the wide gap between theory and practice in the training colleges, a few schools should be attached to each training college where the different training techniques could actually be practised.
20. Registration of teachers (just as in the case of as medical practitioners) should be carried out and the licences of only those coming up to the mark should be renewed.
21. There should be no difference in the training imparted to elementary school teacher or the secondary school teacher. Training Colleges are of no use if good students are not attracted. Sufficient incentives are to be provided for this purpose.
22. In the schools only those subjects which are of practical value in life should be taught as in Japan.

Education of Mentally Handicapped and Bright Children.

1. Mentally handicapped children should be trained in special schools. Their inferiority complex would be aggravated if they are taught with brighter boys.

2. For the training of the mentally handicapped children, women teachers should be preferred, and they should be given one year practical training. Their interests such as promotions, etc. should be safeguarded.
3. In each school, there should be a woman social worker.
4. The education for handicapped children should make greater use of audio-visual aids, drawings, toys, etc.
5. Emphasis should be on learning by doing. Care should be taken to ensure that the lessons do not go above the head of the students.
6. Class-rooms should be attractive and curriculum carefully drawn up.
7. Teachers should meet the parents periodically and ascertain the emotional problems of the children.
8. Teachers of average intelligence and with high emotions should be preferred for handling the classes of mentally handicapped children. They should have a special accomplishment in singing, dancing etc.
9. Among the brighter children it is necessary to inculcate a faith that their intelligence is for the service of their unfortunate fellow students.
10. Snobbery should be discouraged by the teachers setting a proper example.
11. Late developers are to be given special attention.
12. Creativity is the key of solution of many of the problems of the handicapped children.

Education for International Understanding.

1. Foundations of international understanding must be laid in primary education during the child's

highly impressionable and formative period.

2. Fear, hatred and jealousy are some of the most destructive emotions and it is highly desirable that children should be educated to protect themselves against these and to cultivate self-confidence and good-will.
3. Care should be taken to ensure that the teacher has a good knowledge of pupils' cultural background and of the conditions obtaining in the family.
4. Emotional health should be the concern of the community. In a case study, it was found that the pupils studying under teachers in good mental health showed greater emotional stability than their counterparts receiving instruction from teachers in poor mental health.
5. Well-graded discussion forums and Science Clubs should be arranged to impart right and complete information.
6. All available media, such as books, pamphlets, papers, posters, news reels, films, radio, etc. for giving correct information should be freely made use of.
7. Students should be encouraged to benefit from programmes like "U.N. calling you" "U.N. calling on the peoples of the world" etc. Students should form panels to consider these broadcasts and publications and comment on them.
8. History and Geography need a good deal of orientation. Facts and events should be presented in the larger perspective of mankind in preference to original and sectional framework.

9. The practice of International school at Geneva should be followed as far as practicable.
10. Students should be given lessons in the economic interdependence of countries. Similarly, the necessity of healthy cooperative effort for the growth of science or for any other aspect of knowledge should be stressed.
11. History of Science should be presented in its cultural perspective highlighting the cooperative effort and the common aspiration of mankind to live in harmony and peace.
12. Studies of other cultures should figure prominently in our educational programme. A start should be made with the neighbouring cultures.
13. The study of foreign languages is another medium through which the countries can be brought closer together.
14. Organisation of UNESCO Clubs in all educational institutions should be increased. This would be the first step to popularise the teaching about U.N. and its associated agencies.
15. To the extent possible there should be an exchange of teachers and students between different countries. Various art gifts, books and other reading material could also be exchanged.
16. Institutions of higher learning, particularly universities have a special responsibility in promoting international understanding. Besides lectures, seminars and discussion groups, international evenings to cover such programmes as music, dance and drama should be organised. Arts and music are very powerful media in forming correct

emotions and attitudes.

17. International understanding should find a reasonable place in the curriculum of the Teachers Training Colleges.

Education of Character.

1. The word 'secular' in our Constitution has been mis-understood. It should only mean that Government should not take sides in religious disputes. There is, however, nothing to prevent religious instruction in schools and colleges.

2. Pursuit of excellence should be inculcated in the minds of the students from the very beginning.

University Education.

1. Overcrowding in colleges is mainly because there are no suitable alternative openings. This can be avoided by selective admissions and by relating them to resources available as recommended by Lord Robbins in his Report.

2. Performance in matric should not be the only consideration for admission to the colleges. Due consideration should be given to extra-curricular activities as well. Internal assessment of the students should be resorted to in greater measure.

3. While autonomy of the institutions is desirable, absolute autonomy is not suited to our country. Some control by Central Government is necessary for maintaining unity of the country.

4. Lessons should be learnt from the Chinese educational reform. Scholars well-versed in literature in East and West should be encouraged.

5. Standards of students in schools should be raised if Science/Technology is to improve in the country.

6. In the field of post-graduate teaching, regional post-graduate centres for higher learning should be established.

7. Selected colleges should also be allowed to undertake post-graduate teaching.

8. Post-graduate teachers should be better paid.

9. Research grants should be given to centres of higher learning.

10. Standards of instruction should be raised, so that our degrees conform to international standards. This can be achieved only by keeping students busy and by increasing the working hours per day.

11. Hard work on the part of the teachers is equally essential.

12. Teachers should be given a social prestige.

13. One view expressed was that internal assessment has absolutely no link with the performance in the final examination and to that extent it is a failure. Teachers who want this internal assessment are only to wield punitive powers and to control the classes.

Future of Education in India.

(1) The basic system of education will undergo a good deal of change in the next 15 years and there is bound to be a phenomenal increase in Junior Basic Schools.

(2) In Basic Schools, besides the crafts that are now being taught, some more modern crafts - as, radio-mechanics, machine tools, etc. - are to be included.

- (3) Higher Secondary scheme has come to stay, But, some suitable modifications in the curriculum are necessary to give it a vocational bias and thus make this course a terminal stage to enter life.
- (4) In the field of medium of instruction, a "Trilingual Formula" is necessary. Each student will have to study at least 3 languages - Mother tongue in the initial stages, Hindi a little later as a National Language and a third Language at the post-primary stage. This 3rd Language may be the language of another State (other than Hindi) or English.

Role of Montessori Methods of teaching children.

- (1) Children should start in the nursery school at three and the change from Nursery to Primary should be made at six.
- (2) The older children are interested to watch the young ones work. This revision is valuable for them and, if sometimes they are asked to help, they can do just as well as the adult teacher. This helps to develop their character and opportunities should be provided for such visits.

Educational Planning and Finance.

- (1) National integration calls for the revision of text-books so as to emphasise national unity and love of the country. A National Unit for the production of text-books is necessary. This Unit will produce books in all subjects including Science and Mathematics.

- (2) In view of the rapid technological inventions, a correct appraisal of the manpower requirements for the next 15 to 20 years would almost be impossible. Possibility of overcoming this problem by adopting the example of some country at any particular period of its development as the model for attainment in the next 20 years may be considered. This can be Japan of today and some Scandinavian countries.
- (3) Possibilities of raising additional funds for increasing the investments of education are well worth-considering. These could take, if necessary, the form of new taxes.
- (4) A good deal of educational expenditure is wasted at present because of drop-outs, large percentage of failures at examinations. A poor country like India cannot afford such a luxury.
- (5) It is worth-considering if we can effect economy by setting up centres for higher education affiliated to the present universities instead of adding full-fledged universities. In these centres, there will be no economy on teachers, laboratories and libraries.
- (6) Effective administrative machinery is necessary to make any scheme a success. The growth of administrative organisation has a bearing on the size and nature of the development plan.
- (7) Suggestion to have an intensive special programme for the development of genius in the country should be seriously taken up, because in the final analysis the progress of a nation

depends upon its gifted citizens. One single Newton or Edison can accelerate tremendously the pace of progress. The talented children should be a special responsibility of the nation and given all facilities.

A beginning can be made by starting one such special institution in each State.

- (8) A good school is characterised by good teachers, good equipment and good buildings. Of these three, the teachers should be the first charge on our resources. It is of utmost importance to revise the emoluments of teachers.
- (9) It may be better to have more of in-service training as compared to pre-service training. The desirability of merging Training Colleges with Arts Colleges to save on buildings, libraries, equipment, etc. may be considered.
- (10) The content and character of teachers training prevalent today need radical changes.
- (11) Productive work should be introduced at all levels of education from the primary to the university.
- (12) Dignity of labour should be taught so as to provide a corrective to the present days snobbish and white-collar mentality.
- (13) The general approach of educational planning today is to spread the poor available resources on all types of programmes. Instead, we should concentrate on a few selected programmes.
- (14) Educational planning has to contend with some special problems, such as large population, multiplicity of languages, limited resources,

absence of necessary statistical data, etc.

Educational planning should not be limited to higher levels of administration only but should involve as largely as possible parents, teachers at lower levels and supervisors.

(15) It is necessary to prepare three types of plans:-

(i) A perspective plan for 15 to 20 years.

(ii) A short-term plan (say 3 years), co-extensive with the life of the literature.

(iii) An annual plan co-extensive with the budgetary year of a State.

(16) The District Education Officer today is so over-worked that he hardly gets sufficient time from his multifarious duties to look into real educational problems of his district.

(17) For a proper evaluation of the qualitative objectives of any plan, it is necessary to have a research and evaluation unit. This unit can take up some related important studies, such as studies in educational finances, manpower requirements, teaching of languages, etc.

(18) A large number of stipends and scholarships should be instituted.

(19) The educational plan should cast its weight in favour of educationally backward sections. Regular surveys should be undertaken before new institutions or libraries are added. Fulfilment of prescribed norms should always be insisted.

- (20) Physical education and Military training should receive proper emphasis.

LIBRARY TRAINING IN INDIA

According to a recent survey, there are about 23 institutions which offer training in library science at different levels.

In addition to the universities, there are some non-university courses which are run by the Delhi Library Association. Some Library Associations like U.P. Library Association and governmental agencies like Department of Public Relations, Punjab run short-term certificate courses in library science.

- (2) In India, there is no standard so far set for teaching library science in universities, library associations and other organisations.
- (3) The suggestions made by the Committee set up recently by the U.G.C. to consider the question of improving and co-ordinating the standards of teaching and research in the Departments of Library Science in the Indian Universities are very valuable in this regard.

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PART VI - ANNEXURES

PROGRAMME OF THE VISIT OF EDUCATION
COMMISSION TO PUNJAB STATE

The Education Commission visited the State of Punjab from May 10 to 15, 1965. During the first three days it divided itself into four groups, Group I visited Simla, Group II visited Patiala, Kurukshetra, Karnal and Ambala, Group III visited Jullundur, Amritsar and Ludhiana and Group IV visited institutions at Chandigarh. On the last three days, the members gathered together at Chandigarh and held discussions with various groups of educators. The detailed programme is given below:

GROUP I: Member: Prof. M.V. Mathur

May 10, 1965

1. Visit to Bishop Cotton School, Simla
2. Visit to S.D. Bhargava College, Simla
3. Discussion with Heads of Local Institutions at Government Training College, Simla

May 11, 1965

1. Discussion with Principal and Staff of Government Training College, Simla
2. Meeting with the Principals and the staff of S.D. Bhargava College, Simla, and Punjab University Evening College, Simla

GROUP II Member: Miss S. Panandikar

May 10, 1965

1. Visit to Government College of Physical Education Patiala
2. Senior Model Higher Secondary School, Pheel Khanna, Patiala
3. State College of Education, Patiala
4. Visit to the Punjabi University, Patiala
5. Discussion with heads of local higher secondary schools

May 11, 1965

1. Visit to Kurukshetra University and discussion with heads of Departments.
2. Visit to College of Education, Kurukshetra, and discussion with members of staff.
3. Discussion with Principals and headmasters of schools at the Government Higher Secondary School, Karnal.

May 1, 1965

1. S.D. Higher Secondary School, Ambala
2. Government Higher Secondary School for Girls, Ambala
3. Sohan Lal Training College, Ambala
4. Discussion with Principals and Headmasters of colleges and schools at the office of the Circle Education Officer, Ambala

GROUP III Member: Shri A.R. Dawood

May 10, 1965

1. Visit to Model Pre-Primary School, Jullundur
2. Visit to Government Girls Higher Secondary School (Nehru Garden School) Jullundur
3. Visit to Government Training College for Teachers, Jullundur
4. Visit to Government Model Higher Secondary School, Jullundur
5. Visit to Government Model Co-educational Higher Secondary School, Jullundur
6. Visit to State School-cum-College of Sports, Jullundur
7. Visit to Government Randhir College and discussion with Principal and staff, Kapurthala
8. Discussion with Principals of Colleges and Higher Secondary Schools

May 11, 1965

1. Visit to D.A.V. Higher Secondary School, Amritsar
2. Visit to Government Girls Higher Secondary School, Mohan Gate, Amritsar
3. Visit to Government Girls Higher Secondary School, Nawankot, Amritsar

4. Visit to Government High Secondary School,
Town Hall, Amritsar

5. Visit to Government Girls Higher Secondary
School, Mall Road, Amritsar

6. Visit to the Khalsa College, Amritsar

May 12, 1965

1. Visit to Agricultural University, Ludhiana
and discussion with Deans and Heads of
Departments.

2. Visit to S.A.N. Jain Higher Secondary
School, Ludhiana

3. Visit to Government College, Ludhiana and
discussion with the Principal and Members
of the staff.

4. Visit to Government Multipurpose Higher
Secondary School, Ludhiana

5. Discussion with Principals and Headmasters
of High & Higher Secondary Schools at Ludhiana

GROUP IV Member: Shri J.P. Naik

May 10, 1965

1. Discussion with State Department officers

2. Visit to the Punjab University and discussion
with Registrar and his officers.

3. Informal discussion with State Department
officers

May 11, 1965

1. Visit to Government Senior Model School,
Sector 16, Chandigarh

2. Visit to Government Girls Higher Secondary
School, Sector 18, Chandigarh

3. Visit to Government Higher Secondary School,
Sector 23, Chandigarh

4. Visit to State Institute of English, Chandigarh

5. Visit to Post-graduate Basic Training
College including the Basic Junior Training
School

6. Discussion with Director of Public
Instruction, Chandigarh

May 12, 1965

1. Visit to Government College for Men, Chandigarh
2. Visit to Home Science College, Chandigarh
3. Visit D.A.V. Higher Secondary School, Chandigarh
4. Visit D.A.V. Model School, Chandigarh
5. Visit to State Institute of Education
6. Visit Punjab University and discussion with Vice-Chancellor & Executive Council of the Syndicate
7. Discussion with Faculty
8. Discussion with Student representatives

PROGRAMME OF THE EDUCATION COMMISSION
AS A WHOLE AT CHANDIGARH

May 13, 1965

1. Call on the Governor
2. Discussion with Headmasters and Headmistresses and representatives of Teachers' Associations
3. Discussion with Principals of Engineering Colleges, Polytechnics, ITIs & JTSs from Punjab
4. Discussion with Teachers' Association Representatives
5. Interview with educationists
6. Tea with State Department Officers

May 14, 1965

1. Visit to University campus
2. Discussion with Principals of Government and non-Government colleges and Presidents of Lecturers' Associations
3. Discussion with Teacher Educators
4. Discussion with Vice-Chancellors
5. Meeting with Education Minister
6. Discussion with officers of the State Education Department.
7. Tea with Vice-Chancellor
8. State Dinner

May 15, 1965

1. Meeting with Education Commissioner.
2. Discussion with representatives of Women's Education
3. Meeting with Chief Secretary, Planning Secretary, Finance Secretary, Health Secretary, Director of Industries, Director of Technical Education, Education Secretary, Director of Public Instruction, Director, National Cadet Corps and Commissioner Hill Areas
4. Meeting with Chief Minister
5. Press Conference
6. Dinner by the Governor

ANNEXURE 2 LIST OF PERSONS PARTICIPATED
IN DISCUSSION GROUP AND WHO
INTERVIEWED THE COMMISSION

ANNEXURE II

LIST OF PERSONS PARTICIPATED IN DISCUSSION
GROUP AND WHOM THE COMMISSION INTERVIEWED

- I. The following Headmasters and Headmistresses met
the Education Commission on May 13, 1965, at Chandigarh
1. Miss Hoffmeister, Principal,
Ewing Christian School, Mission Compound, Ludhiana
 2. Mrs. Prem Swift, Bungalow No.18, Sector 8, Chandigarh
 3. Mr. R.K.V. Goldstein, Headmaster, Bishop Cotton
School, Simla
 4. Mrs. I. Chitamber, 1/6 Sector 24-A, Chandigarh
 5. Shri R.S. Dutt, Principal, Government Higher
Secondary School, Sector 19, Chandigarh
 6. Pt. Nand Lal, Headmaster, S.D. Higher Secondary
School, Ambala Cantt.
 7. Shri Samuel, Saint Paul School, Palampur
 8. Mrs. Azad, Principal, Sports College for
Women, Kurukshetra
- II. The following Principals of Engineering Colleges,
Polytechnics, ITIs, & JTs met the Education
Commission on May 13, 1965 at Chandigarh
1. Shri H.R. Bhatia,
Principal, Thapar Engineering College, Patiala
 2. T.K. Vaidyanathan, Principal,
Central Polytechnic, Chandigarh
 3. Shri A.N. Sud, Principal,
J.R. Government Polytechnic, Hoshiarpur
 4. Shri Gurbax Singh,
Principal Government Punjab Polytechnic, Chandigarh
 5. Shri Y.R. Batra, Principal,
Junior Technical School, Kapurthala
 6. Shri Hom Raj,
Government Junior Technical School, Kangar
 7. Shri Gurbachan Singh,
Principal, Govt. Junior Technical School, Gurgaon
 8. Shri Chanchal Das, Principal,
Industrial Training Institute, Jullundur
 9. Shri Hardyal Singh, Principal,
Industrial Training Institute, Rohtak
 10. Shri R.D. Jain,
Principal, Industrial Training Institute,
Patiala

III The following representatives of Teachers' Associations met the Education Commission on May 13, 1965 at Chandigarh

1. Shrimati Darshan Kaur, President, Classical & Vernacular Teachers' Union, c/o Government Girls Higher Secondary School, Ambala City
2. Shri Prem Gupta, Pepsu Government Teachers Union, 1558 Press Road, Patiala
3. Shri Joginder Singh, President, Government Primary Teachers Federation, 470 Arya Samaj Road, Nawan Shahr Doaba (Jullundur)
4. Shri Chander Parkash, President, S.E.S.A.V. Teachers Union, Government Higher Secondary Patlandar (Kangar)
5. Shri Mohinder Singh Toor, President, Government Teachers' Union, Punjab, V & P.O. Sowaddi, District Ludhiana
6. Shri O.P. Parashar, General Secretary, S.E.S.A.V. Teachers Union
7. Shri Babu Ram
8. Shri Bahadur Singh, Ludhiana

IV List of educationists who met the Commission on May 13, 1965 at Chandigarh

1. Shri Ram Chandra, Retd. I.C.S., Forest Hill, Simla-E
2. Shri I.M. Verma, Retd. Director of Public Instruction, Sector 7, Chandigarh
3. Shri S.L. Chopra, M.L.C., Chandigarh

V List of Principals of Colleges and Presidents of Lecturers' Association who met the Commission on May 14, 1965

1. Shri G.D. Khanna, Retd. Principal, Sector 18, Chandigarh
2. Miss A. Das Gupta, Principal, Government College for Women, Rohtak
3. Mrs. E.N. Shahani, Principal, Government College for Women, Ludhiana
4. Shri K.S. Thapar, Principal, Government College, Ludhiana

5. Shri Triloki Nath,
Principal, D.A.V. College, Chandigarh
6. Shri Inderjit Paul, President,
Government College Teachers' Union, Rupar
7. President, Punjab College Teachers Union,
Ferozopore
8. Shri O.P. Mohan,
Principal, C.R. Arya College, Sonapat

VI. List of Teacher Educators who met the Education Commission on May 14, 1965, at Chandigarh

1. Shri Uday Shankar, Principal,
Government Training College, Faridkot
2. Mrs. P.J.R.D. Ahuja,
Assistant Director (Teachers Education)
3. Shri V.B. Taneja, Principal College of
Education, Kurukshetra
4. Shri L.D. Gupta, Principal Institute of
Education, Chandigarh
5. Shri J.M. Dhand, Headmaster, Government Normal
School, Karnal
6. Shri N.L. Dosajh, Principal, Government Training
College, Dhamsala
7. Shri V.R. Taneja, Principal, Government Training
College, Chandigarh
8. Mrs. B. Tulsi, Headmistress, Government Basic
Training School, Chandigarh
9. Shri Inder Singh Grewal, Headmaster,
Government Basic Training School, Jagraon.
10. Shri K.B.L. Bhatnagar, Headmaster, Government
Basic Training School, Dholbaha, (Hoshiarpur)
11. Miss P. Dutt, Assistant Director Colleges (Women)
12. Shri V.S. Mathur, Principal, State College of
Education, Patiala
13. Shri Jagdish Raj, Deputy Director (Primary Education)
14. Dr. D.D. Jyoti, Principal,
Institute of English, Chandigarh

VII. Vice-Chancellors of Punjab Universities who met the Commission on May 14, 1965

1. Dr. A.C. Joshi, Vice-Chancellor, Punjab University, Chandigarh
2. Shri Suraj Bhan, Vice-Chancellor, Kurukshetra University, Kurukshetra
3. Shri K.S. Narang, Vice-Chancellor, Punjabi University, Patiala
4. Shri P.N. Thapar, Vice-Chancellor, Agricultural University, Sector 4, Chandigarh
5. Dr. Jodh Singh, ex-Vice-Chancellor, Punjabi University, Patiala

VIII. List of Departmental Officers who met the Education Commission on May 14, 1965 at Chandigarh

1. Shri J.D. Sharma, Director of Public Instruction, Punjab, Chandigarh
2. Shri Balwant Singh, Joint Director of Public Instructor, (Schools)
3. Shri K.N. Dutt, Joint Director of Public Instruction (Colleges)
4. Shri Harbans Singh, Deputy Director of Public Instructor (General Administration)
5. Shri R.L. Verma, Deputy Director of Public Instruction (School Administration)
6. Shri Inder Singh, Deputy Director of Public Instruction, Planning
7. Shri R.S. Chaudhary, Deputy Director of Public Instruction, Secondary Education
8. Shri Jagdish Raj, Deputy Director of Public Instruction, Primary Education
9. Shri N.K. Nijhawani, Assistant Director (Examinations)
10. Shri H.V. Bherpute, Assistant Director (Evaluation)
11. Shri Uttam Singh, Assistant Director (Books)
12. Shri A.S. Shanti, Circle Education Officer (Patiala)
13. Shrimati H.M. Dhillon, Circle Education Officer (Jullundur)
14. Shri B.S. Verma, Circle Education Officer (Ambala)
15. Shri Kulwant Singh, Director of Sports
16. Brig. M.S. Grewal, Director, NCC

IX Representatives of Womens' Education
who met the Commission on May 15, 1965
at Chandigarh

1. Mrs. Perminder Bir, Vice-Principal, Government Girls Higher Secondary School, Sector 18, Chandigarh
2. Mrs. Baljit Tulsii, Headmistress, G.B.T. School, Chandigarh
3. Mrs. Raj Dulari, Lady Superintendent, Government Junior Model School, Chandigarh
4. Miss Avinash Kapur, Government Girls Higher Secondary School, Sector 21, Chandigarh
5. Miss K. Sahgal, Assistant Director, School Administration, Chandigarh
6. Mrs. P.J.R.D. Ahuja, Assistant Director Teachers' Training, Chandigarh
7. Miss V. Prabhdyal, Youth Welfare Officer, Chandigarh
8. Miss P. Dutt, Assistant Director, Colleges
9. Mrs. P.K. Banker, Deputy Director of Industrial Training.
10. Mrs P.P. Azad, Principal, Government Sports College for Women, Kurukshetra
11. Miss B.K. Dhillon, Principal, Government College for Women, Chandigarh
12. Mrs. B. Bawa, Headmistress, Government Higher Secondary School, Mohan Singh Gate, Amritsar
13. Mrs. A. Karam Singh, Superintendent, Government Senior Model School, Chandigarh
14. Shri Vasudev Chhabra, Deputy Director, Kasturba Rural Institute of Higher Education

X. Heads and officers of the Department of the State Government who met the Commission on May 15, 1965 at Chandigarh

1. Shri S. Narang, Finance Secretary
2. Shri C.D. Kapur, Education Commissioner
3. Shri Sapuran Singh, Secretary PWD
4. Shri J.D. Sharma, Director of Public Instruction
5. Shri Kewal Krishna, Director Technical Edu. Punjab
6. Shri Prakash Chandra Puri, Deputy Secretary, Tech. Education
7. Shri Saroop Krishen, Finance Commissioner, Planning Punjab
8. Brig. M.S. Grewal, Director NCC Punjab & H.P.
9. Shri R.N. Chopra, Hill Commissioner & Additional Chief Secretary
10. Shri Paramjit Singh, Director Industries & Industrial Training.

XI Principal and staff of the Rana Padam Chandra Sanatana Dharma Bhargava College, Simla who met the Commission on May 10, 1965

1. Shri R.K. Mehrotra, Principal
2. Shri K.K. Malhotra, Vice-Principal
3. Prof. Kuljas Ras
4. Prof. Lakhan Pal
5. Prof. Ranvir Sharma-
6. Prof O.P. Vaid
7. Prof. R.N. Dhawan
8. Prof. Satish Vinayak
9. Prof. P.P. Syal
10. Prof. J.M.L. Bhatnagar
11. Prof. Ved Prakash
12. Prof. K.R.Sud
13. Dr. V.P. Khanna

XII Principals and Headmasters who met the Commission at Simla on 11th May, 1965

1. Shri Bakshish Singh, Principal, Panjab University Evening College, Simla
2. Shri R.K. Mehrotra, Principal, S.D.B. College, Simla
3. Shri S. Prakash, Principal, D.A.V. Higher Secondary School, Simla
4. Shri H.R. Balhotra, Principal, Government Higher Secondary School, Simla
5. Shri Triloki Nath, Teacher, S.D. Higher Secondary School, Simla
6. Br. F.J. Steinmayer, Principal, St. Edward's School, Simla
7. M. Victorine, Principal, Loreto Convent, Tara Hall, Simla
8. M. Peter Claver, Principal, St. Bede's College, Simla
9. Miss N. Sharma, Principal, Lady Irwin Higher Secondary School, Simla
10. Miss A.F. Atkins, Principal, Auckland House School, Simla
11. Shri R.P. Malik, Lecturer Government Training College, Simla

XIII Principal and the staff of the Government Training College, Simla who met the Commission at Simla on May 11, 1965

1. Miss K. Pasricha, Principal
2. Miss B. Kaku Singh
3. Shri C.L. Kapur
4. Mrs. P. Goswami
5. Mr. R.P. Malik
6. Mrs. Mohinder Kaur
7. Miss Rajinder Kaur
8. Miss S. Kalsy
9. Miss Kamla Joshi
10. Mrs. Kamal Gulati
11. Mrs. Tajinder Malhotra
12. Mrs. Harmohan Bhatnagar
13. Mrs. Sarla Vaid
14. Miss Santosh Khanna
15. Mrs. Saroj Malhotra
16. Miss S. Mahajan
17. Miss Amarjit Kaur

XIV Principal and Staff of the Punjab University Evening College, Simla who met the Commission on May 11, 1965 at Simla

1. Shri Harcharan Singh
2. Shri G.S. Amar
3. Shri D.P. Sarin
4. Shri Autar Singh
5. Shri R.D. Shaili
6. Shri O.P. Gautama
7. Shri V.P. Sharma
8. Shri Bakshish Singh
9. Shri K. Pasricha, Principal, Government Training College.

XV Principal and staff of the State College
of Education, Patiala who met the Education
Commission at Patiala on May 10, 1965

1. Mrs. M.S. Singh
2. Mr. Raj Kumar Behal
3. Mr. Amir Singh
4. Mr. J.S. Jawanda
5. Mr. B.S. Gill
6. Mr. D.R. Vij
7. Mr. P.S. Channa
8. Mr. Karmjit Singh
9. Mr. H.S. Brar
10. Mr. Niranjan Singh
11. Mr. O.P. Sharma
12. Mrs. M. Sodhi
13. Mr. S.R. Mehta
14. Mr. Gurnam Singh
15. Mr. R.C. Sehgal
16. Mr. N.S. Sandhu
17. Mr. R.P. Goyal
18. Mr. O.P. Khosla
19. Mrs. Gurcharn Kaur
20. Mrs. Pritam Kaur
21. Mr. Gopal Dass Chawala
22. Mr. R.P. Sriwastva
23. Mr. S.C. Vashista
24. Mr. C.L. Naran
25. Mr. Satnam Singh
26. Miss Parkash Mathur
27. Miss Surinder Chauhan
28. Mrs. Manjeet Kaur
29. Mr. Amrik Singh
30. Major Gurpal Singh, D.E.O.

XVI Vice-Chancellor and Heads of Departments of Kurukshetra University who met the Education Commission on May 11, 1965 at Kurukshetra

1. Shri Suraj Bhan, Vice-Chancellor
2. Dr. V.B. Tanjea, Principal, College of Education
3. Shri D.R. Vij, Professor of Education, State College of Education, Patiala
4. Dr. S.M. Mukherji, Head of the Department of Chemistry
5. Dr. V.M. Sharma, Head of the Department of Hindi
6. Dr. S.D. Chopra, Head of the Department of Mathematics
7. Shri B.N. Chopra, Offg. Registrar
8. Shri K.L. Malhotra, Principal, University College
9. Dr. Budha Prakash, Director of Institute of India Studies,

XVII Educationists who met the Commission at Kurukshetra on May 11, 1965

1. Shri Dina Nath Batra, Principal, Gita High School
2. Shri C.D. Shastri, Senior Lecturer, College of Education
3. Shri P.P. Mehta, Senior Lecturer: "
4. Shri Kishori Lal, " "
5. Shri L.C. Rajput, Assistant Master, Arya High School, Thaneswar
6. Shri R.L. Ahuja, Department of Education, Kurukshetra University
7. Shrimati Taneja, Headmistress, Government Girls High School, Thaneswar
8. Mrs. M. Jammu, Headmistress, Government Girls Higher Secondary School, Pehowa
9. Shri B.N. Dewan, College of Education.
10. Shri K.K. Malhotra, Government Higher Secondary School, Shahabad (Karnal)
11. Shri P.K. Kaushik, Government High School, Pehowa
12. Shri Milkka Singh, Government H.S. School, Pehowa
13. Shri Jagan Nath, Headmaster, Govt. H.S. School, Ladwa
14. Shri Manohar Lal, Headmaster, " Kaithal
15. Shri Jagdish Prasad Sharma, Headmaster, Arya High School, Thaneswar

XVIII Headmasters and Headmistresses of Secondary Schools who met the Commission on May 11, 1965 at Karnal

1. Shri S.S. Bhalla, Principal, Government H.S. Karnal
2. Shri Santlal, D.A.V. Higher Secondary School, Karnal
2. Shri Devi Shankar Prabhakar, Karnal
4. Shri I.N. Kal, Principal, S.D. College, Karnal
5. Shri Chunni Lal Ahi, Government High School, Prem Nagar, Karnal
6. Shri M. Jogi, Government High School, Karnal
7. Miss P. Bahl, Headmistress, Government Girls Higher Secondary School, Panipat
8. Shrimati Sharanjit Kaur, Government Girls High School, M.T. Karnal
9. Shrimati G.K. Minocha, Guru Nanak Girls High School, Sheikhpura, Karnal
10. Shrimati Shanti Devi, R.D. Arya Girls High School, Karnal
11. Shri Jagat Suri, H.S. School, Karnal
12. Shri Manohar Lal, Government H.S. School, Kaithal
13. Shri J.M. Dhand, Government Normal School, Karnal
14. Shri Mela Ram Barq, Manager, Dayand Model High School, Karnal

XIX Educationists who met the Commission at Ambala on May 12, 1965

1. Shri P.V. Duggal, Lecturer, Sohan Lal Training College
2. Shri A.G. Sharma, Headmaster, B.D. High School
3. Shri Bagwan Singh, Deputy Education Officer
4. Mrs. R.K. Jaswant Singh, Headmistress, G.G.H.S. School
5. Shri C.L. Dogra, Assistant Counsellor.
6. Shri Gopal Das Kapur, S.D. College
7. Shri Nand Lal, S.D.H.S. School
8. Shri P.C. Bhatia, C.B. High School
9. Shri J.S. Thapar, Headmaster, Farooka Khalsa, H.S. School
10. Shri Satya Pal, Lecturer, S.L. Training College
11. Shri A.R. Sharma, Principal "
12. Shri N.D. Sharma, A.S.H.S. School
13. Shri G.S. Joshi, Assistant Education Officer, Ambala

XX Educationists who met the Commission at
Kapurthala on May 10, 1965

1. Shri Balwant Singh, M.L.A.
2. Shri P. Shaida, Journalist
3. Shri Raj Kumar Retired Secretary Education, Pepsu
4. Shri D.K. Das, I.A.S. Deputy Commissioner, Kapurthala
5. Commander O.P. Sharma, Principal, Sainik School,
Kapurthala
6. Shri S.C. Pandit
7. Shri A.C. Kapur, Principal, Randhir Government College
8. Shri Sohan Lal, Senior Lecturer, Government College
9. Shri Satya Pal Sharma "
10. Shri Kailash Chandra "
11. Shri Rajinder Singh Bakshi "
12. Shri D.S. Mittal "
13. Shri Iqbal Singh "
14. Shri Sharat Sharma "
15. Shri Kalyan Singh D.P.R.O.
16. Shri J.R. Verma, Senior Lecturer, Govt. College.
17. Shri Raj Kumar, Lecturer, Randhir College, Kapurthala
18. Col. Nand Kishore, Principal, UDSD Higher Secondary
School, Kapurthala
19. Mrs. R. Kapur, D.E.O. Kapurthala

XXI Principals who met the Commission at Jullundur
on May 10, 1965

1. Shri Bhagwant Singh, Principal, Government Model Higher
Secondary School, Jullundur
2. Shri R.N. Safaye, Professor of Education, Government
Training College, Jullundur
3. Shri Mohan Lal, District Education Officer, Jullundur
4. Shri Som Nath, Principal, State College of Sports,
Jullundur
5. Shri B.C. Kapur, Principal, Doaba College, Jullundur
6. Shri Chanchal Das, Principal, Mehr Chand Technical
School, Jullundur
7. Shri B.S. Bahl, D.A.V. College, Jullundur

8. Shri Prem Chand, D.S.S.D. Higher Secondary, Jullundur
9. Shri Ram Singh, Lyallpur Khalsa College, Jullundur
10. Shri Amar Singh, Principal Ramgarha College, Phagwara
11. Shri Y.P. Mayer, Principal Mehr Chand Polytechnic
Jullundur
12. Shri M.R. Mittal, Secretary, Punjab Education Forum
563, Model Town, Jullundur
13. Shri Hari Singh, Chairman Punjab Education Forum
14. Shri M.R. Jain, Deputy Education Officer, Jullundur
15. Shri P.L. Verma, Circle Social Education Officer, Jullundur
16. Shri H.L. Vohra, Principal, Dayanand Model School
17. Shri K.V. Ghose, Principal, Government Girls Higher
Secondary School, Jullundur
18. Shri S.L. Mann, Principal, Govt. Model Co-educational
Higher Secondary School, Jullundur
19. Shri H.K. Mongia, Deputy Education Officer, Jullundur
20. Mrs. K. Batt, Headmistress, Government Girls High
School, Jullundur
21. Shri Kalwant Singh, Lecturer, Training College, Jullundur
22. Shri S.S. Awasthi, Department of Music, Government Train-
ing College, Jullundur
23. Shri M. Agnihotri, Lecturer in Philosophy, Government
Training College, Jullundur
24. Shri V.P. Bansal, Coordinator
25. Shri S.B. Kakkar, Senior Lecturer, Govt. Training College,
Jullundur
26. Shri O.P. Dheman, Lecturer in Education, M.G.N.
Basic Training College, Jullundur

XXII Principals and Headmasters/Headmistresses who met
the Commission at Amritsar on May 11, 1965

1. Shri Nehar Singh Grewal, Headmaster, Government
Higher Secondary School, Amritsar
2. Shri Sawaran Singh, Principal S.S.S.S.Kh. Higher
Secondary School, Amritsar
3. Shri Pran Nath, Principal, P.B.N. Multipurpose School
Amritsar
4. Shri Des Raj, Principal, Government Higher Secondary
School, Dain Ganj, Amritsar

5. Shri Bhagat Ram, Principal, D.A.V. High School, Amritsar
6. Shri Sohan Lal, Principal, H.S. Higher Secondary School, Amritsar
7. Shri Kewal Krishan Sahdev, Principal, Gyan Ashram Higher School, Amritsar
8. Shri C.R. Beotra, Headmaster, Gandhi Memorial High School, Amritsar
9. Mrs. Raj Dulari, Headmistress, B.K.E&I Girls High School, Amritsar
10. Shri L.D. Sharma, Headmaster, Government Higher Secondary School, Tarn Taran
11. Shri H.R. Uppal, Headmaster, A.N. High School, Amritsar
12. Shri H.K. Kapur, " B.B.K. High School, Amritsar
13. Shri Gurbax Singh, Headmaster, S.G.R.D. Khalsa Higher Secondary School, Amritsar
14. Shri V.K. Kohli, Vice-Principal, Khalsa Training College, Amritsar
15. Shri T.R. Khanna, Headmaster, Parkash Ashram, Higher Secondary School, Amritsar
16. Shri P.R. Sareen, Prem Ashram High School, Amritsar
17. Shri K.V. Bedi, Headmaster, P.G.H. Sec. School, Amritsar
18. Mrs. I.K. Bedi, Headmaster, S.G.R.D. Girls H/Sec. School
19. Miss Rajwans Kaur, Headmistress, Government Girls Higher Secondary School, The Mall, Amritsar
20. Miss K. Arora, Headmistress Govt. Girls Higher Secondary School, Katra Karam Singh, Amritsar
21. Mrs. Hans Rani, Headmistress, Government Girls Higher Secondary School, M.S. Road, Amritsar
22. Headmistress, Girls Higher Secondary School, Nawankot, Amritsar
23. Shri S. Sushil, Deputy Education Officer, Amritsar
24. Shri Satya A. Singh, Deputy Education Officer, Amritsar
25. Mrs. Phulan Rani, Headmistress, New Modern High School, Amritsar.
26. Mrs. B. Bawa, Headmistress, Government Girls Higher Secondary School, Mohan Gate, Amritsar
27. Shri Sukhmandar Singh, Deputy Educator Officer, Amritsar
28. Shri Lakhan Singh, Deputy Education Officer, Amritsar
29. Shri J.P. Sunder Lal, Deputy Education Officer, Amritsar

XXIII Principals and Headmasters/Headmistresses
who met the Commission at Ludhiana on
May 12, 1965

1. Shri Surjan Singh, Headmaster, Sargodha Khalsa High School, Ludhiana
2. Shri Sher Singh, Principal, Malwa Training College, Ludhiana
3. Shri Indar Singh, Headmaster, P.S.Kh.N.High School, Ludhiana
4. Shri Jamna Das Bhargava, Assistant Headmaster, Arya High School, Ludhiana
5. Shri Sham Lal, Assistant Education Officer, Ludhiana
6. Shri Ranjit Singh, Deputy Education Officer, Ludhiana
7. Shri Gurdial Verma, Deputy D.E.O. Ludhiana
8. Vice-Principal, S.D.P. Higher Secondary School, Ludhiana
9. Shri K.L. Shoree, Headmaster, N.M. Jain Model High School, Ludhiana
10. Shri J.S. Dhaliwal, Principal, Malwa Higher Secondary School, Ludhiana
11. Shri Hardit Singh Grewal, Government Higher Secondary School, Ludhiana
12. Shri Jaswant Singh Grewal, " " "
13. Shri V. Dhingra, Principal, Government Girls Higher Secondary School, Ludhiana
14. Shrimati Pritam Kaur, Principal, Khalsa Girls Higher Secondary School, Civil Lines, Ludhiana
15. Deputy Education Officer, Ludhiana
16. Shri S.L. Uppa, Principal, S.A.N. Jain, Higher Secondary School, Ludhiana
17. Shri M.L. Grover, Principal, New Higher Secondary School, Ludhiana
18. Shrimati Kailash Devi Verma, Incharge Evening Shift Higher Secondary School, Ludhiana
19. Shri Gurbaksh Singh, Headmaster, G.N. Kh. High School, Model Town, Ludhiana
20. Shri Labh Singh, Government High School, Tahli Sahib
21. Shri Shankar Sud, Principal, Government High Secondary School, Ludhiana
22. Shri Jagmohan Singh, Government Higher Secondary School, Ludhiana

23. Mrs. Krishna Verma, Jain Girls Higher Secondary School, Ludhiana
24. Shri Gurmeet Singh, Government Higher Secondary School, Ludhiana
25. Shri Ram Rattan Sharma, Government Higher Secondary Ludhiana
26. Shrimati Yash Vati, Headmistress, Arya Girls Higher Secondary School, Ludhiana
27. Shrimati V. Suri, Arya Girls Higher Secondary School, Ludhiana
28. Headmistress, Government Girls Higher Secondary School, Ludhiana

XXIV Officers of the Directorate of Education who met the Commission at Chandigarh on May 11, 1965

1. Shri J.D. Sharma, Director of Public Instruction
2. Dr. M.N. Dutt, Joint Director of Public Instruction
3. Shri Jagdish Raj, Deputy Director of Public Instruction
4. Shri H.M. Nijhawan, Assistant Director (Examinations)
5. Miss S. Arora, Administrative Officer
6. Shri J. Rishi, Assistant Director, Cadet Corps
7. Shri Moshan Lal Verma, Deputy Director (School Administration)
8. Shri D.R. Sharma, Assistant Director (Sec. Education)
9. Shri Uttam Singh
10. Shri R.S. Chaudhury, Deputy Director Secondary Education
11. Shri Inder Singh, D.O (Planning)
12. Shri Harbans Singh, Deputy Director (G.A.)
13. Shri Balwant Singh, Joint Director of Public Instruction
14. Mrs. Ahuja, A.D.I.

XXV Principal, Staff & Trainees of the State Institute of Education, Chandigarh, who met the Commission on May 11, 1965

1. Shri L.D. Gupta, Principal
2. Mrs. Santosh Khurana, B.E.O. Hissar
3. Shrimati A. Kaur, Govt. J.B.T.School, Faridabad
4. Shrimati Santosh Sehgal, J.B.T.Ludhiana
5. Shrimati Kamlesh Gupta, Montgomery G.N. Basic Training School, Kapurthala
6. Shri Balwant Singh Bedi, J.B.T.School, Dera Baba Nanak, Gurdaspur
7. Shri Jagjit Singh, Government Higher Secondary School, Karnal
8. Shri B.L. Sudhir, S.I.E. Chandigarh
9. Shri N.S. Thakar, Government Basic Training School
10. Shri Makhan Lal Gupta, Government Higher Secondary School, Klind
11. Shri Ishwar Chandra Gupta, " " Charkni Dadri
12. Shri Jaswant Singh Rao, B.E.O.
13. Shri Baldev Aggarwal, Government Basic Training School, Jugraon
14. Shri Dhan Swaroop Sharma, Higher Secondary School, Narnaul
15. Shrimati Sharda Devi, B.E.O. Rewari
16. Shrimati Krishna Sardana, Government Girls Higher Secondary School, Chandigarh
17. Shri S.P. Gupta, B.E.O.
18. Shri Ram Dhan, Government High School, Chhara
19. Shri Narendra Nath Gupta, Teacher Educator, Chachrauli
20. Shri Mohinder Singh Uppal, Government Higher Secondary School, Maler Kotla
21. Shri Gurnam Singh Sindhu, B.E.O.
22. Shri Kharaiti Lal, B.E.O.
23. Shri J.R. Nagpal, B.E.O.
24. Mrs. S.P. Gupta, Coordinator, State Institute of Education
25. Shri R.B. Mehta, Superintendent, S.I.E.
26. Shri K.C. Mittal, Librarian, S.I.E.
27. Shri M.L. Sharma, Lecturer, State Institute of Education

28. Shri J.S. Gandhi, Government Basic Training College,
Chandigarh

29. Shri Narendra Kumar, Science Consultant

30. Shri Ran Swarup Sharma, S.I.E. Chandigarh

31. Shri R.L. Bhatia, S.I.E. Chandigarh

32. Shri Tirath Ram, B.E.O.

33. Shrimati Kanti Chandra, B.E.O. Nahar

34. Shri Surjit Singh, Teacher Educator, B.A.S.A.

35. Shri Ram Singh

36. Shri P.L. Garg, Teacher Educator, Mullana

37. Shrimat Parkash Kaur

38. Shri Hardip Parmar, Teacher Educator

39. Shri Amarjit Roy, Teacher Educator

40. Shri Gurdip Singh, Teacher Educator

41. Shri Jagdish Singh, Teacher Educator

42. Shrimati Gyan Kaur

43. Shrimati Pushpa Dutta

XXVI. Staff of the Home Science College, Chandigarh,
who met the Commission at Chandigarh on
May 12, 1965

1. Miss P. Bhatnagar

2. Mrs. G. Inder Singh

3. Mrs. Y. Marath

4. Mr. R.C. Viathel

5. Mrs. S. Khanna

6. Shri Paul.

XXVII Vice-Chancellor & Heads of Departments of the
Punjab University who met the Education Commission
at Chandigarh on May 12, 1965

1. Dr. A.C. Joshi, Vice-Chancellor

2. Dr. G.P. Sharma, Head of Zoology Department

3. Dr. P.N. Mehra, Head of Botany Department

4. Dr. R.C. Paul, Head of Chemistry Department

XXVIII Faculty Members of the Punjab University who met the Commission at Chandigarh on May 12, 1965

1. Shri R.R. Sethi, Head of the History Department
2. Shri H. Gupta, Head of the Mathematics Department
3. Shri P.N. Mehra, Head of Botany Department
4. Shri D.B. Rangnekar, Head of Department of Economics
5. Shri G.P. Sharma, Head of Zoology Department
6. Shri B. Ghosh, Head of Chemical Engineering & Technology
7. Shri B.M. Anand, Physics Department
8. Shri B.S. Khanna, Public Administration Department
9. Shri Raj Kumar, Professor of English
10. Shri B.L. Gupta, Head of the Department of Physical Education
11. Shri Inder Nath, Head of Hindi Department
12. Head of the Chemistry Department

XXIX University students who met the Commission at Chandigarh on May 12, 1965

1. Miss Saroj Kwatra, Zoology Department
2. Miss Swadesh Sharma, "
3. Shri Parmeshwar Lal, Hindi Department
4. Shri Darshan Datta, History Department
5. Shri Ramesh Kumar, Chemical Engineering & Technology
6. Shri Parminder Singh Gill, Chemistry
7. Shri Ashok Dayal Chand, Pre-Medical
8. Shri Vinod Khanna, B.A.(Arts)
9. Shri Ramesh Chandra, B.A.(Arts)
10. Shri Santosh Jain M.A.Part I(English)
11. Miss Kiranjit Phoolka, Government College for Women
12. Miss R.Dutt, Government College for Women

REPORT
OF
THE VISIT OF THE EDUCATION
COMMISSION TO RAJASTHAN

(11-17 January, 1965)



EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

REPORT OF THE VISIT OF THE
EDUCATION COMMISSION TO
RAJASTHAN

(Monday, 11th January to
Sunday, 17th January, 1965)

Education Commission,
University Grants Commission Building,
Bahadur Shah Zafar Marg,
New Delhi-1.

C O N T E N T S

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DURING THE VISIT OF THE EDUCATION COMMISSION
TO RAJASTHAN (14-17TH JANUARY 1965)

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A REPORT OF THE DISCUSSIONS HELD AT JAIPUR
DURING THE VISIT OF THE EDUCATION
COMMISSION TO RAJASTHAN

(14-17th JANUARY, 1965)

DISCUSSION WITH THE EDUCATION SECRETARY

On the morning of 14th January, 1965, the Education Commission discussed the memorandum of the State Government with the Education Secretary. In his introductory remarks, the Education Secretary made the following points:-

1. Rajasthan had, until recently, two Directors of Education - one for Primary and Secondary and the other for Collegiate. Recently, both the posts have been combined, which is an arrangement for the better. The post of an Additional Director of Education has been added to assist the Director in the discharge of his responsibilities

2. A separate inspectorial set-up has been created for women's education which is a major problem in Rajasthan.

3. Rajasthan has tried its best to develop education and has accorded it a high priority. The State is now spending 22 per cent of its revenue on education alone. But in spite of this effort, Rajasthan still continues to be a backward State. This is mainly due to the initial handicap with which Rajasthan started in 1949.

4. Primary education was transferred to the control of the Panchayat Samitis in 1959. Rajasthan was the first State to adopt the experiment of democratic decentralisation and to take this step. Its results have been good in some respects and unwelcome in others. The whole experiment has been recently evaluated by a Special Committee whose Report is now under the consideration of the State Government.

5. Rajasthan may be able, with great effort, to reach 100 per cent enrolment for boys at the elementary stage by 1975 or 1981. But the problem of girls is more

difficult, especially because women teachers are not available.

6. The problem of Secondary Education in the State was reviewed by a Special Committee under the chairmanship of Prof. G.C. Chatterji and its recommendations are being implemented by Government. There are about 700 secondary schools in the State, half of which have been converted to the higher secondary pattern. The general policy is to expand girls' schools, and to provide more science courses.

7. Barring one or two very backward districts, every district has a college; and in the bigger districts there is more than one.

8. The State has a liberal system of scholarships at all stages. There is no tuition fee charges from girls at any stage of education. The same concession is given to students of the Scheduled Castes and Scheduled Tribes and the children of Government servants drawing less than Rs. 400 per month and those of teachers. Up to the end of the middle school, there is no fee for anyone. At the higher stages, fees are very low.

9. Technical education is being developed very fast and top priority is given to the development of I.T.Is.

2. Administration of Primary Education by Panchayat Samitis

After these introductory remarks by the Education Secretary, the different issues raised in the memorandum of the State Government were taken up for discussion.

The first to be considered was the administration of primary schools by Panchayat Raj institutions. In the course of the discussion, the following points arose:-

(1) On the credit side, there has been some financial contribution by the Panchayat Samitis and by and large, a general enthusiasm has been created in rural areas for

education. On the debit side, the problem of the appointments and transfers of teachers has not been handled satisfactorily.

(2) The attempt to levy an Educational Cess in the rural areas has not, by and large, succeeded.

(3) Under some Panchayat Samitis, where the leadership is good, excellent results have been obtained. On the other hand, in many areas, the teachers have ~~fully~~ been demoralised, partly because of local pressures and partly because of frequent transfers.

(4) There is a proposal to transfer the administration of primary schools from the block level to the district level. In doing so, it may be necessary to transfer middle schools as well. The entire matter is under the consideration of Government and no decision has been taken.

(5) In the present legislation of Rajasthan, there are some safeguards provided for the teachers. But these are not probably enough. There is need to have closer supervision and to provide better guidance to the Panchayat Samitis. This may be one direction in which reform may be brought about. There is no proposal at the moment to transfer primary education in urban areas to municipalities. In Bikaner, there are a few primary schools under municipal management, but their experience is far from encouraging.

3. Adult Education: The general view of the officers of the Education Department was that a programme of liquidating mass illiteracy in a period of five years would not be feasible; but the task may be attempted in a period of 15 years. There was also a general feeling that the developmental programmes in most quarters were hampered because of mass illiteracy.

4. Financing of Elementary Education: The programme of expanding and improving elementary education in Rajasthan would be very costly and beyond the resources of the State Government. A suitable form of liberal Central assistance would have to be devised if the constitutional directive is to be reached.
5. Education of Girls: Education of girls is the most crucial sector in Rajasthan. It may not be possible to solve this problem in a routine way. What is needed is an imaginative and systematic approach to the problem of training women teachers in large numbers.
6. Textbooks: The programme of nationalised textbooks in Rajasthan covers only classes I - VIII; books for classes IX-XI have not been nationalised. They are produced by the publishers who are registered by the Department. If a publisher brings out any Guides or Notes, he is disqualified from being a publisher of official textbooks.
7. Teaching of Agriculture: There is a distinction between the teaching of craft and science. Wherever the skill is of a mechanical character and requires less of thinking and research, it may be described as a craft. From this point of view, Agriculture will have to be taught as a science rather than as a craft.
8. Teaching of English: At present, teaching of English starts from class VI. There has been some thinking that the teaching of English should begin from class IV. But it has not been possible to implement the decision. In several private schools, the teaching of English begins even earlier.
9. Training of Elementary Teachers: The present proposal is to lengthen the duration of the training course to two years by the end of the fifth Five Year Plan.

This is too long a period and we should try to introduce this reform earlier. Attempts should also be made to improve the efficiency of the existing one-year course.

Scales of pay given to Headmasters of Training Schools and their Assistants are on the low side. These should be made comparable with the teachers of Higher Secondary Schools.

10. Pattern of School and College Classes: The total duration of the educational course in Rajasthan to the first degree stage is 14 years. In principle, the State Government would favour its prolongation to 15 years, but the financial implications will be prohibitive.

The extra year may be added to the elementary school which may be made to include nine years, but the financial implications of this would be extremely prohibitive.

Alternatively, this year may also be added to the secondary stage making the total secondary course of 4 years or by reviving the old system of Intermediate Colleges. Even this would be very costly and beyond the financial resources of the State. A more practical proposal would be to introduce an Honours course of 4 years - the selection for an unbroken Honours course of 3 years being made at the end of the first year of the three-year degree course. Under this arrangement, the pass course would continue to cover a period of 14 years as at present; and the Honours course to which the more brilliant students would be admitted, would cover a total period of 15 years.

11. Examinations at the End of the Secondary Stage: The proposals made by the Board of Secondary Education with regard to the reform of the examinations at the secondary

stage were broadly welcomed. It was, however, suggested that the third language should not be included in the compulsory part and that it should be included in the optional part. It was also agreed that this examination may be planned at two levels - the O-level for all students and the A-level for the more brilliant students. There was also general agreement that the provision for the teaching of European languages other than English (and particularly of Russian) should be made on a much larger scale than at present.

12. Multipurpose Schools and Junior Technical Schools:

The experience in Rajasthan was rather definite that the multipurpose schools idea did not succeed. This was specially so with regard to the Technical Education Course. Rajasthan has also not started any Junior Technical Schools because these are unworkable. There was a general view that specialisation should not be attempted at the school stage. It was agreed, after a discussion, that there is no provision, at present, for bifurcation of students at 14 plus and that attempts should be made to remedy this deficiency in the fourth Plan.

II

A - DISCUSSION WITH UNIVERSITY TEACHERS

In the afternoon, the Commission held discussions with university teachers, Principals of colleges and college and university teachers. The gist of the discussion is given below:-

1. Affiliated colleges provide most of the teaching facilities in higher education. These have been neglected and their standards are going down. Greater emphasis will have to be placed on their improvement in future.

2. In the maffosil colleges, there is no problem of overcrowding; but in big towns, it becomes a very serious problem.

3. The cost of living in hostals attached to colleges should be considerably reduced.

4. Very often, colleges are started in places where they are not needed. The necessary conditions for recognition are not often observed. Not infrequently, Government itself breaks these rules. Some way has to be found out to maintain minimum standards at the institution level. The inclusion of a representative of the U.G.C. in the Inspection Committees would not help in any way. On the other hand; it may create dilatory procedures.

5. The problem of undergraduate and post-graduate education needs closer examination. The purposes of these two stages of education are not very clear at present. It will also not be possible to say that all postgraduate education should be done in universities only and that all

colleges should do only undergraduate education.

6. Our present B.A. degree does not compare favourably with degrees from ^{the} other countries. If a four-year Honours course is introduced, it may be possible to improve standards.

7. We will have to take into consideration the increasing pressure for admissions to universities. Our effort to improve standards will have to be consistent with this.

8. At the collegiate stage, two attempts should be made: (a) a certain minimum standard should be prescribed and every college should be required to conform to it; and (b) the good colleges should be selected and helped to grow to the highest possible level.

9. For improving standards in higher education, lengthening the duration of the course is not the only way. In addition to it, we will have to improve the standard of teachers. The students will also have to be made to work harder by adopting something like the American system where the sessional work is greatly emphasised.

10. An alternative to the four-year Honours course at the B.A. level would be to introduce a three-year M.A. course. It should also be considered.

11. A Central University should be established in each State.

12. The scales of pay of university teachers, which were introduced some time ago, have now become obsolete owing to a high rise in prices. They will have to be upgraded. The scales of pay in Government colleges should be the same as in the Universities. The conditions of

service are very bad in private institutions and will need improvement.

13. The I.E.S. which is proposed to be organised should not be restricted to administrative posts. Academic posts should also be included therein.

B - MEMORANDUM SUBMITTED BY THE RAJASTHAN UNIVERSITY AND COLLEGE TEACHERS' ASSOCIATION

The Rajasthan University and College Teachers' Association then presented its memorandum to the Commission which was briefly discussed. It has been summarised separately.

C - DISCUSSION WITH THE REPRESENTATIVES OF THE RAJASTHAN SIKSHAK SANGH

The Commission then met the representatives of the Rajasthan Sikshak Sangh. The representatives of the Sangh put forward several demands on behalf of the teachers. These were briefly discussed. The representatives then informed the Commission that they would finalise their memorandum and submit it to the Commission in due course. The following is a list of the main demands put forward on this occasion:-

- (1) The remuneration of teachers has to be improved.
- (2) Free health facilities would have to be provided to teachers.
- (3) Housing facilities should be given, especially to women teachers in rural areas.
- (4) Education of the children of teachers should be free.
- (5) The teachers are being harrassed under the Panchayati Raj institutions. Government should resume control of primary schools from the Panchayat Samitis.
- (6) The Triple-Benefit Scheme should be introduced for all teachers in private schools.
- (7) The Teachers' Unions should be recognised by the State and Central Governments.
- (8) Teachers should be taken into confidence in formulating educational policies.

III

INTERVIEWS WITH EDUCATIONISTS

On the 15th of January, 1965 and for some time in the morning of the 16th of January, the Commission recorded the evidence of a number of educationists. The main points made out during this interview have been given below:-

1. Dr. Raghuvanshi

- (i) The existing legislation of the universities is defective. The Government of India should prepare a model and comprehensive Act for universities which should be adopted everywhere.
- (ii) There are many evils which enter into appointments made by universities and in their administration in practice. A careful study of these would have to be made.

2. Shri M.M. Varna

- (i) The problem of moral and spiritual instruction is of very great importance and should be emphasised.
- (ii) Shri Varna gave an account of the experiments that he had tried when he was the Chairman of the Board of Secondary Education in Rajasthan and also presented a copy of his book on moral education.
- (iii) The recommendations made by the Sri Prakasha Committee about the religious education are sound and should be implemented. We should make an attempt to combine science, religion and philosophy.

(iv) The Boards of Secondary Education should not be merely examining bodies. They should also be the authority to prepare curricula and to produce textbooks. He was largely in agreement with the memorandum submitted by Shri L.L.Joshi.

(v) In higher education, expansion will have to be checked and admissions would have to be restricted to those who are fit for higher education. Attempts would also have to be made to improve standards.

(vi) The educated persons do not take interest in manual work. The students of the Agricultural Colleges do not go back to land. These are unhappy aspects and we shall have to make an attempt to change them.

3. Shri S.S. Saksena

(i) The external examinations will have to be abolished. Alternatively, we will have to bring about a radical improvement in them.

(ii) The publication of guide books should be banned. The coaching shops which are now conducted should be stopped through some form of legislation.

(iii) The standards in secondary schools are going down. Unless these are improved and better teachers provided to secondary schools, higher education will not improve.

(iv) In every college, a record should be maintained about students. Students recommended by the Principal as having an aptitude for training should be admitted to training institutions and the entire expenditure on their education should be borne by Government.

- (v) The research degrees are overemphasised in higher education with the result that the quality of teaching is going down.
- (vi) Hostels where students will be required to do some work in order to keep the cost down should be organised. These may be called Swavalamb Hostels.

4. Shri Tewari

- (i) Primary education is of great importance. At present, people are leaving villages and crowding the cities. This is not a happy situation. We must give such education to children in primary schools that they would stay in the villages and improve the rural areas and agriculture.
- (ii) The standard of our primary schools is very poor and it will have to be improved.
- (iii) Every school should have a farm attached to it.

5. Maharani Gyana Devi

- (i) We will have to make an attempt to instil a sense of discipline amongst students. At the primary level, they should be taught to keep their homes, villages and cities clean. Some other programmes in citizenship can be developed at the higher stages.
- (ii) The school buildings are very inadequate, especially in rural areas. The teachers often need residential accommodation.
- (iii) There should be no separate schools for Harijan children.
- (iv) There should be more technical schools which should prepare boys for some vocation.

- (v) If proper relationship between students and teachers is to be maintained, and good education is to be provided, we will have to spend much more money than we do at present. The teachers will have to be better paid and there will have to be better facilities.
- (vi) There should be adequate facilities for playgrounds in schools for boys as well as for girls.
- (vii) The medium of instruction should be Hindi.
- (viii) Agricultural education should be emphasised.
- (ix) Idle land has to be brought under cultivation and better farm practices have to be introduced. This can only be done through better agricultural education.

6. Dr. Ram Behari

- (i) By and large, the standards of higher education have gone down mainly due to the expansion.
- (ii) Admissions to higher education should be restricted.
- (iii) There should be an attempt to diversify secondary education so that the pressure on university admissions is reduced.
- (iv) Diversification should be introduced from the IXth class. There may be a bias in secondary education from the IX class in favour of future training; but actual diversification should come only after the higher secondary stage.

(Dr. Ram Behari then gave an account of the scheme of Correspondence Courses which was introduced in the Delhi University.)

7. Mr. Gabson

(i) The public schools should occupy an important place even in a democracy. They are needed for training leadership and deserve support of the State.

(ii) The costs of public school education could be reduced to some extent by providing Day Scholars; but the system does not work well.

(iii) There is no continuity in educational policy. Changes are necessary; but continuity of policy has also to be maintained.

(iv) There should be two examinations at the end of the secondary stage - at O-level and A-level as in England.

8. Shri P.L. Shrivastava

(i) The objectives of the different stages of education should be specifically defined. These are not very clear at present.

(ii) There is a great lag between educational theory and practice. We should try to bridge it to the extent possible.

(iii) We should make an attempt to reduce failures by better teaching. This can be done in two ways:

(a) we can evolve techniques of giving individual attention even in large groups; and

(b) we can teach children self-study techniques.

(iv) Expansion of academic secondary and higher education is very rapid and is leading to educated unemployment. Diversification of education at the secondary and higher stages is very essential.

- (v) Education must be built round work and not words only.

9. Dr. Laxmi Narayan

- (i) The teaching of science should be strengthened at the elementary stage. In addition, manual training should also be introduced.
- (ii) Secondary schools should be of two types: General Education Schools which will be like Grammar Schools and give academic education leading to the university; and Technical or Vocational Schools which will prepare for some vocation. The multipurpose schools have not succeeded.
- (iii) Boys must be encouraged to earn and learn.
- (iv) The present duration of the course - 14 years - is too short. We will have to increase it.
- (v) The regional language, Hindi and English should all be allowed simultaneously to develop as media of instruction.
- (vi) Along with N.C.C., we must also have a system of Labour Corps or Social Service Camps.
- (vii) There should be an Honours course of 4 years side by side with the present 3 year pass course.
- (viii) There should be no age bar for admission to professional colleges.
- (ix) There should be greater emphasis on Mathematics and Physics in Engineering Colleges.
- (x) Engineering Education, if not the whole education, should be a Concurrent subject.

10. Shri Janardhan Rao Nagar

- (i) The Rural Institutes have not succeeded. The problem should be examined by the Commission.

- (ii) Education must be related to social and national goals. It must also preserve our traditional and cultural values.
- (iii) Examinations are overemphasised in the present system of education.
- (iv) Primary education must be so improved that it produces good citizens who are able to stand on their own legs.

11. Shri D.S. Durgawat

- (i) Our education is being developed on totalitarian lines although we have accepted the ideal of a democratic society.
- (ii) There should be greater freedom to teachers and institutions in carrying out the programme of education.
- (iii) Teachers should be highly qualified and properly paid. They should have security, quality and efficiency.
- (iv) The external examinations should be abolished.

12. Shri K.L. Bordia

- (i) Health services should be provided for students.
- (ii) A good system of inspection like that of H.M.Is. in England has to be introduced in Rajasthan.
- (iii) We should give education to gifted people.
- (iv) We should lay great emphasis on diversification of education, particularly at the secondary stage.
- (v) Practical training may be given through local craftsmen and technicians. The assistance of local industries should also be sought in developing this programme.

13. Shrimati Pathak

- (i) There are too many textbooks prescribed at present. This burden will have to be reduced.
- (ii) Many of the higher secondary schools which we have started are not at all well equipped.
- (iii) Quarters for teachers are needed.
- (iv) Instead of scholarships, we should have a large programme of helping students to earn and learn.

14. Shri P.K. Chaudhury

- (i) Education must prepare a student for life. Education in academic subjects should, therefore, be restricted to the minimum.
- (ii) The textbooks are not written on proper lines and need considerable improvements.
- (iii) The teaching of science would have to be emphasised from the elementary stage.
- (iv) Educated people are not as conscious of their social responsibilities as they should be. We have to find out why this happens and reconstruct our educational system accordingly.

15. Shrimati Bharatiya

- (i) Undergraduate teaching is generally neglected at present. The best teachers go to universities and only the second rate teachers go to the colleges. This situation will have to be changed.
- (ii) We should have a system under which good teachers may teach in the universities and in the colleges.
- (iii) There is hardly any freedom to the colleges at present. More freedom will have to be given to them in preparing courses.

16. Shri V.N. Kak

- (i) Emphasis should be placed on teaching the history and culture of this country, and the civic responsibilities of every individual.
- (ii) The pressure of studies is too great and there are too many books which children are required to read.
- (iii) The arrangements for the health and recreation of students made in our educational institutions are far from satisfactory.
- (iv) Sports should be encouraged. We should even emphasise yogic exercises.
- (v) Sports do not attract at present because sportsmen do not have a career. We will have to improve this situation if we want sports to develop.
- (vi) N.C.C. is a mere routine and a disturbing factor in education.

17. Shri P.N. Mashur

- (i) We have often decided educational questions on extra-educational grounds. This unhappy policy will have to be abandoned.
(The session had to be adjourned at this stage. The Recording of Further Evidence was done on 16th January 1965).
- (ii) The crucial point is the quality of teachers. Unless this is improved, no educational reform worth the name can be put across. We should make an attempt to select prospective teachers in schools and then give them sufficient training.
- (iii) We should provide an integrated training course for elementary teachers. It should be a 5-year course after class VIII, or at least a 4-year course.

- (iv) The system of national awards for teachers is developing certain weaknesses which need to be examined.
- (v) The political influence of the State on education is increasing continuously. This is undesirable.
- (vi) At present, the Rajasthan Board of Secondary Education is dominated by officials. The constitutions of the Boards of Secondary Education throughout India will have to be examined and they will have to be reconstituted to give due weightage to teachers.
- (vii) There should be adequate opportunities to institutions to conduct experiments.
- (viii) The Secondary Education Board should give good academic guidance to secondary schools. A similar function should be performed by the universities in respect of colleges.
- (ix) The administration of education should be left to educationists rather than to bureaucrats.
- (x) There should be a machinery to assist and evaluate standards.

18. Shrimati Chandrawati

- (i) ~~The~~ old folk art and literature of Rajasthan is dying out. Special grants are necessary to preserve them.

19. Shri H.K. Vyas

- (1) High priority should be given to the introduction of compulsory education till the age of 14. The entire curriculum at this stage will have to be re-cast.

- (ii) Secondary education should be treated as preparatory to university.
- (iii) Higher education needs to be re-organised. The courses are highly outmoded. There is no freedom to develop curriculum given to colleges.
- (iv) The social status of the teaching profession has to be improved and their academic guidance elevated. Periodically refresher courses will have to be provided for them. Suitable magazines will have to be published. Research will have to be developed and extension services would have to be organised.
- (v) Vigorous steps would have to be taken to develop a scientific outlook.

IV-A

DISCUSSION WITH THE CHIEF SECRETARY,
SHRI B.S. MEHTA

Shri B.S. Mehta, Chief Secretary to the Rajasthan State, made the following points in his brief interview:-

- (i) The State must establish model schools for meeting the needs of talented children.
- (ii) The gulf between the towns and the villages is growing and the towns are becoming a caste. Attempt will have to be made to bridge this gap.
- (iii) There are some very expensive schools conducted at present. These will have to be discouraged.
- (iv) The step taken by Rajasthan in transferring primary education to the control of local bodies is sound in principle. If there are any problems met with in implementation, these could be attended to.

Shri Mehta explained that he had just returned from USA and had no time to prepare a memorandum. He promised to submit a memorandum to the Education Commission and also to meet it for a further discussion at New Delhi.

IV-B

Discussions with Headmasters of Secondary Schools and Teacher Educators.

The Commission met a few Headmasters and Teacher Educators on the afternoon of 16th January, 1965 and again on the forenoon of the following day. The following are the important points made at these discussions:

1) The Training Colleges ^{for the teachers} should be reorganised so as to enable them to establish a functional relationship between their work and the schools. Each such college must have an area of operation, so that the Schools in that area could look to it for improvement of school practices. Further, these teachers' colleges should have the responsibility of running a few schools themselves on model lines. The training would then be realistic.

2) Necessary encouragement and opportunities should be provided in the schools so that the teachers could implement the ideas ~~which~~ they have acquired during their training. Hard work should be recognised and rewarded. Today, with their heavy work-load and their anxiety to cover the syllabus, the school teachers hardly have sufficient time to prepare their lessons on the lines taught at the Training College.

3) Opportunities should be provided in the schools for the untrained teachers to discuss their problems with their trained colleges and the Headmaster. If necessary, evening classes should be conducted for this purpose. The Headmaster and 1 or 2 selected teachers should form an inspection group in the school.

4) Even the trained teachers are frequently on the look out for more lucrative jobs outside the teaching profession. This switchover should be disallowed ^{by the Govt.} so that the teachers take more interest in their work. There is no room to fear that such a step would scare away bright persons from the teaching profession.

5) The textbooks that are taught in the schools are unduly long. Possibilities of cutting them down should be considered so that the teacher could have more time to prepare his lessons carefully.

6) Unless the salary of the teacher is increased, the problem of raising the standard of instruction cannot be solved.

7) At present, our entire education is examination-dominated. Instead of putting in efforts to educate the child, we just burden him with unnecessary details.

8) The practice of keeping together both the experienced teachers and the freshers who come for training to the teachers' colleges has many advantages. While the younger teachers learn the maturity of the elders, the latter develop the zeal for learning from freshers.

9) It is absolutely essential that all the schools should have a very well-equipped laboratory.

10) Greater attention should be paid to consolidation than ^{to} expansion of schools.

11) With the present type of education people from rural areas do not like to go back to their villages. This trend towards urbanisation can be stopped by ^{providing} greater amenities in the villages. Another measure to stop this migration is to modernise our agriculture so as to ensure larger returns from the farms. Our rural schools should be oriented to highlight effectively the different aspects of rural life. A loan scheme should be introduced in rural areas for building suitable residential quarters.

12) The value of any recommendation depends upon its effective implementation. The Commission should, therefore, try to ensure that an adequate machinery is set up for implementing effectively its recommendations.

13) High Schools should be limited to a strength of about 600 students. The Headmaster should not be unduly burdened with administrative work which leaves him very little time for teaching.

14) The pupil-teacher ratio is very important. If it is too high, the expenses on teachers go up. A ratio of 40 to 45 pupils appears appropriate. New methods should be devised for dealing with classes of this size.

15) Attached to the elementary education there should be a preparatory stage. Elementary school should be of six-years duration with a prior preparatory class.

16) There is rapid intellectual and physical development in child's life between 3-6 years of its age. Appropriate environments will have to be created during this stage. Pre-primary schools are necessary in rural areas also.

17) English should not be made compulsory at the school stage. It is too much to impose a foreign language on a child who cannot follow it easily.

18) Curriculum with regard to compulsory subjects in schools will have to be carefully recast to avoid duplication.

19) It is not necessary that, everywhere we should have a new school building.

20) A large number of rural institutes of the type of Banasthali Vidyapeeth should be opened in different parts of the country.

21) Possibilities of eliminating the undesirable influence of cinema should be considered. Instead, audio-visual aids like cinema slides, etc. should be adopted in the schools for teaching the various subjects.

22) The students, after their V Standard should be given elementary knowledge of the working of the post office, Panchayat and such other organisations.

23) There should be a separate inspectorate for the private institutions. Liberal grants should be given to these institutions for extending suitable medical facilities to the students.

24) Greater attention should be paid for the instructions in general science.

25) Child guidance should be started in all schools. Students who take social science should not be allowed to take History as an additional subject.

26) Moral education should form part of the curriculum.

REPORT OF THE DISCUSSIONS HELD WITH THE
REPRESENTATIVES OF THE RAJASTHAN STATE
WOMEN'S EDUCATION COUNCIL.

In the forenoon of 16.1.65, the Commission met the representatives of the Rajasthan State Women's Council. The following points emerged at the discussions:

1) Considerable difficulty is being experienced in enlisting adequate number of women teachers to serve in villages. One of the measures tried to meet this problem is to offer scholarships to girl students reading in High Schools on an undertaking being obtained from them that they serve in rural areas after their education.

Another step in this direction is to offer condensed courses and training to selected girls of the villages who have an educational background of either 5th or 6th standard. In the 2nd plan, these courses were started in Government Schools. In the 3rd plan, they were entrusted to the Social Welfare Board. The number of girls who have completed such courses, however, is very small.

2) The trainees in the condensed courses are taught elements of hygiene and nursing as well as other school subjects. This training is recognised by the Department and these students are allowed to appear for the High School Examination.

3) Comparatively few women in Rajasthan take up careers. They are reluctant to serve in rural areas. Only those who are economically not well off or are rendered helpless in life agree to become teachers. The recent creation of posts of Deputy Directors for women's education is expected to be of great help in this regard.

4) Rural allowances, residential quarters and stipends during the period of study and training, are the attractions that can be offered to induce more women to become teachers and to go to rural areas. A rural allowance of Rs.15/- p.m. has been proposed but has not yet agreed to by the Department of Finance.

5) Generally, it has been possible to secure residential accommodation for women teachers in villages, either in separate houses or in the school building itself. These teachers, however, prefer to be posted in places where their husbands or near relatives are working. This preference is sought to be accommodated, wherever possible in order to meet the shortage of women teachers, at least partially.

6) With the transfer of primary education to panchayat Samitis, girls' education appears to have received a set back.

7) One view expressed was that the panchayats which are entrusted with primary education cannot deliver the goods, as the panchas themselves, in most cases, are not adequately educated. The Inspector of schools generally stays far away and is too busy to pay individual attention to the needs of all the schools.

8) Not only in rural areas but in cities, as well, parents are reluctant to send their daughters to co-educational schools. Rajasthan Government has tried a scheme of opening new centres exclusively for girls even where a minimum of 30 girl students are coming forward. But this has not met with success.

9) In the field of adult education, local bodies should be encouraged. Generally speaking, all educational activities with adults should be entrusted to voluntary organisations. The Government should step in only to give financial and other necessary assistance. The less the Government control the more effective would be the education imparted at this stage.

The financial assistance that is at present given to Panchayat Samitis for conducting adult education is far too inadequate.

10) As the children, especially in rural areas, are required to assist their parents in the household duties, it is necessary to hold the classes only during their leisure hours, for 3 or 4 hours a day. A scheme to meet this requirement is drawn up by the Rajasthan State Government.

11) At present, many of the girls passing the high school examination go for higher academic studies irrespective of their interests and aptitudes. This situation can be avoided by providing other avenues, such as, women's polytechnics.

12) It is necessary to reserve for girls a certain percentage of seats in Science and Technical Institutions. and to earmark a quota of merit and other scholarships for them. The criterion regarding parents' income to decide the eligibility of the students for these scholarships should be realistically drawn up keeping in view the family obligations and the present cost of living.

13) The Chairman and the members of the Women's Council were requested to prepare a detailed memorandum on how to promote girls' education at all stages in the State of Rajasthan.

IV - D

REPORT OF THE DISCUSSIONS HELD WITH THE
REPRESENTATIVES OF THE PANCHAYAT SAMITIS
AND ZILA PARISHADS

(16th January 1965)

The Commission met some representatives of the Panchayat Samitis and Zila Parishads in Rajasthan for a discussion on 16th January, 1965. The main subject of discussion was the transfer of the administration of primary education to Panchayat Samitis. The following points emerged in the course of the discussion:

(1) It is true that teachers are dissatisfied with the transfer of primary education to Panchayat Samitis. But it is not true that this dissatisfaction arises mainly from the administration of the Panchayat Samitis. The real reasons for the dissatisfaction are somewhat different and may be stated as follows:-

- (a) There is closer supervision on the work of the teachers now through the Sarpanchas. Many teachers resent this.
- (b) The teachers cannot remain absent or take frequent leave as in the past.
- (c) The teachers have lost some privileges which they enjoyed as Government servants. It may also be pointed out that it is teachers transferred to the Panchayat Samitis from Government service that are mostly dissatisfied. There is hardly any dissatisfaction amongst new teachers appointed by Panchayat Samitis. Secondly, a good deal of dissatisfaction has now been removed; and, if equality of service conditions could be guaranteed, the teachers would have hardly any reason to complain.

(2) The transfer of primary education to the control of the Panchayat Samitis has been good and there should be no going back on this reform.

(3) It is true that the power of transfers was abused to some extent initially. But now a rule has been made that no teacher should be transferred in a period of 2 years. The proportion of transfers under the Panchayat Samitis is at present in no way worse

than that in Government service.

(4) The primary teachers under the Panchayat Samitis are entitled only for one scale of pay, i.e. for matriculate trained teachers. There are no higher posts and, therefore, teachers who improve their qualifications and become graduates feel disappointed.

(5) It would be necessary to transfer middle schools also to the Panchayat Samitis. There would be no objection if the power to control primary and middle schools is given to the Zilla Parishads instead of to the Panchayat Samitis.

Shri Mohan Raj (Pradhan of the Bali Panchayat Samiti)

then made the following points:-

- (1) It is very difficult to get teachers in the areas where the scheduled tribes live. We must introduce a special allowance for such teachers.
- (2) The social status of teachers has to be improved.
- (3) Teachers are now getting interested in local politics. This is not a happy trend.
- (4) There is no regular cadre of the headmasters of middle schools. This will have to be created.
- (5) The equipment of the middle schools is poor and their grants for contingent expenditure are meagre.
- (6) Agriculture should be taught in all the middle schools in rural areas.
- (7) The scheme of Vigyan Mandirs is not serving any useful purpose.
- (8) The facilities for good secondary and higher education are not available in rural areas.

DISCUSSION WITH VICE-CHANCELLORS

16th January 1965

Of the three Vice-Chancellors in Rajasthan, Dr. G.S. Mahajani could not attend the discussion and it was decided to meet him later at Delhi. The other two Vice-Chancellors, Dr. Mohan Sinha Mehta and Dr. Ram Behari participated in the discussion in which the following points were made:

Dr. Mohan Sinha Mehta

(1) A few selected centres should be developed on the residential pattern.

(2) There is a good deal of superficiality in all the talk that goes about education. The issues involved are not very clear. The Commission should give a good lead in clarifying issues and making discussions more fruitful.

(3) The present approach to educational reform is piece-meal. It should be replaced by an integrated approach.

(4) University administration has to be improved. The scope for elections, canvassing and all that it implies should be reduced to the minimum.

(5) Appointments of teachers should be made on a tenure basis, for five years in the first instance to be extended for another period of five years. This reform will, however, need the introduction of much better scales of pay.

(6) Adult education is of supreme importance but has been neglected so far. Universities have a vital role to play in this sector.

(7) There should be scope for experimentation in education at all stages.

(8) There is too much of bureaucratisation in all sectors of education at present. This will have to be reduced.

Dr. Ram Behari

Several problems of higher education will have to be tackled with special reference to coordinating the work of the different Universities in a State. From this point of view, some of the problems that arise are: (1) the conditions for admission prescribed by the different universities in the same State are very often different; (2) the examination patterns of the universities in a State also vary. For instance, in Jodhpur, there is an examination at the end of every year of the three year degree course while the Rajasthan University has only two examinations in three years; (3) the regulations about taking examinations in compartment also differ. Such problems could be resolved if there is a Coordination Committee at the State level which should function in an informal manner.

2. A minimum age should be prescribed for admission to universities.

DISCUSSIONS HELD WITH THE STATE GOVERNMENT
OF RAJASTHAN

(16th January 1965)

In the afternoon of 16th January 1965, the Education Commission met the representatives of the State Government of Rajasthan. On behalf of the State Government, the Chief Minister, the Education Minister, the Planning Minister, the Finance Minister, the Chief Secretary, the Finance Secretary, the Development Secretary and the Education Secretary were present. All Members of the Commission (except Shri R.A. Gopaldaswami, Mr.H.L. Elwin and Professor Roger Revelle) were present. The following is a summary of the statements made at this meeting

Shri Mohan Lal Sukla, Chief Minister:

Mr. Chairman and friends: First of all, we are grateful to you for having come to this State and visiting certain areas also. We are supposed to be the most backward State in the whole country. It is not for me to say what we are today: it is a matter for your consideration. But since our independence, we have tried to do whatever was possible in view of our resources. As we are industrially and agriculturally less developed, our resources are also comparatively less and we have suffered greatly on account of this.

I personally feel that this Commission has been set up at the right time to examine our educational system and whatever educational policy is adopted in the following years, we shall have to keep in view the fact that India is principally and predominantly an agricultural country; and even for the next fifty years or so, this situation will continue unchanged. Whatever potentiality in industry, our population is growing at so fast a rate that about 50 per cent of the total population will remain in agriculture. We will, therefore, have to consider this aspect very

seriously and adopt measures which will expand agricultural production. My feeling is that, right from primary to the middle and even higher secondary stage, a boy must be given a scientific orientation. He should have a scientific attitude. At present, agriculture is more or less a way of living rather than a scientific industry. Agriculture should now be given a scientific bias. We are all saying that our agricultural production should go up. We are providing manures, seeds and implements. In spite of all this, we are not able to produce what we want. This is mainly because of the weakness of our manpower. In my view, the time has now come when, right from primary stage, a boy should be given a scientific attitude. Today, a boy passing his higher secondary examination, specially in rural areas, goes for a clerical job or teachers' job; but he does not stick to the soil. If our education cannot help him to remain on the soil and to produce more, we shall certainly not be able to progress. The boy must feel that he should build up his country and that he would serve it better if he sticks to the soil. Education should inculcate such a feeling among the boys.

The main problem is to have the right type of teachers, even at the primary stage, who can inculcate this scientific bias and attitude. The present set of the primary, secondary or even university teachers do not fill the bill. We require science teachers who can teach science. First and foremost, we must increase the facilities for science in our higher secondary schools and universities or colleges and provide first-class laboratories and trained science teachers. Without that, we will have no good technical schools. The laboratories in the colleges and universities should be well equipped.

In university and secondary education, we will have to

keep in view the rapid expansion that we are having at present. In a democratic set-up, there is urge for education. The rural areas were so far neglected; but now they want a school in each and every village. Once primary education is provided, they want facilities for further education also - this cannot be ignored. Our Constitution also has given them the right to education. So expansion is inherent in our situation and necessary. But along with expansion, some standards have also to be maintained. At present, standards go down with expansion, ^{How to balance} quantity and quality is thus the main problem. One way to do this would be this: for a certain population, say a district, we may have some residential or central schools which will have all the facilities - first-class equipment, good teachers and a limited number of students. The admission to such schools should be strictly on the basis of merit, and the boys, who do not have the capacity to pay the fees, should get liberal scholarships from the State so that even a poor boy, who is brilliant, can get the benefit of such a school. These schools should be centrally supported but located in each and every State. There should be no condition like matching grants for such schools because, in case of matching grants, there is always some difficulty. Certain States can find funds and certain States cannot find funds so that there is no uniformity in the different States. These schools should be located in all the States irrespective of availability of funds.

Then comes the question of Universities. My feeling is that in each and every State, there should be one Central University in which very high standards would be maintained. The admission should be strictly on the basis of merit and a limited number of students may be

admitted so that we may not suffer qualitatively. We have three universities in Rajasthan. There is demand for more; but our resources being limited, we cannot have them.

The question which we are facing in Rajasthan, particularly at primary level, is about girls' education. I think this is a matter which is important from many points of view. If the mother is educated, she will also educate her childre. We have also a shortage of women teachers. We have the disadvantages of social customs: parents do not generally want to send their girls to schools and some incentives in the form of free clothing or free reading and writing material will have to be given. The timings will also have to be so adjusted that the girls can easily come to school.

At the secondary school stage, we will have to set up some schools with hostel facilities where girls can come. At present, the number of girls is not so large as to have a girls' school in each and every tehsil. We should, therefore, have girls schools at distirct headquarters with hostel facilities so that girls of that district can come and study there. This again requires funds.

All of you are experts and I would not venture to suggest this; but in view of the shortage of resources and other things, it would be worthwhile that, at the university stage, the professors should teach for longer hours. With the present hours of working, it is difficult to have more students. Besides, a good deal of time is lost in examinations and vacations. If we exclude the examination and vacation days, the actual teaching work is done for only half a year. If we can curtail this period of vacations, we will be able to raise standards.

I don't want to go into the controversy of 10 or 11 years of school education to which further consideration should be given. We have been in favour of the eleven years' course which we have adopted here. But I would like to emphasize that education in science and technology must start earlier. Other-

wise, we will not be able to cope up with the need of the hour. From this point of view, the proper type of teachers will have to be trained at all levels.

Shri Hari Bhau Upadhyaya, Education Minister:

(English translation of the speech in Hindi)

The primary object of education is to produce discipline and good citizens. So far, education has mostly spread in urban areas, and ^{time has now come} for raising the standard of rural areas on par with that in urban areas.

In the life of an individual, education plays a very important role. Its object is to teach general knowledge science and good conduct. I would request the Commission to emphasise the building up of character along with the teaching of science. Children should also be so educated that they would love Indian culture and Indian traditions.

We are the patients and can only speak of our troubles. The Commission is the doctor and it is for you to give the prescription and medicine.

Shri Mathur³das Mathur, Planning Minister:

After the Chief Minister's remarks, I would add a few words, particularly those topics which he has not touched. These are my personal views.

I feel that nursery education has been completely neglected so far. We assist certain private institutions who conduct nursery institutions. The period of child education in the age-group of 3-7 years is very important. Private enterprise has a very limited potential for this type of education. If you leave it to private enterprise only, you will not even touch the problem, to say nothing of its solution! The Commission should, therefore, give thought to this problem which does not find a proper place in the planning of education.

The whole curriculum and approach to education has so far been for a different pattern of society. Now a body

should feel that he has to live in a socialist society and all curriculum and text-books should be devised accordingly. For instance, the cooperative sector or cooperatible bias in education should be given from the very beginning so that when a child grows as an adult citizen, he may behave better in the society. The Commission may think over this problem also.

In elementary education, the content of scientific education - everyday science - should be emphasized. Today, a child of 5 or 6 years handles a radio, runs a cycle. But he does not know how the radio works. Therefore, I feel that scientific bias must be introduced right from the start. The idea of crafts has completely changed in this scientific age. Basic education must be followed to the end; and the concept of basic education is to be introduced at the elementary stage.

In so far as the duration of education is concerned, we must have School Leaving Certificate Examination after ten years for those who do not want to go in for higher education. Those who want to study further, a two-year course of higher secondary education should be prescribed, followed by a three-year degree course. In this way, a boy will be a graduate in 15 years, providing a pattern of 10 plus 2 plus ³.

Text-books should be published in the public sector. Prices should be low. At present, books written by half-baked teachers are prescribed. The new text-books must be written by authors of eminence selected on all-India basis. They should be uniform throughout the country.

At present, ^{all} education is confined to the class-room and the personality of the child is not adequately developed. We must concentrate on the development of his mind. At the same time, the mind should not be built at the cost of his health. We have given more importance to the school buildings. But school buildings should have playgrounds also. The opening of a Faculty of Games and Sports in the Rajasthan University

must be thought of.

Holidays in the schools should be curtailed. At present, out of 365 days, only less than 50 per cent of the days are spent in imparting education. Vacations should be usefully employed. The students whose performance in vacation work is good should be given incentives by way of promotion.

So far as Central University is concerned, my Chief Minister is in favour, but I am not. Every university must be a good university. If it is not, it should be converted into a degree college. Whether the university is run from the funds of the State Government or Central Government is immaterial.

Education must remain a State subject. A controversy has been raised whether education should be a concurrent subject. We are against it. The constitution makers who made education a State subject saw a philosophy behind it. The Centre, which has more finances, desires to purchase the autonomy of the States, that is not desirable. There are many academicians who would like to have education as a Central subject in order to have better pay-scales; but that is not the correct attitude.

I am also in favour of residential schools; but at present they are a luxury for this country. They have created a problem for quite a few brilliant children whose parents are not rich and, who cannot afford to spend Rs 200 per month on the education of a child. This creates class consciousness as only the children of rich can study in these schools. My submission is that you should have residential schools where the common man in India can afford to send his children.

Education means creating confidence amongst the youth. If that feeling is not created by education, the purpose of education is frustrated and educated frustration is more dangerous to society. Unfortunately, our educational system, as it is organised today, does not create that confidence in the youth. Every opportunity should be made available to the youth to get that.

Shri B.M. Kaul, Finance Minister:

In the rural areas, children are readily enrolled in schools; but they are not very regular or punctual. If you just analyse the reasons, you will find that their parents are not in a position to bear the expenditure which education needs. Hence the question before us is this: how can we lessen this burden? If we cannot solve the problem, we shall not be able to give proper education at the elementary stage.

We have tried for the enforcement of compulsory primary education but without much success. We cannot force the children to attend. Boys in the rural areas look after the cattle or do some other work at home or outside. Compulsory education thus deprives the family of the help that ^{the} boy gives and thereby causes hardship. My submission is that, unless such loss to the family is met by the Centre or the State, the boys will not attend schools in large numbers.

Side by side, we have to see that boys who come to the school, are properly educated. Their stay in a school for three or four hours a day will not be sufficient for their development. I feel that so long as the State or the Centre does not assume the responsibility to teach a boy in a residential school and give him that environment which is different from his home environment, he will not be able to become a fully disciplined boy. So I would request the Commission to emphasize proper education at the elementary stage. I fully realise that it will be difficult for the State to bear this expenditure and to take up the responsibility of giving proper education to every boy from the time he goes to the school and for looking after his boarding and lodging. But this expenditure is not a waste and unless we take up the responsibility of these children, no education will bear fruits in India at present.

Shri P.N. Kirpal:

There is a suggestion that the Central Government should establish a Secondary Education Commission for giving grants

to secondary schools for improving quality. I want to know what the Chief Minister thinks about this. The Conference of State Education Ministers, where the Chief Minister was also present, resolved that there should be at least one Central University in each State. The proposal was conceived in the context of national integration and it was felt that there should be certain universities where students from all over the country would be enrolled.

Miss S. Panandikar:

It was heartening to find that the Ministers for Planning and Finance emphasised the importance of nursery education. The State should give this education to as large a number of children as possible, by whatever means it can. It is for consideration whether we could extend pre-primary education by making it less expensive than it is today by placing local women teachers in charge. So far ^{as} the education of women is concerned, the State of Rajasthan is lagging behind. Pre-primary education can serve a useful purpose in developing it. Pre-primary stage is from 3 to 6 years and the parents are willing to send their girls to mixed schools and have no objection if they study with the boys. This would start a new process and when the girls reach the primary stage, the parents will be ready to send them to mixed schools which have no women teachers.

Prof. Shumvosky:

I don't think I can give any suggestions; but I can explain the experience gained in USSR. At present, 44 million boys are in primary and secondary education; 4 million are in universities and in technical and junior colleges. This has been a long and difficult journey and we will be very glad to share our experience with our Indian friends. We started at the same level at which you are now. But I like to point out a few things which, I think, are very important.

The Chief Minister said that the main point is good

teaching. I agree. Unless there are very good teachers, there cannot be a standard of education.

In this State of Rajasthan, you have a Regional Engineering College at Jaipur. This institution is a centre of high standard of teaching in engineering and will help in spreading its ideals to the other engineering colleges. If this idea is extended to other areas, some kind of a moral responsibility to raise the standard of education will develop.

Another thing connected with standards is textbooks. I agree with the Planning Minister that the text-books should be uniform for the whole country and written by best people that are available in the country. These text-books should be in the national language. In Russia, the best book written in any one State is generalised to the country as a whole.

In Russia, each professor has to work for six hours at least per day. They also work for ten months a year. This includes all work-teaching and research. Research is done in universities. This raises standards and saves money.

I think that we, Indians and Russians, are so close friends that if you send some delegation from your country, consisting of educationists, to visit our various Republics, that experience will be very helpful.

In our country, lectures are delivered regularly in Universities by the Education Minister, Deputy Minister and other Ministers. We say there we are scientists first and then administrators.

Mr. Jean Thomas:

The Chief Minister emphasized the need in this country both for expansion of education and for raising standards. After being five days in the State and after the extensive discussion, we had with the various leaders, teachers and students, I think that no country can expect any substantial

progress in education if you are not able to provide a large number of very good teachers. I have no experience of this place because I am a foreigner here and this is my first real contact with education in India. But the standards of teachers/^{here}are rather low. It has been urged by the various associations of teachers that the level of teaching profession should be raised. My impression is that the rate of salaries given in this country is very low. You recommend to the Government of India to make provision, at all costs, for much better conditions of service to teachers at all levels. I think, secondary level is a crucial one, may be, the most important level. I have heard intelligent and frank students saying that in the present conditions, we cannot expect very brilliant students choosing the teaching profession. I think that this is a very bad situation.

Shri K.G.Saiyidain:

The memorandum, which was submitted by the State Government, was studied by all of us with great interest. Going through the entire process of its compilation must have been of considerable benefit to the officers of the State. Many points have been highlighted clearly by the Chief Minister. I wish to draw your attention to a few important points:-

- (1) The suggestion that you have made, which also appears in the memorandum, is to the effect that there should be a certain number of well-equipped central schools at different levels. This is a proposal which has come to us from various sources in slightly different forms and has been generally welcome.
- (2) The second point was made by the Planning Minister who said that education in this country was failing to create a sense of confidence. I think this is one of the points on the ideological side which will need a close study.
- (3) One ^{very important} problem refers to the creation of a scientific climate, particularly with regard to agriculture.
- (4) I also suggest that, in the scheme of education that you formulate, adult education should be given an important place.

(5) The problem of girls' education in the State is so exceedingly important that, while I agree with you hundred per cent that central assistance in this sector should be considered, I would submit for the consideration of the Education and Planning Ministers that they should not make it an essential condition of central grant for putting this particular recommendation into effect. Even worst comes to the worst and the State does not get 75 per cent or 100 per cent assistance for this purpose, you must do something to adjust your programme and budget in such a way that this programme gets all the funds it so badly needs.

(6) At the school level, our teachers very often do not do enough work. We should expect people at the college also to do additional work. To succeed, we must create such a social climate that teachers will do much more work. But this reform should not be looked upon as a measure of economy and we should not calculate that, where 15 teachers are working at present, ten teachers will be able to carry on that work. On the other hand, this harder work is to be utilized to create proper working conditions and to raise standards.-

Shri J.P. Naik:

I have only two points to make. The first point is one on which I have a slight difference with the Chief Minister who described Rajasthan as the most backward State. From whatever we have seen, we feel that this is not quite correct. So far as secondary and university education is concerned, Rajasthan is not at the lowest end but much higher. It may be lower in respect of primary education and that also is mainly on account of girls. But even in respect of primary education, it is not the most backward. We should remember, however, that, in so far as the rate of growth in the last fifteen years is concerned, Rajasthan has surpassed all other States - the rate of expansion in the Indian Union is 6.6 % , but it is 12.5 per cent in Rajasthan. If it remains still backward, it is because it started with an enrolment of 75 %

which was a severe handicap. Regarding quality, this is good and, from whatever we have seen, we feel that the standards here are much better than in several other places. What impresses me particularly in Rajasthan is that it has a band of young enthusiastic teachers and officers who form a rich potential for growth. Rajasthan is now at a point where strong foundations have been laid down and given adequate financial support, ⁱⁿ the fourth Plan, I think, it can make a big leap ahead. That is my first point.

The second point is a little different. We decided to begin our tour with Rajasthan at a time when our mind was, not only open but blank. As we go from State to State, we will have some more ideas. The Commission would like to work with the State Government so that there is a continuous interchange of ideas and experience between the Commission and the State Government throughout the period of 18 months until ^{the} Commission gives its report. Such close coordination between the Commission and the State Government should be established and may help in developing a long-range plan of educational development in the State.

The meeting then terminated with a vote of thanks to the Chief Minister and the State Government.

MAIN RECOMMENDATIONS THAT EMERGED IN THE
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MAIN RECOMMENDATIONS THAT EMERGED IN THE DISCUSSIONS
HELD AT THE DIFFERENT CENTRES IN RAJASTHAN (EXCEPT
JAIPUR)

I : GENERAL

1. National Integration: A common code of social behaviour for promoting national unity and national character in actual daily life should be prepared and it should form an integral part of our system of education. The code should be integrated with the educational programmes either by means of specific talks on the topics mentioned in the code or by incorporation of these topics in the syllabi of subjects like social studies and civics.

2. In every educational institution, the day should begin by the singing of the National Anthem and the reading aloud of a pledge of patriotism and service. The pledge should be displayed in bold letters at some prominent place in every office and the last slide in every cinema hall should show the pledge in Hindi, English or a regional language.

II : EDUCATION AT THE SCHOOL STAGE

SECONDARY EDUCATION

3.(a) The three-shift system prevailing in many higher secondary schools is not conducive to the maintenance of proper standards in education.

(b) If the shift system is to be continued at all, the time-table should be so planned that the teachers do not have to come twice on the same day.

4. High and higher secondary schools have been established in certain places without due consideration of the accommodation needed by and the facilities to be provided in such institutions.

5. A Secondary Education Grants Commission should be established on the pattern of the University Grants Commission for the maintenance of the standards in secondary

schools throughout India.

6. (a) The size of a class should be limited to 35 students.

(b) Besides the class-enrolment, the total enrolment of the school should be restricted as otherwise supervision becomes very difficult.

7. There should be more playgrounds and opportunities for extra-curricular activities. Common playgrounds for schools should be provided if necessary.

8. Scouting should replace A.C.C. and more importance given to it than at present.

9. School accounts need trained persons and not L.D.Cs who are now entrusted with it. The Headmasters' time should not be taken up with this work.

10. In some of the States, too many experiments have been conducted and too frequent changes have been made in the field of secondary education. Sound patterns of education have not consequently developed.

11. In the Secondary Schools, the technical course was discontinued only after two years, although it was quite popular. The machinery purchased for it has been lying idle ever since.

PUBLIC SCHOOLS

12. The merit scholars admitted to the school with the help of Government of India Scholarships have generally shown good results. They mix freely with other students who are sons of wealthy parents and show no diffidence or backwardness in their relations with the latter.

13. The public schools had a special role to play in the future and should be encouraged and supported by the Government.

SCHOOL ORGANISATION, CURRICULUM AND TEACHING METHODS

14. The school courses should be diversified after the middle school stage.

15. Teachers and those concerned directly with teaching should be associated with the framing of syllabuses.

16. Provision for moral and religious instruction should be made in the curriculum.
17. A variety of crafts is to be provided in schools if the purpose is to give real educational experience.
18. The curriculum at all levels is overloaded often with material which is out of date and not useful.
19. The syllabus is changed too frequently. Whenever a change is proposed, it should first be tried out as a pilot project in a few schools before it is extended to all institutions.
20. It is also necessary to study the various difficulties in individual schools and to find out how the process of teaching is incomplete and inadequate. The concensus of view was that this can be brought about by a cooperative venture.
21. There should be some definite uniform policy regarding the minimum age of admission to schools throughout the country. At present, many students going in for higher education are immature. An attempt should, therefore, be made to see that they at least reach the age of 18 by the time they complete secondary education.
22. It was emphasised that under no circumstances the strength of any section should be allowed to go beyond the optimum size proscribed. The attempt should be to open a separate section in such cases even though the number of students is a little less.
23. It was suggested that the curriculum should be broad-based and that there should be better correlation of educational opportunities and employment opportunities.
24. It was suggested that the Government should ban the publication of guide notes as these are mainly responsible for the lowering of standards. In this connection, it was pointed out that good reading habits should be cultivated among the students. The teachers should also try to set questions for the examination papers which cannot be solved

with the help of the guide notes.

25. There should be growing cooperation between parents and teachers in the activities undertaken by the School.

26. There is need for frequent informal meetings of Heads of institutions at least once in a month to discuss common problems.

27. It is necessary to categorise schools according to their performance.

28. There should not be frequent reshuffling of time-table during the course of one academic session.

29. It was pointed out that there were no separate Unions for Girls in boys schools and it was difficult for them to get funds for any of the extra-curricular activities.

EVALUATION

30. Rajasthan Board of Secondary Education, Ajmer: (a) Besides recognizing institutions conducting public examinations at the end of the secondary stage and prescribing courses of instruction, the Board is authorised to adopt measures to promote the physical, moral, cultural and social welfare of students.

(b) The Board has taken several steps for the improvement of the curriculum and examination techniques such as the establishment of an Academic Unit, the formulation of objectives of teaching in each subject, the organisation of workshops for training of paper-setters, the orientation of teachers of English, General Science and Sanskrit to the new concept of evaluation, and the introduction of cumulative records for the internal assessment of the students.

(c) Though the Board has set aside only 10 per cent of the total marks for internal assessment, it believes that increasing weightage should be given to such assessment. It was found, however, that there was no correlation between the results of the external examination and those of the internal assessment and the Board had to call for explanations from some of the headmasters. There was need of great vigilance in connection with the programme for increasing the weightage to be given to

internal assessment.

31. There should be adequate weightage given to internal assessment and the principal and teachers should be trusted.

III : LANGUAGE POLICY

32. English should not be made compulsory for all. It need not be made an examination subject, but should be introduced as an optional subject after the middle school stage.

33. (Views of school teachers) The place of English should be determined on the basis that Hindi is the link language. English should not be the medium of instruction at any stage. Children should be taught in the mother-tongue upto the higher secondary stage and thereafter the Hindi medium should replace it at the university stage. The three language formula is not useful and there should be only two languages. On the other hand, some persons (a minority) expressed the view that English should be the medium of instruction, both at the under-graduate and post-graduate level.

34. Hindi should be called 'Bharati' and should develop and be enriched with the help of the other languages.

35. A view was expressed that English should be introduced from class III onwards. But there was also a view that no suitable teachers were available for the teaching of English in primary schools. Moreover, since 70 per cent of the students who complete primary education, do not go for further education, there was no need to teach English to such students.

36. (Views of the college teachers). (a) So far as the medium of instruction is concerned, it was reported that, at the post-graduate level, English was the only medium. But at the under-graduate level, teachers could teach either in English or in Hindi and the examination could be taken in either.

The books that students read were mostly in English. However, some of the teachers stated that actually, both at the graduate and under-graduate level, English was practically the only medium of instruction.

(b) There was considerable difficulty in comprehending the terminology in Hindi, at least for science subjects. It was thought the international notations etc. should not be translated into Hindi.

(c) The standard of efficiency was going down, not only in English but also in Hindi.

37. Grant-in-aid:

(a) Although grants are given to private educational institutions at the rate of 90 per cent of the admissible expenditure, the percentage is actually reduced to 60 as the amount of fee income is first deducted from the amount of the total expenditure.

(b) Grants are calculated on the basis of the previous year's expenditure. This creates financial difficulties for institutions that are in need of funds for their expansion.

38. Education of Girls:

Staff quarters for women teachers in rural areas are not adequately provided.

IV - HIGHER EDUCATION

39. As an experimental measure, a few colleges should be selected in each State and be given academic and administrative freedom so as to enable them to raise academic standards and to function as autonomous colleges.

40. In order to improve attendance and make undergraduate students work regularly, weekly tests should be held in the different subjects and a complete record of the students' performance in these subjects should be maintained. The tests should not be of an elaborate nature, and a student should not be examined in more than one subject a week.

41. There should be one university for degrees in Music, offering five-year professional courses after the Higher Secondary course. It should also train teachers. Other universities should not give degrees in music.
42. University education should be made a concurrent subject.
43. The Jodhpur University should be taken over by the Centre.
44. For improving academic standards in higher education the following suggestions were made:
 - (a) exchange of outstanding teachers from one university to another;
 - (b) research facilities for teachers;
 - (c) subsidisation for the publication of research papers, journals, etc.
 - (d) for senior persons, there should be personal posts if they cannot go on deputation to other institutions.
45. It was suggested that there should be no elections to the Council of the University. It would be constituted by nomination by the Vice-Chancellor, based on considerations of seniority and merit. While there may be need for forming Associations of Faculties concerned and also a sort of coordinating body of all such Unions, it is desirable that elections should be discouraged to ensure academic brotherhood.
46. It was noted with concern that the teaching profession had no social prestige and it was pointed out that even the Vice-Chancellors are not included in the Warrant of Precedence.
47. It was pointed out that discipline in professional faculties is high in comparison with Arts and Science Faculties, the reasons being two: (i) purposeful education and (ii) more work to do.

48. In view of the increasing demand for higher education, 'non-formal' ways of providing it (such as part-time evening courses and correspondence courses) should be found for those who cannot be accommodated in the regular educational institutions, including many non-graduate teachers whose number is considerable.

49. There is increasing pressure on science and technological courses which cannot be denied and, as a consequence, the study of Classics etc. have fallen into the background. This is creating a vacuum of values in life and it is necessary to think of suitable means for filling it up.

50. One of the reasons for student indiscipline is the exaggerated emphasis given to the Students Union. It was suggested that membership of the Union should be optional and not compulsory.

51. It was suggested that there should be selective admissions to post-graduate courses and a firm policy should be followed in all universities in this matter. In support of this view, it was pointed out that the admissions in the science subjects are made on a competitive basis and, in consequence, a large number of students are usually first-class or high second class and the pass percentage is quite good.

52. Difficulties are created by the fact that, under the rules, students are required to put in 80 per cent attendance in N.C.C. training. It was reported that, at present, there are about 400 students who have not put in the requisite percentage and cannot, therefore, under the rules, be allowed to take the examination. The university authorities are thinking of overcoming this difficulty by withholding their results till the necessary percentage has been made up. It was suggested

that many of the students have a feeling that the time they spend for NCC work is not being properly utilised.

53. In the University, there is generally overcrowding in classrooms and laboratories because no new buildings of laboratories have been constructed and the number of admissions goes on increasing from year to year.

54. At Jodhpur, all the teaching is done in the University and there are no affiliated colleges for carrying on undergraduate work so that the university proper cannot concentrate on post-graduate instruction and research.

55. The juxtaposition of pre-university students with students in higher classes upto the Master and Doctorate level creates many academic and administrative problems and handicaps.

56. Even when the U.G.C. provides its share of financial contribution, the State share is often not available and the university has no resources of its own to contribute the matching share. It was suggested that either 100% grant should be given by the Centre or at least grant-in-aid to the university should be on a non-matching basis.

57. It is necessary to insist on a certain minimum age for admission to universities because some of the students came to the university when they were comparatively immature.

58. It was suggested that there should be a pre-Ph.D. course to ensure proper standards at the Ph.D. level.

59. There is not enough initiative left to the Faculty in the conduct of the work of the colleges - in fact, there is greater regimentation and financial control after the attainment of freedom than before.

60. Science and Research:

Research work has to be improved and a second line of research workers has to be built up.

61. No provision is made for repairs of equipment in the laboratories.

62. Large purchases are made at the end of the financial year and these are not always suitable or even necessary.

V : TEACHERS

63. Regional Colleges of Education:

(a) The trainees who complete the four-year integrated course of the college are not appointed as senior teachers in higher secondary schools because their academic qualifications are not recognised as equivalent to the M.A. or M.Sc. degree. Steps should be taken to provide for such teachers an additional year's course in their special subjects so as to make them qualified for appointment as senior teachers.

(b) The facilities in the regional college should be considerably expanded to meet the requirements of the secondary schools.

(c) It was felt by some that the integrated course was too specialised in nature and it was difficult for a person completing it to find any employment outside the teaching profession.

(d) The integrated teaching courses given by the Regional Colleges should be spread over a wider area to provide facilities for those who want to take up teaching.

64. The position of teachers should be improved by increasing their salaries and giving them other amenities.

65. On important festival occasions like the Republic Day and other National Days, teachers should be given seats or places suited to the dignity of their profession.

66. Teachers should be made to put in longer hours of work. They should work in the school for at least six hours a day.

67. Admission into Training Colleges should be based on the result of aptitude tests.
68. Teachers who appear privately for examinations should be given study leave and have the opportunity to attend some lectures.
69. Private tuition should be banned and replaced by organised tutorial classes in the institutions.
70. The age of superannuation should be raised to 60 years so that experienced persons are fully utilised.
71. Separate teacher training is not necessary beyond the elementary stage. At the secondary stage, there should be an integrated course combining general education with training.
72. Trained teachers know at best only the method of teaching; but they are generally weak in the subject matter. Even when the syllabus is all right, it is mostly not followed in actual practice. A suggestion was, therefore, made that existing practices of teaching need close evaluation.
73. It might also be necessary to conduct aptitude tests in training institutions.
74. Since one of the main difficulties is the large percentage of untrained teachers, a suggestion was made that there should be vacation courses to train the untrained teachers.
75. Practical bias is lacking in the training of teachers.
76. It was also suggested that there should be a probationary period of one year for teachers.
77. A suggestion was also made that in order to meet the paucity of untrained teachers it would be an advantage to introduce education as an optional subject at the secondary stages.

78. It was also suggested that there should be a statutory committee to go periodically into the question of linking salary and cost of living on the pattern of the Burhman Committee in the U.K.

79. The service conditions of teachers should be improved by the provision of housing facilities, leave facilities and medical facilities. The suggestion was that these should be brought on par with Central Government employees. Regarding housing facilities, it was suggested that a definite percentage of the salary should be paid by way of house-rent or the quarters near to the University should be provided. This was particularly necessary for a residential university.

80. It was suggested that some form of scholarships or fellowships should be available for teachers over 35 years of age for higher studies in India or abroad as at present they are not eligible for many of the scholarships offered.

81. There should be only two grades of pay in all the universities to prevent frequent migration of teachers from one university to another - a graduated scale of Rs. 400-1500 (with suitable efficiency bars) for all teachers and the other a scale of Rs. 1200-1900 for Heads of Departments.

82. Enough recognition and rewards are not available for teachers who do really good work, with the result that they become disheartened and frustrated.

83. The best talent is not attracted to the teaching profession as there is less social prestige attached to it than to many All-India or State Services.

84. About 43% of the secondary teachers in service in the State are untrained and the bulk of the enrolment in the Training Colleges is from this group. A new and hopeful experiment has been started from last year in

Jodhpur University under which teachers in service above 40 years of age - and some younger candidates from outside - are admitted to a vacation course for two years, covering all the vacations in the year. The teachers under training, who were eligible to get their grades improved on the completion of the course, showed earnestness in their work and a sense of purpose. It was suggested to the Principal of the Training College, in the course of discussion, that some correspondence be maintained with the teachers during term time and assignments of study and work planned out.

85. The total duration of training for secondary teachers should be increased from one to two years; there should be realism in the training programme and teachers should be helped to face actual school-room problems.

VI - EDUCATIONAL ADMINISTRATION

86. An Indian Education Service should be established consisting of administrative and academic personnel. Below the Deputy Director's level, there should be a State Educational Service on the same lines.

87. Education should be freed from the influence of the politicians.

88. Education should be made entirely a Central subject.

89. There should be a permanent Education Commission to lay down educational policies.

90. Educational experiments should not be tried unless all the details are worked out, and should ^{not} be given up hastily.

91. The powers of the Inspectorates should be carefully defined. At present, their visits are merely formal ones. It is necessary to associate experts in different subjects with the visiting Inspector at the time of the inspection.

92. The Education Department exercises a rigorous control over the schools even to the extent of fixing the dates for the examination, for the declaration of the results, etc. The headmaster is given very little freedom in administrative matters.
93. There should be a Committee of Headmasters to assist inspectors who would meet at least once a month and have a discussion on administrative and academic matters. Inspection by panels should be organised.
94. The posts of Headmasters and Inspectors should be of the same grade and inter-transferable.
95. Headmasters should be designated as Principals as is done in some of the States. This adds to their social status.
96. There should be inter-district and inter-State visits and tours of Headmasters.
97. The quality of inspection has to be improved considerably. One point made in this connection was that there should be subject inspectors who should be able to inspire the teachers and get them interested in teaching the subject concerned.

VIII. TECHNICAL AND VOCATIONAL EDUCATION :
EDUCATED UNEMPLOYMENT

98. Vocational education at the secondary stage, particularly in agriculture, should be expanded.
99. Technical education should be linked up with industries and factories and not given in separate educational institutions.
100. The method of sandwich courses of training now introduced in Engineering Education is not very useful.
101. The six-months practical training prescribed for the engineering course has not produced satisfactory results

as the people in the factories are not interested in the trainees and do not give them proper opportunities of practical work. A better system would be to increase the period of training and evolve an apprenticeship system by which they earn as they learn.

102. Engineering colleges tend to neglect instrument technology.

103. It was suggested that the present trend of literary or academic education should not be allowed to continue and an attempt should be made to reverse this trend. It may be useful to aim at 70 percent professional and vocational education and 30 per cent for Arts and Humanities. In this connection the example of Punjab was cited to show how it has become an industrial State

and how employment potential has been created there and technical and vocational education has been expanded.

104. In view of the rapid increase in the number of educated persons, the problem of unemployment is becoming increasingly acute and there is urgent need to think of ways of providing gainful employment for them in the Government and non-Government sectors.

105. Regarding employment potential for engineering students, it was stated that, barring mining engineering, there is generally no difficulty in finding employment after the completion of the course.

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

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

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1. Shri J.T.M. Gibson, Principal, Mayo College, Ajmer.

The method of examinations and particularly the sort of questions set in examinations need to be changed.

The students should stay longer at the school and should be allowed to join the university when they have become more mature.

2. Prof. D.N. Elhance, Head of Commerce Department, University of Jodhpur, Jodhpur.

Commerce Education must fulfil broad liberal requirements of University Education and should not be classified as technical education. An All-India body consisting of University Professors of Commerce may be set up to examine the problems of commerce education.

The present syllabus of commerce education is largely descriptive and its subject-matter is out-dated and unrealistic. The teaching material should be prepared by taking the current business practices, largely unknown today and lot of research work is indicated in this field. A high level central organisation may be formed which should finance, organise, co-ordinate and utilise these research work on a national basis.

English should be the medium of instruction in all business courses. Special courses in English may be devised for commerce students to meet their deficiency and peculiar requirements of the business world.

3. Shri Balbir Singh Bhatti, Physical Instructor, Government Basic S.T.C. Training School, Jaipur.

The subject-teacher should be the final authority to decide what he will teach, how he will teach and the type of equipment and facilities required.

The Members of the Commission should also discuss things with the members of the teaching staff (not only with headmasters) when they visit institutions.

The school time-table should be suitably adjusted to provide enough time for games and other co-curricular activities.

The Director and at least one Deputy Director of Education should belong to I.A.S. cadre.

The salaries of teachers should be improved.

A teacher should be allowed to teach in a pre-primary, primary or middle school according to his aptitude.

Refresher courses should be provided after three or five years.

Teachers should select one among them as their headmaster.

By an act of Parliament, all open spaces in cities and towns should be acquired for school and play-grounds.

Attendance at games should be compulsory and a regular record should be kept for each individual.

All Physical Education Instructors and M.D.S. Instructors should be integrated in a National Youth Physical Fitness Corpse.

Syllabus at all levels should be drawn up by only the experienced teachers of different subjects.

There should be a system of weekly and monthly tests.

Rabindra Manch should be available to students free of cost or at normal costs.

4. Dr. C.S. Bhatta, Inspector of Schools, Jodhpur
Jaisalmer, Distt. Jodhpur.

The Board of Secondary Education, Rajasthan, has since abolished Technical 'B' course from the year 1963. This course should be re-introduced in multipurpose higher secondary schools. The students who pass this course should be admitted in the second-year of I.T.Is or C.T.Is.

5. Shri Warendra Kumar Mehta, Senior Teacher in
English, Government Secondary School, Bahilabagh, Jodhpur.

The social status of teachers should be improved.

The teachers should not be designated as 'teachers'. He should be called by a more impressive name like Education Officer, Instruction Officer or lecturer.

The teachers should have some 'strings' in the matter of evaluation of future career of pupils.

In every State a semi-government body consisting of officials and non-officials may be formed for social rehabilitation of teachers.

The present water-tight compartment between college lecturers and school teachers should be done away with.

Parent-teacher associations should be encouraged.

There should be no need for taking prior departmental permission for appearing at public examinations.

A more scientific scale for evaluating teachers may be drawn up taking into consideration teacher-pupil ratio, subject, number of years for which the class has been taught, number of periods, other activities assigned to teachers, etc.

A programme for the exchange of college and school teachers may be initiated.

Mobile training centres may be set up to bridge the gulf, between training methods and actual classroom conditions.

6. Shri Kishan Chand, Academic Officer, Board of Secondary Education, Rajasthan, Ajmer.

There should be greater delegation of powers in matters of ~~appointment~~, transfer and utilisation of funds to lower ~~levels~~ e.g. the District Inspectors and the headmasters.

The teachers should be specifically appointed for a particular school only even though they may have a place in the general departmental list of seniority but may be eligible for promotion on merit (not mere seniority) whenever a \surd of higher post occurs in another school. \surd vacancy

The different aspects of personality development e.g. attitudes, interests, etc. should be more emphasised and suitable tools for evaluation of these aspects of education should be developed.

Students may be given two certificates- one for curricular subjects and the other for development and non-curricular areas of personality.

Along with the number of working days, the number of actual teaching days and teaching hours should also be prescribed in a school.

Pass percentage, with a suitable allowance for factors beyond the teacher's control, should form a major point in the evaluative criteria for teachers and schools.

The examinations should also assess achievements in accepted objectives of education and should also encourage a fuller and deeper coverage of the syllabi.

7. Shri Dhankal Singh, Assistant Headmaster, Chopasin M.H. Secondary School, Jodhpur.

Residential schools should be given a definite place in the secondary education system. Such schools are necessary not only in case of defence service personnel and persons liable to transfer from one place to another but also for the persons living in rural areas where they are not enough facilities for higher secondary education.

Residential institutions offer more and varied opportunity for the full development of the society.

It will also be necessary to prepare a new type of teachers who should be able to teach not only within the classroom but also conduct circles and take up supervision of the hostels.

If it is not financially possible to start a large number of residential schools, at least one such school should be established in each district.

In other cases the school day should be extended as much as possible. In this connection the author has referred to the Russian practice of day boarding schools in which school day lasts from 8.00 a.m. to 8.00 p.m.

8. Shri S.D.Derashri, University of Jodhpur,
Jodhpur.

The educational programme should attempt to mould students' character in desired direction for which it is necessary to define clearly the objectives.

Through proper vocational guidance, diversification of education and its re-orientation to the needs of the country, the aimless rush of students to higher courses should be minimised.

The institutes should run at near optimum size. Smaller units may be closed down and the bigger units may be bifurcated.

There should be a model primary or middle school in every Tehsil, a model higher secondary school in every District and a model college in every city with a population of one lakh or more and a Central university in each State.

Examination system should be reformed by introduction of internal assessment and greater reliance on objective tests.

The number of school days may be increased and holidays should be curtailed. There is also need for rationalising holidays to ensure intra-State uniformity (It has been pointed out that in Rajasthan holidays observed in different schools and colleges differ widely).

During summer vacation students and teachers may work for literacy campaigns and other non-building activities.

The experiment of Basic education has completely failed.

Three-language formula is basically sound.

At the secondary stage there is a clear need to simplify the courses and text books.

All secondary schools should be converted into multipurpose schools and the courses should be reoriented in such a way as to enable students to enter some occupation after leaving the school.

In the University there should be greater emphasis on research work. Greater emphasis should be laid on research which is not aimed at acquiring degrees.

Fundamental research should be left for National Laboratories or institute of higher learning. Other institutions should pay greater attention to applied research.

The institutions of higher learning should start extension schemes to disseminate results of research among the people and the community.

Regional languages should be the medium

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of instruction even in an institute of higher education. Government should, in cooperation with universities, embark upon a mass programme of translating standard works. Even after complete switch over to regional languages, teaching of English should continue up to first degree standard.

A comprehensive system of tutorials, seminars and group discussions should be there to supplement the lecture system.

There should be a programme for inter-State exchange of students and teachers.

Higher education should be placed in the Concurrent List. Primary and Secondary education may, however, continue in the State List.

Institution of Indian Education Service will improve the tone of educational administration and retain talented persons in administration.

N.C.C. training should continue to be imparted on a compulsory basis, but it should be properly coordinated with academic and other co-curricular activities.

N.C.C. may be introduced to all students at the secondary stage and more quality training programmes for providing officers may be developed at the college and university level.

9. Shri A.K. Mathur, Principal, Sir Pratap
Multipurpose Higher Secondary School, Jodhpur.

The Education Commission should educate the general public about the changes in pattern of life that have since taken place and that the blame for everything that goes wrong should not be placed on education alone.

Students should be saved from politics and agitative patterns of life.

A suitable agency should be evolved for incubating in students appropriate social values A.C.C., and N.C.C. have proved soulless and ineffective.

Educational fads like student unions or student parliament should be stopped.

The core subjects should try to develop a sense of patriotism in a student.

The students should be made Plan-conscious and more enthusiastic.

Plan education should provide the base for social studies. History, Civics, Geography, General Science, Agricultural and industrial progress with the scientific idea of country's development potential should be rolled into one synthetic whole.

Suitably graded textbooks should be prepared for Plan education and the author has offered to prepare such a set for Rajasthan.

Best teachers should be provided at both the highest and the lowest (Pre-primary and primary) stages of education.

Vocational guidance should be put on sound footings. If it is not possible to do so in each school, at least some information centres should be set up which could give information about (a) scope and employment potential of different courses, (b) conditions of eligibility, (c) training facilities, and (d) training costs.

10. Shri S.N. Balya, Principal, Shri Mahesh Teachers' College, Jodhpur.

A two-year summer vacation course may be organised for those untrained teachers of secondary schools who have got at least 4 years' teaching experience (on the lines of the one organised at Shri Mahesh Teachers' College, Jodhpur).

The State grant for strengthening of laboratory should not be given on a uniform basis to all schools but it should vary according to number of students and sections in a school.

The school should be allowed to start automatically new sections as soon as the number of students in a class exceeds a certain prescribed limit and provision for additional staff, furniture and equipment should be allowed.

Suitable play-ground arrangements must be made for all schools, specially for those in urban areas to improve the standard of games and discipline in schools.

11. The Secretary, Rajasthan Sangeet Natak Academy, Paota, Jodhpur.

Hindustani Music should be taught in South Indian universities and South Indian music in Northern Indian universities.

In pre-primary and primary stages, music should be used as a medium of instruction and also as a compulsory subject by itself.

At secondary and university stages, music should form an important part of extra curricular activities. Extra evening classes may be opened for music education. Education in music, dance and fine arts should be given as much importance as physical education.

Music should be an optional subject in all courses of education at all levels and in all faculties.

Although music is provided as an optional subject in the syllabus, facilities for its teaching are generally absent.

Although the Rajasthan Higher Secondary Board has drawn up a syllabus in dance education, not a single qualified teacher has been appointed for the purpose in any school in Rajasthan.

Although music is provided as an optional subject in graduation courses, there is hardly any teacher in colleges and consequently students do not offer the subject.

Every college should have the vocal and instrumental music teacher.

One of the universities in Rajasthan should have a fullfledged faculty of music and dance.

The Music College at Jaipur established by the Government of Rajasthan suffers from want of funds.

Regular music universities should be set up or alternatively faculty of music may be established in one of the universities.

There should be some sort of check on the standards in private music training institutions on the same lines as is done in the case of technical or engineering diploma institutions.

The music diplomas awarded by the Education Department in Rajasthan should be properly equated with other corresponding Degrees/Diplomas.

The salary of music teachers should be equal to that of teachers of other subjects.

Folk music, which is of a regional character, should be studied in greater detail.

Special institutions should be established to impart scientific education in stage-craft and dramatic art.

12. Shri S.P.C. Bhandari, Faculty of Commerce, University of Jodhpur, Jodhpur.

The teachers should be accorded due respect. Vice-chancellors and others should be included in the Warrant of Precedence.

The practice of democratic elections amongst the teaching staff of the University to different bodies of the University should be done away with.

Teachers should be fully compensated for the rise in prices.

13. Mr. Calla, Deputy Director of Rajasthan.

A number of trades (machine shop, cardboard, canning, of chairs, Tats and chick making, chalk making, weaving, painting, hosiery work, tailoring and carpentry)

were organised at Bikaner on an experimental basis. On the basis of his experience, the author suggests that craft work along with academic work should be made a regular feature of institutions or in summer vacation when the boys have lot of time at their disposal.

14. Vidya Bhavan, G.S. Teachers College, Udaipur.

The duration of school courses should be 12-year and it should be divided as 8+2+2.

The medium of instruction at elementary stage should be mother-tongue.

Study of Hindi and English should be taken at the end of 3rd and 5th year of schooling respectively.

Hindi speaking students should learn some other Indian language-preferably a South Indian language.

There should be no diversification of courses till the end of 10th class. The first public examination should be at the end of 10th class.

English should be taught throughout. A pass in English should not be necessary for passing the high school examination for those who do not want to go for higher education.

Teaching of one craft should be compulsory at all stages.

Employers should be legally required to release their employees for 4 hours a week to attend courses in general education.

Diversification courses should be introduced at the higher secondary stage (classes IX - XII).

The medium of instruction at higher secondary stage should be regional language or the language that is used at the university stage.

Adequate facilities should be provided for educational and vocational guidance. Education should also be related to man-power requirements.

There should be two public examinations - one at the end of high school stage (10th class) and the other at the end of higher secondary stage(class 12th). In every subject the examination should be at two levels - 'O' level and 'A' level.

The public examination at the end of high/ higher secondary stage should not be conducted by the Universities.

Textbooks should not be nationalised.

State may compete with others in the field of textbooks but it should not have the monopoly of textbooks.

Several alternative textbooks may be prescribed in the same subject for the same level.

There should be a national salary scale for teachers, with definite rules for placing teachers at different stages according to their qualifications.

15. Shri Govindrao Rajurkar, Principal, Ajmer Music College, Ajmer.

A Central University of Music with uniform curricula of education and common degrees of examinations including teachers' training in Hindustani and Karnatak music should be set up by the Government of India. Alternatively education in different branches of music (vocal, instrumental and dance) should be imparted in separate music colleges.

Institutions for higher studies in music should be affiliated to University.

A committee should be constituted to go into the entire question of music education.

16. Shri Champa Shanker, Art Master, Government Teachers' Training College, Ajmer.

An art master in a training college should be given the same grade as a lecturer in the training college (The present grade of an Art Master is Rs.170-385 and that of a Lecturer is Rs.285-800).

The minimum academic qualifications for an Art Master (who has a five-year diploma in Fine Arts) should be high or higher secondary school.

17. Dr. K.M. Gupta, Post-graduate Head in Botany, Government College, Ajmer.

Some autonomous institutions should be set up in each State and the conditions therein may be further improved rather than opening new universities.

The autonomous institutions may have a governing body and be affiliated to a university. But they should be free to frame their own rules of admission, prescribe their own courses of study and have their own scheme of examinations.

The Central and State Governments should extend some financial assistance to these institutions.

The selection of these institutions should depend on the physical facilities available at the institutions - buildings, equipment, library, laboratories and also qualifications, experience and standing of the teaching staff.

The salaries and emoluments of the staff of autonomous institutions should be at par with that in the universities and they should also be given liberal grants for buildings, equipment and library.

The author has put forward the claim of the Government College, Ajmer to be considered for elevation to the autonomous status.

Up to elementary standard (class VIII) only three subjects, viz., Hindi/regional language, English and Mathematics should be taught. Text books should cover all topics such as history, scientific, biographical, general knowledge etc. At the higher secondary stage other subjects concerning Humanities and sciences should be introduced and only the fundamentals of these subjects should be taught. Theoretical details should be left over.

At the higher secondary stage those practical aspects which help the students to be fixed up in life should be stressed.

Admission to colleges should be restricted on the basis of merit only.

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No college should have more than 1000 students on its role.

Number of students in post-graduate classes should be limited.

As far as possible syllabus should be similar throughout the country except at the specialisation stage where local needs may be considered.

English should continue as medium of instruction at post graduate stage.

Work load of teachers doing teaching and research should be reduced. They should, however, not be allowed to neglect teaching altogether.

Research grants to individuals and departments should be a permanent item of expenditure in the budget of every post-graduate department.

Study leave on full pay should be given for refresh courses and advanced study.

There should be a programme of exchange of teachers between different colleges and universities both within and without States.

The status of teacher should be at par with all-India services.

Education should be a concurrent subject.

Existing disparity between university teachers and those working in affiliated colleges should be removed.

Every State should have a Department of Scientific Research.

Staff quarters may be provided in post-graduate colleges.

18. Shri Om Parkash, University Prof. of Commerce and Director, University College of Commerce, University of Rajasthan, Jaipur.

Commerce education should be 'liberal' at the degree level and 'specialised' at the post-graduate level. 'Liberal' contents at post-graduate level could be partly retained by providing for compulsory study of management courses or subjects. At the degree level the study of subjects like languages and mathematics should be further strengthened.

The language books should contain some material on science, psychology, sociology, political science, history and culture to broaden the general out-lock of the students.

The courses of study may be revised to avoid repetition or duplication in some courses/subjects.

The post-graduate courses should aim at producing specialists to take important positions in business world.

Modern business requires a large number of functionaries -such as (i) business executives, (ii) Accountants or Chartered Accounts, (iii) Cost Accountants, (iv) Company Secretaries, (v) Personnel Officers, (vi) Labour Welfare Officers, (vii) Salesmen or marketing research officers, (viii) scientific officer, (ix) Bank managers, (x) Insurance agents or managers, (xi) cooperative officers, (xii) Wholesales dealers, (xiii) large-scale or small-scale retailers, (xiv) managers of small-scale/cottage industry, (xv) financial experts, (xvi) importers and exporters, (xvii) expert in external finance and foreign exchange, (xviii) stock broker, and (xix) transport experts. The scope of post-graduate courses should be amplified to provide for specialisation in each of these different subjects.

The training should be more practical. Three points have been made in this connection:

- (i) Frequent tours to industries and business concerns by students and teachers.
- (ii) Organisation of commerce museums and workshops, and
- (iii) extension lectures by competent and qualified business executives.

In every concern there should also be some provision for in-service training.

There is no need of starting specialised institutions or special boards for commerce education or for conducting examinations in special branches of commerce. Universities may be asked to institute diploma courses in addition to regular graduate and post-graduate courses.

The syllabus in commerce subjects in the Universities should be drafted in consultation with various business institutes, such as Institute of Chartered Accountance or of Cost Accountance. There should be some mutual cooperation between universities and business concerns and between the universities and professional institutes.

19. A Retired Inspector of Schools, Sardarpur.

The Commission should pay surprise visits to a few primary, middle and high/higher secondary schools - both government and aided.

20. Shri Jumna Das Gujar, Headmaster, Govt. Middle School, Nathdaware, Rajasthan.

Education should be related to life.

Religious and moral education should be adopted in schools.

Text-books should be so written as to cater to the needs of different children.

The syllabus of first three classes should be re-drawn into four classes.

Drawing should be made a compulsory subject upto middle standard.

Number of students should not exceed 20 in any class.

There should be a separate Inspectorate for Academic work.

Pay-scales of teachers should be revised and they should be given some allowance to purchase reference books.

Teachers should not be entrusted with duties other than teaching. Teachers should be consulted in framing syllabus. There should be refresher courses for teachers.

21. The Students of the Rajasthan University, Jaipur.

The minimum age of admission to University should be raised to 17 by adding one more year to the higher secondary course. The entrance to the University should also be subject to scholastic aptitude tests.

At post-graduate stage the admissions should be on a highly selective basis - through viva-voce or suitable entrance examination.

Post-graduate courses should be run only by the university and not in affiliated college.

The minimum salary of university lecturers should not be less than Rs.600 and the teaching load should not exceed 12 hours a week.

Additional staff may be appointed to make tutorial work more effective.

Selection of teachers should be more strict. Due weightage should also be given to aptitude for teaching.

Substantial weightage should be given to organisational work.

There should be more tutorials and less of routine lecturers. At post-graduate level students may be asked to write papers and these should be assessed both by internal and external examination.

Medium of Instruction:

Regional language should be the medium of instruction at the primary and secondary stages. Hindi and English should also be compulsory subjects up to the secondary level and students should achieve a reasonably high standard of proficiency in them.

At the undergraduate level, there should be two media of instructions - Hindi and English. At the post-graduate level, English should continue to be the medium of instruction. To ensure this, General English should be made a compulsory subject for both science and art students at the under-graduate level.

If English is to be replaced at the post-graduate level, it should only be by Hindi.

Vocational Guidance Programme:

There should be large scale programmes for vocational guidance.

Suitable financial assistance should be given to those students who have the right aptitude to pursue higher education in any particular branch but are handicapped by financial resources.

The Vocational Guidance Programme should also play a role in the formation of right attitudes to different vocations.

Students should be provided adequate opportunities to utilise their leisure time profitably. At least one sport or co-curricular activity should be made compulsory for all students at the secondary stage.

The teachers should also take some interest in students' activities.

In order to encourage students to take part in curricular activities, a certain percentage of marks should be kept apart for participation in such activities.

Non-residential student centres should be established in all the universities on the lines of the one in the Rajasthan University to provide non-residential students opportunities for relaxation.

Due importance should be given to the development of right attitudes and proper values. These will help in checking indiscipline amongst students. The political interference also need to be minimised.

22. Shri P.S. Gupta, Deputy Inspector for Physical Education, Directorate of Education, Jaipur.

Greatest attention should be paid to human element.

Education should not be expanded to a point where its quality is diluted.

Education should be given only to such students as are fit to receive education.

23. Shri K.L. Bordia, Vidya Bhavan, Udaipur.

Education in the schools should be orientated to the values of Indian culture by emphasising the concept of Dharma as one's duty, respect towards elders and teachers, humility and simplicity of life, and reverent attitude to all living beings.

Education should emphasise national integration through a knowledge of life in different parts of India, readings from the lives of great men, readings from different languages of India translated into one's regional language, study of other languages and visits to different parts of India.

Study of literature, Geography and Civics should be orientated towards creating better international understanding.

Schools should emphasise teaching of science and for this they should have suitable laboratories, science museums, and nature study gardens. There should be emphasis on realising the revolutionary achievements of science and its possibilities of future, and development of a scientific attitude on life.

Education for democratic living should emphasise tolerance of differences, a sense of constructive responsibility, equality of opportunity for all. The principle for democratic process is one of mutual understanding rather than the rule of majority.

A student should be trained in habits of manual work and healthy living.

24. Shri K.L. Bordia, Vidya Bhavan, Udaipur.

Young lecturers should be advised not to take up the work for research degrees in the first five, or at least the first three years, of their teaching careers.

General Education:

Social study should form an essential part of technological studies.

A two-subject Honours Degree Course may be started, specially in Humanities, on the lines of such courses as in Mysore University. Specialisation in Honours Course should begin in the second year of the three year course.

Greater emphasis should be laid on community life.

Universities should become an open forum of discussion of important issues.

Courses on Indian and world culture should be introduced in the curriculum of first degree course.

Readings from great books should be included in the curriculum of the first degree course.

Research Institutions for Higher Education:

Research Boards of Universities with suitable agencies at the University and college level may be set up to promote research on actual problems of social and economic policies. Suitable financial assistance should be given for different colleges and there should be also some arrangement for guidance from experts of the research committees or teachers in charge of research projects in classes.

25. Shri Bhim Sen, Director, School of Basic Sciences and Humanities, Maharana Bhupal College, Udaipur.

English should be given distinctive role and status at both secondary and university levels. Its importance is greater at the university level but the desired proficiency in it can be attained only if it receives due attention at the school level.

Regional languages must be given the fullest encouragement and facilities and may also be used as medium of instruction at the school stage but English will have to be used in Universities for Science and Technology - may be with some admixture of regional languages. The teachers and students should have equal facility in the use of both languages.

English may be accepted as one of the Indian languages.

The teaching of Hindi in non-Hindi areas should go on.

26. Prof. V. Lakshmi Narayanan, Director,
Birla Institute of Technology and
Science, Pilani.

Top priority should be given to vocational, technical and professional education. School education should be of 11 years' duration and the age of admission 5 plus.

There should be three types of schools: (i) with regional language as medium of instruction, (ii) with Hindi as medium of instruction, and (iii) with English as medium of instruction. Migration from one type of school to another should be permitted and facilities should be provided to qualify in the language of instruction.

Manual labour should be compulsory in middle and secondary schools. All students should also be taught a basic course in science.

Greater attention should be paid at the school level on a detailed study of local region -- its geography, economic resources, agriculture, industry etc. Excursion to local community projects, social welfare schemes etc. should be a regular feature.

At the university stage also there should be three types of colleges (a) with regional language as medium of instruction, (b) Hindi as medium of instruction, and (c) English as medium of instruction. Migration should be permitted at any stage provided the student qualifies in the language of instruction.

The medium of instruction in all professional courses should be English. At Ph.D. level students should also take an additional foreign language.

The duration of a Hons. degree in Humanities or Science should be 4 years and that for pass degree 3 years. Hons. students may do their M.A. course in one year.

The duration of Engineering, technology, medicine, agriculture and other professional courses should be 5 years.

There should be no upper age limit for admission to professional colleges.

University should run model higher secondary schools.

No new engineering or technological college should be opened for next 5 years. The quality of existing colleges should be improved. Engineering colleges should receive financial assistance direct from Central Government or U.G.C./Government should give lump-sum block grants and colleges should have freedom to decide their requirements.

Present rules regarding selection of teachers are cumbersome and unpractical. Colleges should be given autonomy to select teachers and promote them.

Engineering colleges should have strong science department. Science, applied science, humanities, social sciences, engineering and technology should be integrated to supply intellectual persons for meeting requirements of the technological age.

27. Shri Hiralal Shastri, Bansthali Vidyapith,
Bansthali (Jaipur)

In a national system of education one cannot think of differences between one State and another. States should give full cooperation for the success of the national system of education and furtherance of national integrity. Due importance should be given to the essential values of Indian life.

The confusion about the language policy needs to be removed. Regional languages should be fully developed and the status of Hindi as national language should be duly recognised. English is a very useful language but limits to its use must be determined.

The various stages of education should be properly integrated and there should only be universities and not Boards.

At the elementary stage there may be more or less similar curriculum for boys and girls. So far as other stages are concerned, the question needs further consideration.

There should be some link between life at school and that at home. The school going child should not become a foreigner to the home.

The system of education should be related to the country's economy.

Elementary and secondary curricula must be composite one. Every child must produce something for the community.

Atmosphere in universities needs to be improved considerably.

Education, like any other field of national life, is suffering from the disease of corruption. The management, teachers, students and guardians all seem to be involved.

The author supports the idea of national institutions. Such institutions should have full freedom to experiment. Some such institutions should be exclusively for girls.

The scardness about Indian womanhood must be preserved at any cost.

28. Rani Lakshmi Kumari Chundawat, Lakshmi
Niwas, Beni Park, Jaipur.

Rajasthani language should be recognised as one of the Indian languages and should be separately incorporated in the Constitution.

29. Vidya Bhavan, G.S. Teachers College, Udaipur.
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Teachers' education should be included in the Concurrent List and Central Government should assume greater financial responsibility for teacher training.

National Council for Teachers Education should be set up at all India level and State Councils at the State level.

The State Councils should undertake coordinated programmes of research, extension and training.

Actual school problems should come to training institutions for solution and the solution reached through research should be tried in class.

Every training institution should be given a group of schools or at least one school within its area to demonstrate the new methods.

At least two-thirds of the teaching staff of training institutions should be practising teachers.

Selected teachers of practising or associated schools should be asked to give demonstration lessons, and should be suitably remunerated.

In every training institution a Professor for clinical work should be appointed who should guide the teacher trainees in their task of training and help the supervisors in improving techniques of supervision.

All teachers' colleges and at least one training school in each District should have a department of extension service.

Psychological studies of Indian children, their adjustment and other problems should be undertaken to bring about fundamental relations between theory and practice.

All teachers trainees should teach as regular teachers for at least 8 weeks.

Specific objectives of training course as a whole and of various papers and programmes should be worked out in detail before the courses and programmes are framed.

The diploma and first degree course in education should also include knowledge of the subject-matter content.

Teachers training course for matriculates should be of at least two years' duration and should be prolonged to three years at an early date.

In addition to Regional Colleges of Education, other teacher training institutions should also be given financial assistance to organise four-year degree course of integrated general and professional education.

Comprehensive teachers training college may be set up to provide training courses for primary, middle, high and higher secondary school teachers and for inspectors and other supervisory staff.

Summer institutions for science teachers spread over two or three years should be organised at selected training colleges.

Correspondence courses for teachers training may be organised as an emergency measure but these degrees should not be regarded equivalent to those given in whole time colleges.

Correspondence courses in teachers education should not be a substitute for a regular full time training course.

Liberal scholarships should be given to teachers under training.
There should be a national pay scale for all categories of teachers.

Grants to training colleges should not be on a matching basis.
Every training college should be supplied with minimum requirements,
as worked out by the All-India Association of Training Colleges.

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30. Shri G.S. Mahajani, Vice-Chancellor, Udaipur University,
Udaipur.
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At the school stage the language policy should be (a) to introduce child to speak English/Hindi in the third grade and to adopt 'mother's method' for this purpose, (b) to introduce formal teaching of English/Hindi in the late stage of third grade or early fourth grade, and (c) to teach subjects like mathematics and science through English, making a free use of regional language.

In the colleges (a) regional language should be used for humanities, arts and social sciences, (b) English should be used for science and professional subjects, and (c) English and Hindi should serve as link languages.

Some of the research work even in humanities will have to be rendered into English.

Popular scientific literature will have to be produced in regional languages.

In some areas of social sciences where treatment of the subject becomes scientific and mathematic, the use of English may be indicated.

In the scheme of general education, the students of humanities and arts should use English in general science.

To help migration of students every university should institute four to six month's course to give students working knowledge of the regional language.

Standard textbooks in regional languages/Hindi should grow from actual classroom lectures.

In place of the old bilingual policy of using regional languages in schools and English in colleges, a new bilingual policy should be adopted with use of both languages in schools as well as colleges.

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31. Rani Lakshmi Kumari Chundawat, Lakshmi Niwas,
Bani Park, Jaipur, Rajasthan.

Adequate steps should be taken to preserve the folk literature of Rajasthan which consists in folk songs, folk tales, ballads, folk dramas, folk sayings and songs in praise of local heroes.

The State Government have set up the Rajasthan Academy of Letters and also one for Music and Dance. The Academy of Letters has not paid much attention to the preservation of folk literature and has spent only a sum of Rs.15,000/- on the development of Rajasthani language.

The Academy of Dance, Drama and Music should also take more interest in preserving folk dramas, folk songs, etc. of Rajasthan.

32. Sarvashri Janardan Rai Nagar and P.T. Thomas,
Udaipur School of Social Work, Saletia Ground, Udaipur
Rajasthan.

Courses in Social Work should be given due importance in our scheme of higher education.

33. Shri Chand Karan, Teacher, Jai Lal Teacher Training
Institute, Ajmer, Rajasthan.

University and Higher Education

Only such students should be admitted to colleges who agree to reside in the hostel or for whom any teacher or owner of the house where they live, agrees to become their guardian.

Students should put in one year's social work in rural areas before they are awarded degrees.

No more colleges should be opened in urban areas. Future colleges should be opened in rural areas only.

The educational system of India should be orientated towards the spiritual heritage of the country. Gurukul system of education should be adopted with suitable modifications.

No more new educational institutions should be opened until the educational system has been reorientated to the moral and spiritual development of man.

School Education:

Teachers should be given in-service training after every three years.

Those teachers who have taught high school classes for five years should be given preference for the grade of senior teachers.

A teacher should not be given more than 30 periods a week.

The private tuitions by teachers should be stopped.

The teacher should write out lesson plans.

Teacher should reside near the school.

There should be a national salary scale for teachers.

Agricultural farms should be attached to schools. Schools should be given loans and grants to develop these farms and the products of these farms should be distributed amongst teachers.

Teachers should be given P.T.O to visit places of historic and cultural importance.

There should not be more than 30 students in a section.

Schools should be fully equipped.

Post of First Assistant should be created in higher secondary schools to relieve Headmasters of routine office work. Separate pay scales should be prescribed for First Assistants.

A subject-wise list of all students should be compiled in which every subject-teacher should report on the progress of the students.

School Library

Two suggestions have been made, (a) books for students should be purchased by the Headmaster, (b) books for the use of teachers should be selected by a Central Committee which should be made available to all schools.

Text books:

(a) Text-books should be written by teacher of subjects concerned who have put in at least 20 years of service.

(b) Not more than one text-book should be accepted from any publisher.

(c) Text-books should be written with due regard to techniques of the teaching.

Examination:

There should be no examination in classes I to IV. Examination for class V should be at the Block level by the Panchayat Sammiti. For classes VI and VII, it should be at the District level and for class VIII at the Regional level.

Leave:

School holidays should adapted to harvest operations.

Teachers should get previlige leave in place of summer vacation.

Teachers:

No teacher should be recruited before he has reached the age of 20. Only those teachers who have reached the age of 50 should be allowed to participate in social service activities.

Language:

All children should be taught Hindi. Only such children should taught English whose parents want them to be taught English.

34. Rajasthan University Teachers' Association, Jaipur.

Good under-graduate training is necessary to lay the foundation for good post-graduate and research work.

Under-graduate teaching should be done in the colleges. Post-graduate education and research should be in the universities only.

The relationship between colleges and university should be clearly defined.

Post graduate colleges should not permitted to conduct their own examinations and award degrees.

Certain percentage of marks should be reserved for internal assessment.

B.A. pass course should be organised as a complete course in itself rather than preparation for an M.A. degree.

The medium of instruction at the under-graduate (degree) level should be the regional language but the students should have adequate knowledge of English to use English text books etc.

There should be no disparity between the salary of a lecturer in under-graduate colleges and the university.

There should be no restriction for admission in the B.A. pass degree but individual colleges may impose restriction if there is a large number of applicants.

The basic aim of post-graduate education should be the training of specialists in different fields.

The Hons. courses should be of three years' duration and should be introduced in universities only. The minimum requirement for Hons. course should be 45 per cent marks in the subject chosen for Hons.

Second class B.A. pass may be admitted to the final year of the Hons. course.

Universities should admit students only to post graduate and Hons courses. B.A. course should be provided in the colleges. Even if federal system is considered more suitable for larger towns with old and well-established colleges, its unsuitability for other centres should be clearly recognised.

The minimum qualifications for B.A. pass degree should be 45 per cent marks.

There should be no segregation of under-graduate students from post-graduate students by organising the former into separate constituent colleges with separate staff.

The practice by Rajasthan University of basing all teachers including readers (but not Professors and head of post-graduate departments) in one of the university colleges and organising under-graduate classes in art and science subjects, simultaneously at all of them should be stopped.

Ideally there should be a unitary teaching and residential university, undertaking both post-graduate and under-graduate work (initially both Hons. and pass courses and eventually Hons. courses only) Colleges if organised should only be places of residence and tutorial work.

Separate under-graduate constituent colleges for girls may continue to form a part of universities.

Instead of multiplying number of universities, the main effort should be to strengthen the existing ones. Even though it may increase the number of students on roll.

And enrolment of 10,000 should not be considered too large for a unitary teaching university.

Heavy work-load and lack of secretariat assistance is hindering research work in universities. Lecture-schedule should be less rigid and teachers should be permitted to spend some time at research centres.

Alternatively present three terms may be rearranged into two terms with longer vacation and fewer holidays.

Sabbatical leave should be introduced whenever it does not exist.

Universities should not insist on teachers signing bonds for long period of service as a pre-condition for the grant of study leave or financial assistance.

Teachers should not be bound for more than three years in return for study leave for two years - the period should be proportionately reduced for short term leave.

The teachers may be permitted to make a proportionate refund of the grant money if for unavoidable reasons they want to leave service before the expiry of their bond.

B.Litt. degree should be introduced as an intermediate degree in preparation for Ph.D. degree, especially in humanities. The pay-scales, sliding scale of D.A., city compensatory allowance etc. should be reviewed by the Commission. Teachers should also be given the benefit to subsidise medical help and housing.

The existing rate of contribution of 8 per cent of provident fund should be increased.

Annual increment of teachers should be automatically and should not depend on recommendation by heads of department.

The annual report to be written on teachers work should not be confidential. The proportion of senior posts (Professors and readers) to lecturers should be in the proportion of 2:1.

Scheme of provident fund-cum-pension-cum-insurance should be introduced for university teachers.

Representation should be given to readers and lecturers to various university bodies by rotation according to seniority.

Students should not only be provided facilities for recreation and relaxation but also adequate freedom for self-expression. Students guidance programme should be strengthened.

Merit scholarships should be instituted to enable certain proportion of students to be resident scholars.

Government should not interfere in the internal affairs of the University. Directions if issued at all should come from U.G.C. after due consultation with academic opinion.

Within a university, teachers should be more actively drawn in the work of running a university and academic opinion allowed free play. Majority of members of syndicate/Executive councils should be academicians.

Vice-Chancellors should as far as possible be chosen out of university teachers. At least one Central University should be set up in every State. It should be a unitary university and residential university should be set up in each State. Central University should be organised at Jaipur with the present teaching department in the Rajasthan University as its nucleus.

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35. Principal, Dungar College, Bikaner, Rajasthan.

School education should be complete in itself.

Those who want to go for higher studies, should go through a separate screening process.

Moral and emotional development of a student should receive special attention at university stage.

Students should be allowed to professional, vocational technical and agricultural classes direct from the higher secondary school without going through the first year examination of the three-year degree course, as at present.

To promote adult education, survey should be held of the urban and rural areas. Some vocational courses may be organised for adult and certificates of attendance issued to participants. Evening classes or diploma courses may be instituted for adults.

School and college libraries should extend facility of lending books to general community.

At M.Sc. stage, talented students should be encouraged to study pure sciences. All classes should be provided with adequate library and science equipments.

Research work need not necessarily be for the award of a Doctorate degree.

Research centres may be spread all over the State.

There should be facilities for exchange of research materials.

Proper recognition should be given to research work.

Newly recruited teachers in universities or colleges should undergo a period of training in the art of teaching.

Training for summer camps may be organised for academic subjects as well as to discuss general problems of youth.

Teachers should be given study leave on full pay for approved research schemes.

Children of teachers should be provided with free education, including technical education.

Uniform scales for pay should be introduced in colleges and universities.

The Indian Educational Service should also include university teachers.

All educational institutions should provide such facilities as canteens, common rooms, play grounds, hobby centres guidance facilities, etc.

Financial assistance should be given to poor and needy children.

Scholarships should be given to all meritorious children irrespective of the income of their parents.

Class-room lectures should be supplemented by seminars, group discussions, debates, etc.

Medium of teaching all over the country should be Hindi.

Greater autonomy should be given to all institutions.

Heads of department should devote more time to the supervision of teaching.

Teachers' standards should be improved.

The academic year should be divided into two equal terms of three and a half months each with a break of one month in between which may be utilised for tournaments, N.C.C. camps, etc. without intrupting the flow of teaching work during the term.

36. Shri V.S. Murthy, Lecturer in Physics, Dungar College, Bikaner.

Training for Fresh Post-Graduates before they are appointed as Lecturers

The author has suggested that all fresh post-graduates before they are appointed as lecturers should undergo a course of training. This training should enable them to know:

- (1) Aims of Education
- (2) Responsibilities of a Teacher.
- (3) Better relations with the students
- (4) Philosophical outlook
- (5) Good knowledge of College Education in advanced countries
- (6) Number of good reference books and
- (7) should have widely travelled in India.

He has also suggested that people of North should travel widely in South and vice-versa.

Teaching of Science in High and Higher Secondary Schools

The author feels that science teachers generally suffering from a lack of adequate theoretical knowledge and experimental skills. To make up their theoretical knowledge, he has suggested organisation of vocation courses and provision of suitable laboratories where the science teachers should have the opportunity to carry out all the experiments prescribed in the syllabus. These laboratories may also be provided with Audio-visual aids and teachers trained in the extensive use of such aids.

Improvement of Standard in Mathematics of Pre-University and First-year Science students.

Based on a experimental study at the college, the author feels that the knowledge of fundamentals of mathematics is very poor in the pre-university and first-year science students. To make up this deficiency, about 20 lectures should be provided for this purpose and these lectures should be given by lecturers of Physics only.

Change in Examination System in Physics Practicals.

The students should perform more practicals in the same time by taking lesser number of readings. New type tests should be introduced in practicals also and every student must be tested in as many experiments as possible.

Economising Expenses of Hostellers

Hostellers must not be allowed to keep any money with them. Wardens must be brought in picture in all money matters and parents should send money to wardens only.

School Syllabus

The syllabus should be clear and elaborate. It should cover all topics and sub-topics. There should be greater coordination between the school and the college syllabi. Syllabus should also be such as can be taught thoroughly within the allotted time.

Uniforms for College Students

There should be common uniforms for all college students.

37. Shri P.N. Bhatt, Headmaster, H.S. Kampurua Vidya Niketan Gunga Sehar, Bikaner, Rajasthan.

Pre-primary education:

Government should take over education from pre-primary stage.

Private agencies should be encouraged in the field of pre-primary education.

Government is also partly responsible for mal-practices in private institutions.

A comprehensive programme should be taken up for the development of pre-primary education, which should include training of teachers, production of cheap apparatus, training centres for mothers, refresher courses for teachers, play materials, text-books, magazines, etc.

More qualified, experienced and conscientious teachers should be put in charge of pre-primary and lower classes.

Teacher's salaries should be improved.

There should be a uniform pay-scale for all teachers based on qualifications.

There should be no disparity between the emoluments of teachers and of those in other professions. Private tuition by teachers should be stopped. Teachers should be provided quarters near the school.

Children of teachers should be provided with free education.

Transfers and promotions of teachers should be with the consent of the Headmaster.

There should be no disparity between teachers in private and Government schools.

Age of retirement of teachers should be raised to 60 and those who are physically fit may be retained even after retirement.

Academic standards:

There should be uniform text-books.

There should be a departmental examination at the end of Primary stage (no examination up to 5th class).

In middle classes, there should be separate subject-teachers.

Teachers load of office work should be reduced.

The Boards and Universities and other examining authorities may not issue instructions to the effect that results should not fall below a certain percentage.

Instead of full fledged craft work, hobbies should be organised in primary schools and craft work should be organised in the middle schools.

To improve the general knowledge of the students, a teacher should occasionally check the notes made by the students on the basis of newspapers reports and radio broadcasts.

Daily, monthly and annual records should be maintained of the students.

Moral Education:

There should be compulsory prayers.

Students should speak in assembly on the lives of great men.

Best social service institution should be rewarded.

Separate records should be kept of social work done by students. Good students should be rewarded at regular intervals.

General

Lady teachers should be preferred in pre-primary classes.

Each district should have pilot school for experimental purposes.

Parents and teachers should meet frequently and should discuss the problems of the children.

Apparatus may be got locally prepared.

Mid-day meals should be more nutritious and a part of the cost should be met by the State.

School uniforms should be introduced.

There should be regular check-up of cleanliness of body, dress, etc.

At the higher secondary stage, English should be optional for those who do not want to go for higher studies and the failures in the subject may be allowed to take a supplementary examination.

Only meritorious students should be allowed for advanced post-graduate studies. Students should be admitted to Law and Medical courses only on the basis of merit and aptitude.

Education should be given a technical bias from middle school standard.

38. Shri Vidya Dhar Sashtri, Director, Hindi Vishva Bharti, Shodh Pratishthan, Bikaner.

Study of Sanskrit should be encouraged.

Students of Sanskrit should not reside in modern hostels.

As far as possible, Gurukul system of education should be introduced for Sanskrit education.

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39. University and College Teachers Association, Rajasthan.

Higher Education

A University Grants Committee may be formed in Rajasthan to ensure proper disbursement of funds and to maintain high academic standards in all educational institutions.

Grants-in-aid to colleges should not be given on a uniform basis. Due note should be taken of the number of students, number of degree and post-graduate departments, libraries, research facilities and special needs of the institutions starting new courses or papers.

There should be a fair proportion between the funds allocated to universities and colleges.

The Indian Educational Service should have two wings - one administrative and the other educational. The proportion between the two wings should be 1:2.

The Education Department in the State should be organised and manned entirely by Educationists, as in the case of the Union Govt.

A few colleges in each State should be given academic and administrative freedom to enable them to raise academic standards and to function as autonomous colleges.

English should be the medium of instruction for higher education.

Higher education should be made a Concurrent subject.

Government and Universities should organise symposia and seminars more frequently and at shorter interval.

The teacher-pupil ratio in institutions of higher education should be about 1:10.

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40. Dr. Robert Heilig, Bungalow No. 20, Jaipur.

The standard of English among medical students is rather poor.

Steps should be taken to improve the standard of English at the Higher Secondary stage and first year of three year degree course.

The cultural outlook of pre-medical students should be broadened by including in the curriculum some knowledge of cultural history, history of world literature and history of art. These should not be examination subjects but given some weightage for admission to medical colleges.

To meet the shortage of qualified teachers in pre-clinical subjects like biochemistry and pharmacology, a medical degree should not be insisted upon for teachers of these subjects.

Medical colleges should not be established without ensuring properly qualified medical staff.

Small pox and contagious diseases could be eradicated from the country by insisting upon vaccination certificate before a child is admitted in a school.

We require not only more doctors but also auxiliary personnel such as vaccinators, sanitary inspectors, village health workers, sanitary engineers, etc.

Almost all medical colleges are under the control of State Health Department. It would be desirable if medical colleges are made integral part of university instead of merely affiliating them to universities.

41. Shri R.K. Kaul, Principal, Government Teachers' Training College, Ajmer.

School Education.

Instead of emphasising self-sufficiency, correlated teaching and productivity in the scheme of basic education, we should stress the educational values of activities, and try to inculcate among students qualities of cooperation, dignity of labour, social service and democratic way of life.

With the introduction of compulsory primary education, it would be necessary to expand middle school education.

Teacher training schools should lay more emphasis on quality rather than quantity.

The syllabus of teacher training schools should be on the same pattern throughout the country. It should be more realistic and practical.

The double or triple shift system in the schools should be stopped.

Secondary education should provide diversified courses to suit the talent, interests, attitude and aptitude of students.

Only brilliant students should pursue university and higher education.

The failure of multi-purpose schools has mainly been due to a lack of private educational and vocational guidance services.

There should be greater provision for technical education after secondary stage.

All States should be self-sufficient in respect of teachers training facilities.

Teacher training colleges should be residential.

Teacher training colleges should be separate entities with whole time staff and a separate independent campus and should not be tagged on to academic colleges or higher secondary schools.

The private colleges should be stopped from changing capitation fee or voluntary contributions for the development of institutions.

The correspondence courses will not produce right type of teachers.

To meet the present shortage of teachers it may be better to start short term orientation courses.

The age of retirement of teachers should be 60 years.

Publication of guide books and notes should be banned.

No private institution should be allowed to open a 'coaching shop' without the license from the Government.

English should be compulsory up to higher secondary stage and its teaching should commence from class IV.

There should be only one language as the medium of instruction at the University stage - English or Hindi - and it should be uniform all over the country.

In no case should the regional language be medium of instruction at the university level.

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42. Shri T.L. Dave, from Rajasthan.

Secondary Education

The duration of Secondary Schools course should be 12 years and it should be divided as 5+3+2+2.

Educational facilities should be related to employment requirements.

The courses at secondary stage should be of two types - one leading to higher education and the other terminal

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43. Shri Samant Singh, Bhupal Nobles' College, Udaipur.

Schools and College levels.

The library budget in secondary and higher secondary schools and colleges should be considerably raised.

The status of librarians should be equal to that of a Senior teacher in secondary schools and a Prof. in colleges.

The college libraries need better furniture.

44. The Headma-ster, Government Basic S.T.C. School, Shahpura, Jaipur.

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The salaries and status of training staff in S.T.C. Schools should at-least be on par with that of senior staff in Higher Secondary Schools.

The last date of admission in S.T.C. Schools should be 15th July (it should not extend from July to September).

The minimum age for S.T.C. Course should be 18 years.

The annual examination of Basic S.T.C. Training Schools should be controlled by the Board of Secondary Education and not by Registrar, Departmental Examinations.

Suitable rules should be framed for seniority of S.T.C. staff.

The maximum strength of S.T.C. Schools should not be above 100.

The present syllabus of S.T.C. Schools is too heavy for one academic session. It should either be reduced, or duration of the course increased.

The maximum age for the post of Headmaster in S.T.C. or High Schools should be raised from the present limit of 35 years.

Trainees in S.T.C. Schools should be given stipends.

Education, or atleast teacher education, should be Central responsibility.

45. Shri J. C. Shastri, Vice Principal, Sadul Public School, Bikaner.

Public schools should not only be allowed to co-exist but positively encouraged with financial assistance from the Central and State Governments.

Public schools may follow the general principles and broad policies of the Government but they should otherwise be given full freedom to develop their own individuality.

Two nominees of the Government of India (one official and another non-official) may serve on the Board of Management of each public school.

Public schools should be given recurring and non-recurring grants.

The scope of the Government of India merit scholarships in residential schools should be widened. At least 50 per cent of the seats should go for merit scholars.

Public schools may introduce - either English or Hindi/Regional language as the medium of instruction and the parents may choose either medium.

Staff in public schools should be recruited from all over India and exchange of teachers between different schools should be encouraged.

The emoluments of a public school teacher should be higher than that of teachers in an ordinary school.

There should be very few holidays during the term but vacations (ordinarily two) should be longer.

The name public school may be changed if it is considered undesirable in the present context.

If any State or Central Government runs a school on public school lines, it should be put under an autonomous body.

A team of educationists may inspect every public school once in three years.

A thorough study may be undertaken to see how far the present costly set up in public schools is justified and to what extent economy can be effected.

All public schools should charge same fee and the courses of study should also be more or less alike.

46. Shri Vidya Dhar Shastri, Director, Hindi Vishva Bharti, Shodh Prithishthan, Bikaner.

An international Sanskrit University should be set up, preferably at Delhi or alternatively at any other religious place, to cooperate and collaborate with international agencies engaged in research of Sanskrit teaching.

47. Shri V. G. Garde, Malaviya Regional Engineering College, Jaipur, Rajasthan.

An integrated system of technical education at various levels should be drawn up.

Man-power requirements should be properly assessed.

In the field of technical education, greater attention should, for the time being, be paid to consolidation than to expansion.

Economic and social status of teaching profession should be improved.

Suitable changes may be brought about in the administrative set up.

The existing examination system should be modified.

Suitable opportunities should be provided to serving engineers to improve their qualifications.

Liberal financial assistance should be given to poor but talented students to pursue higher education.

Import license policy should be liberalised in favour of technical institutions.

The number of actual teaching days should be increased by reducing the holidays and curtailing the time spent on examinations.

The Governing Councils of Regional Engineering Colleges should be reconstituted by including more educationists.

Teacher training centres should be organised for teachers of technical subjects.

English should continue as the medium of instruction from polytechnics onwards.

48. Shri K. N. Srivastava, Deputy Director, Vidya Bhavan Rural Institute, Udainur, Rajasthan.

Three Zonal Institutions of Higher Education may be set up which should be 'Deemed' as Universities. These Zonal Institutions may confer degrees in place of diplomas.

The Zonal Institutes should be independent autonomous bodies comparable to universities and should have representation on the Inter-University Board.

The Rural Institutes should be constituent institutions with a fair degree of freedom.

The Academic Council of Zonal Institutes should be assisted by three bodies - in taking up teaching, research and expansion works.

The Rural Institutes should be given 100% grants for the next 10 years.

The pay scales laid down by University Grants Commission should be made applicable in Rural Institutes.

The University Grants Commission should continue the scheme of stipends to deserving students from rural areas.

Students who pass the Higher Secondary Examination in first division should be given scholarships to study at Rural Institutes.

Rural Institutes which opt to join the universities should be considered at par with constituent Rural Institutes affiliated to Zonal Institutions in respect of financial assistance by the University Grants Commission.

Courses in Rural Higher Education should be upgraded to degree level.

Rural Institutes should start summer/correspondence courses to provide facilities to research workers.

Post-graduate department at Rural Institutes should be strengthened by introducing new subjects like Rural Sociology, Public Administration, etc.

Advance research work leading to Doctorate Degree should be started at some rural institutes.

A common core curriculum should be developed for all students at the rural institutes irrespective of the subjects offered by them.

The syllabus in different courses at the rural institutes should be reorganised in terms of academic training, study in the fields, and extension work in villages.

Regional languages should, as a rule, be the medium of instruction in Rural Institutes.

The Extension Department of Rural Institute should organise regular work in rural communities.

The class-room work of teacher in rural institutions should be cut down by about 1/3rd to enable them to participate in research and extension activities.

The syllabus of the Rural Institutes should be somewhat reorganised to lessen the burden on the students who may devote more time to field study and extension work.

Third language should be eliminated from the curriculum of Rural Institutes.

Field study and extension work should be considered as examination subjects.

The examiners for external examinations should be drawn equally from (a) Constituent Institutes affiliated to a Zonal Institution; (b) Other Rural Institutes, and (c) from other universities.

The final examination should not be held at the end of the year but should be spread all over the course.

The University Grants Commission should give stipends to students to cover half the cost of their education at Rural Institutes to attract a sufficient number of good boys.

To reduce the financial burden on the students, the three-year course may be extended to a four-year course, broken into work and a study periods, to enable them to work in a Production Centre.

Students in Rural Institutes should be allowed to make their own boarding and lodging arrangements if they so desire.

49. Dr. G. C. Pande, Professor and Head of the Department of History and Indian Culture, University of Rajasthan

At least one University in every State should be taken over by the Central Government.

For other State Universities, University Grants Commission should substantially reduce the requirements of securing matching grants.

University Grants Commission should refuse to help unnecessary duplication of facilities in the same State.

Multiplication of Regional Universities should be sharply restricted.

The task of promoting higher education in the country must involve upgrading its pattern, beginning with more promising cases.

Higher Education in India should not simply be dissemination of knowledge produced by research abroad.

Universities should have greater autonomy. Government must be the guardian of University autonomy.

There should be no interference in University affairs in the name of proper utilisation of Government grants.

A Finance Officer may be appointed on deputation from Central Services for audit and accounts of universities.

To curb student indiscipline, the Government should be prepared to support university authorities to deal firmly with instances of indiscipline.

ANNEXURE I

PROGRAMME OF THE VISIT OF THE EDUCATION
COMMISSION TO RAJASTHAN

The Commission divided itself into six groups for visiting different areas of Rajasthan: (i) Jaipur; (ii) Jodhpur; (iii) Udaipur; (iv) Bikaner; (v) Ajmer; and (vi) Pilani. The Commission as a whole was at Jaipur on 14, 15 and 16th January, 1965. The programmes of the different groups as well as the programme of the Commission as a whole at Jaipur are given in the paragraphs that follow.

GROUP I - JAIPUR: Miss S. Panandikar

The following institutions were visited:

10/11-1-1965

Banasthali Vidyapeeth

- (1) Primary School including Nursery Section
- (2) Multipurpose Higher Secondary School (including the Sanskrit Middle Section)
- (3) Arts and Science College (including special courses in Music, Painting and Physical Education)
- (4) College of Education

12-1-1965

- (1) Handicrafts Training Institute for Teachers
- (2) Maharaja's Girls Higher Secondary Multipurpose School
- (3) M.G.D. Girls Public School
- (4) Sanskrit College and Pathshala
- (5) Potdar Higher Secondary Multipurpose School for Boys
- (6) Board of Nationalisation of Textbooks.

(pto)

13-1-1965

- (1) St. Xavier's High School
- (2) Training School for Women
- (3) Primary School in Chandinipol
- (4) Industrial and Technical Institute

At all of the above institutions, discussions were held with the Heads and Senior Teachers and in some cases with the entire school staff.

Dr. Salamatullah and Shri V.S. Mathur, Members of the Task Force and the Working Groups on Teacher Training and Welfare who were invited to join in the discussions accompanied Miss Panandikar in all visits on the 12th and 13th and participated in the discussions.

On 12.1.65, Shri P.N. Kirpal, Prof. Shumovsky, and Prof. Ihara, Prof. Jean Thomas, / Mr. J.F. McDougall came to Jaipur and on 13.1.65, they visited the following institutions along with Dr. Saiyidain:-

1. Industrial Training Centre, Jaipur
2. Malviya College of Engineering.
3. Maharani's College

In the afternoon, the group was joined by Dr.D.S.Kothari Shri A.R. Dawood, and Prof. M.V. Mathur and they all visited the Rajasthan University.

GROUP II - JODHPUR: Dr. K.G. Saiyidain

The following institutions were visited:

11-1-1965

Jodhpur University

12-1-1965

- (1) Bal Niketan
- (2) Kamla Nehru College for Women
- (3) Rajmahal Higher Secondary School for Girls
- (4) Sardar Higher Secondary School
- (5) Ramesh Training College

(pto)

Discussions were held with the following:

- (1) Vice-Chancellor, Jodhpur University
- (2) Members of the Science Faculty, Jodhpur University
- (3) Members of the Arts Faculty, Jodhpur University
- (4) Members of the Engineering Faculty, Jodhpur University
- (5) Headmasters of Secondary Schools and Principals of the Training College.
- (6) Staff of the Kamla Nehru Hall for Women
- (7) Local Educationists
- (8) University Teachers Association

GROUP III - UDAIPUR: Drs. D.S. Kothari and Prof. Lionel Elvin

The following institutions were visited:

11-1-1965

1. Udaipur University
2. Agricultural College, Udaipur
3. State Institute of Education
4. Vidya Bhawan Institutions
5. Moola Girls College
6. Rajasthan Vidyapeeth

12-1-1965

1. Rajasthan Mahila Vidyalaya, Udaipur
2. Girls Higher Secondary School, Udaipur
3. M.B. College, Udaipur

13-1-1965

1. Lambardar Higher Secondary School, Udaipur

The following discussions were held:

1. Staff of the University and its Colleges
2. Staff of the State Institute of Education
3. Director and staff of the Vidya Bhawan Institutions
4. Staff of the Rajasthan Vidyapeeth
5. Headmasters of S.T.C. Schools in the Region
6. Staff of the M.B. College, Udaipur
7. Headmasters of High and Higher Secondary Schools of the Udaipur Range.

(pto)

GROUP IV - BIKANER: Shri J.P. Naik

11-1-1965

- (1) Sir Chhotu Ram Memorial Museum
- (2) Multipurpose Higher Secondary School
- (3) Teachers' Training School
- (4) Agricultural College
- (5) Craft school
- (6) Library and Public Reading Room
- (7) Girls High School
- (8) Bal Bharati and Children Museum
- (9) Government Primary School, Chotala, Punjab State in the neighbourhood of Sangaria

12-1-1965

1. Sadul Public School, Bikaner
2. Government Teachers Training College
3. Veterinary College (Udaipur University)
4. Maharani Sudarshana College for Women
5. Bikaner Mahila Mandir
6. Dungar Post-graduate College (Govt)
7. Sadul Sanskrit Vidyapeeth
8. Ramapuria Balaniketan
9. Sadul Multipurpose Higher Secondary School
10. Vocational Guidance Institute.

13-1-1965

1. Gandhi Vidya Mandir, Sardarshahr and its following institutions:-

- (1) Gandhi Vidya Mandir Teachers College
- (2) Gandhi Vidya Mandir Basic High School
- (3) Gandhi Vidya Mandir Balaniketan
- (4) Gandhi Vidya Mandir Dairy
- (5) Gandhi Vidya Mandir Aurvedic Medical College
- (6) Gandhi Vidya Mandir Panchayat Training School
- (7) Nehru International Centre
- (8) Gandhi Vidya Mandir High School for Girls

2. Government High School.

3. Seth Budhmal Dugar Govt. College

4. Middle School for Girls

5. Montessori School

6. Harijan Welfare Schools, Sardarshahr

The following discussions were held:-

(1) Staff of the Granotthan Vidyapeeth

(2) Principals of Training Colleges and the two Government Secondary Training Colleges and their staff at the Govt. Teachers College, Bikaner

(3) Principals of Colleges and their staff at Dungar College, Bikaner.

(4) Headmasters of Higher Secondary and Secondary Schools of Bikaner, at the Sadul Multipurpose School.

GROUP V: AJMER: (1) Prof. M.V. Mathur and
(2) Shri A.R. Dawood

LIST OF INSTITUTIONS VISITED

11.1.1965

1. Regional College of Education, Ajmer.
2. D.A.V. College, Ajmer.
3. Savitri Girls' College and Higher Secondary School, Ajmer.
4. Board of Secondary Education, Rajasthan, Ajmer.
5. Government Teachers' Training College, Ajmer.

12.1.1965

1. Government Central Girls' Higher Secondary School, Ajmer.
2. Sophia Girls' College and Higher Secondary School, Ajmer.
3. Mayo College, Ajmer.
4. Government M.P. Higher Secondary School, Ajmer.
5. Government School for the Blind, Ajmer.
6. (a) Basic S.T.C. Training School for Girls, Hatundi, Ajmer.
(b) Girls Higher Secondary School, Hatundi, Ajmer.
7. Government Industrial Training Institute, Ajmer.
8. Ajmer Polytechnic, Ajmer.
9. Government College, Ajmer.
10. Saraswati Balika Vidyalaya, Ajmer.

13.1.1965

1. Government Degree College, Kishangarh (Ajmer)

LIST OF PERSONS INTERVIEWED ON 12.1.65

1. Shri Kailash Nath, Student, P.U.C. Class, Government College, Ajmer.
2. Shri A.R. Sarda, Government Polytechnic.
3. Shri H. Sethi, Vice-President, Teachers' Association, Ajmer Division.
4. Shri B. Garg, Secretary, Teachers' Association, Ajmer.
5. Shri R.S. Madnavat, Secretary, Teachers' Association, Nasirabad Branch.

6. Shri Chhote Lal, a retired teacher.
7. Shri Harichand Sharma,
Asstt. Teacher, D.A.V. High School, Ajmer.
8. Shri P.N. Mehra,
Treasurer, Rajasthan Shikshak Sangh, Ajmer.
9. Shri A.P. Sethi,
Teacher, Aggarwal High School, Ajmer.
10. Shri Parkash Goel,
Joint Secretary, Management Association,
Ajmer, and Teacher, Aggarwal High School, Ajmer.
11. Shri K.L. Verma,
Secretary, Rajasthan Shikshak Sangh, Ajmer.
12. Shri Bhagirat Mal,
Headmaster, Gautam Higher Secondary
School and Secretary Headmasters' Association, Ajmer.
13. Shri Ramanand,
First Year Student, D.A.V. College, Ajmer.
14. Dr. Chauhan, Sofia College.

Persons present at the discussion
held on 13.1.1965:

1. Shri K.M. Bakliwal,
Lecturer, Government Teacher Training College,
Ajmer.
2. Shri M.L. Mathur, Headmaster, Government
T.C.J. Higher Secondary School, Ajmer.
3. Shri J.R. Mehta,
Government Jawahar Higher Secondary School, Ajmer.
4. Shri Govind Rao Rajurkar,
Principal, Ajmer Music College, Ajmer.
5. Shri L.R. Joshi,
King George's School, Ajmer.
6. Mrs. U.R. Mathur, Senior Teacher in English,
Government Central Girls Higher Secondary
School, Ajmer.
7. Miss H.S. Hiraki, Teacher, Government Central
Girls Higher Secondary School, Ajmer.
8. Shri D.K. Misra, Headmaster, Government Monia
Islamia Higher Secondary School, Ajmer.
9. Dr. G.R. Toshniwal,
Toshniwal Industries, Ajmer.

GROUP VI: PILANI: Prof. Sadatoshi Ihara
(The visit was paid on 20-21 January 1965)

The following institutions were visited:

1. Birla Institute of Science and Technology.
2. Central Electronics Research Institute.

Persons with whom discussions were held:

1. Prof. V. Lakshmi Narayanan.
2. Shri S.D. Pandey, Secretary, Birla Education Trust.
3. Shri Amarjit Singh, Director, Indian Electronics
Research Institute.
4. Dr. D.N. Gurtu.

PROGRAMME OF THE COMMISSION
AS A WHOLE AT JAIPUR

14.1.65

Forenoon

Discussion with the Education Secretary and the officers of the Education Department.

Afternoon

- (i) Discussion with the University professors, Principals of Colleges and College and University teachers.
- (ii) Discussion with the representatives of Rajasthan University and College Teachers Association.
- (iii) Discussion with the representatives of Rajasthan Shikshak Sangh.

15.1.65

Interviews with educationists.

16.1.65

Forenoon

- (i) Discussion with the Chief Secretary.
- (ii) Discussion with Headmasters of secondary schools and Teacher Educators. (This was continued on the 17th January also).
- (iii) Discussion with the members of the State Council for Women's Education.
- (iv) Discussion with the representatives of Panchayat Samitis and Zilla Parishads.

Afternoon

- (i) Discussion with the Vice-Chancellors.
- (ii) Discussion with the State Government.

LIST OF PERSONS INTERVIEWED AT JAIPUR
(14-16 January, 1965)

1. Principals, University Professors, College teachers
and Representatives of R.U.C.T.A.

1. Shri N. M. Kothari,
Head of Post-graduate Department of Commerce,
Government College, Ajmer.
2. Shrimati Savitri Bhartiya,
Maharan's College,
Jaipur.
3. Shri Bhim Sen,
M.B. College,
Udaipur.
4. Shri P. C. Saxena,
Physics Department,
Rajasthan University,
Rajasthan.
5. Shri S. Chandra,
History Department,
Rajasthan.
6. Shri V. G. Garde,
A/4, Gandhinagar.
7. Shri Y. Y. Joshi,
Chairman,
Board of Secondary Education.
8. Shri S. L. Agarwal,
Principal,
M.S. College,
Bikaner.
9. Shri S. P. Varma,
Professor,
University of Rajasthan.
10. Shri P. T. Thomas,
Udaipur School of Social Work,
Udaipur.
11. Shri S. S. Saxena,
Director,
University of Rajasthan College.
12. Shri G. S. Sharma,
Director,
University Law School.
12. Shri R. S. Kapur,
Government College,
Ajmer.
14. Shri S. K. L. Goswami,
Principal,
S. K. College,
Sikar.

15. Shri S. S. Dube,
Professor of Chemistry,
Government College,
Kota.

16. Shri L. S. Vaish,
Agarwal College,
Jaipur.

2. Representatives of Rajasthan Shikshak Sangh:

1. Shri P. C. Jain,
Principal,
Dungar College,
Bikaner.

2. Shri A. P. Gaur,
Sardar Multipurpose Higher Secondary School,
Jodhpur.

3. Shri C. P. Sharma,
S.D. Higher Secondary School,
Beawar.

4. Shri R. S. Saxena,
G. M. S. Residency,
Jaipur.

5. Smt. Gubindra Dubey,
H. M. Girls High School,
Sri Madhopur.

6. Shri Bishan Singh,
H. M. G.M.S. Residency,
Jaipur.

3. Individuals:

1. Dr. Raghu Vanshi,
Reader in History,
University of Rajasthan.

2. Shri M. M. Verma,
Moti Dungri,
Jaipur.

3. Shri Shankar Sahay Saxena,
Director,
Rajasthan College,
Jaipur.

4. Shri Devi Shankar Tiwari,
Chairman,
Rajasthan Council of Child Welfare,
Jaipur.

5. Her Highness the Maharani of Jaipur.

6. Dr. M. S. Mehta,
Vice-Chancellor,
Rajasthan University.

7. Dr. Ram Bihari,
Vice-Chancellor,
Jodhpur University,
Jodhpur.

contd...

8. Shri J. T. M. Gibson,
Mayo College,
Ajmer.
 9. Shri K. L. Bordia,
Director,
Rural Institute,
Vidya Bhawan,
Udaipur.
 10. Dr. P. L. Shrimali
Principal,
Vidya Bhawan Teachers College,
Udaipur.
 11. Dr. Lakshmi Narayanan,
Director,
Birla Institute of Technology & Science,
Pillani.
 12. Shri Janardan Roy Nagar,
President,
Rajasthan Vidyapeeth,
Rajasthan Sahitya Academy,
Udaipur.
 13. Shri D. S. Durgewati,
Secretary,
Mahila Vidyalaya,
Udaipur.
 14. Mrs. Shakuntala Pathak,
Mahila Ashram,
Hatundi.
 15. Shri P. K. Chaudhury,
Jaipur.
 16. Shri V. N. Kak,
Vice-President,
Sports Council,
Jaipur.
 17. Shri Prem Narain Mathur,
Banasthali Vidyapeeth,
Banasthali.
 18. Shri B. S. Mehta,
Chief Secretary,
Rajasthan Government.
 19. Shri H. K. Vyas,
Jaipur.
4. Representatives of Zilla Parishads and Panchayat Samitis
1. Shri Narayan Chaturvedi,
Pramukh Zilla Parishad,
Jaipur.
 2. Mr. Tyagi Pramukh Zilla Parishad,
Kotah.
 3. Shri Mohan Raj, M.L.A. and Pradhan,
Panchayat Samiti,
Bali, District Bali.

5. Representatives of the State Council for Women's Education.

1. Mrs. Kaul,
Deputy Director,
Women's Education,
Rajasthan.
2. Mrs. Agarwal,
Maharani Sudarshan College,
Bikaner.
3. Mrs. Sharda Bhargava,
4. Smt. Ratna Shastri.
5. Smt. Dakwakar.
6. Mrs. Dandiya.
7. Shri Vyas (Kotah).

6. Representatives of State Government:

1. Shri Mchan Lal Sukhadia,
Chief Minister,
Rajasthan State.
2. Shri Haribhao Upadhyay,
Education Minister,
Rajasthan State.
3. Shri Mathura Das Mathur,
Minister for Planning.
4. Shri B. M. Kaul,
Finance Minister,
Rajasthan State.
5. Officers of the Education Department.

List of Memoranda submitted to the
Education Commission from
Rajasthan.

<u>S.No.</u>	<u>Name and address</u>	<u>Brief subject.</u>
1.	Shri J. T. M. Gibson, Principal, Maya College, Ajmer.	School Education.
2.	Prof. D. N. Elhance, Head of Commerce Deptt., University of Jodhpur, Jodhpur.	Commerce Education.
3.	Shri Balbir Singh Bhatti, Physical Instructor, Government Basic S.T.C. Training School, Jaipur.	General suggestions.
4.	Dr. C. S. Bhatta, Inspector of Schools, Jodhpur, Jaisalmer Distt., Jodhpur.	Technical Courses in Multipurpose Higher Secondary Schools.
5.	Shri Narendra Kumar Mehta, Senior Teacher in English, Government Secondary School, Mahilabagh, Jodhpur.	Tea-chers.
6.	Shri Kishan Cha-nd, Academic Officer, Board of Secondary Education, Rajasthan, Ajmer.	Qualitative aspect of education.
7.	Shri Dhankel Singh, Assistant Headmaster, Chapsin H. H. Secondary School, Jodhpur.	Residential schools.
8.	Shri S. D. Derashri, University of Jodhpur, Jodhpur.	Problems of education.
9.	Shri A. K. Mathur, Principal, Sir Pratap Multipurpose Higher Secondary School, Jodhpur.	General suggestions.
10.	Shri S. N. Balya, Principal, Shri Mahesh Teachers' College, Jodhpur.	Vacation courses for Teachers.
11.	Secretary, Rajasthan Sangeet Natak Academy, Pata, Jodhpur.	Music Education.
12.	Shri S.P.C. Bhandari, Faculty of Commerce, University of Jodhpur, Jodhpur.	Teachers.

13. Mr. Calla,
Deputy Director of Rajasthan. Earn While you Learn.
14. Vidhya Bhavan,
G.S. Teachers College,
Udaipur. Secondary Education.
15. Shri Govindrac Rajurkar,
Principal, Ajmer Music
College, Ajmer. Music Education.
16. Shri Champa Shanker,
Art Master,
Government Teachers'
Training College,
Ajmer. Art Education.
17. Dr. K. M. Gupta,
Post-graduate Head in
Botany, Govt. College,
Ajmer. Autonomous Institution
of Higher Education.
18. Shri Om Parkash,
University Prof. of
Commerce and Director,
University College of
Commerce, University of
Rajasthan, Jaipur. Commerce Education.
19. A Retired Inspector of
Schools, Sardarpur. Suggestions to
Commission.
20. Shri Jurna Das Gujjar,
Headmaster,
Govt. Middle School,
Nathdawara, Rajasthan. School Education.
21. Students of the Rajasthan
University, Jaipur. University and Higher
Education.
22. Shri P. S. Gupta,
Deputy Inspector for
Physical Education,
Directorate of Education,
Jaipur. General Suggestions
23. Shri K. L. Bordia,
Vidya Bhavan,
Udaipur. Objectives of Indian
Education.
24. Shri K. L. Bordia,
Vidya Bhavan,
Udaipur. (i) Research work.
(ii) General Education.
25. Shri Bhim Sen,
Director,
School of Basic Sciences &
Humanities, Maharana Bhupal
College, Udaipur. Role of English in our
Education.

26. Prof. V. Lakshmi Narayanan, Director, Birla Instt. of Technology & Science, Pilani. Professional, Vocational & Technical Education.
27. Shri Hira Lal Shastri, Bansthali Vidya Path, Bansthali. Jaipur. General suggestions.
28. Rani Lakshmi Kumari Chundawat, Lakshmi Niwas, Bani Park, Jaipur. Recognition of Rajasthani language.
29. Vidya Bhavan, G. S. Teachers College, Udaipur. Teacher Education.
30. Shri G. S. Mahajani, Vice-Chancellor, Udaipur University, Udaipur. Language Problems.
31. Rani Lakshmi Kumari, Chundawat, Lakshmi Niwas, Bani Park, Jaipur. Preservation of Rajasthani folklore.
32. Servashri Janardan Rai Nager and P. T. Thomas, Udaipur School of Social Work, Saletia Ground, Udaipur, Rajasthan. Social work.
33. Shri Chand Karn Teacher, Jai Lal Teacher Training Institute, Ajmer. University & Higher Education.
34. Rajasthan University Teachers' Association, Jaipur. Higher Education.
35. Principal, Dungar College, Bikaner, Rajasthan. General Suggestions.
36. Shri V. S. Murthy, Lecturer in Physics, Dungar College, Bikaner. (a) Fresh Lecturers. (b) Science Teaching. (c) Mathematics Standards. (d) Examination system in Physics Practicals. (e) Hostellers expenses. (f) School syllabus. (g) Uniforms for College student.
37. Shri P. N. Bhatt, Headmaster, H.S. Rampuria Vidya Niketan Gunga Schar, Bikaner, Rajasthan. Pre-primary education
38. Shri Vidya Dhar Sashtri, Director, Hindi Vishva Dharti, Shodh Pratishthan, Bikaner. Sanskrit Education.

39. The University and College Teachers Association, Rajasthan. Higher Education.
40. Dr. Robert Heilig, Bungalow No. 20, Jaipur. Medical Education.
41. Shri R. K. Kaul, Principal, Government Teachers' Training College, Ajmer. School Education.
42. Shri T. L. Dave, Rajasthan. Secondary Education.
44. The Headmaster, Govt. Basic S.T.C. School, Shahpura, Jaipur. Suggestions on S.T.C. Schools.
43. Shri Samant Singh, Bhupal Nobles' College, Udaipur. School and College levels.
45. Shri J. C. Shastri, Vice-Principal, Sadul Public School, Bikaner. School Education in India.
46. Shri Vidya Dhar Shastri, Director, Hindi Vishva Bharti, Shodh Prithishthan, Bikaner. Sanskrit Education.
47. Shri V. G. Garde, Malaviya Regional Engg. College, Jaipur. Technical Education.
48. Shri K. N. Srivastava, Dy. Director, Vidya Bhaven Rural Institute, Udaipur, Rajasthan. Rural Institute for High Education.
49. Dr. G. C. Pande, Professor and Head of the Department of History and Indian Culture, University of Rajasthan, Jaipur. Higher Education.

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
UTTAR PRADESH

(15th April—21st April, 1965)



सत्यमेव जयते

EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
GOVERNMENT OF INDIA
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REPORT OF THE VISIT OF THE
EDUCATION COMMISSION TO
UTTAR PRADESH

(Thursday, 15th April 1965 to
Wednesday, 21st April 1965)

E D U C A T I O N C O M M I S S I O N
University Grants Commission Building
Bahadur Shah Zafar Marg, New Delhi-1.

C O N T E N T S

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LUCKNOW DURING THE VISIT OF THE
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REPORT OF THE DISCUSSIONS HELD AT LUCKNOW
DURING THE VISIT OF THE EDUCATION COMMISSION
TO UTTAR PRADESH (19-21 April, 1965).

Discussion with Principals, Headmasters and
Teachers of Secondary Schools
(19th April 1965)

The following points were highlighted in the course of the discussion:

1. Among the aims and objectives of secondary education the need for emotional integration and the development of the cultural unity of India should be emphasised.
2. It is also necessary to lay emphasis on the inculcation of moral values at the secondary education stage. This may be done through a programme of moral and spiritual education.
3. If the duration for the first degree is to be extended, it should be at the school stage rather than at the university stage (This was the opinion of a minority among the Principals present).
4. The standard of attainment at the end of the school course and at the end of the first degree course should be more or less the same for all the States.
5. There should be minimum ages prescribed for admission to Class I, to the high school examination at the end of Class X, and to the first year of the degree course. These should be 5 years, 15 years and 17 years respectively.
6. The curriculum is overloaded and efforts should be made to reduce the load if learning is to become effective.
7. There should be complete articulation of the courses from the elementary stage to the intermediate stage.
8. Diversification of courses should take place only after Class X.

9. Guidance and counselling services exist in U.P. schools. The students of Class VIII are given psychological tests to find out whether they are suitable for particular courses. The advice of the Counsellor is disregarded by the parents.
10. With regard to the introduction of a public examination at the end of Class VIII, it was felt that the question required very careful consideration. The external examination at the end of Class X and also of Class XII has led to a number of evils, and before a decision is taken with regard to the introduction of an examination at the end of Class XII, adequate safeguards will have to be taken to see that these evils are not reproduced. The question of the possibility of managing such a large number of students as would appear for a public examination at the end of the elementary stage should be carefully studied.
11. Improvement of accommodation and equipment should be given high priority by the Government. The Education Department has recognised Intermediate Colleges which have not even the minimum educational facilities required for high schools.
12. The teacher student ratio is very high and a language teacher has to mark exercises of 360 students at a time. This results in neglect of correction of written work.
13. Some Principals expressed the view that in a democratic set-up the expansion of secondary education cannot be controlled just because the proper quality of teachers, equipment and accommodation is not available.

II

Discussions with the Principals of Colleges
(19.4.1965)

The following points were made:

1. The main reason for the rush for admission to colleges is the lack of adequate alternative openings to the students completing higher secondary examination. Naturally, these students are led to think that their chances of employment would improve by acquiring one or two degrees.

As no guidance facilities are available to students joining the college, subjects are chosen haphazardly. What is worse, after completing any particular course, the students are disillusioned and therefore go in again for some other course.

2. Another reason for this rush is that recruitment to Government services is mostly through the universities. As a remedy, all recruitments to Government service should be from the secondary stage. Necessary general outlook for these candidates could be ensured by arranging a longer period of training. (Opinion was however divided on this issue).

3. Admission to universities must be strictly on the basis of merits. Unmanageable numbers not only bring down quality but promote indiscipline. Many of the students seeking admission to colleges are ill-equipped, both intellectually and financially. Higher Education should be restricted only to those who can really afford it.

(A view was also expressed that it would not be in the ultimate interest of the country to restrict such admissions. The need of the day is expansion of higher education. The solution lies in finding adequate resources for such expansion).

4. Colleges which are well-established and are doing very good work should be allowed some measure of

autonomy. This is all the more necessary, because in a democratic set-up, these established older colleges have very little say in matters of curricula and syllabi etc. in spite of all their rich experience. Even if they feel like conducting some experiments for regulating the examination system etc., they cannot do so as they are tied up with a large number of inexperienced colleges. Further, it is extremely difficult for these better colleges to attract good teachers as in the past.

With all this autonomy, these colleges would remain under the umbrella of the university they are affiliated to. The degrees will be formally offered by the university.

(Some members, however, felt that time is not yet ripe for giving autonomy to any institution. It is difficult to resist the many unhealthy pressures. At best, this principle of autonomy can be tried as an experiment).

5. It is not correct to say that there is any direction from the Government about the number of students to be admitted in any university. However, there have been occasions when Government has offered necessary funds and suggested opening of more sections in any course to meet the pressure from the public.

6. With a view to stepping up their income, Institutions often ^{admit} students in much larger numbers than can be catered to out of existing facilities. This results in the lowering of standards. The policy of the Government in giving grants is so unrealistic that it would not otherwise be possible for the institutions to reduce the deficit.

7. Ill-equipped colleges should not be allowed to come up. Here, both the Government and the University should take a strong stand. Affiliation should be

granted to them only when they conform to prescribed standards.

3. A ceiling should be fixed for the number of colleges that can be affiliated to any university.

9. It would be worthwhile to undertake a survey as to what the aims of the students are at the time of their joining the college and also what they have been actually doing after their obtaining the degrees.

10. Recent legislations have given the teachers considerable security of service. The unfortunate development of this is that moment a teacher is confirmed he loses all initiative and that will be the end of his intellectual growth.

It would therefore be worthwhile to extend the period of probation to 3-5 years. It is very necessary to arrange refresher courses for the teachers.

11. Effective steps should be taken to bring about a tradition of a close relationship between the Heads of Departments and the staff. It would be desirable if the Head of the Department occasionally attends the lectures given by members of the staff.

(Some of the members were, however, opposed to this suggestion).

Similarly, facilities should be provided for the teachers of the associated colleges and of the university coming in contact with each other frequently.

12. The anomaly between the scales of pay of the teachers of the college and of university should be removed. The actual teaching work-load must be less so that the teacher will have more time to spend in the library and make a more detailed study of his subject. It should be made compulsory that every teacher does some research work during his leisure hours.

13. Except for professors of standing for whom higher grades can be given, there should be qualifications prescribed for different categories of teachers and pay scales fixed according to these qualifications.

14. Regarding the recruitment of teachers in the associated colleges, there should be a College Service Commission. Managements should also be represented on this Commission.

15. The choice of Vice-Chancellor determines the efficiency of teaching in the colleges also. The most competent person should therefore be selected for this post.

16. In the matter of recruitment there are some difficulties. According to the present procedure, affiliated colleges can appoint anybody only with the permission of the university. Very often, the selected person gets another job before the permission of the University is received.

To overcome this problem, appointments should be made by a Selection Committee on which university is represented.

17. Post-graduate courses should not be attempted at all colleges, merely because of pressure from public. While there can be colleges up to BA/B.Sc. at various localities, higher education should be conducted in specialised centres.

18. University Grants Commission should give assistance for the Departmental rooms also because the colleges cannot provide such rooms.

19. While it is recognised on all hands, that refresher courses should be arranged for the teachers, it is strange that Government does not recognise the expenditure on this item, for purposes of sanctioning grants.

20. Indiscipline in colleges is mainly because the students today have not enough work on their hands but enjoy a lot of leisure.

The whole system of examination should be reviewed. Regular weekly tests followed by a terminal examination are essential to keep the students busy throughout.

21. Greater stress should be laid on tutorials. Discipline of students depends on quality of staff. Teachers' meet with students should be arranged quite frequently.

22. Regional Language should be the medium of instruction at all levels, including the post-graduate stage. Hindi should be the language for inter-State communication.

In every State, there should be at least one or two universities/colleges with Hindi as the medium. For the transitional period, we may have two languages.

III

DISCUSSIONS WITH MEMBERS OF THE STATE
COUNCIL FOR WOMEN'S EDUCATION
(19.4.1965)

The following points regarding girls' education were raised in the discussion with the Members of the State Council for Women's Education in Uttar Pradesh at the meeting held on 19.4.1965 in Lucknow :-

(1) Although there is a Deputy Director for Women's education and Regional Inspectresses for girls' schools, the present administrative set up is not conducive to the rapid development of girls' education. The Regional Inspectress is of the same level as the District Inspector and her regional jurisdiction is merely due to the fact that there are not enough girls schools in one district.

The Deputy Inspectresses are attached to District Inspectors' Offices and their confidential reports are written by the District Inspector. The grants for girls schools are recommended by the District Inspector and sanctioned by the Regional Deputy Director and not by the Deputy Director of Women's Education.

(2) The quality of primary education needs to be improved. The transfer of primary education to local bodies appears to have led to the deterioration of standards of primary education. Proper supervision and administrative control are not exercised. The teachers are inadequate in number. As a result, when public workers try to persuade parents to send their girls to schools they are met with the retort that education given in the schools is not of any real value.

(3) Teachers' quarters are absolutely essential for women teachers in rural areas. It would be desirable to construct common quarters for the

teachers and the other social workers in the village, wherever it is possible.

(4) The large number of drop-outs from standard III should be stopped and special efforts should be made to persuade parents not to withdraw their girls from the school at this stage. The syllabus should also be made more attractive and the methods of teaching adopted should be more effective.

(5) Members were in favour of a special allowance being granted to teachers on the basis of girls attending primary schools, as a result of their efforts.

(6) Work with the community should be considered to be a part of the teacher's regular duties. Community work is included in the curriculum for normal schools, but it is not taken up seriously and its purpose is not realised. Trained teachers are, therefore, not in a position to take up this work in an efficient manner.

(7) There should be some normal schools in rural areas.

(8) Certain seats should be reserved for suitable women candidates with lower qualifications such as middle pass. Such women would be willing to work in rural areas.

(9) It is necessary in order that the requisite number of teachers who have completed the high school course may be available as teachers that enrolment in middle schools should be increased. Managements should be encouraged to start middle schools, specially in rural areas, and the conditions laid down for starting a school should be relaxed in their case.

Inspecting Officers should survey the area and persuade managements to start middle schools for girls.

(10) More hostels should be opened to enable girls from remoter villages to attend middle schools and high schools. It would be necessary to give stipends and to reduce the cost of boarding and lodging to the barest minimum.

(10-a) Part-time appointment of women teachers should be regularised and encouraged. Salary scales, conditions of service and working hours should be prescribed and such appointments can be made on a permanent basis.

(11) It was reported that there were 957 continuation classes for girls i.e. 23 per district. The teaching in these classes where two teachers taught five subjects, was not considered to be fully adequate.

(12) There should be more emphasis on Art and Craft and the teaching of small scale industries in middle schools and in normal schools.

(13) Craft teachers can be trained in condensed courses.

(14) Though 2500 school-mothers have been appointed the number is too inadequate to meet the needs of 40,000 primary schools.

(15) Normal schools or teacher training schools must be more effective. At present their whole programme is artificial and unrelated to the conditions of work in rural areas.

(16) Girls in higher secondary schools should be encouraged to go into training for professions such as nursing, in which there is an urgent need for trained workers.

(17) Opinion was divided as to whether mathematics should be compulsory up to standard X in girls'

secondary schools. In view of the fact that mathematics is basic to the studies of Sciences, it was considered that girls should be encouraged to study mathematics and a stage will soon be reached when it could be made compulsory.

IV

IMPORTANT POINTS THAT EMERGED AT THE
DISCUSSIONS HELD WITH VICE-CHANCELLORS
(19th April, 1965) 1st Session

Acharya Satya Vrata, Vice-Chancellor, Gurukul Kangri
Vishwavidyalaya, Haridwar.

1. It is of utmost importance that we should have a correct picture of our ideals of national education. All other problems would be of secondary importance.

Any concept of national education should have impact on our culture. First of all, there should be a parent-son relationship between the teacher and the taught. Secondly, we should introduce the concept of Tapasya and Brahmacharya. Thirdly, the students should be well-acquainted with our culture. At present, our students hardly know anything about Shankar, Parvati, Kaushalya, etc. Sanskrit education should be compulsory for the understanding of Indian culture. Fourthly, to establish close contacts with the teacher, there should be a sort of Ashram life. Lastly, our curriculum should provide for a synthesis of the east and the west, so that our education is not divorced from the modern movements. There is a strong case for the abolition of castes. Greater emphasis should be laid on teaching of morals.

Shri M.N. Tripathi, Vice-Chancellor, Varanasi
Sanskrit Vishwa Vidyalaya.

A clear definition of our national education should be attempted immediately. Clearly, this national education should be one well rooted in the Indian culture, Indian tradition and our ways of life.

In the Varanasi Sanskrit Vishwa Vidyalaya, admissions present no problem. It is neither desirable nor practicable to restrict the admissions. Failure at secondary stage should not be the sole criterion for

deciding the fitness of a student for higher education. Many other factors - social, political- are also responsible for this failure. No examination system to restrict admissions can be altogether free from external pressures and interferences; it cannot thus be a reliable yardstick of a boy's mental equipment for higher education. There are many instances of students failing at secondary stage but doing exceedingly well in the universities.

Dr. Ranjan

National education should be construed to mean any system of education which best serves the country or the nation; It should also be remembered that any system which we evolve should be able to keep pace with the modern trends.

Regarding admissions to higher education, it would not be a good policy to admit students indiscriminately, especially when there are not enough qualified teachers. Only those students coming up to a prescribed standard should be allowed to take higher education.

Shri R.K. Nehru, Vice-Chancellor, Allahabad University

1. Allahabad is a residential university. Though the provision is for two to three thousand students, there are actually three to four thousand students. This rush is mostly due to the enormous increase in the education at lower levels. As a result, though the need to raise the standard of universities is recognised on all hands, any system of restricted admission which we may evolve will be subject to tremendous pressure, social and political leaving it remote chances of success.

2. For the last two years, there is a controversy with the Government so far as Allahabad University is concerned. Orders were framed under the Allahabad University Act prescribing qualifications for teachers but these were

rejected because Government wanted the system to be flexible. While high academic qualifications are important, capacity to organised teaching is of the same consequence. Therefore, the method of selection of teachers will have to be flexible. General personality and capability should also be the criteria. As this principle has not been accepted, quite many posts still remain unfilled.

Selection Committees should consist of men of high standing known for their integrity etc.

Shri Madan Mohan, Vice-Chancellor, Gorakhpur University

It is difficult to establish the old Gurukul type of education in the present set-up. It may even amount to regimentation of the whole system which is not desirable.

There should be some restrictions for admissions at post-graduate level, in the form of minimum academic achievements. This may not be practicable at the undergraduate stage, because of the great demand for colleges to cope with the increasing number of college going population. If admissions are restricted, such institutions will not get grants, without which many institutions cannot maintain themselves.

At present, most of the students coming to colleges do so not because of their love for higher education but because they have nothing else to do. By providing suitable alternative opportunities or avenues, it would be possible to overcome this problem. If the selective system of admission is adopted, the element which is not fit for higher education will automatically get weeded out, as these institutions grow.

In matters of appointment of staff, regionalism and casteism unfortunately play a great part in colleges,

while this course is largely overcome in some universities where selection committees consisting of a few members of the Executive Council, the Dean, the Vice-Chancellor and three experts nominated by the Chancellor are set up for this purpose. It would be worthwhile to set up a University Service Commission for making these appointments.

Shri P. D. Gupta, V.C., Agra University.

1. Only those students who possess the requisite aptitude should get admission to universities; university education should not be treated as the birthright of all. To reduce the present enormous rush for higher education, it is necessary that, secondary education which forms the gateway to higher education should first be reformed. It should be a self-contained course.

2. Many students join colleges only on account of the prestige attached to a university degree which serves as a passport for higher jobs. The way out would be to discontinue our practice of considering this degree as an essential qualification for recruitment to services, including I. A. S.

3. Many of our degree colleges are not worth the name. They are merely coaching classes. Conditions for affiliation should be made stricter.

4. There should be two types of education - one for preparing students for university education and another for professional courses.

5. The statutes of universities should lay down the minimum qualifications which a candidate must satisfy before he qualifies for a job in the universities etc. and these should be sufficiently high. Departure from this should be made only in exceptional cases. The grades of teachers should depend not on the colleges where they work but on their qualifications.

6. Denominational or caste institutions should be banned and such institutions should not be affiliated to any university. Even a change in designation will create a new psychology.

Shri Ali Yawar Jung, Vice-Chancellor, Aligarh :

1. There is no difference of opinion that universities should be centres of higher education and that admission to universities should be restricted to those who are likely to benefit from it. Any rule of thumb to restrict this admission may operate unfortunately in a mechanical way in many cases and this should be guarded against. The criterion should be to admit really deserving students. At the same time, the screening should not be so rigid as to exclude those who want to continue studies just for the sake of education and not for employment, though this number may not be large in India.

2. Non-existence of suitable institutions providing diversion at the end of secondary stage is another cause for the rush in colleges. Adequate No. of polytechnics etc. should be provided immediately.

3. Adequate provision should be made for receiving higher education through correspondence courses, evening classes and other methods. These methods have thrived in other countries.

4. Even though some universities have set up Selection Committees with experts, their working is more or less mechanical. The interviews take on the form of a Viva for a Doctorate degree. Less emphasis is placed on the type of the teacher we are getting. He is examined more about his subject than about his university worthness and interest in university games, sports, etc. His research-mindedness, his desire to

continue higher education are seldom questioned.

5. The probationary period should be extended because it is often experienced that immediately after the probation period, the teacher feels absolutely secure and in many cases loses his initiative.

6. There are universities in other countries where a teacher is recruited almost on an annual contract and if his work is not good, his services are dispensed with. Possibilities of adopting this procedure in our country also could be considered.

DISCUSSION WITH TEACHERS' ORGANISATIONS

(19th April, 1965)

A) Gorakhpur University Teachers' Association:-

- 1) University education should be placed on the concurrent list.
- 2) Tenure of 1 year for the membership of the Academic Council and other bodies of the faculties is too short for any member to understand the problems thoroughly and make any substantial contribution. The tenure should be at least 3 years.
- 3) System of selection of Vice-Chancellors through a panel is not satisfactory. It would be better if the Executive Council recommends a panel of 3 names to the court, who should then select the Vice-Chancellor.
- 4) The court and the Executive Council should have a larger representation of teachers. The academic council should be the final authority for deciding academic matters.
- 5) Affiliated colleges of Gorakhpur University are not allowed to have post-graduate classes, while similar colleges of Agra etc. enjoy this privilege. This discrimination should be removed.
- 6) Discrimination is today made between the teachers of colleges and of universities in the question of employers' share of contribution to provident fund, pay scales and study leave. This should be removed.
- 7) Universities and colleges should pay greater attention to character building. The present

crisis of character in the country is because the educational institutions have neglected this aspect of education.

- 8) There is a good deal of emphasis in our educational system on specialisation which starts immediately after the junior high school stage. This is too early. Exclusive specialisation should come only at the Master's degree level.
- 9) Teachers training courses are altogether unrealistic. The B.Sc. Agricultural courses have failed to produce capable agriculture graduates. These graduates have no practical experience.
- 10) There should be a minimum age of 15 years for passing the high school examination and 17 years for admission to university course. The first degree should be at the end of the 15 years of schooling.
- 11) Colleges should not be affiliated to universities indiscriminately. Affiliation should be granted only to colleges which can shoulder the responsibilities of higher education. Colleges should be given greater freedom to plan their courses, arrange their teaching pattern and even confer their own degrees. The concept of autonomous colleges needs encouragement.
- 12) While under-graduate education is expanding by leaps and bounds, provision for post-graduate education is not keeping pace with it.
- 13) Many universities do not give proper recognition to the teachers of affiliated colleges. If the colleges are affiliated to or associated with an originally unitary-teaching university as in the case of Lucknow and Allahabad universities the conditions are still worse. The teachers of associated colleges have no place in the Boards of Studies or Academic Councils or Executive Councils. The colleges are

not even centres of theory and practical examinations. In the appointment of examiners and paper setters the claims of even the senior and experienced teachers are ignored.

14) The recurring and non-recurring grant from the Government is far inadequate. It should be increased.

15) For improving the calibre of teachers recruited in the colleges, a University Service Commission should be constituted in each State.

B) Deeni Talimi Council

1. This Council has established about 8000 schools in U.P. with several lacs of students on roll. The management wants to have textbooks of its own. Government should give approval to the same, provided, of course, the books are of requisite standard.

2. The choice of books prescribed by the Government for primary schools is not very happy. The same topic is often treated in conflicting ways in different textbooks thus confusing the minds of the children.

3. We should have more and more of bilingual teachers, so that teaching of mother tongue is not handicapped. There are instances where hundred percent of the students in a class are Urdu-knowing but no Urdu teachers are available.

C) Prathmik Shikshak Sangh

1. The pay scales of the primary teachers are the lowest compared to any other profession. The rate of D.A. also is very low. There is no uniformity in the quantum of Employers' subscription to provident funds.

2. Nationalisation of primary education is necessary to secure to the primary teachers their rightful place in society. That would also ensure uniformity of examinations.
3. Children of primary teachers should be given special concessions such as free education upto degree classes.
4. A committee on which primary teachers are adequately represented should be set up to look into the grievances of the teachers.

D) U.P. Madhyamik Shikshak Sangh

1. Education should be placed on the concurrent list. The centre should assume greater responsibility in this sphere, as the resources of the States are very limited.
2. There should be Secondary Grants Commissions at the Centre and State levels to assess and recommend the quantum of the grant to various institutions. Till such time, the system of matching grant should be abolished and the grants to States should be on the basis of population.
3. Education should be production-oriented and not treated as a social service. Greater stress should be laid on the teaching of agriculture, technology and science.
4. Disparity in the pay scales between Government and non-Government school teachers should be removed. There should be a national pay scale for teachers all over the country and a Committee at National and State Level should be formed to review these scales periodically. The pay scales of teachers should be comparable with those in other Departments.

5. The duration of secondary education should be the same all over the country. With all the emphasis on science, technology and agriculture, humanities should not be ignored. There should be an integrated course.

6. At the end of Higher Secondary Stage, there should be two types of exams - one for those who will be moving for higher education and the other for those who would be embarking on a career. The first degree course should be for a duration of 3 years.

E) Lucknow University Teachers' Associated Colleges.

1. The pay scales of university teachers and those of associated colleges were the same till 1948, but later they underwent periodical revisions. There is now considerable discrepancy between the two scales, which should be removed.

2. There is no security of service for the teachers of associated colleges. As managements do not want to pay more, they terminate the services of teachers who have earned a few increments.

F) Allahabad University Association

1. The grades of pay of the teachers in the associated colleges which were the same as in universities till recently, have now been revised to the great disadvantage of the teachers in the associated colleges.

2. Again, there is discrepancy in the salaries of teachers between Government and other colleges.

3. There should be a uniform pattern of managing committees of colleges. The representation of teachers on these committees must be adequate.

At present, managing committees are full of intrigues.

4. There is discrimination even with regard to approval of the budget of the associated colleges. The budget of associated colleges has to pass through Director of Education which is not the case with regard to universities. The students in a university thus get better facilities than their colleagues in the associated college.

G) Agra University Teachers' Association

1. As the affiliated colleges of Agra University cater for post-graduate and research work, they should have equality of status with the University.
2. Dearness allowance to teachers varies from college to college. This anomaly should be removed.
3. Mushroom growth of colleges should be discontinued.
4. Recruitment of teachers should be through a University Recruitment Board. At present, this recruitment in affiliated colleges depends upon the whims of the managing committees. There should be better representation of teachers in these managing committees. Further, the teacher should not be stopped for taking part in political activities, whether they be in Government or private colleges.

H) Evidence of the President of the Allahabad Teachers Association

1. Students who come from Intermediate Colleges are not well-equipped mostly because of the low calibre of teachers in those colleges.
2. The present practice of starting condensed courses for post-graduate degrees has led to a

deterioration in teaching standard. These courses are run on the plea that there is a shortage of teachers.

3. The University should have a block grant.
4. The Dean of students' welfare should have some secretarial assistance if he is to discharge his duties satisfactorily.
5. Governor is the Chancellor of the Universities. If the Government wants that in all matters, he should be guided by its advice, it creates many difficulties in the independent working of the universities.
6. Post-graduate classes should be allowed to be run only when an institution is adequately equipped in its staff and equipment.

I. Evidence of the President of the Lucknow University Teachers Association

1. There is a continuous downfall in the status of the teacher and of the University. Every effort should be made to raise the standard of education.

There has been too much of interference with University Acts. Especially after independence, there have been so many changes contributing to the lowering of the prestige of the university.

2. Increase in student indiscipline and loss of self-respect to teachers are mainly due to the fact that academic power of the University is concentrated in certain individuals. The teacher has no sense of participation in the formation of the policy of the University.

3. Teachers should be offered security of service. There are instances where a large number of teachers are still serving temporarily even after a service of over 8 years.
4. Universities should have block grant. At present grant is given on year to year basis.
5. Conditions of service especially of temporary teachers are very unhappy.
6. The atmosphere of the University has been vitiated and these days when research is a subject for collective and team work, there are departments which have no head for years together.
7. The age of superannuation should be common for all teachers. It should be raised to 62 or 64 in the case of all teachers without any discrimination.
8. The Centre should pass an Act guaranteeing for the teachers health insurance, housing benefit, provident and other benefits.
9. The State Government should give financial aid for the medical treatment.

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VI

Discussions with representatives of
Managers' Association

- The following are the important points raised -
1. The various legislations passed from time to time impose more and more restrictions on the management, while no rule of conduct for the teachers is ever laid down. As a result, the management has lost all control over the teachers.
 2. Not all managements are bad. However, there is no recognition of any kind of the good work done by some of these efficient managements. As suggested by the Narendra Dev Committee on Reorganisation of Secondary Education, good managements should be encouraged by allowing them some freedom.
 3. Often, inexperienced persons fresh from the college are posted as school Inspectors. Not knowing the problems themselves, they cannot guide the schools. In England, on the contrary, a person should be about 40 years of age before he can become an Inspector.
 4. Primary Teachers are forced to support actively the party in power in the local bodies to avoid frequent transfers and other harassments.
 5. Regarding text books, the State should be content with laying down the syllabus etc. It need not go to the extent of publishing the books also.
 6. There is a good deal of unnecessary interference from the authorities who want to show off their authority. There are instances where the heads of institutions are not allowed to frame their own time-table. Really good managements should be allowed the freedom to go ahead with their programmes.
 7. If managements resort to corrupt practices, it is because they are forced to do so. The peculiar system of

grant-in-aid of the Government is mostly responsible for this.

8. No clear principles for grants-in-aid are laid down. Curiously enough while sanctioning grants, annual increments are not taken into account. Further, the funds are often released in the month of March when it will be too late to spend.

There are cases where even Government orders and assurances with regard to grants are not being followed, to the great disadvantage of managements.

9. All powers are transferred from the management to the inspectorate. This comes in the way of the management taking any disciplinary action or deciding any issue on merit.

VII

DISCUSSIONS WITH PRINCIPALS OF POLYTECHNICS AND
OTHERS INTERESTED IN TECHNICAL EDUCATION
(20.4.1965)

The following points were made:-

1. Both at the Centre and in the States, different stages of Technical and Vocational Education are distributed for Administrative purposes under different Ministries/Departments. It is desirable to bring these under one umbrella. All Technical & Vocational Education programmes at lower level, (such as certificate course, etc.) should be under the Labour Department while diploma and higher courses should be with Department of Technical Education.
2. It would not be advisable to introduce tools in the primary stage of education to give the children a vocational bias. Instead, a few hobby centres could profitably be opened.
3. The multipurpose schools are not popular. The "Inter-Tech" boys in the State are held ineligible for admission not only to Engineering Colleges but under the Apprenticeship Act. The technical stream in the multipurpose schools should, therefore, be discontinued.
4. In Women's Polytechnic, even for courses such as, Dress making and costume design, a minimum admission qualification of matric or high school is necessary.
5. In Boys Polytechnics, greater stress should be laid on workshop. Practice Production centres should be attached to every such polytechnic and J.T.S. boys should be considered eligible for admission to polytechnics.
6. Provision should be made for conducting evening/part-time courses to enable the I.T.I. boys to qualify for admission to polytechnics.

These part-time courses for higher qualification should be restricted only to those who have put in a minimum (say 5 years) service and have acquitted themselves in their present jobs.

As the correspondence courses cannot give necessary practical experience, their usefulness is open to question.

7. A separate Technical Education cadre should be set up to attract good teachers.

To train the existing teachers, more of summer schools should be started.

8. There is no necessity to make education at polytechnic and higher levels a Central subject. The purpose would be served if subsidies are sanctioned.

9. The curriculum and content for the first degree course in engineering were devised long ago and have, therefore, become obsolete and need revision. For want of this revision, the present-day engineers, fall short of the requirements.

10. It would be feasible to have two separate streams of engineers viz. Science-based and Technology based. This branching could be done at the time of admission to engineering colleges.

It is necessary to have post-graduate courses in all branches of engineering.

11. Shortage of teachers in technical subjects could be overcome by running regular 3-year teacher training courses. This duration could be reduced for persons with higher qualifications.

Further, the system of extension lecturers from persons experienced in industry should be introduced in every institution.

12. The public sector undertaking should have practice schools. They should also make it a point to refer their problems to Engineering Institutions for study and advice.
13. In polytechnics there should be three categories of instructors, namely the Principal, Sr. Lecturers and Lecturers. The number of these posts should be in the proportion of 1:3:7. Senior posts should be filled as early as possible by promotion and this would serve as adequate incentives.
14. Some re-organisation in the administrative set up of Technical Education is also necessary. If any expansion programme, for which assistance is sought, is approved by the U.G.C., no further scrutiny at the State level is necessary. If necessary, the State Government could send a representative when the U.G.C. scrutinises these proposals.
15. External Examinations ensure higher standards. Every answer paper should be valued by both the Head of the Department and the external examiners and in case of considerable discrepancy in the two assessments, the papers should be sent for revaluation.
16. The proposed all-India Educational Service should cover teachers in technical institutions also.
17. Regional language can be adopted, without any difficulty, as the medium of instruction in craftsmen courses. For polytechnics, this will have to be introduced progressively. For higher studies it would be necessary to continue English, as suitable textbooks are not available in the regional languages.
18. Preparation of textbooks in technical subjects should be with the State Governments. No Central organisation on an all-India basis would deliver the goods.

VIII

DISCUSSIONS WITH REPRESENTATIVES OF
TEACHER-EDUCATORS
(20.4.1965)

The following points emerged in the discussion with teacher-educators of U.P. at the meeting held in Lucknow, on 20.4.1965:-

- (1) There is a scheme of amalgamating primary teacher training i.e. the H.T.C., J.T.C. and J.B.T.C. into one course. It was generally agreed that in view of the complexity of the teacher training course it would not be desirable to reduce the duration from two years to one year as has been contemplated. Even if only high school pass persons are admitted to the normal schools, a two years' programme would be necessary to give effective training.
- (2) The expansion of training facilities is being delayed owing to lack of buildings. It was suggested that buildings of a temporary nature may be constructed to meet the urgent need for trained teachers.
- (3) Training institutions are given a step-motherly treatment in the matter of grants and financial assistance. It was reported that out of 48 B.Ed. and B.T. colleges only 8 were in receipt of grants.
- (4) The question of there being two types of courses at the secondary level viz., L.T. and B.Ed. or B.T. was discussed. No convincing argument was given as to why the two courses should continue to exist. It was stated that the L.T. course framed by the Department of Education gives importance to curricular and practical activities and community life in hostels.
- (5) The low quality of the majority of B.Ed. and B.T. classes attached to Arts and Science Colleges

was discussed. It was stated that a set of norms was being prepared by the Government for training colleges. It was suggested that a system of grants to such colleges would serve the double purpose of enabling the institution to improve its standard of work and to enable the Government to see that the norms laid down are achieved.

(6) The staff of training departments and colleges and schools was unsuitable and poor because of their conditions of service.

(7) There is only one training institution which is orientated towards basic education. As many as 90% of the students trained every year go as Inspecting Officers. Hardly 10% are absorbed in normal schools. Thus normal schools do not have an adequately trained staff.

(8) The inservice training programmes lack continuity and there is no follow up of the work done at courses.

(9) It was agreed that the present courses for L.T. and B.T. appeared to be too theoretical and there was need for overhauling the courses completely. Methodology was not geared to the actual classroom situation. The theory syllabuses needed to be orientated not only to skills of teaching but to the development of proper attitudes and values. Practice teaching at present was not being carried out in realistic conditions. Classes of a normal size of 40 to 45 were usually divided into smaller units of 10 to 15 pupils for practice lessons. Though some of the members present considered this system to be essential as a mode of training, it was generally agreed that it did not prepare the teacher for his normal job of handling 40 to 45 students.

(10) It was agreed that if the work of the training college or school was carried out systematically and assessed continuously in an objective manner, there would be no need for an external examination either in practical teaching or in theory. In order to achieve this stage an environment has to be created and the training colleges should attach value to the day to day work, in keeping with the objectives of teacher education.

(11) There should be one common programme for physical education in schools and the teachers for physical education should be trained in an intensive course where practical activities will receive due stress. There may be separate teachers for physical education who have received special training, but all trained teachers should evince interest in physical education. Therefore, physical education should be a part of the teacher training programmes in general.

(12) It was considered desirable to have concurrent courses for teachers of Home Science where they would study Home Science as a subject and the methods of teaching it.

(13) Every trainee, irrespective of the training he receives, must get a stipend of at least Rs.50/- p.m. throughout the entire course of training.

IX
DISCUSSIONS WITH VICE-CHANCELLORS
(2nd Session) 20.4.65

Discussions with the Vice-Chancellors of universities were continued on 20.4.65, when the following points were made:-

1. While there is a keen need for expansion of post-graduate education in the country, such expansion should ^{not} be at the cost of quality. If adequate standards cannot be maintained there is no use conducting such courses either in the university or in the colleges. ●

It would be possible to double the post-graduate enrolment in science by the 4th Plan period. However, in certain faculties, especially in Botany and Zoology - it is a problem to get adequate number of students.

2. It is not true to say that there is a wholesale deterioration of standards at Research stage. This is especially so in the fields of science and Medicine. Perhaps only in certain faculties, the standard is not so high as we would like it to be.

3. To improve the standards in universities, it is necessary to modernise and improve the curriculum at classes IX to XII.

4. One of the members suggested that we should devise a 3-year honours course with very high standards, especially when the general thinking is to have selective admissions. If pass course only is continued, there will be less chance of having selective admissions. According to this suggestion, the honours student will take two years for becoming a post graduate. Element of selectivity can be introduced for admission to honours courses.

5. Suitable incentives such as scholarships etc. should be offered to attract bright students to post-graduate courses.

6. In view of the acute shortage of competent lecturers

a programme of utilising the services of some of our best lecture^{rs} not only in a particular college but also for a short period in other colleges should be devised, so that not only the student but other teachers could benefit by such visits. The financial difficulties, in the implementation of this should be removed. Towards the same end lectures by distinguished professors should be recorded and replayed in the colleges.

8. Universities will have to take some responsibility in regard to the raising of standard of secondary schools by contact with the school teachers.

Our School students are generally not inferior to those in other countries. If we provide them with right type of staff and other requisite conditions, higher standards can be achieved at that level leading to corresponding success in higher education also. However, as any scheme designed to achieve this end will take some time to yield results, substandard schools are unavoidable for the next 5 or 10 years. We should therefore consider, in the meanwhile, the possibilities of giving some intensive training to these students to become good raw materials for higher education. Measures to train comparatively difficult students should also be considered.

8. Habits of hard work are to be inculcated in the students. If results can be announced within one month of the examination, it might be possible to continue to work till middle of May.

9. The vacation should not come at the end of the school session but should come in between so that the boy will have some assignments to do in those holidays. Possibilities of having the academic session from July to December may be considered.

The vacation for normal students can be utilised by students of correspondence courses, so that the facilities are put to better use.

10. For post graduate courses, there should be only internal examiners. Teaching today is much too mechanical. While there is too much emphasis on lectures, tutorials and library work are not given due importance. As a result, the students coming out of the university would not have fully benefitted from higher education.

11. Any prescribed percentage of attendance at the lectures need not be strictly enforced. Irrespective of his attendance, a boy should be allowed to write the examination if he has secured a high percentage of marks in daily work and tutorials.

12. In certain Engineering universities, teachers of science and humanities are given lower scales of pay and treated as second class citizens. This discrimination should be removed.

13. The performance of the students throughout the year should be given due weightage.

14. The anomalies that exist today in the grades of pay of the teachers of universities and affiliated colleges should be removed.

Discussions with the representatives
of Zilla Parishads, etc.

1. Usually teachers want to get posted to their own villages or very close to them, so that they need not maintain two establishments. The Panchayats are fully aware of this natural desire especially in view of the low emoluments of the teachers. Every effort is made to accommodate this desire of the teachers.

However, one disadvantage of keeping the teachers in their own places is that they attend to other duties and neglect teaching.

2. It is wrong to say that the teachers are called upon to do the personal work of the Chiefs of the local bodies.

3. Regarding transfers, a principle has been laid down by some Zilla Parishads that the teacher should be transferred normally only at the beginning of the year to cause least hardship. It is, however, a fact that a large number of transfers of other areas do take place even during the middle of the session.

4. In the matter of grants, the Zilla Parishads are like post offices receiving funds from the Government. The delay in disbursement of salaries is mostly because of the administrative formalities that have to be gone through.

5. There should be no objection if Government disburses the salaries of the teachers directly or through their Block Development agencies.

6. Transfers and recruitment of primary teachers should be entrusted to the officers of Department of Education while the day-to-day activities should be entrusted to the local bodies.

7. For primary education to be effective, only trained teachers should be posted.

8. Basic education should be discontinued and general education should take its place.

9. It is not necessary that there should be a primary

school in every village. It would serve our purpose if there be a school within a distance of one or two miles but it is very necessary that there should be a teacher for every class. Otherwise, it will create a bad impression on the minds of the children.

10. Primary and secondary education should also be placed on the concurrent list.

11. Just as for the secondary stage of education, there should be a Board for the primary stage of education also. Another suggestion was that, as for secondary education, there should be a Directorate of Inspection of Programmes for primary education also to raise its standards. Seminars, etc. should be frequently arranged.

12. The scales of pay offered to a teacher should depend upon his qualifications and not on the institution where he works. If a Ph.D. works in a primary school, he should get the same emoluments as his counterpart in the college.

13. The disparity between the highest and lowest scales of pay should not be very great.

14. Training of primary school teachers could profitably be arranged during the summer vacations so that the existing facilities are put to maximum use.

15. Correspondence courses would not yield the desired results in this regard.

16. Social status of the teacher will have to be raised by increasing his emoluments.

17. As adequate number of lady teachers are not available their admission qualifications will have to be relaxed.

Further, to overcome the shortage of lady teachers, we have to consider the possibility of recruitment of retired teachers even after the age of 55 years.

18. In the field of primary education, the need of the time is expansion even if it be at the cost of quality. At

all, when the saturation point is reached quality will automatically improve.

19. To overcome the shortage of teachers, the proposal to tape record lectures and play them at the different schools may be considered.

20. In small villages, we can have schools with classes I-IV only. The standards V-VII should be started in bigger places.

21. The teachers should be sent for training only after they have put in at least two years of service in a school. The purpose would not be served if fresh teachers who have not got any practical experience are sent for training.

22. If adequate buildings are not available for housing the teachers and the schools, it is because the building grants are not adequate. The quantum of grant on each building also has to be raised.

23. The pay scales of teachers should be the same throughout the country. Similarly, the duration and course also up to standard V should be the same all over.

24. If any educational experiment is contemplated, it should not be tried all over the country. To minimise its havoc it should be tried only in certain selected institutions and the results watched carefully.

25. Syllabus should be made more interesting by weeding out unnecessary things from what are now being taught.

XI

DISCUSSIONS WITH IMPORTANT EDUCATIONISTS
(20/21.4.1965)

Dr. A.C. Chatterji:

1. The procedure now followed for approval of University's budget needs to be improved. Though the Government insists on receiving the budget proposals from the University well before a stipulated date, its approval is not conveyed till late in December. When the sanction is finally given, only a lump sum amount is announced without giving any details.
2. The principle of matching grants should be done away with. Universities should be given a block grant, preferably for 3 years subject to revision, if necessary. Universities should be allowed to reallocate this fund among different projects according to needs.
3. The policy of obtaining approval of Government at every step hinders the growth of universities. For instance, when a university wanted to teach Urdu in a locality largely speaking that language, Government would not give its concurrence, even-though the proposal was passed unanimously by the academic council, the court and the Executive Council. The proposal had to be dropped.
4. For recruitment of teachers, minimum qualifications should be laid down by the universities themselves and these should be invariably maintained.

The selection of teachers should be through a Universities Service Commission with a membership of three, two of whom must be professors as they have a detached view. This Commission is to be only for

universities and not for affiliated colleges.

5. The idea of having affiliating Universities is not a happy one as they are mere clearing houses for colleges.

6. Student indiscipline is to a considerable extent due to interference of political leaders. Often, teachers themselves encourage such acts of indiscipline.

Usually, only a small batch of students is indisciplined while a large section is just cowed down. By firm action, the Vice-Chancellor should create an atmosphere of security and protection for the large section of students who are thus simply overpowered.

Shri Harish Chandra:

1. The Universities Commission should be entrusted with the task of selection of teachers for the colleges also. Otherwise, it will not have enough work.

2. There are instances of large sums of money being wasted without proper authority. The accounts of the universities should therefore be subject to internal audit under the supervision of a Senior Finance Officer.

3. The universities Grants Committee should be strengthened and given more powers. At present, it has no powers except to distribute a few lakhs of rupees. This committee should consist of educationists who could go and inspect the universities and make financial allocations accordingly. It should cover colleges also.

4. In the High School, there are too many subjects such as music, crafts etc. which can hardly be called basic subjects. As a result, real basic subjects like English, Mathematics and Science are neglected.

What is worse, students get higher marks in subjects like music and are declared to get a good division on the whole, though their performance in basic subjects is extremely poor.

Performance in basic subjects should decide the division.

Shri Virendra Swaroop, Deputy Chairman,
Legislative Council, U.P.

1. The pattern of education should be 10 years + 1 year + 3 years. The 3-year degree course is preferable in many ways.
2. Though the raising of standards is a keen necessity, it should not be attempted all at once but gradually.
3. Internal system of examination has the added advantage of giving the teachers some control over the students. Suitable safeguards could be devised to ensure that this internal assessment is objective.
4. The growth of post-graduate education is rather indiscriminate. This should be restricted only to a few well-established centres.
5. Universities should not be allowed to grow unwieldy, as in case of Agra University.
6. Membership of college unions should be made voluntary. If this is not possible for any reason, a model constitution for such unions should be drawn up either by the centre or the State.

Shri Achyut Patwardhan, Varanasi:

1. Agricultural education has not received the

attention it deserves. The professional competence of agricultural graduates who are supposed to guide the villagers leaves a lot to be desired. This inadequate attention paid to this subject is because agricultural education is covered partly by Indian Council of Agricultural Research and partly by the universities.

2. The curriculum of agricultural education at secondary stage needs to be thoroughly recast. At the graduate level, more of practical experience is necessary. Many colleges have no farms at all attached to them, and this is mainly responsible for the deterioration in standards though there is a large number of colleges in Uttar Pradesh.

3. It is necessary to inculcate in our teachers a keen awareness of the country's problems and the need for devising ways and means, through Technology, to eradicate poverty in the country. In the context of ideas and planned programmes should be kept under constant review.

For this purpose, we should promote a few educational centres of high standard where experiments can be carried on. During the past 15 years, we have laid stress only on quantity.

4. Today, the impact of science and technology is so great that we have lost our sense of values. The only way to restore it is to bring about a synthesis between science and technology and all the real values of life. Science is not something pertaining essentially to the domain of matter. It is the capacity of the human mind to transform matter.

If this setting is understood, it will give a new dimension to our education, otherwise we produce : crippled men.

.At the university level, the disciplines today are kept so apart that the sciences and humanities do not have adequate impact on each other. The present sectional approach in this regard should be made more comprehensive.

Shri C.B. Gupta

1. In the matter of expansion of education, special treatment should be given to backward States, like Uttar Pradesh. No State should be allowed to lag behind others in the field of education.
2. If the standard of primary education has fallen miserably, it is because of the dissatisfied teachers. The primary school teacher in the villages takes up other work and does not pay attention to teaching.
3. Transfers of village teachers are made mostly by the Chairman of District Boards, by overruling the permanent staff of education Department. Very often, these teachers manipulate things and come back to their own villages. To remedy this state of affairs, the power of transfers should be given to permanent officers of Education Department who are not under the control of the Chairman of the District Board. If necessary, a change in the Act should be made.
4. Village teachers are often treated by the Gram Pramukh as members of his personal staff. Often, they do not get their salary in time but this is mostly

due to lack of necessary funds.

5. In a democratic set-up, the right of the teacher to take part in politics should not be taken away.

6. There should be no elections in universities.

7. The panel system of appointment of Vice-Chancellors is the only feasible method in the present circumstances. An age of retirement for Vice-Chancellors should be prescribed. Nobody should be allowed to be appointed as a Vice-Chancellor after he has put in his normal tenure of service in other posts. Otherwise, it leads to unhealthy practices.

Shri Grice

1. In the field of Anglo-Indian Education, more teacher-training facilities are needed to maintain the standards. There are at present 30 Anglo-Indian schools in U.P. which are facing considerable difficulties in the way of expansion, as suitably trained teachers are not readily available.

2. Implementation of 3 language formula presents no difficulties. The Anglo-Indian schools are teaching English, Sanskrit and the regional language. The link language is Sanskrit.

XII

Discussions with the Education Minister
and Officers of Education Department.

1. Uttar Pradesh has special problems in view of its huge population and the direct relation which education has with population. The present pace of progress would not improve unless greater financial assistance is given by the Centre.

Though nearly 50% of budgetary provision for education is allotted to primary education, U.P. is still a plan behind other States in this important sector. This is mainly due to the scarcity of resources available. Last year, an enrolment drive was planned and some new schemes introduced. In villages where there were no schools, the local people were asked to start the schools themselves. This has resulted in increased enrolment but has brought quite many problems in its wake. Shortage of teachers, equipment and other facilities is keenly felt.

2. The charge that these primary schools are only nominal and no education worth the name is being imparted is much exaggerated. All the same the conditions are not very satisfactory.

3. There are some administrative difficulties regarding appointment of teachers and their transfers. The suggestion that the transfer of teachers should be taken out of the hands of local people and entrusted back to the Education Department has been seriously considered. The Standing Committee of the Legislature has also made its recommendations in this regard. The Government is aware of the frequent transfers and have taken steps to restrict the percentage and frequency of these transfers.

4. Quite often it has been represented that the rules governing the grants-in-aid are not based on sound principles.

This question has been examined in detail and the concerned clause amended so that the grant-in-aid is a simple mathematical formula from this year. According to the present formula, the grant is equal to the difference between the approved expenditure and the approved income plus $\frac{3}{4}$ th of the ^{only} increment earned by the teachers this year. This is further raised by a general 3% increase over the previous year's grant. This new formula has been working fairly satisfactorily. It is but reasonable that along with the sanction of the grant a list of disallowed items should also be supplied.

If the Government makes good, by way of grant, the entire deficit of an institution, it would increase inefficiency. Institutions evince no interest to increase their incomes. The most inefficient gets the highest grant.

Grant-in-aid will serve two purposes - first the quality of training will improve and secondly Government will have the power to see that quality is improved. These objectives can be fulfilled only if there is a machinery like the U.G.C. responsible for maintenance of standards and for giving both maintenance and development grants.

5. In U.P., the various educational institutions are dealt with by different Departments like Industries, Labour, Agriculture, etc. A proposal to incorporate all education under one head is being considered.

6. It is not correct to say that a system of block grants would do away with the deficits now being experienced by the universities. To give an instance, the system of block grants was actually in force when the Allahabad University had a deficit of Rs.18 lakhs some time ago.

7. Universities increase their expenditure which ordinarily they should not. Because of this increase which does not come either under plan or under normal administrative expenditure year after year, it was provided that the budget should be sent to the Government for sanction. This is necessary as Government is to provide the deficits ultimately.

8. When once the budget has been sanctioned, if the University later wants to make a re-allocation from one head to the other, it is generally free to do so. However, for such proposed transfers under certain specified heads it is necessary to get the prior concurrence of the Government.

9. In U.P., the system of secondary education was re-organised long before the Mudaliar Commission's Report. Provision has been made for four groups of diversified courses. But in effect, these are reduced to only one, viz. Science Group. In a Public School at Nainital, all the students except 4 were in the Science group and the remaining 4 students were divided into three groups. It is also observed that only third class students and a small number of second class boys have taken humanities. Keeping these things in view, serious consideration will have to be given whether diversification at the stage of Class IX is appropriate. If diversification is done after Class X, all students will have equal background of Science and Humanities.

On this issue the State Government felt that their present system of diversification was based on the recommendations of Acharya Narendra Dev Committee and that if most of the students opt for Science Group, the fault lies not with the system of diversification but with the

opportunities and scope which each group offers.

It was pointed out that, on such crucial issues, sentiments should not be allowed to influence our judgement. As suggested by Acharya Narendra Dev Committee courses really terminal in character will have to be provided.

10. Education should be an instrument for social reforms. At present, unfortunately, there is a tendency of selfishness in the students. They have a feeling that the world exists for them and not they for the world. To overcome these defects, it is necessary that the students are given training in programmes like scouting, social service, etc. It is helpful to have programmes for self development for the young men even during the school time.

11. Though the emoluments of the teachers are rather low, there are certain difficulties in the way of increasing them. If the salary of the primary teachers in increased even by a sum of Rs.5/-, a very large fund is required. It is, however, recognised that the salary of the primary teacher is low and should be increased.

12. The Government of U.P. have no programmes so far as adult education is concerned. In accordance with the directions from the Central Government, this aspect education is included under social education.

14. Regarding the question whether it would be more advantageous to have a few schools of good quality than a large number of ineffective schools, it was felt that the need for mass education cannot be resisted, especially as the State was very backward. However, some of the institutions which are doing very good work are recognised and classified for purposes of encouragements.

XIII. Discussions with Chief Secretary and his colleagues (21.4.1965).

1. While 11% of the total outlay for the State was earmarked for education in the third plan the corresponding proposed allocation in the Fourth Plan is only 9%. In view of the overall needs of the State the Government finds it imperative to give, in the next plan, a higher priority to the immediately more productive departments like Agriculture, Irrigation and Power etc. than to Education. It is for the same reason that higher priority cannot be given to Social Services also in the next plan. Agriculture has to be given top priority. It is a matter of life and death for the people. Limited resources and relative needs of different deptts. reason for this reallocation of priorities. The target for income growth in the Fourth Plan is 6.5% against 3% in the current plan.

2. If the Government gets any more resources for education, it would definitely invest them on technical and agricultural education.

3. The enrolment drive last year was so successful that it has exceeded the target by several lakhs. But no corresponding provision is made for the recruitment and training etc. of required number of teachers so that enthusiasm already generated could be maintained. While this is recognised on all hands, the main difficulty in the way of improving the situation is lack of funds. The new teachers that will be recruited is expected to bring down the teacher-pupil ratio by 1:40.

4. Regarding the placing of the inspecting staff entirely at the disposal of the Kshetra Samitis, the procedure is in operation. On being pointed out that in Madras

and other places the inspecting staff is not placed under the Panchayat Samitis, the Chief Secretary agreed to re-consider this aspect of the question.

5. In U.P. they have recruited 17,000 students in I.T.Is against their plan target of 16,000. There are 48 I.T.Is imparting training in engineering and non-engineering trades. In relation to the needs of the State, the Government would like to have about 50,000 seats in I.T.Is in the next plan.

6. The State Government has appointed a Committee for the improvement of agricultural colleges in the State. Its report is still awaited.

7. Coordination of education in all the Sectors is done by the Planning Department.

Meeting with the Council of Ministers
(20.4.1965)

1. In U.P. hardly one or two percent of the agricultural graduates go to farms; the rest go for Government or Private Service. While the main reason for this is that they are after white collar jobs, the fact that we have not been able to give due status in the society to the actual cultivator is equally responsible for this. Yet another reason for their not returning to the land may be the small size of the plot on which the principles learnt in the college cannot be applied.

2. As Agricultural graduates cannot be expected to return to the land, it is necessary to have an intensive type of training below the graduate level, where students after matriculation may go back to the land. But if such training is restricted to a few hours a day, no useful purpose will be served. While agriculture is an important craft, it is often noticed that the crafts are taught by the teachers who have never practised the craft themselves. This should be remedied.

3. One of the basic objectives of our education should be to instil dignity of labour in our students. The Government would like to lay more stress on technical schools than on general education. While power and ^{small} irrigation projects are rightly given due importance, we need men to man these projects. A band of competent workers is required. Against the requirements of 4 lakhs young men for the various industries a provision of only of 50,000 has been made in the 5th Plan.

Every student must receive general education up to the high school standard and only after this there should be diversification to the technical channel. But this would result in turning out a far less number of Skilled workers etc., than required. The alternative which is not a happy one, may be either to reduce the number of projects so as to be able to manage them with staff that are likely to be available.

4. Greater stress should be laid on technology. Polytechnics will be useful only if they are able to run industrial estates so that they can work as miniature production centres. Sites for the establishment of engineering colleges should be carefully selected so as to locate them in an area with considerable industrial bias.
5. The grades of teachers in Degree Colleges are so unsatisfactory that no college is able to retain its good teachers for any length of time. Sometimes the head of Department in a Degree College gets less than a lecturer of a University. Similarly, a primary school teacher sometimes gets less than even a peon in Government Department. While this is recognised, the difficulties are that if the salary of the primary teachers is to be raised even by Rs. 20/- a huge sum of Rs. 4 Crores would be required for the purpose.
6. It would be desirable if differences in the Scales of pay etc. between the teachers in Government and private institutions are removed.
7. As far as Degree College teachers are concerned, there are 8 different grades. Out of these scales for 6 grades are better than those suggested by U.G.C. and only for two, they are lower.
8. The Conditions of the primary schools are improved, the children of even upper classes could be attracted to those institutions.
9. What is required today is not so much of post-graduate education as a sound type of primary and secondary education as the foundations are to be strong. People should be recruited to the Administrative Services at the Intermediate level and the duration of their training could be longer. They should work for three years in the villages and look after community development work.
10. Scheduled Caste boys have not been able to come up to the standard of their counterparts from good families in spite of all concessions. The process of bringing them up is a long one calling for good deal of patience.

11. The duration of the Teacher Training Course is two years at present and the Government is considering its reduction to one year. The two-year course includes quite a good portion of general education. At the same time, quality of the teachers will have to be kept in view while considering any reduction in the length of the course.

12. It was felt that the students are overburdened with many subjects and the standard of education has gone down. Number of books and copies is so much that an ordinary man cannot afford the education which has become expensive. Even if the tuition fee is exempted the total amount that the child has to pay is very high. Quite many unnecessary subjects which are of no use in life are taught. Agriculture should be taught as a craft. Curriculum should be carefully revised.

13. Night schools also help in the removal of illiteracy but it should be recognised that education in the real sense can be improved only through good teachers.

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MAIN RECOMMENDATIONS THAT EMERGED IN
THE DISCUSSIONS HELD AT THE DIFFERENT
CENTRES IN UTTAR PRADESH FROM 15TH
TO 18TH APRIL, 1965.

A. Discussions held at Meerut & Muzaffarnagar
(15-16 April, 1965)

I - Discussions at Meerut College

1. There should be no artificial restriction on admission; such as a student securing less than 50% marks will not be admitted.
2. One of the reasons for the fall in standards is that institutions have been opened in certain places on other than educational considerations, even though they did not fulfil the minimum conditions regarding adequate equipment, laboratory facilities, etc.
3. The system of grant-in-aid needs modification. At present grants are not given for the first three years after affiliation and maintainance grant is given only for replacement of equipment and not for purchasing new equipment. The same rule applies to opening of new Departments. This rule should be changed. The difference between income and expenditure may be given as grant.
4. Conditions of service of the teachers should be improved. Their existing grades (postgraduate teachers, Rs. 250-500, Heads of Department Rs. 350-800) are inadequate. Even a higher start is not recognised for purposes of grant. These should be revised as under ;

Postgraduate teachers...	Rs. 400 - 800
Heads of Departments ...	Rs 700 -1100
Principals ...	Rs1000 -1500
5. A three hours' test under the present system of examination does not correctly judge the ability of a student. The system of internal assessment should be introduced and there should be three tests held by the College in a year.
6. Regional languages should be the medium of

instruction upto the high school stage, and at the university level both Hindi and English may continue for the present but ultimately it should be Hindi only.

Ex- Principal Chatterjee:

1. After the first three months of the College session there should be a test both written and oral and those who fail in it badly should be weeded out. All students including the first divisioners may be put to this test and the test may be held not by the College but by some outside authority.
2. Seminars should be introduced for all classes. There may be a group of five students and the teacher should take care of them.
3. A part of the syllabus may be left uncovered by the teacher but adequate library facilities should be provided for the purpose of study.
4. The art of writing precise and to the point should be carefully taught.
5. Since best and upto date books are in English, the students should be able to read them intelligently.
6. The managements follow an open door policy and do not restrict the numbers for the sake of fees. At the postgraduate stage the admissions should be by selection.

Mr. Yadav.

1. English should continue to be the link language. It is also necessary for maintaining international contacts. It is a parochial argument to say that English is a foreign language.
2. In the Hindi region Hindi should be used side by side with English but English should continue indefinitely.

3. The Management is often ill-qualified to run the institutions - the principal's position varies from college to college but in most college the interference of the Committee is quite pronounced.

Dr. Sharma.

1. Hindi can be a link language while English can be an optional subject.
2. The lectures may be reduced and more emphasis given to seminars and tutorials.
3. The students' knowledge of the subject matter coming is very poor at the B.Ed. level.
4. The internal assessment in the B.Ed. has not proved successful.
5. Heads of Departments should have separate rooms.
6. Present 'general education' is general only in name - it is really vocational.
7. A large number of sub-standard colleges for postgraduate teaching have come up in the Meerut District.

Dr. Puri.

1. Efforts should be made to encourage scientific personnel to stick on the their particular posts for as long as possible.
2. Teaching of biological science should be given due importance at school level.
3. Affiliating universities should be advised to establish extension libraries and advance centers at important places within their jurisdiction.
4. Postgraduate teaching in a town should be so coordinated that no subject is taught at more than one place.
5. Our examination system is very cumbersome and does not suit our present conditions, particularly in view of the large numbers of students.

6. Personal professorships and personal readerships should be offered for college teachers wherever necessary.
7. More subject-wise scholarships should be available for undergraduate students and better study facilities provided for them.
8. Higher education and research should be a concurrent subject between State and Central Governments.

II. DISCUSSION WITH STUDENTS:

1. Syllabi in different universities are different and this creates difficulties.
2. There should be exchange of teachers and students between universities.
3. Often new teachers are asked to teach postgraduate classes, for which they are not properly equipped.
4. Teachers' salaries and social status are low and need considerable improvement.
5. There is casteism in the recruitment of teachers.
6. Indiscipline is partly due to the fact that undersirable students, who are financed by political parties, are allowed to join the college due sometimes to pressure from the Management Committee.
7. There are excessive holidays and lack of fruitful channels for expression. Arts students are comparatively freer and so more frequently they act as mischief makers. Their energies should be properly channelised.
8. For final assessment class work should be taken into account and the type of questions set should be such that the guess papers or guide notes do not help. The questions should cover the entire syllabus.
9. Social contract between the students and teachers should be increased through social gatherings, picnics, etc.
10. More financial help is needed for students, scholarships

should be given only to meritorious students.

III. DISCUSSIONS AT RAGHUNATH GIRLS COLLEGE, MEERUT:

1. Postgraduate teaching as well as library facilities in any locality should be centralised.
2. Education for the gifted students should be arranged separately with a separate curriculum.
3. There should be selection for admissions for higher education. Everyone should not be admitted. The selection may be on the basis of marks.
4. The minimum marks for passing should be 40%.
5. Alternative avenues should be opened for others, e.g. nursing.
6. Third division may be abolished and the higher secondary standard should be raised.
7. Guide books should be discouraged and better books should be provided.
8. Teachers may give talks on radio and tape records may also be used.
9. Refresher courses for teachers should be introduced.
10. Exchange of teachers for short periods will be useful.

IV. DISCUSSIONS AT GOVERNMENT JUNIOR BASIC TRAINING COLLEGE,
MUZZAFARNAGAR

1. The pupil teachers who go out after receiving their training from these Training Colleges do not get sufficient scope and opportunity to show their worth. The conditions of service in the Zila Parishads are so disappointing and discouraging that it is not possible for conscientious teachers to work under such circumstances. They are always under the danger of being transferred and, therefore, instead of doing any serious academic work they are involved in the local political intrigues. The Deputy Inspector of Schools who is supposed to exercise control over these teachers is unable to maintain discipline because

his advice is seldom heard. The teachers are, thrown from one place to another like shuttlecocks and, therefore, they cannot attend to their work properly.

2. The Basic Scheme is giving the appearance of being a failure in this State, not because the teachers are not good but because they are not finding good scope for work under the control of District Boards. For example, if science equipment has been given to the schools, there is no science contingency and the teachers are unable to buy but even simple materials. The experiments are, therefore, seldom done and science teaching is reduced merely to theoretical teaching.

3. A lot of good work is being done in institutions like these and the techniques of Basic Education are being taught to the pupil teachers.

4. A good deal of original work is done by the staff and students in these Colleges but because this material is not published, advantage is not taken of it by others. For example, a basic correlated syllabus for Classes I - VIII was drawn up some years ago but sufficient copies of the same were not printed and, therefore, quite a number of primary and junior high schools in the State could not take advantage of it.

5. Given the opportunities and scope for showing their work, our teachers are in no way inferior to those in public schools, but unfortunately they are not well paid and work under unsatisfactory conditions of service and, therefore, are not able to deliver the goods.

6. Emphasis on craft education in the Primary Schools is not being followed in practice though it exists in theory.

7. The Deputy Inspector of Schools has no control over the teachers. He can only make recommendations to the President of the Zila Parishad but the latter, in a large

number of cases, does not care for them. His position is, therefore, very awkward. It would, be much better if the elected persons were responsible for matters and policy and its execution would be the responsibility of the Government officers.

V. DISCUSSION WITH EDUCATIONISTS AT MUZAFFARNAGAR.

Balwant Singh, Adyaksha, Zila Parisad:

1. Primary education is the base upon which the edifice for the improvement of higher education can be built up but unfortunately its importance in the present democratic set-up has not been properly realised.

2. The environment of the school plays a great part but we have no money even to renovate old buildings. Every institution should, therefore, at least be white-washed every year.

3. Better emoluments for the teachers are an absolute necessity. In this connection the following suggestions were made:

(a) The well-to-do persons may pay for the education of their wards. Concessions may be awarded most liberally but those who can afford to pay must contribute towards the better emoluments of the teachers. The idea of Education Cess does not find favour as against the levy of tuition fee.

(b) Village Panchayats may be advised to meet a certain percentage of the emoluments of the teachers.

4. To improve teaching, the teachers should be trained. At present two-thirds are untrained. Unless the teacher is trained, he is not able to do his work satisfactorily.

5. Mixed schools should be popularised at least upto the age of 10 or 11.

6. Grants given by Government for boy schools cannot be used for girls' schools.

7. Guidance and supervision of schools may be left to the Pramukhs but administration and execution should be left to the administrative staff. Transfers should be the responsibility of the Education Superintendent. At present the Deputy Inspector of Schools works partly to the Superintendent of Education and partly to the Chairman, Zila Parishad.
8. The control of the Higher Secondary Schools should be entrusted to the Zila parishads so that there may be planned development of educational institutions. This should, however, apply to the future schools to be established and not to the existing schools which are running satisfactorily.
9. Fees of only poor children should be exempted. There will be certain parents who may be willing to pay the tuition fee. They should be asked to do so.
10. Cropping up of unrecognised institutions with poor staff and unhygienic surroundings should be stopped.
11. Broad outlines of curriculum should be determined by the State but working out of details should be left to the Education Officer and the teachers at the Block level.
12. Transfer of teachers should not be ordered more than twice during the school session and the power to do so should be exercised by a Committee consisting of not more than five members including the Vikas Pramukhs and the Education Officer. Other administrative control can be exercised by the Education Officer.
13. The minimum qualification of a teacher should be high school and not junior high school.

Dr. LOIWAL (PRINCIPAL, S.D. DEGREE COLLEGE, MUZAFFARNAGAR.)

1. The grades of the teachers are poor. It is suggested that the following grades be given to the Principals and teachers of affiliated colleges.

Principal:

1. Of postgraduate affiliated colleges:

Rs. 1000-50-1500

(Same as that of university Professors).

2. of affiliated Degree Colleges :

Rs. 700-1100

(Same as that of Readers in Universities).

Head of Postgraduate Department ;

Rs. 500 - 900

(There should be no Associate Head as at present).

Head of the Degree Department: Rs. 350 - 700

Lecturer in a Postgraduate Department : Rs. 350 - 700

Lecturer in a Degree Department. Rs. 300 - 600

All appointments should be made strictly on the basis of merit.

2. ADMISSIONS:

Admissions to Colleges should be based on the following minima :

Postgraduate classes: At least 45% marks must have been obtained at the B.A., B.Sc. or B.Com examinations.

Undergraduate classes: (i.e. BA/B.Sc./B.Com.) ; Minimum of 36% marks must be obtained to make a student eligible for these classes.

Failures in colleges should not be admitted as regular students. They should be allowed to appear as private candidates.

3. There should be only two Divisions, i.e. I and II. Those getting 60% marks and above be given I Division and those getting 48% and above be given Second Division. Third Division should be abolished.

4. The terminal examinations should be made compulsory and they should be held in September, November and January every year. 30% marks must be obtained by a student to qualify him for appearing at the University

examination. If necessary, supplementary examinations should be held.

5. There should be at least 200 working days in a session. (+At present there are only 180 working days).

The October and winter breaks should not be for more than 10 days each. The summer vacations should be curtailed to sixty days. University examinations should start from 10th April extending upto 15th May after which the colleges may be closed for two months.

6. The courses should be common for all universities in India. There should be an exchange of 50 % of examiners between different universities, i.e. 50% of the examiner-ships should go to other universities. Arrangement for extension lectures by different professors should be made by mutual cooperation of the universities and their affiliated colleges. General education and moral education should be made compulsory for all students at the degree level.

7. Teachers should stay in the College during their spare hours of work in the Library and help the students. They should be able to spare at least two periods besides their allotted work load.

8. The pupil teacher ratio should be 1: 10. Tutorial system should be encouraged. Teachers who have published short notes and Made Easy books should be disqualified from all university examinations.

9. Scientific, industrial and educative documentary films be arranged by the Government to be shown to the students.

10. Colleges should have a Career Bureau which will guide the students in selecting the courses.

11. The Higher Secondary schools or the Intermediate Colleges should be multipurpose. In vocational subjects training should be imparted right from the

VIII class. At the higher secondary or Intermediate level too many subjects should be avoided and specialisation should start from this stage itself.

SHITAL PRASAD (PRINCIPAL, D.A.V. COLLEGE, MUZAFFARNAGAR).

1. Admissions should be restricted only to those who have real aptitude for that particular faculty. The Principal is no doubt the final authority in the matter but he is not able to perform his duties because of local pressure.

2. The medium of instruction should be the regional language - with English as a compulsory subject particularly for those who want to go in for their Master's degree. Any one who has not studied English should not be allowed to go in for the Master's Degree.

3. It would be possible to create a real working atmosphere in our institutions if the Principal handles the situation in a tactful manner. The working of the students depends largely on the hard work put in by the teachers and if a teacher has the necessary spirit, he will be able to control the students.

The problem of indiscipline is closely associated with the unfair treatment meted out to some students. When the treatment is fair at every stage, the problem of indiscipline becomes much less. Personal contract between the teacher and the student will reduce the possibility of indiscipline to a great extent.

BHANWAR SINGH (PRINCIPAL, JAT DEGREE COLLEGE, MUZAFFARNAGAR)

1. In my College the boys do not have the time to make mischief. There is no free period.

2. The I.C.A.R. has started a scheme for a refresher course to improve the efficiency of teachers and I send one teacher every year for this course.

3. The periods should be of a longer duration.

4. The structures of education should be 8+4+3+2.

5. Those who pass the Honours course should be allowed to go in for postgraduate study. The Honours course may be of three years and the Pass course of two years.

6. The grant should be 100 % and there should be no matching grants.

7. Agricultural education has been taken as technical education but the U.G.C. does not consider Agricultural Colleges for its grants for the science colleges. We donot get even a single pie for construction.
Mr. Keshaya Gupta, MLA:

1. Primary education is the base but it is deteriorating. Decentralisation is partly responsible for it. There is a tussle between the various authorities. There schools should be transferred exclusively to the control of the Zila Parishads but the responsibility for transfers etc. should be entrusted to the departmental staff.

2. Upto the primary stage there should be mixed schools for boys and girls and after that they should be separate.

3. All the officers are at the Headquarters and they do not go to the Block. This is most undesirable.

4. The buildings of the primary schools are not good. If the environment is not good, how can we expect these schools to give good education? Education cess may be imposed; there should be a cess on land revenue also.

5. There should be no Extension teachers.

6. Agriculture should be ehcouraged but not the love of the soil. We should not give our education an agricultural bias but industrial bias.

6. Minimum qualifications for the Primary teachers should be High School.

7. General education should be upto 10th standard.

8. Multipurpose schools should be encouraged in order to reduce pressure on the Colleges.

9. Hostels are not built as the matching grants are not forthcoming. These should therefore be constructed through loans.

10. There may be three terminal examination and it shall be compulsory to pass in two with 30% marks.

11. During free periods the teachers should sit in the Library to provide guidance to students.

Dr. HIRA LAL (MANAGER, DAV INTER COLLEGE, M. NAGAR).

1. There is some truth in the statement that the Managements do not perform their work properly.

2. The Management has no right to interfere in the admission of students. There are groups not only in the Committee but also among the staff.

3. The Government recommends the setting up of an institution but does not provide staff for it.

4. In the initial stage the Management is the promotor of the institution but then it should retire and leave it to the Government.

5.- There should be some appreciation for good teachers, say, accelerated increments etc. and the power for giving this benefit should be vested in the Management.

Mr. OM PARKASH (MANAGER, INTER COLLEGE, KATHOLI),

1. The difference in the grades of the college and university teachers is very great.

2. Compulsory NCC is not necessary. The Government is spending a lot on it. Every student should compulsorily put in National Service for one year.

3. There is dual control - the teacher is under the Principal but he has to work under the O.C.

4. The genuine grievances of the students are heard by the Proctor but they have the support of the political parties and even the police is afraid of interfering.

5. There should be student homes for day scholars. Facilities for indoor games should also be provided.

Shri B.P. Sharma:

There should be a District Education Committee for the appointment of teachers with the composition as shown in the enclosed sheet. (His views are also expressed in it).

VI. DISCUSSION WITH PRIMARY TEACHERS:

The representatives of the Junior High Schools raised the following points:

1. There are two types of examinations held at the middle stage. The institutions managed by Municipal Boards or Zila Parishads have a central examination for the 8th Class which is conducted by the Registrar, Departmental Examinations, U.P., and managed at the district level by District Inspector of Schools. But the Junior High Schools attached to High Higher Secondary schools or such Junior High Schools which have a trained graduate as the Headmaster conduct their own Annual Examination for the 8th class in the same manner as is being done for other classes, i.e. it is an internal examination even though the syllabuses followed in the two cases are the same. The inevitable result is that students are not attracted to the Junior High Schools managed by Zila Parishads or Municipal Boards because here they have to appear in a public examination, whereas in the other case they can get promotion easily. Instances are not wanting where a boy who has failed in five subjects or has received 10% marks has got promotion in the 8th class. They wanted a uniform method of examination to be adopted in both cases.
2. A good deal of money is being wasted on the so-called basic system of education. The produce of the boys is so unsatisfactory that it cannot be put to any use. For example, in the Meerut district alone,

cotton worth thousands of rupees is being purchased every year, but the yarn produced by the students is so poor that it cannot be put to any use. It would, therefore, be necessary to have a specially trained craft teacher in every school so that he may be able to get work of a good quality from the students.

3. The President of the District Congress Committee, Shri Aman Singh Atre, said that all was not well with the administration of the District Boards. The teachers are always under the threat of transfers and instead of doing any real academic work they dance attendance upon the Chairman, members etc. It will, therefore, be desirable to involve a method whereby the service conditions of the teachers are made more secure and they are able to seek guidance from the Inspecting staff rather than from the politicians.

4. Shri V.N. Dublisch, President, Zila Parishad, Meerut, felt that the rules regarding transfers of teachers should be amended. The power of transfer at present lies with the Block Parmukhs who, in a large number of cases, misuse these powers.

5. Shri Jagdish Saran Rastogi, M.L.C. said that the grades of teachers serving in primary schools were so low that good teachers are not being attracted to teaching profession.

VII. DISCUSSION WITH EDUCATIONISTS

Mr. V.N. Dublisch, President, Zila Parishad, Meerut:

- (1) While quantity has expanded, quality has come down.
- (2) The pay of the teachers is very inadequate. They get Rs. 64/- only.
- (3) There is no policy for teachers' training and there are altogether about 250 trained teachers.
- (4) Every teacher desires to be posted nearer home. This, however, creates difficulties as the teachers

leave early and come late.

(5) Girls do not attend schools in adequate numbers in the rural areas.

(6) The teachers are transferred without any reason by the Pramukh.

(7) Grant for Junior High School is not given to the Zila Parishad (Whereas it is given in the case of private schools) though these schools are opened where it is absolutely necessary, in response to demand from public.

(8) Out of a total income of Rs.56 lakhs, Rs.49 laks are spent on Education. Of these 49 lakhs, Rs.42 lakhs are given by the State as grant. The balance of Rs.7 lakhs should also be given by Government.

(9) The policy of uncontrolled expansion is undesirable in the case of boys' schools at least, the emphasis should be on improvement of quality. Sometimes two schools are opened in a village due to party politics.

(10) The grant of Rs.1500 for buildings given by the Planning Commission has been stopped. Help should be given for the construction of schools.

(11) The Inspecting staff should be increased.

VIII. DISCUSSION WITH COLLEGE TEACHERS: (Meerut 15.4.1965.)

Shri K.D. Agrawal (Principal, D.N. Degree College).

(1) There is a disparity in the scales of pay of Agra University and of other universities and so the teachers do not stick to their posts.

(2) At present the medium of instruction is purely Hindi upto the Intermediate stage; but in the B.Sc. class it is English. Most of the students do not follow lectures in English. There has, therefore, to be some coordination between the degree stage and the Intermediate stage. There median at these stages should not be a different. English should continue as a medium both at the Intermediate level and the B.Sc. stage. Smt. Sharda Tyagi,

was of the view that Hindi should be the medium at both the stages.

(3) The Managements are finding it difficult to provide matching grants. Expansion of education is being retarded because grant for the first three years is not given. It was therefore suggested that the system of matching grant should be abolished. The Managements should pay something. But it should not be an equal contribution - it may be 25%.

Dr. P.D. Chaturvedi (Head of the English Department, NAS, Degree College).

(1) There should be a ceiling on admissions and no college should admit more than specified number of students. The selections may be made on the basis of merit, regardless of any pressures.

(2) The number of teaching periods is not sufficient.

(3) The examinations should be held in the first week of December.

(4) Internal evaluation is necessary to make the students work regularly.

(5) Eminent professors from other universities and colleges in the country and even from abroad may be invited for giving lectures, in addition to the regional system of visiting professors.

(6) We should have central university libraries - one at each centre. It should have the latest journals.

Sri S.B. Mathur (NAS Degree College).

(1) There is a large number of failures in Science classes. There must be a certain percentage of marks fixed for admission to B.Sc. Restriction of numbers in the B.Sc. classes is necessary.

(2) There should be more periods for tutorials, specially for science subjects.

(3) Some marks for sessional work should be added to the examination results. There is no provision at

present for sessional work and so class-work is neglected.

(4) Help and guide-books are a nuisance. The students in the postgraduate classes also do not often do any original reading. This should be discouraged. The examination papers should be so set that these guide notes are of no use to the students. The writers of these books should not be given any examinership. The best solution of the problem would be not to give permission for the publication of these cheap books.

Smt. Usha Uppal (NAS Degree College).

(1) There is disparity in the percentage of marks by the various Universities for giving divisions.

(2) Third Division should be abolished or another chance may be given for improving the Division.

Dr. Sarla Mittal. (Principal, Ismail National Girls Degree College).

(1) Sabbatical leave should be given to teachers after five or six years to improve their qualifications.

(2) The teacher student ratio at the university stage is too much, with the result that there is no personal relationship between them.

(3) Seminars or refresher courses for teachers should be encouraged.

(4) The recruiting machinery should be improved. There may be an efficiency Bar after five years. The University should also be represented on the College Selection Committee.

Shri T.P. Misra (Principal, D.A.V. Inter College).

(1) The Principal is generally reduced to the status of a Manager.

(2) The Managements often interfere in admissions, results, freships, etc.

(3) The Principal has to raise money from students by unauthorised means.

(4) Grant-in-aid from the Government should have a rational basis. 60% of the total educational income should be the minimum to be contributed by Government. 5% should be given to very good institutions to expenditure on science equipment should be met.

(5) The Inter Colleges may be categorized as A,B,C, etc depending on their development and other related matters.

(6) Teachers should keep away from politics.

(7) The grant should not be given at the end of the financial year.

Shri K.K. Sharma.(Principal, Meerut College)

(1) The principal's post should be made a transferable post. These posts may be provincialised so that the devotion of a teacher to a particular institution is not built up.

(2) The three-language formula has been introduced for political reasons and is not workable.

Shri F.S. Pathak(Principal, S.S.D. Boys Inter College, Meerut)

(1) The principal's position should be improved. At present it is very bad.

(2) Casual leave should not be given to a teacher at the cost of the students. Compensation for leave not taken may be given.

(3) The courses should be more or less uniform. The grades should also be similar.

(4) There are at present too many holidays in schools.

(5) There is no close relationship between the teachers and the pupils.

Shri S.B. Agrawal.(Principal, Modi Inter College)

(1) There is too much overcrowding in classes. There should therefore be a ceiling on admissions and it should be strictly enforced.

(2) Even when the strength of two institutions varies considerably, the scale of the Principal's post is the same.

(3) Provision for additional supervision should be made. For an enrolment of 500 and above, there should be a supervisor. He should be a whole-time person and his scale should be more than that of a lecturer.

(4) Private tuitions should not be allowed. The rules provide for only two (and a third in special case), but since a teacher can take three students at a time generally, it means the tuition of nine students.

The following points were made with reference to
PRIMARY TEACHERS:

(1) Teachers are harassed by the Management if they do not teach the children of the Managers.

(2) The condition of the primary schools has to be improved first, if higher secondary education is to be improved.

(3) The pupil-teacher ratio at the primary stage should not be more than 30.

(4) Teachers are not set by the Board to the school for several months. Their recruitment is made sometimes in November and for five months or so, there are only two or three teachers in schools requiring more.

(5) Primary schools should be taken over by Government.

(6) The Schools should not be denominational. This leads to the recruitment of teachers etc. from the concerned community.

B. DISCUSSIONS AT ALLAHABAD
(15-17th April, 1965)

I. Discussions with the Vice-Chancellor and the members of the staff of Allahabad University

The following points were made:-

1. It is often noticed that students coming to colleges have only a very superficial knowledge of their subjects. Curriculum should be suitably recast to ensure greater depth.
2. To attract talented persons as teachers, pay scales should be suitably revised. Also, the anomalies between the scales of pay of the teachers of colleges and of the universities should be removed.
3. One of the causes for low standards is the lack of accommodation, equipment and other facilities in the colleges. This should be remedied.
4. Education should go hand in hand with other developmental activities. It is very necessary that adequate employment opportunities at all levels are created.
5. Admissions to colleges should be restricted if standards are to go up.
6. If higher secondary education is complete with adequate alternative avenues, many students would not like to go to universities.
7. Recruitment to Administrative Services should be at the Intermediate level. This will help in reducing the pressure on universities.
8. There should be an age bar for admission to universities.
9. Government grant is given on the basis of maximum number of students for whom provision for

teaching exists. But if due to pressure this number is increased, the income from the excess students is deducted out of the grant. This anomaly should be removed.

10. Secondary schools admit a large number of students and this number is increasing day by day. It is, therefore, necessary to establish new universities to meet this increasing demand.

11. Universities for different branches of knowledge should be opened, in order to give wide range of option to the students. These can be called National Institutes.

12. Where facilities exist, correspondence courses and evening classes should be started. While the duration for the correspondence courses/evening classes should be longer than the usual day courses, examination should be similar.

13. Library service should be provided on a bigger scale. The scheme of book bank should be encouraged.

14. Before textbooks are finalised, manuscripts should be got approved by the Faculty concerned.

15. Steps should be taken for greater inter-University coordination.

16. As State Governments are unable to meet the financial demand of the Universities, these ^{Institutions} should be taken over by the Central Government.

17. The minimum qualifications for the teachers of Intermediate (Science) have been recently reduced from M.Sc. to B.Sc. This had led to deterioration of standards.

18. In U.P. the students normally have an enforced vacation from middle March till middle April in connection with the conducting of public examinations.

This enforced leisure should be usefully utilised.

19. The role of teaching and research in universities should be clearly spelt out.

20. Cheap notes and guide books do cause greater damage than good to the students.

21. It would be worthwhile to undertake a study to correlate the performance of the students at the Intermediate level with their performance later at the B.Sc. level.

22. Colleges should be given certain measure of autonomy.

23. Each University should have a minimum statutory grant with freedom to reallocate it among different projects.

24. It is considered in some quarters that money spent on Science is investment, whereas outlay on humanities is not useful investment. Education Commission may consider this point.

II. Meeting with the students' representatives (15.4.1965)

1. Teachers should be given adequate training in the psychology of students.

2. Examination system is very defective. Only students from high families get good positions because of their environments. Poor boys lag behind for lack of proper facilities.

A survey has to be made of the first divisioners in the last three years to find out their financial position.

3. Habits of clear expression should be inculcated in the students by means of periodical tests.

4. Some device should be found so that brilliant brains stick to the teaching profession.

5. Poor students should be allowed to take up part-time jobs in the universities.
6. Facilities such as recreation room, cooperative stores are not always available and should be provided.
7. Instead of charging fees from the students there should be a levy on the basis of income. Further, the Tuition fee or levy should be exempted in the cases of all students showing aptitudes for higher education. It should be charged only from those who are not considered up to the mark but want to take up higher studies.
8. If a student is not able to do well in any one particular subject, but does extremely well in other subjects, his promotion etc. should not be stopped.

III. Discussions with the members of the staff of Government Central Pedagogical Institute.
(16.4.1965)

The following points emerged in the discussions:-

1. Before taking over practices such as internship for practice teaching or programmed instruction for various purposes, from other countries where these have been successful, it should be carefully examined whether the conditions necessary for the success of these practices are available in India. In most cases an adaptation of the practices suitable to Indian conditions would be necessary. For instance, the internship programme in U.S.A. is successful because of the close coordination and understanding between the universities and the schools. Very often a teacher from a cooperating school entrusted with the responsibility of supervising the teaching work of the students is given special credits towards his post-graduate study for the work

done by him. It is for this reason that the teachers have a motivation in the programme of supervision.

Secondly, with the means of transport available in United States, students and the staff of the teachers colleges have easy access to the schools.

2. The Central Pedagogical Institute has not the limited purpose of training teachers. From its very inception as an Institute, it has been considered to be a technical wing of the Directorate of Education. It has always provided leadership in the field of education and has tried to work out the details of new educational ideas and plans. Besides having a programme of training teachers and of extension work, which most of the teachers colleges in India have, it has research and curriculum sections. The Institute has undertaken the preparation of the nationalised textbooks in Hindi and in Arithmetic. It has also interested itself in the problem of children's literature and has produced some material. Its curriculum department has dealt with problems of methodology and curriculum development. Thus the Institute is a real educational centre.

IV. Discussions at the Central Bureau of Psychology:

The Central Bureau of Psychology is training people for working as school psychologists. The training programme appeared to be very thorough and geared to activities in the school. The staff is generally well qualified and interested in offering correct educational guidance to schools and students. They have shown particular interest in the study of under-achievers, that is those who have potentialities for academic work at a high level because of their high I.Q., but whose actual achievement in the schools

is comparatively low. The staff was fully seized of the implications of this situation, which means that talent is not being tapped properly in our educational institutions.

It is unfortunate that because of the low scale of salaries being given to school psychologists in the schools of Uttar Pradesh, many of the students trained in this Institute do not choose to work as school psychologists, but go to other fields such as defence services. It is anomalous that when the qualification for admission to the training course is M.A. or M.Ed. that these students after a year's training are to be given the salaries of B.Ed. teachers only.

V. Meeting with Principals and Headmasters of Higher Secondary Schools

The points raised during the discussion were as follows:

1. The goals and objectives of secondary education must be given in terms of curricular and co-curricular activities, otherwise they will be too vague for the programme of education.

Certain new developments besides those named in the Discussion Paper must be taken into account when reformulating the goals and objectives of secondary education. One of these would be the crisis of character that has taken place in the life of the country as a whole, especially among the youths in the country. Secondly, in view of the serious threat to the country's independence the youth must be prepared for defence. Thirdly, it should be an important objective of education to create awareness of the problems and needs of the country. Students who complete secondary education should be expected

to know something about the Five Year Plans and take an active interest in the various problems facing the country.

2. There should be uniformity of pattern throughout the country, which will help to evolve a national system of education and promote national integration. A national pattern of the organisation of education is a necessary condition for national integration.

3. The falling standards of education which one notices today are due to :

(a) Increasing number of students.

(b) Deterioration in the conditions of equipment required for proper teaching, due to lack of resources.

(c) Deterioration in the quality of teachers due to poor emoluments.

The profession cannot retain good people because of the poor conditions of service and low scales of salaries.

4. There should be no distinction in the salaries of teachers in Government and non-government schools. As the responsibilities and the qualifications are the same in both types of institutions, the scales of salaries and conditions of service should also be the same.

5. There is too much emphasis at present on external examination and evaluation of the work of the entire session finds no place in it. As a result, students do not take the work during the year seriously and merely cram for the examination.

6. There should be a planned approach to secondary education. The number of new schools to be established should be on the basis of a survey for the needs of the schools. It must also be in terms of the resources of personnel and equipment that are available. Unplanned

expansion of secondary education has been responsible for low standards in education.

7. There should be a uniformity of educational opportunities and the difference between schools for the poor and those for the rich must disappear.
8. It is an anomaly that institutions managed by non-government bodies which cater to public needs are considered to be private. It would be desirable if there were District Councils for secondary education in overall control of educational institutions. These should be provided with funds to be distributed among the different institutions in the district.
9. There should be a public examination at the end of the elementary stage for selection to the general academic type of secondary schools, provided that there are some openings available for those pupils, who will not be selected to proceed with the general academic type of secondary education.
10. The present diversification of courses at the secondary stage has not been planned properly with the result that the students taking courses other than those in Humanities and Sciences have no definite prospects before them on completing these courses. Very often they are not eligible for admission to courses in the same subjects at higher level and vocational opportunities are not available for them.
11. There should be an upper age limit for intermediate and degree colleges to avoid older and mature students entering the colleges and leading the other students into activities which cannot be considered to be educational.
12. Participation in games and co-curricular activities should be considered a necessary part of education so that

students and their guardians do not consider these to be unimportant and something that can be avoided.

VI. Discussion at the Board of High School and Intermediate Education:

1. The Board examines about five lakhs of students appearing for the High School Examination every year. Out of these as many as 1,27,000 are private candidates. The large number of private candidates desiring to appear for the examination creates a lot of work for the staff of the Board. The Chairman and other Members of the Board did not appear to be in favour of decentralising the examination, as they were of the opinion that even at present some aspects of the examination have already been decentralised.
2. The Chairman and the Members of the Board did not appear to feel any need for establishing either evaluation units or research units within the Board. They felt that these would be absorbed in the routine work of the Board and would not be left free to fulfil their specific functions.
3. With the raising of the examination fee to Rs.25/- per candidate for the High School Examination and Rs.35/- for the Intermediate Examination, the Board expects to be self-sufficient. At present the accommodation available to the Board is very limited and comes in the way of carrying out its functions effectively.
4. It was seen that the recognition of the schools was the responsibility, of the Board, though the District Inspector's report and the recommendation of the Deputy Director of Education play an important part in the decision of the Recognition Committee.

VII. Suggestions made at other Discussions at
Allahabad

1. For imparting effective moral training to children, teachers with high character are required. The students are intrinsically good. The teaching of the morals for the teachers should be insisted upon.
2. The three-language formula imposes a heavy strain on the students.
3. Education should be kept clear from politics.
4. Free education is doing more harm than good to the country. Because it is free, the love for education is no longer there.
5. Talented students should be picked up and given allencouragement in their studies, at national cost.
6. There is indiscriminate expansion of schools. Recognition of these schools should be made much stricter.
7. Duration of school education should be 12 years, to be followed by a three-year degree course. Maximum strength for each class should be fixed.
8. To attract good teachers they should be offered better pay scales.
9. Teacher training programmes need revision. Standard in the subject content should be raised and the overall training period reduced.
10. The agricultural institutes should not own their own lands for cultivation. On the other hand, the students should be associated with the farmers.
11. Creation of new universities should be stopped and existing ones should be consolidated.
12. Primary, secondary and higher education should be treated in a coordinated manner.

13. There should be a National Committee to scrutinise the need for opening new colleges. A similar committee pertaining to curriculum is also necessary.
14. Before degrees are awarded, the candidates must compulsorily teach in some schools for a minimum of one year.
15. Small scale industries should be taught in I.T.Is.
16. Grants given to private schools are inadequate and based on unrealistic lines.
17. Excessive powers are vested in the Inspecting staff. As no powers lie with management, maintaining discipline in the institutions has become difficult.
18. Quantum of Government assistance for the construction of buildings and the purchase of equipment should be increased.
19. Textbooks should contain lessons to promote national integration. Modern teaching techniques should be used.
20. The teachers should not be burdened with routine administrative duties, so that they could devote more time to teaching.
21. Standards of Ph.D. degrees awarded by the different universities in Uttar Pradesh vary very widely.
22. Internal assessment should be paid greater importance to judge the students' progress from time to time.
23. Administration of Central Universities should be transferred from the Ministry of Education to U.G.C.

24. No change in education should be introduced without prior experimentation.
25. More schools should be opened within walking distance of the children.
26. Education should be made more interesting point of view of common man.
27. Age-limit for the entrance to universities should be fixed at 17 1/2.
28. There should be a public examination at the end of primary and secondary stages.
29. Higher secondary education must be complete in itself. Students should be allowed to receive liberal education. Extension services should be provided in secondary schools.
30. Larger number of seminars should be arranged. Incentives should be given for attending these seminars.
31. Incentives should also be provided for learning three languages and for working in rural areas.
32. Possibility of employing ex-service men in the schools should be considered to overcome the shortage of teachers.
33. Laxity of inspection is one of the causes for the lowering of standards. There should be two categories of inspectors - academic inspectors and administrative inspectors. Surprise inspections should be undertaken more frequently.

C. Discussion held at Agra & Kanpur.

I. Discussions at Dayalbagh Engineering College.

The Group held discussions with the Principal and members of the staff of the Dayalbagh Engineering College on the forenoon of 15.4.65. The following points emerged at the meeting:-

1. Time is not yet ripe for the introduction of Hindi or any regional language as the medium of instruction in technical institutions, mainly because suitable textbooks are not ready in this language. It was, however, felt that if English technical terms are retained, it may be possible to adopt Hindi as the medium of instruction at diploma level. The power of comprehension will definitely be good in Hindi but preparation of suitable textbooks would be the first consideration.

2. At degree level, till the regional language is adequately developed, it is necessary to continue English as the medium of instruction.

3. It was the general opinion that the professional competence of engineers has gone down.

4. There is no need for external examiners. The students should be continuously assessed and the weightage allotted to internal assessment should be about 20%.

5. As all the engineers coming out of Engineering Colleges cannot turn out to be research workers or designers, it was suggested that the students should be channelised into Science based and technology based courses at the end of the third year of the Engineering course. This should not be construed to mean that some of the boys are intellectually second-rate.

6. The syllabus in the Engineering Colleges is not very heavy at present.

7. Regarding enforcement of uniformity among all engineering institutions, it was felt that such uniformity was necessary up to the first Degree. Freedom for making modifications in syllabus, etc. could be given at higher stages.

8. Scales of pay prescribed by all-India Council for Technical Education are not introduced mainly because the State Government has not come forward to pay its share of expenditure.

II. Discussions with the authorities
of Radhaswami Educational Institute.

The following points came up:-

1. Duration of schooling for the first Degree, should be 15 years so that the students can attain necessary depth in the academic subjects. Apart from the duration, the course and content should also be carefully drawn up.

2. It was pointed out that in Uttar Pradesh, English is being taught right from the third standard. Even the local bodies are encouraged to introduce English at that stage as an optional subject. Grants and special allowances for teachers are given as incentives for this purpose. However, this experiment is being tried only for the past two years and it is too early to assess its success.

3. Teaching of English in the higher secondary schools should be strengthened. The present practice of introduction of English in the 6th standard is not adequate.

III. Discussions with the Principal and
members of staff of the St. John's
College, Agra.

1. Colleges which are doing very good work should be selected for special treatment by way of equipment, higher scales of pay etc. In the first instance such special

treatment could be given to institutions conducting post-graduate courses.

2. A few selected institutions should be granted autonomy in the framing of syllabi, conduct of examinations and appointment and promotion of staff to enable such colleges to make a greater contribution to the much-needed raising of standards and modernisation of courses.

3. One of the suggestions was that the Honours courses of higher academic standard should be reintroduced along side general course of flexible nature to ensure that able students have the greatest possible opportunity for intellectual development, while provision is also made for the less able students.

4. First degree course should be of three years' duration. This is necessary to give the students adequate time to instil in them proper study methods and attitude, as their previous education is unlikely to have done this. Promotions in respect of staff should be made on merit only.

5. With a view to removing the temptation to study from shoddy locally produced books, textbook libraries should be provided for all students. This should be either free or on hire basis.

6. The present examination system which is only a farce calls for a thorough change. The setting and marking should be done by those who are most competent to do so.

7. English should be taught from the earliest stages with the aim of bilingualism by 3th standard. Medium thereafter is to be determined by the availability of study material of suitable standard. As books of requisite standard are at present not available, English should continue as the medium for higher education.

8. 15 years of schooling is necessary before awarding the first degree. However, if the mother-tongue is the medium of instruction this period may be less.

9. Psychological tests for selective admissions would be of no avail. At present, the students passing the higher secondary or Inter examination apply to all possible courses and take up any course where they could get admission.

10. The grant given by the Government is not based on any clear principle. Grants given by the State Government are not known till about the last week of March, thus leaving very little time for them to spend the amount allotted.

11. U.G.C. gives only part of non-recurring expenditure for the post-graduate level. As the grant given by the State Government is inadequate, some of the institutions have a tendency to increase the enrolment and thus make good the deficiency. This lowers the standards.

12. In the writing textbooks of requisite standards in regional languages, more and more of teachers should be involved. At the same time, if University experts are entrusted with this work, the books produced would be of an unrealistically high order and thus unfit for the primary/secondary students for whom they are intended.

IV. Discussions at Agra College, Agra.

1. The staff members of some of the degree colleges in Agra University bear much heavier work-load than their counterparts in the University. Still the staff in those colleges are paid scales of pay for below the U.G.C. scales. This anomaly should be removed at least in the case of those institutions which have distinguished themselves in the field.

2. The duration of the courses leading to first degree should be 15 years. This would give adequate maturity of thought to the students.

3.. The principles of sanctioning grant by the State Government are not clear for purposes of giving such grants is too vague and quite many of the essential items of expenditure are interpreted as impermissible.

4. As the grant is inadequate, the institution is keen to make good the deficit by increasing the enrolment sometimes up to 3000 as in the Agra College. This not only lowers the standards but also promotes indiscipline. Selective admission is, therefore, not possible unless the Government raises its grant.

5. Institutions are not allowed to offer higher starting salary to deserving members of the staff. For calculating the grant, such higher starting salary is not allowed.

V. Points made at the discussion with
the Vice-Chancellor, Agra University.

1. It is high time that a finality is given to the system of education in our country. The practice of conducting experiments with different types of education is too costly and should be discontinued.

2. Higher secondary school system has not been successful so far, but it could be retained as it is quite costly to switch back to the former high school system.

3. The higher secondary course should be recast to make it a regular terminal course. The students should be given good training in the various useful trades.

4. In the universities, fresh graduates should not be appointed as teachers. They should have minimum of three years of training after first degree or two years after M.A. or M.Sc.

5. The post of Vice-Chancellors should be filled up out of the Principals of the various Colleges. This would serve as an incentive to the Principals to put forth their

best. The practice of offering this post to administrators or retired Judges should be discontinued.

6. General standard of the students has gone down mainly because the quality of teachers has considerably deteriorated.

VI. Discussion at the Institute for Social Studies.

Agra University is conducting two Institutes:

(a) Institute for Social Studies; and (b) Institute for the study of Hindi and linguistics.

The following points were made at the discussion with the Director and members of the staff of the Institute for Social Studies:-

1. Every profession has acquired a particular status attached to it and manual labour is now looked down upon. There are instances where children are ashamed of declaring the profession of their parents.

This class-consciousness could be overcome if dignity of labour is taught right from the primary classes in the form of compulsory manual labour.

2. If Indian Educational Service is introduced, it should cover the University professors and other members of the teaching staff also.

3. Education should be a concurrent subject so that the control of the State Government over the universities, which is not always very healthy could be reduced.

Such a step would of course impose a certain amount of uniformity among all the institutions. But that would be inevitable.

4. Only persons of very high integrity should be appointed as Vice-Chancellors.

5. Selective admission to Colleges would be successful only if grants are increased.

6. Post-graduate courses should be open only for those who want to follow academic lines. At present, many of these students would just be preparing for competitive examinations while taking up the post-graduate course. This would mean enormous wastage of talent. Government should consider the possibility of imposing B.A. or B.Sc. as the maximum qualification for competitive examinations.

7. All post-graduate teaching should be conducted only in University Institutes and not in Degree Colleges or affiliating bodies.

8. Provision of safeguards for the backward classes is a social evil. This has created a class of "under-privileged privileged class".

VII. Discussions at the Institute of
Hindi Studies and Linguistics.

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1. The Institute conducts a one-year certificate course leading to a diploma in linguistics. The minimum qualification is Intermediate in Indian languages. The duration of the course for M.Litt is 2 years after B.A. and for this M.Litt course, the exact subjects offered for B.A. are of no consideration.

2. It was felt that this duration of one year is too short a period for attaining any mastery in the language. Further, "M.Litt" is misleading in view of the fact that the subject offered at B.A. could be anything unconnected with linguistics.

3. The diploma holders and others receiving instructions in this Institute have very few openings.

VIII. Discussion at the staff club of
the Principals of Agra Colleges.

The following points were made:-

1. Higher Education all over the country should be the responsibility of the Centre with a view to bringing

uniformity in the educational standards at all levels in all the States of the country.

2. Education should be regarded as a productive investment and should be linked up with the socio-economic planning in the country. Both the Centre and the States should allot at least 30% of their budget for education.

3. There should be an independent Education Commission in each State free from executive control. This Commission should be empowered to plan expansion of education free from political pressures and to stop multiplication of faculties and the mushroom growth of institutions having no facilities whatsoever to impart higher education. This Commission should be further empowered to appoint staff in the various colleges of the State.

4. The educational policy should be re-oriented so as to attract the best talents of the Society to the teaching profession. The scales of pay and the service conditions should be improved for this purpose.

5. The teaching load in the colleges should be at par with that in the universities.

6. Provision should be made in the College timetables for seminars and tutorial classes in which the teacher-student ratio should preferably be 1:10 or 1:15.

7. The strength of students in any section should not be more than 35 to ensure the individual attention of the teacher.

8. The rules of grant-in-aid should be amended in such a way that the aid is sanctioned from the date of recognition of any college.

9. Professors/Principals work on ^{many} / Commissions and other governmental organisations and as a result, their

services are not fully available to the student community.

10. For purposes of recruitment of staff, age restrictions should not apply.

IX Discussions with important local educationists.

The following points emerged in the discussions:-

1. Buildings in the most of the schools are in a total stage of disrepair. They should be repaired immediately. Building grants by the Government at present are inadequate even for maintenance.

2. Entertainment Tax in Corporation areas should be given to the Corporation for being used on educational developments, particularly the buildings.

3. To put the institutions to maximum use, classes should be run in three shifts. Advantage of this would be that the students can look to household work and their traditional occupations besides attending classes.

4. As the children in the primary education are of a very tender age, it is necessary to employ trained teachers.

5. The present scale of grant to the school for equipment viz. Rs. 200 per school is too inadequate. It should be enhanced.

6. Adequate supervision by the Inspectorate is not possible for want of residential facilities. This facility should be provided on priority basis.

7. In the rural areas, the Government is more keen about expansion and to increase the enrolment rather than providing accommodation and equipment. Before any further expansion is undertaken, the achievements made so far should first be consolidated.

8. For the grants-in-aid no matching grants should be insisted upon.

9. Every step should be taken to give a social status to the teacher. In the preparation of textbooks, the teachers should be associated as far as possible.

10. To find the necessary resources, educational cess should be made compulsory.

11. To reduce wastage/withdrawal, it is necessary that there should be no failures in any of the primary classes.

12. Decentralisation is partly responsible for the lowering of the standards, as the political leaders themselves are often not highly educated. There should be no politics in education.

13. Primary education also should be made the Central responsibility so that there will be uniformity throughout the country.

14. Curriculum in primary classes is very heavy. Further, it is not good that the textbooks should be changed every year.

15. Pre-primary education for children in the age 3-6 years should be compulsorily provided. This is covered under Article 45 of the Constitution.

16. Shortage of lady teachers is mainly due to their lower scales of pay.

17. There is at present a Government Regulation that the fee for pre-primary stage should not exceed Rs.5. If the Government cannot itself run some efficient pre-primary classes, it should not come in the way of private institutions charging more for higher standards of instruction.

Secondary Education

1. To overcome the shortage of trained teachers,

part-time training in institutions may be provided.

2. Respect for teachers should be inculcated in the boys from the very beginning.

3. Librarianship should be taught as a trade in secondary schools.

4. In the name of secularism, education has become irreligious. Prayers should be made compulsory as a part of modern education to make the children useful citizens.

5. Sanskrit education should be strengthened and greater importance paid.

6. Normally only third-divisioners take to teaching profession. To attract bright boys, the scales of pay should be increased.

7. Before the teachers are recruited for training, the minimum qualification should be laid down. Only those passing their examination in second division should be treated as qualified.

8. Cultural greatness of the nation should be taught in all classes.

9. Quite many subjects are taught but they are all superficial. Greater importance should be paid to languages. The present U.P. practice of prescribing only one textbook for Class I is not satisfactory.

10. A suggestion was made that English is a drag on students and, therefore, a pass in that subject should not be insisted upon for considering the promotion of the candidate to the next class. In case of failure the student should be allowed to take up that subject next year.

11. As private institutions mismanage funds, payments of salaries to teachers should be made through the Government.

12. Girls education should lay greater emphasis on Home Science so that they could become good house-wives.

13. In view of the inadequate buildings, students get away from the classes and thus their habits of truancy are built up.

14. Teachers should be relieved of routine administrative duties by employing non-teaching staff.

University Education.

1. Various non-governmental institutions have become either bankrupt or corrupt because the grant-in-aid policy of the Government is unrealistic. The rule that the institution is not eligible for grant in the first three years after affiliation should be amended.

For want of adequate grant, the management naturally employs less staff with lower scales of pay thus lowering the standards.

2. Some members felt that the Government need not make any provision for giving a social status to the teachers. They felt that competent teachers will carve out a place for themselves in the society.

3. In post-graduate classes, research should be an integral part of education. Unless research is done, no person can become a good teacher. Such research centres should be paid grants other than mere maintenance grant.

4. Segregation of Inter classes from Degree classes in some institutions is not very good, as it would generally affect the degree classes. Keeping them together will save on staff, duplication of equipment, building, etc.

5. Head of the Department of Degree College is now drawing a scale of pay less than that of a University lecturer. This is a very discouraging situation.

6. Recruitment to universities should be made on the selective basis. Only those getting at least second division in the school examination should be selected.

7. Article 29 of the Constitution does not permit the universities to entertain students from other areas. This calls for modification.

X. Discussion at the B.R. College,
Bichpuri.

The important points made were:-

1. Internal examination is very necessary to inculcate a habit in the students to cover all available standard books. At present, only anticipated questions are prepared for.

2. Suitable machinery should be set up for the translation of standard books.

3. To avoid wastage in the Training Colleges, training should be given only to those who are already in service and they should be taught only in those courses on the basis of which they graduated.

4. At present no penalty is imposed on a failed teacher of a training college. Thus, paradoxically a pass is not a must in training colleges.

5. In-service training course should be made compulsory. At present the teachers have showed an indifferent attitude towards this qualification.

6. A machinery like Area Training Organisation to supervise the training in that particular area should be provided.

7. University students are given the option to write answers in Hindi or English. This has lowered their knowledge of English.

8. The President's Awards and recognition for the best books are today only for books on literary subjects. This recognition should cover books on technical subjects also.

XI. Discussion with the Association of the Principals of Secondary Schools.

1. To teach any foreign language effectively, classes should be small.

2. A teacher should not confine himself to mere textbook teaching. His main object is to make the students appreciate the full values of life.

3. Moral/religious education is necessary.

4. The staff of the Training College should themselves be fully qualified. Short-term courses for the training of teachers do not produce the desired results.

5. Some of the public schools are doing very good service. Nobody these days wants to send his children to the ordinary Government School. Standard in ordinary schools can be raised only by improving the service conditions of teachers.

XII. Discussions at I.I.T., Kanpur.

1. In view of the rapid technological changes in the world, the age-old conventional methods of instruction no longer hold good. The power of observation of the student and his spirit of enquiry should be stimulated, by giving an intellectual content to studies. With this end in view, the I.I.T. is implementing a few projects. However, as the first batch of engineers from the I.I.T. has not yet come out, it is not possible to indicate the success of this experiment.

2. Diversion of students into Science-oriented and industry-oriented courses of engineering is very necessary and is also possible.

3. A cooperative system of education though initially successful in America cannot be applied in our country in view of the altogether different conditions of life here.

4. Industries should refer their problems to institutions to find solutions. It is not for the institutions to find out what problems are met within the industries.

5. Correspondence courses to increase the depth of knowledge of the persons who are in service are useful.

6. External examination is not necessary. When capable professors are recruited, they have to be relied upon for conducting an impartial examination.

7. If regional languages are adopted as the medium of instruction, the time necessary to learn the new language could be usefully utilised for learning many more useful topics. However, this regional language should be introduced only at the lower grades of institutions. At higher levels, it can be introduced only after suitable textbooks in Hindi are made available for the benefit of all concerned.

XIII. Discussions at the Government
Polytechnic, Kanpur.

1. The Polytechnics are at present more or less a diluted version of Engineering Colleges. The purpose of these institutions is thus not served.

2. Every effort should be made to increase the professional competence of the technicians by sandwich courses. The sandwich course at Allahabad has proved a great success.

3. J.T.S. should serve only as the feeder for polytechnics. Even then, training should proceed according to the requirement of industries.

4. Around each polytechnic should be located a cluster of production centres.

5. Articles produced in productive centres cannot now be sold for want of unrealistic Government Regulations and fear of audit objection. Even if the course of J.T.S. is increased to four years, the skill in general education and technical subjects cannot be brought up to standard of I.I.T.

6. According to the Principal, even if the English terms are retained, instructions cannot be given in Hindi. The main reason is that suitable textbooks are not available. Further, quite many staff members are from regions of the South who cannot easily follow Hindi. In view of the I.I.T., Kanpur the technological institutions, Agricultural College, etc. Government should consider the possibility of developing a University covering all these faculties.

7. A teacher in Polytechnic or Engineering College should be allowed consulting practice.

In all technical institutions, greater stress should be laid on fundamental issues and thus a greater scientific bias should be given.

8. Instructions given to technicians/engineers should have a bearing on the local conditions.

9. It is necessary to have two streams of engineers; (a) Science-oriented; and (b) Technology-oriented. This diversion should be achieved after three years of study in the four-year course.

Political pressures will have to be resisted if proper diversification is possible.

XIV. Discussions at Agricultural College, Kanpur

1. There is no point teaching agriculture to students earlier than the 10th standard. The fact should be acknowledged that in India, agricultural graduates do not want to go back to farms after their studies. They could still play their

part in improvement of agricultural methods if they are given a good foundation in basic sciences. For this, it is necessary that all the graduates should be in possession of a good knowledge of basic sciences and should have, therefore, studied up to high school standard.

2. Multipurpose schools have not served the purpose and, therefore, should be discarded.

3. No special purpose is served by starting rural agricultural universities. They are no better than the agricultural schools for the village-level workers.

4. It is profitable to have hobby centres like carpentry shop, machine shop, metal centres, etc. attached to the different institutions so that the children get a science bias from the very beginning.

5. Greater coordination should be affected between the agricultural engineering courses and the agricultural colleges.

XV. - Discussions with representatives of employers - (18-4-65)

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The following were the important points that were made:-

1. Modernisation of production is the trend of the times. Constant collaboration between industry and educational institutions is necessary to effect necessary changes in instructional method, in keeping with the changing times. For this purpose the system of technical education should not be very rigid.
2. One of the difficulties experienced by the industrialist is that the new recruits in any industry are too impatient and are given to agitation for their rights without realising their responsibilities. They are indifferent about the losses that they may cause to industries who are therefore naturally very reluctant to take freshers even for training. Further, these trainees use their first job as the jumping ground and

thus take no interest in the work entrusted to them. Such a switch over would mean wastage at all levels and should be discouraged.

3. There is wide-spread general education in the country but corresponding employment opportunities are not provided. A realistic assessment of manpower requirement is, therefore, necessary.

4. Vocationalisation of education with a purpose in view is very essential. This is yet to be achieved.

5. To the technical institutions, only students with the requisite scientific and technical bias selected by the experts, should be admitted. Teachers in such institutions should be put on par with the best men in society. Unless we have proper instructors, we cannot expect competent engineers to come out of such institutions.

6. Some of the industrialists felt that after higher secondary 5 - year integrated courses in engineering are not necessary. In their opinion a shorter specialised course would suffice.

7. Indiscriminate opening of new technical colleges should be curbed. Admission should be only on merit and never on a quota basis.

8. It is necessary that engineers in the industries should be given opportunities to work in educational institutions as teachers so that the students could be given the correct type of education. Any part-time arrangement in this regard would not meet our requirements.

9. A craft bias should be given to children even in the primary stage and opening of hobby centres would help promote such a bias.

10. The crafts introduced in multipurpose and other schools are useless. Students take to them only to get more marks in the examination. These crafts take the students nowhere.

11. The educational system should be so oriented as to produce less of ordinary graduates.

12. The rural cluster centres are now a total failure, for they do not contribute to the improvement in the skill of a craftsman for want of good instruction. Good instructors, could be attracted only by better scales of pay.

These cluster centres should be closed down and converted to production centres attached to the training centres.

13. Universities should also undertake research and advise on specific problems of industries and the Chamber of Commerce should act as a liaison in this regard.

14. While at lower levels for the training of skilled workers, regional language would do, English will have to be resorted to at higher levels.

15. The Chamber of Commerce felt that normally an engineer should be able to take over full responsibility of any wing in the industry straightaway just as Chartered Accountants are put on their jobs immediately after their graduation. This calls for adequate practical training before degrees are awarded to the engineers.

16. Industries have to assist in practical training but there is a risk in admitting all types of students for such training programmes. It is, therefore, necessary that the choice of students should be left to industries and not to universities only.

17. There should be regular exchange of professors and top industrial executives between universities and the industry. If necessary, appropriate legislation could be passed in this regard, so that the technicians and top executives in industry could get due respect when they visit universities.

D.

DISCUSSIONS HELD AT BAREILLY, PANTNAGAR
AND NAINITAL (15-18 April, 1965).

- I. Interviews with M.Ps, M.L.As, M.L.Cs and persons representing different sectors of education at Bareilly (15.4.65).

No. M.P. appeared for the interview and only one M.L.A., Shri Mohd Hussain, came. Three other persons were present, one of whom was Shri Surya Prakash, a leading Advocate, whose thesis was that teachers should lead a life of renunciation. Nothing significant emerged from the interview.

- II. Discussion on Higher Education with Heads of the Departments of the Bareilly College (15.4.65).

The following points were highlighted:-

1. The standard of education at the higher level has deteriorated considerably on account of uncontrolled expansion at this stage. The Agr. University has 135 colleges affiliated to it, many of which are sub-standard institutions which were granted affiliation on political grounds.
2. Quality in education can be maintained even in a 14-year course for the first degree provided the necessary educational facilities exist in the institutions.
3. In order to ensure that immature boys and girls do not enter the university, a minimum age limit should be prescribed for admission to Class I, Class VI and the first year of the university course.
4. A ten-year general course of school education followed by two-year course of intensive specialisation.

help in the improvement of quality at the higher education stage.

5. Applicants for lower grade posts in Government departments do not require high qualifications, such as the B.A. or B.Sc. degree. The high school pass certificate should make the candidates eligible for the posts.
6. No institution should be permitted to provide for post-graduate education unless it has the requisite facilities of a very high order for post-graduate education and research.

III. Discussion with Principals of Intermediate Colleges and representatives of Teachers' Organisations. (15.4.65).

The following points were highlighted:-

1. If a proper system of grant-in-aid was devised and the secondary schools were given adequate financial aid, the practices that are now being followed by many institutions of showing inflated expenditure in order to get adequate grant-in-aid would be discontinued.
2. The system of matching grants has proved unsatisfactory. A better method would be for Government to give grants to institutions for development on the basis of estimates submitted by them and to supervise the expenditure to see that no irregularities are committed.
3. Whenever certain items of expenditure incurred by the school are disallowed for grant-in-aid, the reasons for inadmissibility should be communicated to the

schools/colleges.

4. The quality of students going to Standard VI would improve if there was a better pupil-teacher ratio in the primary schools.
5. Teachers should be given salaries according to their qualifications irrespective of the class in which they are teaching.
6. The Principal is over-burdened with administrative responsibilities, including that of supervision of the accounts. If the expenditure on a senior clerk of a higher grade or a senior accounts clerk were considered as admissible for purposes of grant the principal would be able to relieve himself of some of the responsibilities.
7. The scheme of administration in accordance with Intermediate Education Act has not been implemented in some of the institutions, and teachers in these institutions are not given representation on the committees of management.
8. The rule in the Intermediate Education Act regarding security of service for teachers has been effectively implemented.
9. On account of the large number of teaching periods given to each teacher (30 out of 48 in Intermediate classes and 36 out of 48 up to Standard X) and on account of the large number of students in each class (60 students in each section), correction of written work becomes extremely difficult and the quality of education has been adversely effected.

10. The triple benefit scheme introduced in U.P. in its present form is unsatisfactory. The teacher would rather have the pension scheme which is in operation in Government schools.
11. An education cess should be levied for the expansion of education.
12. The diversification of courses should begin only after class X.
13. The educational rules regarding the powers and responsibilities of the Deputy Inspector of Schools, the President of the Zila Parishad and the Executive Officer should be clearly defined. As a result of lack of clarity there is administrative confusion and the Deputy Inspector of Schools is under the dual control of the President of the Zila Parishad and the Chief Executive Officer.
14. In addition to his work in the Zila Parishad, the Deputy Inspector of Schools has to attend to duties which are not connected with inspections, such as conducting the junior high school examination, junior high school scholarship examination, extension schemes etc. etc.
15. It is necessary that the Deputy Inspector of Schools should be associated with the selection and appointment of teachers of the Zila Parishad schools, particularly as he inspects the work of such teachers and is aware of the strengths and weakness.
16. A large number of students in urban areas do not admit their children in the lower classes of the primary school. Taking advantage of the rule in

the Education Code they admit their children at the age of 9 in Class VI of the higher secondary school." This results in immature students coming up to the Intermediate classes, which is partly responsible for bringing down standards.

17. With regard to the appointment, promotion, and transfer of teachers in girls' schools, the Deputy Inspectress of Girls' schools is not vested with any authority at all. It is desirable that the Deputy Inspectress who looks after the work of the teachers should be consulted in the matter of transfers and promotions.
18. In the nationalised text books some undesirable reading material is found. Great care should be taken in the preparation of such text books.

IV. Discussion with the Vice-Chancellor and the Heads of the Departments of the U.P. Agricultural University, Pantnagar (16.4.65).

The following points were highlighted:

1. Experience has shown that most of the students that join the agricultural colleges do so not because they are interested in agriculture but because they believe that an agricultural degree will get them employment. They first try to seek admission in engineering and medical colleges; and only when they fail there, they come to agricultural institutions. Naturally, agricultural education does not attract the best students.

2. Many students take the agricultural course for the B.Sc. degree because they have no other choice left after having been compelled to take the agricultural stream at the intermediate stage.
3. In U.P. there is a large number of unemployed agricultural graduates; but the situation is not so bad elsewhere.
4. Most of the agricultural graduates have their eyes on Government jobs. Some of them are absorbed in agricultural industry in the private sector.
5. As the national economy develops more jobs for agricultural graduates will become available.
6. Few graduates in agriculture would care to go back to their farms because they would not have sufficient opportunity to make use of their knowledge on the farms. The average agricultural holding of a farm in India is 5 acres or less.
7. The quality of the average agricultural graduate is poor and this has given agricultural education a bad name as far as employers are concerned. The practical farmer has, generally speaking, a low opinion of the college graduate in agriculture. It will take a long time to wipe out the bad impression that has been created as a result of the poor quality of agricultural education.
8. The question of upgrading standards of education in agriculture is tied up with that of improvement in the entire field of education. However, it is believed that no student should be given a university degree unless he has completed 15 years

- of school and college education.
9. Extension work forms an important part of agricultural education in the colleges. As far as the Pantnagar University is concerned, extension work is carried on through demonstrations, follow-up work, farmer's festivals, annual meets etc. etc. In the beginning there was reluctance on the part of the farmers to co-operate, but this difficulty was gradually overcome.
 10. The village level worker who is generally a matriculate with two years of training is ineffective in extension work. The level of training of village level of the worker is such that in Western U.P. he is challenged by the progressive farmer. Moreover, so long as the control of the community development blocks vests in the District Magistrates, Sub Divisional Magistrates and Tehsildars, any improvement in agricultural orientation is extremely difficult.
 11. Though the Agricultural University is a single faculty university there is more cross-fertilisation of ideas here than in many of the ordinary universities.
 12. Research work in agriculture has not been properly oriented. Many of the M.Sc. students in agriculture are not fully aware of the problems facing agriculture.
 13. Funds for research work must come from outside and no institution should be allowed to undertake post-graduate teaching unless it has made provision for research work.

V. Interviews at Nainital with local educationists
(17.4.65).

(Note:- At this meeting there were two Presidents of Zila Parishads two or three managers of private schools, the Registrar of the Agricultural College, Pantnagar, the Principal of the D.S.P., College, Nainital and a few other persons.)

The following points emerged from the discussion:

1. The State should have an extensive programme of scholarships to enable poor and deserving students to pursue education up to the highest level. For clerical posts in Government service those who have taken the B.A. or B.Sc. degree should be disqualified.
2. The secondary schools and degree colleges of the Kumaon region are under the control of the U.P. Board of High School and Intermediate Examination and the Agra University respectively. The timings of the academic sessions and the examinations of these bodies operate to the serious disadvantage of the institutions in this region as they have to be closed for winter vacations during January and February, shortly before the external examinations begin. As the classes cannot be formed before July and the colleges have to be closed by the end of December to reopen in March, the students have just 6 months left for studies. It is, therefore, necessary to establish a separate university for the Kumaon region which would take into account all the Geographical features and arrange its academic year to suit the convenience of the institutions.

3. In the rural areas in the hill regions the people are too poor to raise money enough for the matching grants given by the Government. The rule should be relaxed for the establishment of science departments in intermediate colleges.
4. The disparity in the salaries and emoluments of teachers in private institutions and Government institutions should be removed.
5. Private organisations have a distinct role to play in the progress of education at all levels. If private schools and colleges are nationalised, creative experimentation would be crushed.
6. It was agreed that the duration of the total school college course should be extended from 14 to 15 years and the first degree course should be of three years' duration.
7. In the elementary school a single teacher sometimes handles 4 to 5 classes of 80 to 90 students. While single teacher schools in small habitations may be a necessity, there cannot be qualitative improvement unless the number of single teacher schools is reduced to the barest minimum. There are about 10% single teacher schools in Almora district, and if the teacher is on leave, the school is teacherless for sometimes as long as a month.
8. Continuation classes in primary schools for girls are unpopular because they are opened in October, i.e. after a lapse of about 3 months and because the middle pass school teacher is called upon to teach in these classes.

9. The salary of the U.P. primary school teacher is the lowest in the whole country. Unless something is done immediately to raise his emoluments there can be no expectation of qualitative improvement.

VI. Discussions with Headmasters and Principals of Secondary Schools and Intermediate Colleges. (18.4.65).

The following points were highlighted in the course of the discussion:

1. 1. It was agreed that the duration of the school and college course should be 15 years and that there should be a three-year first degree course after the 12-year course of school and intermediate education. It was also agreed that the bifurcation should begin after Class X.
2. 2. The curriculum is over loaded because there is a good deal of useless lumber. It should be modernised and brought up-to-date.
3. 3. The text books prescribed are sometimes too big for the children and contain a good deal of unnecessary material. Books like these are not likely to create interest among the students.
4. 4. There should be a minimum age limit for admission to Class I as also to the first year of the degree course.
5. 5. While a public examination may be necessary for students of elementary schools, the passing of this examination should not be made compulsory for students in classes attached to higher secondary schools.
6. 6. Internal assessment should be given due weightage, but the marks of the internal

assessment should not be combined with those of the external examination.

7. The maintenance of cumulative records in secondary schools should be insisted upon.
8. The condensed course is provided for B.Sc. teachers in service to enable them to teach higher secondary school classes. The B.Sc. condensed course is not regarded by the university as equivalent to the M.Sc. course and has resulted in all kinds of complications.
9. While a number of intermediate colleges have not made adequate arrangements for laboratories or practical teaching in science, it is an exaggeration to say that by and large adequate provision for the teaching of science does not exist at the higher secondary stage.

(Note: As copies of the Discussion Paper on Secondary Education had not been received by all the Principals and Headmasters who came for the discussion, some of them expressed the desire that they should be given an opportunity of meeting again. They were told that they should have another meeting with the approval of the State Department of Education and send their views in the form of a memorandum to the Education Commission)

E: DISCUSSIONS AT LUCKNOW & GORAKHPUR
(15 - 18 April, 1965)

Discussions with Vice-Chancellor & other
Staff members of Lucknow University.

I. Discussion with the Vice-Chancellor, Dr. Rao

Dr. Rao was at pains to point out the difficulties that have arisen in the university consequent to the long practice according to which the Vice-Chancellor and the Heads of the Departments used to determine the qualifications required of the various teaching posts in the university. This practice is of long standing though it was not in accordance with the Statutes which laid down that the Academic Council was the proper body for determining the qualifications of the teaching staff. Some members who were affected by the decision appealed to the Chancellor who held that the procedure according to which Vice-Chancellor and the Heads of Departments determined the qualifications of the staff was not valid. This decision involved reviewing of a large number of appointments made during the last seven or eight years. When a reference was made to the High Court, the decision of the Chancellor was upheld. The unusual aspect of the case was that the Vice-Chancellor and the Executive Council argued against the decision of the Chancellor in support of the teacher who had appealed in the High Court against the Chancellor's decision. However, the University has since tried to make Ordinances which lay down the qualifications for the various posts. The University is in difficulty because it has to regularise a long-standing irregular practice. The Vice-Chancellor referred to the participation of University teachers in the politics. Since 1962, as a result of the new Act, the teachers cannot seek election to the Court and from

there to the Executive Council. This has, to some extent, made teacher participation in the university politics less acute.

2. The Vice-Chancellor pointed out that teaching in B.A., B.Sc. and B. Com. classes is done through Hindi though about 80% of students at B.A. and B.Com. and 20% in B.Sc. answer scripts in Hindi, the rest of them answer in English. The real difficulty comes when students reach the post-graduate stage wherein most of the subjects are taught through English. Students are unable to read English textbooks and to understand lectures given through English. Moreover, there is considerable difficulty in finding suitable examiners for valuing Hindi answer books.

3. There has also been some difficulty in preparing question papers in Hindi. The practice is to give question papers, both in English and Hindi and sometimes the exactness of the translation in Hindi is questioned.

Discussion with Dr. Sharma, Head of the Physics Department

4. Dr. Sharma pointed out that one of the great difficulties which the university experiences was that no qualifications were laid down for the members of the staff of the university and of the associated colleges. The result was adversely felt particularly in the affiliated colleges where the managements often chose to appoint persons with inferior qualifications. He gave instances in which the Managers of associated colleges preferred to appoint a Third Division M.A. in preference to a First Class. I could not understand why a Third Class candidate was recommended at all by the Selection Committee with university representatives.

Discussion with the Vice-Chancellor, Deans and Heads of Departments of Lucknow University.

5. It was difficult to provoke the members present to come out with any suggestion on any topics regarding

university education. Only one Dr. S.P. Gupta, gave ten papers in which he said he had expressed his opinion on the various important problems concerning university education.

6. I raised the question of admissions to the universities and pointed out the implications of this problem. The teachers felt that as they had not given thought to the problem, they would like some time to think over it. They have promised to send a reply to the Education Commission in due course.

7. A reference was made to some under-graduate courses which allow easy options. Most of the students were quite content to take the easiest options offered by the university. The university had never given thought to the situation and never questioned the desirability of retaining cheap options. The university actually has never set its mind to consider reorganisation of courses and programmes of instruction in order to make them suit the modern conditions and growth of the knowledge.

8. The main attention of the university is directed towards the question of medium of instruction and teaching of all subjects through Hindi. The real difficulty appears at the post-graduate level when students find it very difficult to grasp what is taught in English. This difficulty is accentuated by the fact that the teaching of English at the under-graduate level is nominal.

9. The teachers made two points: (i) There should be a single scale of pay for all which should provide for efficiency bars at suitable stages in the scale. Only those who show competence should be allowed to cross the efficiency bars but the differentiation between lecturers, readers and professors should be abolished. As it is, some of the best teachers have to wait helplessly for

promotions because their path is barred by a young senior who holds the professor's post for a long time. (ii) The Promotions should be given not merely on the basis of the research work by the teachers but also on their teaching ability. Teachers who do class work well and conduct seminars, correct assignments given to the students, should be given promotion and even preference over research work which often was of moderate quality.

10. One view was that all post-graduate work should be done in Hindi. This was the view expressed by the Professor of Hindi. Professor of Economics stoutly opposed this view and he held that it was not even wise to teach various subjects through Hindi at the under-graduate level. He pointed out that some of the girls' colleges teach the under-graduate classes through English and these girls did much better at the post-graduate level.

11. The teachers have promised to send studied notes on the problem of medium, problem of admission, problem of examinations, problem of re-educating teachers in the light of the expansion of knowledge and on how the university should render services to the society. The teachers wanted interpretation of question No.40 in the questionnaire and I explained what the question meant. It is hoped that the teachers will send their views in due course.

Discussion with Junior lecturers of the Lucknow University

12. I had insisted that I should talk to the younger members of the staff who feel that they are left out and almost ignored by the various Commissions and Committees. The younger teachers repeated the demand made earlier by others that there should be one single grade with efficiency bars for all teachers and that only those who are competent should be allowed to cross the efficiency

bar. As it stood, the prospects of the younger teachers were bleak because the senior posts were held by young persons.

13. The young teachers pointed out to a very unsatisfactory condition obtaining in the university. A large number of teachers were appointed temporarily on a year to year basis and even for a shorter period. They continue as such for as many as 8-10 years. The result was that they were not entitled to the privileges of provident fund and leave rules which were meant for permanent teachers. They have represented about this to the university authorities without any result. The Vice-Chancellor explained that this was due to the fact that the Government gave them grants in respect of these posts from year to year and services of most of the teachers were terminated during the vacation period.

14. The university claims to have a good Department of Law. It is also claimed that they provide lectures as well as tutorials. The intake of the Law Department is 700 for LLB class and 35 for LLM, so there are about 1600 students in the Law College. The teacher pupil ratio is 1:74. It is difficult to realise how they can claim to provide tutorial instruction to the 1600 students with such poor staff. It was also pointed out by the Lecturer in Law that he was 52 years old and still a temporary hand in the university working as such for the last eleven years. Another Law lecturer present was a temporary hand working for the last 8 years.

15. The teachers wanted that the system of study leave should be introduced to give them chance to improve their prospects. The teachers also said that the teacher pupil ratio should not exceed 1:15.

16. The Lecturer in Sociology complained that he had written books on the subject. He had manuscripts ready for several books which were of really academic value, but unfortunately no publisher was prepared to publish them. The publishers prefer cheap type of books which assist the students to pass the examination but they were reluctant to publish books which were of some academic value. It was suggested that the University Grants Commission should look into this matter and encourage writing of textbooks by teachers.

II. Discussion with students of Lucknow University

In the course of discussion with the students which were led by the President of the University Union, the following points emerged:

17. Public leaders as well as the university teachers were constantly criticising the system of education and belittling the work done in the universities and colleges. This depresses the students because they do not know why all this effort was being made when it meant so little. Moreover, they were particularly disturbed by the fact that this type of education does not lead them to find the suitable jobs anywhere.

18. Students complained that they were not taught English at all. They pointed out that English was no doubt a compulsory subject but according to the university rules the marks obtained in English were not added to the total in order to determine the Division of the students. Moreover, it was not necessary that the students should pass in English. They could do so at any time they pleased. The university results, along with the Division obtained by the students, were declared even when the students had failed to pass in English. Actual degree was awarded when the students pass examination in English. The result was

that many students did not care to pass examination in English. They could take examination in English 6 to 7 years after they had taken their degree. The result was that neglect of English did not enable them to understand books in English nor follow lectures given in English.

19. Students complained that the time allowed for teaching of English was very little. The students were expected to do one lecture and one tutorial per week in English and as it happened that on such days when English was to be taught the College or the University was closed, for one reason or the other or that the teacher was on leave. The students claimed that on an average, the students attend one lecture in English in a year. The tutorials, they pointed out, were more or less a farce. The staff of the English Department was so small that it could not undertake tutorials for 3000 students. The tutorial provided was merely in name. Students further pointed out that most of the lectures were given in English by the teachers though it was officially stated that the lectures were given in Hindi. The result was that due to neglect of teaching of English in the universities, the students could not follow lectures given in English in other subjects. This led to a considerable frustration, and indifference among the students who did not feel inclined to attend the classes. The university itself was very liberal in letting the candidates appear at the examination regardless of the actual attendance put in by them.

20. The students also pointed out that according to the rules laid down by the Board of High School and Intermediate Examination it was not necessary for the girls to pass in English, in order to get through the Intermediate examination. Such girls were admitted to

the university on par with the boys who had done English. The boys wondered how such girls could pass university examinations with English at all. The students, therefore, had little faith in the teaching as well as in the results of the examination.

21. The students complained that they are being misled time and again by the university teachers who were interested in university politics. The teachers incited them against the university and it is they who were responsible for the strikes and other acts of indiscipline. They told me that they knew that when the Banaras Hindu University was having strikes when I was the Vice Chancellor, the teachers from this university were collecting funds and sending students' batches to assist the strike in that university. The students felt that the Commission should do something positive in order to ensure that the teachers do not mislead the students. I pointed out to the students that they were mature people and they were supposed to know their own interests and that they should not have allowed themselves to be misled because they know that those who mislead them did not do so in the interests of the students but for their own selfish needs. The students answered that while they know that this was right but they were completely misled by very clever propaganda and promises given by the teacher politicians such as more marks in examination and other facilities.

III. MEETING WITH THE VICE-CHANCELLOR, DEANS AND HEADS OF DEPARTMENTS, GORAKHPUR UNIVERSITY, ON 17.4.1965.

The following points were made:-

I. Policy of affiliation

1. At one stage the university was criticised for being strict in giving affiliation. Now it is criticised for making admissions cheap. Certain minimum standards of staff, library, laboratory and other requirements are necessary before affiliation can be given. But the affiliated colleges do not wish to provide these facilities and do not carry out promises to provide them. The university has not assured itself and it has shown no respect for its own rules.

2. Affiliated colleges wish to open law colleges when they do not have the necessary staff and library. In many cases, the Chancellor granted affiliation in spite of the fact that the inspecting panel and the Executive Council did not recommend it. It is doubtful if the Chancellor has necessary powers.

3. There are nine or ten colleges recognised for teaching agriculture. Most of the colleges have no laboratory, staff and equipment and other facilities for education in agriculture. There are about 1700 students in part I of B.Sc. (Agr.) and 1300 in final year. A good number of the students who appear at the degree examination pass. The university has no teaching department in agriculture.

4. Of the 33 affiliated colleges, 20 colleges have B.Ed. classes. Affiliated colleges sent 1737 students this year for B.Ed. out of which there were 120 students from the University. B.Ed. classes in the

affiliated colleges are money earning devices. Real teacher training is completely neglected.

II. Admissions:

5. Admissions to the university should be selective. In this university all students who apply for admission have a chance of admission - except in postgraduate departments in Science and Geography. The Government is pressing the university to double the intake for postgraduates. This will lower standards. In the affiliated colleges, some seats are always vacant. Some of the affiliated colleges admit to science courses students many times more than they have facilities for. They say that the practical training in science is a private matter between the teacher and the student. There should be evening institutes for students who do not get admission in the colleges.

IV. MEETING WITH PRINCIPALS OF DEGREE COLLEGES, GORAKHPUR ON 17.4.1965.

1. Teaching personnel is the key factor in education. The teacher's scholarship as well as his character are important factors. There is crisis of character at present. The conduct of the teacher and administrators leaves much to be desired. The teacher's moral stature should improve and he should have better sense of responsibility. He should devote more time for preparing his lectures.

2. The head of the institution should provide the leadership. The heads of institutions should be free from office work to the maximum extent. There should be a first class office Superintendent to assist the head of the institution. There should be no interference from managers. The office should be under the direct

charge of the principal and not of the Manager of the School. In theory it is supposed to be the Principal's office, but actually it is not so.

3. There should be Special Public Service Commission for the recruitment of Principals of Degree Colleges. Caste system plays a major part in the recruitment of staff in the degree colleges.

4. No college should be permitted to start classes before it has fulfilled all the conditions laid down for affiliation. Only permanent affiliation should be granted to degree colleges. Once affiliated, it should start receiving grants-in-aid from the date of inception.

5. N.C.C. has done tangible good. The Principal should be actively associated with the battalion and he should be a rank holder in the N.C.C. otherwise there will be tussle between the Battalion Commander and the Principal.

6. There should be hostels without servants. Students should do everything themselves. Another view expressed was that it will take away time meant for studies.

7. Colleges admit all students who seek admission. There are colleges with small admission of 50 or 70. The university education should be only for those who are likely to profit by it.

8. The teachers training departments attached to degree colleges are a farce. They do not give any training. Only those students who have aptitude for the teaching profession, should be admitted to the training colleges. There is no dearth of teachers. Officers from education departments should be appointed Directors of Education and not I.A.S. people.

9. Selection posts in the Department of Education should be thrown open to teachers in private schools also and no age limit should be prescribed in their case as is done in the case of Government servants. At present the profession of teachers has no incentive.
10. The Board of High and Intermediate Education should be split up into Divisions. It is too big to be effective.
11. There is need for an integrated programme in the field of education. It is wrong to emphasise a certain stage and neglect the other stage. From the preprimary to the highest, the education should be properly planned.
12. There should be the same scale of pay for teachers in primary, secondary schools and colleges. The teachers should be graduates even at the primary level.
13. Primary education should be free and compulsory. It is wrong on the part of Government to allow ill-equipped and ill-staffed schools. Large sums of money should be spent on teachers and equipment.
14. The pattern of education should be 5/3/4. Only those students who qualify in the V class of primary school should go to high school. There should be a national high school examination at the completion of class X. English should not be taught in the high schools as a compulsory subject.

V. MEETING WITH STUDENTS' REPRESENTATIVES OF GORAKHPUR UNIVERSITY - 17.4.1965

1. University education is faulty. It is bookish and does not fit them for employment, nor does it provide leadership. Students do not have a library where they can get books and no reading rooms. Hostel accommodation is also poor.

2. The boys who come to the Gorakhpur University are poor. They cannot pay fees. There should be scholarships for bright students. Other students should be given opportunity to earn through part-time jobs in order to be able to pay fees. There should also be correspondence courses and night classes.

3. More emphasis should be laid on technical education.

4. It has become easy to pass degree examination, though it is difficult to get Division. If a student prepares some selected questions, he can pass examination. There should be more frequent tests. Examination system is bad. Students can take degree examination with 15 days of hard work. The tests should be real.

5. The Vice-Chancellors and Heads of Departments should be teachers and scholars and not politicians. There is politics in selection of the staff. Teachers do not come well prepared and very often absent themselves from the classes. They only keep Vice-Chancellors pleased. Teachers ask students to take part in politics and exploit students to run down their opponents. If teachers are good and responsible, there will be no trouble in the university. Some of the teachers are irregular and unpunctual. In every university there is a gang of 40 - 50 students who get privileges from teachers and they mislead the other students of the university. These gangsters terrorise good students. One bad student is enough to corrupt university atmosphere.

6. The teachers and students do not work hard. They come late, leave the classes early, talk irrelevant things. Students do not work hard enough to pass the examination.

7. At present a research scholar gets Rs. 200 to Rs. 250 p.m. as allowances. It is too meagre and should be increased.

8. Postgraduate Departments should be only in the university and the number of seats in them should be increased. Affiliated colleges should not be allowed to start post-graduate departments, whatever be the political pressures.

VI. MEETING WITH REPRESENTATIVES OF SECONDARY SCHOOL TEACHERS, GORAKHPUR ON 18.4.1965.

1. The objective of education should be to train youth in such a way that they can really be the architects of the society. Secondary Education is definitely a terminal point where the youth will be prepared to enter life or pursue higher education.

From this point of view he should be given such training that if after higher secondary stage he could really be fit in some occupation in the society.

2. The teachers were not clear regarding what exactly should be the content of courses which would serve the purpose. They promised to send a memorandum later. They expressed the view that the education given at the secondary stage should be of real advantage to the pupils. They were of the opinion that the maximum strength of a secondary school should not exceed 500 students. The teacher pupil ratio should be 1:20. The present ratio is 1:50 which is unworkable.

3. Working days should be increased and the system of holidays should be abolished. There should be terminal holidays. A term should ordinarily be of 2-1/2 months after which there should be holidays.

4. Admissions should be completed by the end of June so that the schools should work in full swing from the commencement of the session.
5. Textbooks should be nationalised. There should be an autonomous statutory body for textbooks production. There should be a legal ban on guess papers, keys, notes, etc.
6. The present system of annual and terminal examinations should go and it should be replaced by sessional assessment by the teachers. At the end of the higher secondary stage, there should be a public examination which should also give due weight to the sessional assessments.
7. Residential schools should be popularised.
8. More attention should be paid to games, sports. A considerable time is devoted to school rallies, district rallies and State rallies. It was suggested that these activities should be held in the terminal holidays only.
9. No teacher in higher secondary schools should have a work load of more than 24 periods per week.
10. Teachers should be given special increments for efficient work which should be properly evaluated. At fixed intervals teachers should be given refresher courses. Teachers should be sent by rotation to refresher courses and not arbitrarily at the whim of the authorities. Private school teachers should be given chances of promotion along with Government school teachers.
11. The problem of indiscipline in students is linked up with socio-economic conditions in the society. There is no objective before the students. The secondary education should make them objective-conscious.

Students should have realistic training in school, societies and other democratic institutions. Present youth organisations should be merged into a single integrated activity. Games and sports should be compulsory. N.C.C., N.D.S. and Scouting should be merged together and a national system of education should be evolved.

12. No student should be allowed to represent his school in sports if he fails twice.

13. Films are also responsible for indiscipline. They are responsible, to a great extent, for diverting the attention of students. Matinee shows should be stopped.

14. The system of private management of schools should be stopped. All schools should be managed by the State. Private schools are run on denominational and communal lines and are under direct management of political parties. The schools thus get involved in party feuds and politics. Most of the managements of private schools make profit out of running these schools.

VII. MEETING WITH LOCAL EDUCATIONISTS AT GORAKHPUR ON 18.4.1965

1. Shri Atma Ram, Advocate

The standard of education has gone down terribly and is a loss to the nation. So far as classes 6,8 are concerned, in all institutions out of 100 boys hardly 25 pass. The result actually declared in Class VI is 98%. The promotions are unreal. This misguides guardians. This also prevents remedial measures being taken in time with the result that in the last analysis the disaster becomes incorrigible when the students reach matriculate stage. The wastage

is tremendous. The policy of encouraging private schools in the field of secondary education is disastrous because the private management has not the means to maintain efficiently secondary schools. These schools should not be recognised unless the Department satisfies that they have all the equipment, staff, building and necessary requirements for maintaining the schools properly. In fact, most of the schools which are given recognition do not care to provide the necessary means essential for education. Schools are maintained by private management not for giving quality education but in order to serve certain extraneous circumstances like the interest of management and the convenience of some of staff members. Relationship between the management and the teachers is not very cordial and the result is that the work in the schools suffers. There is hardly any administration of schools. Schools just drift and managers and teachers do what they like. The result is that the standard of education is going down.

2. Dr. G.N. Tewari, Dean, Students Welfare, Gorakhpur University.

(i) The Government of Uttar Pradesh is not very helpful in attending to students welfare. Poor boys fund is given as gift and no work is taken from the students in return. The students are disinclined to work in order to get money. They do not wish to do mental job. U.G.C. insists on the appointment of a committee for disbursement of Poor Boys Fund. The committees do not work thoughtfully.

(ii) The Ministry of Education, Government of India, offered 50% of expenditure on conducting Social

Service Camps. Neither the University nor the Government of U.P. provided the remaining 50% for this useful activity.

(iii) More than a thousand students come to the university by trains daily. There has been no trouble so far but this was a circumstance to be watchful about.

(iv) Students live in cowsheds and in very depressing conditions of life. Economic condition of majority of the students is very poor. Assistance of the teachers is necessary to keep contact with the students and see the conditions in which they live. The University is not prepared to give allowance to teachers to do this kind of work.

3. Shri L. S. Khare, President, Municipal Board, Gorakhpur.

(i) Aims of education should be clearly laid down and vigorously pursued. Education cannot work in vacuum. Teacher training should be revolutionised.

(ii) Students who are trouble mongers in the university should not be allowed to get away with good certificates. The certificates given to students by university are not always genuine.

(iii) Pre-primary schools should be made available to the poor classes of people. If nursery schools are confined to the rich, it will encourage snobbery.

VIII. MEETING WITH REPRESENTATIVES OF PRIMARY SCHOOL TEACHERS, GORAKHPUR ON 18.4.1965

1. U.P. has adopted Basic education. But Basic education is a farce. Neither teachers are trained for it nor schools are provided with equipment for it.

2. The buildings of primary schools are in a poor state of repairs. Most of the schools have no real

building at all.

3. Teacher pupil ratio is 1:50. Teachers can do little more than keep 50 pupils in the class. No teaching is done.

4. Primary schools teachers are under the control of Block Development Councils, and the Village Presidents are made in charge of schools. There are frequent transfers of primary school teachers, and they hamper teaching work. The teachers have to keep the President of the Block Development Council pleased. The teachers have to do their private as well as political work. If the teachers do not join the stronger party in the Block Development Council, they are beaten up and transferred frequently. Teacher at village Farida was beaten up and is in hospital because he was speared by rival groups. In Bansaon block, there were 45 transfers in a week. The teachers do not get their wages in time. Salaries are disbursed once in three or four months.

5. Special arrangements should be made to provide ration to teachers in remote villages.

6. The Additional Deputy Inspector in charge of primary education is not a Class II Officer while some of the Block Development Officers who are less qualified than the A.D.I. are Class II Officers and the A.D.I. is expected to inspect their work so far as primary education is concerned.

7. Contingency allowance for primary school is 37 Paise per month which is too meagre.

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SUMMARY OF THE MEMORANDA SUBMITTED
TO THE EDUCATION COMMISSION IN
UTTAR PRADESH.

SUMMARY OF THE MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION FROM UTTAR PRADESH

1. Shri H.N. Singh, General Secretary, All-India
Federation of University and College Teachers'
Organisations, Tilak Dhari College, Jaunpur (U.P.)

Building up of ethical character, training in proper use of leisure and training in morals and manners to lead a worthy life at home should receive priority at the primary and secondary stages of education.

Universities and educationists should help the young students to resolve mental conflicts and clashes.

(Memo/365/UP/EC)

2. Shri Prakash Chandra Sharma, Secretary, All-India
Voters' Helper Association, Arya Samaj Road,
Dehra Dun (U.P.)

The aim of education should be the acquisition of knowledge and training in different vocations or trades and not securing of service only.

Education should no longer be under the control of Government.

Persons of equal capabilities should get the same amount of pay and other facilities.

Education should inculcate in children the dignity of labour. The present system of education, therefore, needs to be overhauled accordingly completely.

The new system of education to be evolved should be such that unemployment, poverty, corruption, day-to-day rise in prices and shortage crises of food, ghee and milk etc. should no longer exist in the country.

The success of the developmental plans depends not only on the availability of funds but also on the youths who are enthused with the love and dignity of labour.

The present system of education is gambling with the lives of the children and involves unnecessary wastage of funds.

A Commission for the training of personnel for Government Service should be set up, and Government should draw persons only through this Commission. This Commission may be set up by collaborating the services of the State Public Service Commissions and Employment Exchange offices or by giving a new name to it.

In order to enable students to learn while they earn, night schools and colleges should be opened. This will spread education and will eliminate unemployment.

Capabilities being equal for a particular job, preference should not be given to a person simply because he happens to have received education from a foreign country while the other has got no such benefit. If they are equally fit, both should be given the opportunity.

(Memo/400/UP/EC)

3. Dr. A.S. Raturi, Dean of Studies, Banaras Hindu University, Varanasi-5.

Expenditure on Education is a long term investment in human capital which aims to do many things.

A prosperous community in order to remain prosperous should increase its investment in Education.

Education is an investment of special kind which is not the cause of but the effect of economic growth.

Education should be well-conceived, properly planned and efficiently executed.

An expanding generalised education ensures equality of opportunity for a greater number of people in a competitive society.

Teacher-pupil ratio in schools and colleges should be improved.

Standards in primary and secondary education should be improved.

Shortage of teachers for institutions of technical education and also for teaching of science in schools and colleges should be overcome.

The number of schools and colleges or the number of students reading in them do not determine achievement in Education. It is what we provide in these schools and colleges that matters.

Wrong conceptions of the role of education in development and consequently desire to provide universal free primary and secondary education is one of the impediments to development.

(Memo/401/UP/EC)

4. The Daily 'Ujala', Agra.

Primary Education:

Classes should be held under trees. There may be one or two rooms to be used as stores.

Montessori and Kindergarten apparatus should be used in teaching.

Pay of the teachers should be small. Rewards should be given generously to teachers on the basis of the number of students who pass.

Books should have superior Nepali paper, bold prints with coloured pictures etc.

Monthly magazines and newspapers suitable to this age-group should be encouraged.

Academic words and complex sentences should be avoided.

Hindi and Sanskrit should be taught.

Middle School Education:

There should be separate schools for boys and girls. Residential schools are welcome.

In class-room teaching, half-an-hour should be given to each student to develop or learn his or her family occupation.

Working in the fields, gardening and village welfare work should be encouraged.

Practical aspect of education should be stressed more than the theoretical aspect.

Teaching should be more through audio-visual aids.

Periodical tests should be given weightage for final promotion examination.

A part of the grant released to the school should be related to the pass-percentage of its students.

College Education:

Co-education may be there.

Students should get books from libraries.

Less time should be devoted to elections and dramas in colleges.

There should be a 'Weekly Magazine' in every college.

Touching the feet of the Principal and greeting professors and teachers with folded hands should be a practice in every college.

College should make arrangements to engage tutors for the poor students from its own funds.

Every student should be guaranteed service for two years after leaving the college. Thereafter he may lose it.

Boys and girls who are willing to marry each other should inform the Principal of their intentions. Actual marriages may take place after some years.

Research Work:

Funds should not unnecessarily be wasted in the name of research.

Those who do research on the important problems of the country should get more pay.

There should be greater opportunities for continuous exchange of knowledge and research work.

The research work done should be made accessible to the masses in general.

Women Education:

Equal opportunities should be provided for the education of men and women irrespective of the nature of duties to be performed by them in life.

At the middle stage, girls should be taught child-rearing, cleanliness, embroidery, kitchen work, first aid, accountancy, and music. The other subjects should be made light.

At the college stage, the girls should be encouraged to learn painting, acting, nursing and business organisation and methods.

In business, if possible, on every Wednesday, only women should be encouraged to do work in offices, factories or workshops, shops, marketing etc. It is felt that there would be a great improvement in the way of life of the people. It should be a "Women's Day" on Wednesdays.

Adult Education:

If anybody is able to teach the three R's to an unemployed neo-literate or any uneducated adult in 6 months' time, he should be given Rs.20 or Rs.30 per head. Those, who are interested to teach, should send the names of the persons they intend to teach along with the subjects they will teach them (and if possible their photos etc.) to the Central Office. At the Central Office arrangements should be made that nobody has sent the name of the same person twice every year.

Books should suit the requirements of the neo-literates and should be printed in bold letters.

Arrangements should be made that papers weighing two tolas can be sent by post with a postage stamp worth one paisa so that villagers can send their suggestions and complaints through them after they have learnt to read and write. They will also send the news relating to their villages. If such papers are really good, the neo-literate writers should be encouraged with rewards or prizes.

The authorities would have to give immediate attention to the suggestions and complaints of the villagers and should make arrangements for their implementation. This may necessitate the opening of one separate office/department in every district. The authorities should accept such papers neatly written in hand instead of typed ones from the neo-literate villagers.

(Memo/402/UP/EC)

5. Shri Vidyanand Saraswati, President, Barahseni College, Aligarh (U.P.)

Special attention should be paid to improve and develop affiliated colleges both academically and financially.

In order to enable the affiliated colleges of Engineering, Technology, Medicine and Professional training to impart efficient education, suitable institutions should be selected with regard to the needs of the area surrounding them.

Grades of the staff of the affiliated colleges should be revised uniformly with Universities and other competitive educational institutions.

Representatives of the Managements of the affiliated colleges should be offered opportunities to be on the different bodies of the University Executive in rotation like the case of the teachers and Principals of these colleges.

Correspondence relating to administrative side should be addressed to the Heads of the Managements and not to the Principals of the affiliated colleges.

Special and immediate arrangement should be made to provide books in all regional and national languages for higher education prepared in all the subjects of high and technical nature.

The tendency of highly qualified students to run away to foreign countries for better opportunities should be checked by providing equally good or better prospects for them in the country.

(Memo/404/UP/EC)

6. Shri P.C. Jain, Secretary, Teachers' Association, Hindu College, Moradabad (U.P.)

The system of education to be evolved should be national in its ideals and needs and should fulfil the aspirations of the people of the country.

It should have its roots in our ancient culture spreading its branches in all sides to envelop

the modern inventions and discoveries in the field of Science and Technology.

It should enable everybody to receive education in his or her mother-tongue.

It should enable the basic industries of the land - agriculture and cottage industries - to find suitable climate for their development.

It should provide gainful employment and means of earning livelihood within the reach of all irrespective of caste, creed, colour or sex.

It should make the country self-sufficient and not dependent upon the mercy and doles of others.

The Governments at the Centre and the States should allocate at least 10% of the total Central Plan Outlay and 20% of the States Budgets for Educational Expenditure.

All money spent on Education should be considered as a productive investment and not mere expenditure giving it the form of liability.

(Memo/405/UP/EC)

7. Prof. R. Misra, Head of the Department of Botany, Banaras Hindu University, Varanasi-5.

A University is an autonomous body of scholars with the purpose of generating knowledge by methods of investigation and enquiry. When authority is imposed on such a self-adjusting intellectual system, its decadence starts. A University should, therefore, be allowed to run itself.

The control of the Society over the University is administered through the Legislature and the Government. Insulation of the University from Society is the need of the hour in its own interest.

Legislative Bodies and the Government must ever remain cautious in providing the framework of Act and Statutes for University, which must be conducive to the growth of its autonomy which means academic growth which is impossible to achieve through bureaucratic Apparatus.

A University must be permitted to withdraw from the Society what it likes and give out what it can.

Representatives of the public and the Government on the various authorities of a University should be purely academic bodies of scholars. Legislators should appreciate this fact and should have confidence in the scholars to run a University by themselves.

Education Ministers, Governors and Vice-Chancellors seem to belong to different species of the same genus with no affinity to the family we

call a University. The Academic Councils of the Universities should not be coerced by them to frame courses suiting their pattern of thought.

The members of a University do need information and discussions in their own field of study through publications, learned societies and international contacts. They invite members of other Universities on their Boards and Committees. The U.G.C. should provide means and facilities for these exchanges only. If they indulge in anything more, they are doing disservice to the cause of Universities.

(Memo/471/UP/EC)

8. Shri Shabdanand Roy, Teacher, C/o Shri K.B. Srivastava, Vice-Principal, T.D. College, Bhalia, U.P.

Education should be treated at par with the Defence of the Nation in order of priority.

Education should aim at moral character and human understanding towards the furtherance of peace.

Educational institutions should be made to function on highest possible standards. They should be situated at calm and serene places with a healthy and pure atmosphere away from the din of the towns and markets.

Educational institutions should be so designed as to provide residential facilities for the teachers and the students together to live in to encourage incorporate life.

Educational institutions should function as centres of physical, mental and spiritual culture and should replace the temples, mosques and churches.

The first talents pouring forth from the Universities should be reserved for the teaching profession. All First and good Second Class graduates and masters should necessarily join the National Education Services and should serve as teachers for 15 years.

Teaching should no more be considered an office of profit and teachers should not be employed on salary basis. They may be offered honorariums. Besides, residential quarters should be provided to them with free kitchens attached within the premises of the institutions.

There should be as many "teachers homes" in a school as there are teachers to house the school family. A "teacher's home" should consist of a suite for the teachers, two residential halls for the pupils, a library-cum-class room, an office and a guest room. The library should be well-equipped with books and aid materials on the subject that the teacher teaches. A kitchen-garden should be attached to the "teacher's home" surrounded by lawns. All students should remain

in these homes.

Every educational institution should have its own dispensary and every educational division its own hospital.

A special garment manifesting the dignified personality of the teacher should be appropriated and offered to him to distinguish in the Society. Highest respect should be paid to him at all places and by all irrespective of his post and privileges.

Teacher-pupil ratio should be reasonably fixed, say at 1:20 or so.

Teacher's children, not exceeding three in number, should receive free education to the highest standard.

The schools and the Government should formulate strict rules of education which should be followed by the guardians with strictness.

Education taxes should be levied on different categories of citizens in a progressive manner.

Whether education should be nationalised or left to private concern, a third course seems to be an ideal substitute i.e. to nationalise the children-wealth of Nation than to nationalise anything else.

All National children of the age-group of 4 to 9 years should be nationalised and proclaimed for the purpose of education and training meant to a life specifically fitting in and suiting the changed new order both National and universal.

Each State should be divided into a number of Educational Divisions, each one having an educational organisation of its own. All the primary schools at the base should be linked up, through the secondary schools and colleges, to the University at the top to constitute one integral whole - a self-contained Educational Division. There would be, thus, as many Educational Divisions in a State as there are Universities in it.

There should be one Primary School for every 125 children both in rural as well as urban areas teaching Language, Arithmetic, Elementary Civics, Gardening and Physical Culture. Spinning may be taught to the children in Classes IV and V.

Practical lessons should be taught and exercises done regularly with special care in Character Building in primary stage education.

Every 10 primary schools should be attached to and supervised by a secondary school imparting secondary education in all subjects in general and Agriculture in rural and Industries in urban areas in particular. Agriculture should include gardening, cattle breeding and dairy farming.

Every 10 secondary schools should be attached to and supervised by a Degree College which should impart education of graduate standard in Humanities, Science, Commerce, Industries and Medicine. At least five such Degree Colleges should constitute an Educational Division.

At the top of each Educational Division, there should be the University to impart the highest education and guidance to the post-graduate and research scholars.

At the primary stage, there should be all mixed schools.

Separate schools should be maintained for boys and girls at the secondary stage.

Co-education should follow at the College or University stage. Education of sex, its blessings and curses, and allied responsibilities should be given to students before they enter in co-education or life after Secondary education.

Education at different stages should be so dispensed as to cultivate and nurture manly qualities and values in the students. It should make no distinction of caste, colour and status between man and man.

Nothing fantastic or sentimental but scientific should be taught to the students.

Education should cultivate democratic tendencies, such as liberalism, self-restraint, respect for others and noble thoughts, in students.

Education should cultivate social outlook like Unity, Co-operation and Fraternity in students.

Education should cultivate and strengthen the ideals of Universalism, World-Society and World-Citizenship in students.

The present system of education should change for a thorough, scientific and close one.

State and Union Education Service Commissions should be appointed for selection and appointment of teachers on State and All-India basis. Academicians and Educationists alone should be the members of the Selection Boards.

Except for the guardians, no non-educationist should be a member of a Managing Body of an institution.

9. Prof. Jai Narain Lal, Head of the Department of Political Science, M.L.K. Degree College, Balrampur (Gonda).

The entire philosophy behind the present educational system needs re-orientation so as to accommodate and incorporate aims, aspirations and needs of the Independent Nation of India.

Appointments of teachers should be made on merit and merit alone.

The Government should not insist on a University Degree for service under them. This will check off the entry of mere degree-seekers in the educational institutions.

Admissions into Colleges and Universities should be restricted only to those who have a real thirst for learning and knowledge.

Writing, publication and sale of cheap books, short notes and solved question-papers etc. should be legally banned.

Tutorials and seminars should be made compulsory in every subject without any exception as emphasised by the Sargent Commission.

Examination system should be suitably reformed so as to give due credit to the work done by students in their classes during the session.

Students and teachers should be debarred from political demonstrations and strikes etc.

Teachers should be encouraged to study their own problems and difficulties and find their own solutions.

Pay-scales and service conditions of teachers should be improved.

Guardians Associations and Teachers-Guardians Associations should be encouraged.

Social Agencies and Semi-Government Bodies like U.G.C. should help teachers solving their problems, instead of allowing or making them to go to Politicians and Government.

10. Rev. P.T. Chandi, Principal, St. John's College, Agra.

Autonomy should be granted to affiliated colleges in the framing of syllabi, conduct of examinations, and appointment and promotion of staff.

Honours Courses of high academic standard should be instituted alongside with General Courses of a flexible nature.

First Degree Course should be of three years' duration.

Promotion of teachers should be by merit and not on seniority and paper qualifications.

There should be provision of text-books libraries for all students either free at Government expenses, or by realising their cost along with the fees and providing suitable second-hand sales facilities.

Non-crammable examinations should be introduced.

Examination fees should be pooled and distributed on equal-time basis to the examiners, paper-setters etc.

Duties of paper-setting, marking and invigilation should be distributed on an equal-time basis, with setting and marking done by those most competent to do so.

Teaching of English should start from Class I and should continue till Class VIII. Medium thereafter should be determined by availability to study material of suitable standard, at present, this would mean English for Higher Education.

(Memo/544/UP/EC)

11. Shri S.B. Chawda, C/o C.L. Jethona, D/57/56 - Sigra, Varanasi-1.

More and more stress should be made upon handicraft and technical training.

The object of education should be to turn out more and more best trained personnel for all professions and trades.

Girls should be given special education according to their tastes and choice in Cooking, Painting, Handicraft, Child Education etc. etc. Practical training in all aspects of education at all levels should be stressed.

(Memo/403/UP/EC)

12. Shri B.N.Kar, 8 - Nawab Yusuf Road, Allahabad.

Teacher Education & Teacher Welfare

The minimum educational qualification of a teacher both for primary and middle stage should be Intermediate examination or its equivalent; for lower secondary stage only graduates; and for higher secondary stage post-graduate degree holders.

In no case should the period of training in a Training College for Teachers be less than two years.

Training Colleges for Teachers should, as a normal part of their work, arrange short intensive courses in special subjects and practical training in workshops and professional conferences.

Scales of salaries of teachers should be improved. There should be complete parity between teachers in Government service and those working in private institutions in respect of pay, promotion and other service conditions.

Teachers should be guaranteed free education of their children; railway travel concession; free medical service, study leave; uniform leave rules; and adequate old age pension - benefit of provident fund and pension i.e. Triple-Benefit - Scheme recommended by the Mudaliar Commission on Secondary Education.

(Memo/190/UP/EC)

13. Shri B.N.Kar, 8 - Nawab Yusuf Road, Allahabad (U.P.)

General Suggestions

Education should be made a Concurrent Subject.

Institutions should be given freedom to work within a broad frame-work. For greater efficiency, there should be a large measure of decentralisation and devolution of powers.

There should be complete elimination of Managing-Committee-System and full nationalisation of educational institutions is needed.

Government should take up the entire financial responsibility of schools. The distinction between Government and non-Government institution should go in so far as finances are concerned.

There is an urgent need for the creation of a climate of trust in educational administration. Procedural simplification and minimum red-tapism will ensure speed and quick disposal of work.

(Memo/202/UP/EC)

14. Dr. Partap Singh, Civil Surgeon from Punjab
(now Blind), 66-Cantonment, Station Road,
Bareilly.

Change-over to Hindi

Change-over to Sanskritised Hindi is against the three Vedic Sidhants - Satya, Brahmcharya and Ahimsa, and is not fit to take the responsibilities of a Lingua-Franca and a Link Language. What the Saral Hindi of the Constitution is a simple hybrid Hindustani supported here and there with English. We need a simple easily understood Language and not a highly Sanskritised Hindi.

(Memo/82/UP/EC)

15. Shri R.N. Bhargava, Professor and Head of the
Deptt. of Economics, Central Hindu College
(B.H.U.), Varanasi - 5.

Higher Education

Change-over from English to Hindi as a medium of instruction and examination in University education should be a gradual process of adjustment and evolution. We should first make arrangements for preparing standard books and current literature available in Hindi. We should stick to English at least for the post-graduate education.

We should go slow in establishing new universities and try to consolidate and strengthen the existing universities by putting into them competent staff, adequate facilities and finance for research work, equipment and libraries.

A number of scholarships should be instituted in universities so that meritorious students can do their post-graduate studies and research work. With our present standards of awarding marks in the examinations, it is unfair to insist that research scholarship should be granted only to students who secure first class marks.

(Memo/285/UP/EC)

16. Shri Mool Raj Mehrotra, 43 - Lal Quarters,
Govindnagar, Kanpur - 6.

Higher Education

There is a need of solidarity of university teachers for generating the people and the country. The invigoration, direction and control of university teachers, from this point of view, in preference to other devices and means, should be through an appropriate comprehensive "Code of Conduct for University Teachers" evolved by the university teachers themselves as a body corporate. Adoption of such a scheme will urge the university teachers to achieve the desired goal.

(Memo/63/UP/EC)

17. Shri K.K. Sharma, Principal, Meerut College,
Meerut.

Problems of Collegiate and University
Education

University Education, particularly at the post-graduate level and research, should aim at international standards and for this, we have to plan and to devote thought and spend money.

The strengthening and planning of education at all stages should be conceived as a National responsibility, particularly at the post-graduate level and research. There should be improvement in quality of post-graduate education courses in Commerce and certain subjects of Humanities in the affiliated colleges.

Openings should be provided to students after the High School stage. For this, there should be a large number of technical institutions in the State after the High School stage. Only such students should join the university courses as are suitable for pursuing the courses of studies in various subjects at the College/University level.

One year of Intermediate should be added to Secondary Schools and the Three-Year-Degree Course should be made uniform in all Universities.

To improve teaching in affiliated colleges and universities, there should be consolidation rather than expansion.

There should be liberal grants from the State Governments and the U.G.C. for affiliated colleges and universities. The gap between approved expenditure and approved income should be met by the State Governments.

Pay-scales and service conditions of teachers in Colleges should be improved.

There should be tutorials in undergraduate classes and seminars in post-graduate classes.

There should be liberal grants for the construction of hostels and quarters for the teaching and other staff of colleges and universities.

The practice of insisting on private colleges to provide matching grants for various purposes should be dropped.

There should be periodical tests whose results should be considered at the end of the year at the time of the University examination.

Every gifted child should get the best higher education through a programme of scholarships for the gifted children.

Education should be the responsibility of the State.

(Memo/100/UP/EC)

18. Shri R.N.Kela, Principal, M.D.S. Jain College,
Najibabad.

Problems of Private-Aided Institutions

The pay-scales and rates of D.A. of the inferior staff and the clerical staff of the private-aided institutions should be at par with those of their counterparts in Government institutions.

The clerical staff of the private-aided institutions should be given extra allowances for the overtime work.

The appointments of the clerical staff of the private-aided institutions should be made by their Heads and not by their Managements.

The Triple-Benefit-Scheme should also be made applicable to the inferior staff of the private-aided institutions in the true spirit of Bhuvaneshwar Resolution on Socialism.

The posts of Heads of the private-aided institutions should be provincialised.

The Government should give grants to the private-aided institutions for the construction of quarters for their Heads within the premises of the institutions.

All those students whose parents/guardians have income below Rs. 200/- p.m. should have free education irrespective of caste or colour and the loss should be reimbursed to the private-aided institutions by Government.

The number of subjects in Intermediate classes should be reduced from five to four - Hindi as a compulsory subject and any other three optional subjects. For Science and Commerce students, the choice of compulsory subject should be between Hindi or English and any other three optional subjects.

The present irrational basis of terminal holidays should be changed.

First Term ... From 1st July to Dasherah with a break of 10 days.

Second Term ... From Dasherah to December with a break of 10 days

Third Term ... From January to 20th May with summer vacation of 40 days.

The Heads of private-aided institutions should have freedom for experimentation in Education. The Department rigidity should go.

Legislation should be introduced to empower the Education Department to take over the administration of private-aided institutions which are mis-managed or which do not conform to prescribed norms of Managements.

Educational Service Commission should be set up for selection of teachers for private-aided institutions.

on the lines of the Public Service Commission for selection of teachers for Govt. institutions.

A Text-Book Corporation should be set up and entrusted with the work of preparing and publishing cheap school text-books on a mass scale.

(Memo/690/UP/EC)

19. The General Secretary (Shri Rama Shankar Singh),
The U.P. Primary Education Association,
Bans Gaon, Gorakhpur.

Primary Education

There should be National Scales of pay for teachers throughout the country.

There should be equalisation of the D.A. admissible to the primary school teachers vis-a-vis other Government employees in the same scales. The primary school teacher getting a pay of Rs. 50/-p.m. should be given Rs. 25/-p.m. as D.A.

Administration of Primary Education should be taken away from the hands of the Block Samitis.

Wards of primary school teachers should be given education free of cost.

Primary school teachers should be given free medical facilities and during the period of medical leave they should be given full pay.

There should be Joint Staff Councils for school teachers.

The teacher-pupil ratio in a class or section should be 1:30.

The final primary school education examination should be conducted by the headmasters of primary schools and after the 8th class the examination should be conducted by the Board.

(Memo/623/UP/EC)

20. Shri Prayag Dutt Shastri, Ayurvedacharya, Agra.

General Suggestions

Health Education and Ayurvedic Study should be included into the school curriculum.

Physical Education should be made a compulsory subject in schools. One hour should be devoted to it daily.

Students should be stopped from going to the pictures. Papers exhibiting obscene pictures and literature should be banned by law.

There should be only one best selected text-book on each subject in the school courses. Too many books on one subject is a burden on the mind of the students and on the pockets of the parents.

Fashions among school students should be discouraged.

Private tuitions by teachers should be discouraged.

(Memo/624/UP/EC)

21. Shri R.C. Dikshit, Assistant Master, 11-Kamal Bagh, Muzaffarnagar.

System of Examination at the Secondary Stage

There should be a change in the present system of examination at the Secondary stage. Not only a change but a total replacement.

Firstly, the standard of education in primary and secondary stages should be raised. This rise in the standard of education will automatically drive out many of the evils that have crept in the present system of examination and will improve the moral side of it.

We should begin with Class I. We should revise the syllabus as suggested in the paper on "Standards" and go on doing the same upto Class VIII and even XII.

(Memo/257/UP/EC)

22. Memorandum through Dr. K. G. Saiyidain, Member, Education Commission, Government of India, New Delhi.

Technical Education in U.P.

In a planned economy, manpower planning should be rational and deliberate. The availability of trained technical personnel is a basic problem and the development of, and investment in, trained personnel is the only real solution.

At least three Degree Colleges with an intake of 360 each and 5 Polytechnics with an intake of 300 each more should be established in U.P. State to meet the critical shortage of Graduate Engineers during the Fourth Five Year Plan.

31 more Industrial Training Institutes should be opened during the Fourth Five Year Plan period with additional training capacity of 25,000 in Engineering Trades.

Technical skills and crafts should not be introduced at the primary stage of General Education.

General Education should not be mixed up with Technical Education. There should be separate Departments for General Education and Technical Education.

Certificate holders of Junior Technical Schools' Course should be accepted by the Industry as equivalent to the certificate holders of N.C.V.T. for the purpose of apprenticeship under the Apprenticeship Act and the rules made there-under; and also for the purpose of further academic studies, they should be recognised as equivalent to High School certificates.

The Polytechnics' Training should include at least 3-months' practical training in factory. This implant training before the award of Diploma should be essential.

Technical Studies at Degree level should also include education in Humanities and Social Sciences.

Boys at the age of 14 plus should be diverted from academic type of education to one which is specially designed to condition them for different productive occupation of technical nature while continuing their normal General Education.

The seating capacity of technical institutions should be co-ordinated with the demand of the factories in private and public sector and other Government Departments.

The private business and industry should play an important role in the development of and expansion of Technical Education. They should offer paid apprenticeship training facilities. New institutions should be opened with their collaboration and preference in admission at these institutions should be given to the candidates sponsored by them.

The training in Humanities, General Sciences, Engineering Studies and Workshop Practice should be properly co-ordinated in each Technical Discipline.

The recommendations made by the Northern Regional Committee of the All India Council for Technical Education for the improvement of staff position as accepted by the State Working Group on Technical Education should be implemented.

To relieve the Heads of Institutions from administrative matters and to make them devoted to teaching and research work, a senior administrative officer should be provided at each Polytechnic and Technical/Engineering Institution to carry out administration in it.

Regional Laboratories should be set up provided with full equipment facilities to enable students of the different colleges/institutions/polytechnics of the area to complete their practical work.

Capability and skill of a student should be assessed by way of periodical assessment during studies and not through a system of annual external examination.

The regional languages as far as possible should be adopted for training at craftsman level and Secondary Technical Schools. At higher level of Technical Education, the English medium should be gradually replaced with regional languages.

All technical institutions situated in urban areas should have at least 75% hostel accommodation and those in rural areas should have 100% hostel accommodation.

(Memo/610/UP/EC)

23. Shri P.N. Saxena, Secretary, Allahabad University
Associated Colleges Teachers' Association,
Allahabad.

Higher Education

Higher Education should be made a concurrent subject.

All privately-managed institutions should be nationalised or at least a very strict code of conduct for all such institutions should be laid down.

The U.G.C. should embrace all institutions of higher education equally rather than those which go by the name of a University alone.

There should be a University Service Commission in every State.

All-India Educational Service should be revived to enable the institutions to avail the services of the experts in different fields from different places.

A National Council of Syllabi and Standards should be set up to go into the courses prescribed for various degrees, the standards expected and it should co-ordinate the standards of Indian Universities with foreign Universities.

In a city where a university exists, there should be no other type of college except the constituent college.

There should be a very high-powered committee to advise the State Government regarding the opening of a new college.

Proper teacher-pupil ratio should be fixed and adhered to in colleges and universities.

There should be equal opportunities for the college teachers to participate in the teaching conducted by the University and the students.

of the colleges should be allowed to partake in the University life and activities.

The rules for the grants-in-aid for the colleges should be the same as for the University to which they are affiliated.

There should be an approved pattern of Managing Committees for the Colleges. Teachers should be given adequate representation in the Managing Committees.

Uniform pattern of pay-scales, provident fund, and conditions of service should be evolved and applied to all colleges and universities. Age of retirement of teachers should be raised to 65 years.

Teachers' Constituencies should continue and should not be abolished.

Teachers should be provided with liberal pension and gratuity rules, free education for their wards, free medical facilities, liberal travel and book grants etc.

There should be a definite scheme for providing incentive to teachers in their work like advance increments, more posts in the superior grades, allowance for guiding research etc.

The duration of studies for a student should be 10 years upto Class X; 2 years for Intermediate; 3 years for Graduate Degree and 2 years for Master's Degree.

More emphasis should be given to monthly and sessional tests. 40% of the marks of the Annual Examinations should be allotted to sessional work, 60% to the Annual Examination.

(Memo/600/UP/EC)

24. Shri M. Ray, Principal, Agra College, Agra

Problems of Higher Education

The new educational pattern should be more flexible in approach and should be adapted to the nature and contents of education as well as the number of those whom we want to educate.

Colleges and Universities should have adequate buildings with well-equipped libraries and laboratories. There should be provision for seminars and tutorials.

The process of diversification at the secondary stage should be intensified by expanding facilities for technical and vocational education.

There should be selective admission of students to seats of higher learning.

Available funds instead of being used to start new Universities should be utilised to the improvement

and strengthening of the existing institutions for higher education.

There should be uniformity and improvement in the salary scales of college and university teachers. They should have better service conditions.

Post Graduate Colleges should be allowed to come into existence only if they satisfy certain conditions. The proper method of developing post-graduate education is to concentrate it in those places where some good degree colleges are already functioning.

Appointments of teacher for colleges and universities should be made through Public Service Commissions.

(Memo/290/UP/EC)

25. Secretary, Deeni Taleemi Council, (U.P.), Lucknow.

Aggression on Religious and Linguistic Sentiments of the Minorities

Text-Book Committees set up by the States should have nominees of the minority community educational organisations, such as Deeni Taleemi Council, Deeni Talimi Board and All-India Muslim Educational Conference.

In the name of moral and social education, mythology, religious beliefs and ceremonies of a particular religious community should not be propagated in public educational institutions.

Biographies of important personalities should not be narrated under a purely religious background but under a definite historical set up.

Life and lessons leading to development of patriotism should guard against religious or cultural revivalism and propagation of idolatory and human worship.

Private institutions of minorities established with a view to provide religious and moral education according to their beliefs should be protected and encouraged as required by Article 30 of the Constitution.

Prayers leading to normal school work should be of purely National character and should suit the sentiments of all.

In cultural activities and sports etc where students belonging to different faiths are participating, religious prayers should not be allowed.

Facilities should be provided for the teaching of Urdu in primary, junior and higher classes of schools in U.P.

Opportunity should be afforded to minority community educational institutions to make mother-tongue of the pupils the medium of instruction in their institutions.

U.P. Government should make special arrangements for the training of Urdu teachers in the State. Every recognised school in U.P. should have at least one Urdu trained teacher. Knowledge of Hindi Urdu should be made compulsory for primary school teachers.

In the matter of financial assistance, the State Governments should make no discrimination against institutions established by minorities.

Courses prescribed for students, specially at the primary and secondary stages are too heavy. Additional trained teachers should be provided to meet the need.

(Memo/656/UP/EC)

26. Prof. J.N.Kapur, Mathematics Deptt., Indian Institute of Technology, Kanpur.

General Suggestions

The phrase "Science and Technology" should be modified to "Mathematics, Science and Technology". In the National System of Education more emphasis should be laid on the scientific training in mathematics, science and technology.

There should be massive in-service training programmes for teachers. Massive summer school programme should be undertaken. Evening colleges for bringing the teachers up-to-date in all subjects should be established in all major cities. For teachers in smaller towns, correspondence courses should be started. Writing of text-books, summer schools, evening colleges, correspondence courses and the actual teaching activity in classrooms should be co-ordinated.

There should be decentralisation in Education. Sufficient autonomy should be given to smaller units to experiment subject to some Central supervision.

The role of private enterprise in education in every case should be carefully studied and wherever there is any doubt, the Government should have sufficient authority to take over the institution and hand it over to Bodies of Educationists to run it on its behalf.

All admissions should be made strictly on merit and all schools and colleges should be forced by law to publish the lists of their seeking admission and then admitted.

All appointments, even in private educational institutions, should be made by some sort of "academic" public service commissions.

The Education Commission should suggest a machinery which should assess the needs of the country in various fields of knowledge so as to enable educational institutions to distribute their students over various subjects.

(Memo/376/UP/EC)

27. Shri H.N. Singh, Principal, Tilak Dhari College, Jaunpur (U.P.)

Primary Education

The Primary and Junior High Schools should be taken out of the control of Blocks or Zilla Parishads and should be put under the control of a District Committee consisting of the District Judge, the District Inspector of School, the Deputy Inspector of Schools and two or three educationists of the area. The power of transfers of teachers should be completely taken away from the Presidents of the Zilla Parishads.

The three layers of training for primary or junior high school teachers (H.T.C., J.T.C. and J.B.T.C.) should all be merged in one or the H.T.C. and J.T.C. should be raised to the C.T. standard.

Admissions into Training Institutions for primary school teachers should be restricted to High School or Intermediate passed students only.

Salary scales of trained primary school teachers should be raised and made attractive. Gaps between the pay-scales of primary school teachers and secondary school teachers should be bridged.

There should be frequent refresher courses, seminars and in-service training for teachers of primary and junior high schools.

Posts of Headmasters of primary and junior high schools should be provincialised.

(Memo/654/UP/EC)

28. Prof. Satyavrata Siddhantalankar, M.P., Vice-Chancellor, Gurukula Kangri Vishwavidyalaya.

National Education:

The Education Commission should apply itself to more fundamental and basic issues in the field of education, the most important of which is the concept of National Education.

National Education should be planted on the cherished traditions of the Indian Nation i.e. it should try to bring that spirit of spiritualism in the educational system which was prevalent in the old Vishwavidyalayas of Nalanda and Taxila. It should also keep in mind the cherished goals and aspirations towards which we want to move in our onward journey so that we may hold our own in the comity of Nations.

The Ashram (Residential) type of education should be encouraged. The teacher should create parent-child relationship with the students. The teacher-pupil ratio should be 1 : 7 or 10. Emphasis should be laid on the ideal of self-purity (brahmacharya) and the students should be taught to lead a hard life and eschew all temptations. There should be a compulsory paper on "Indian Culture".

Hindi, being the link language, should occupy the same place and position which was formerly and is now being enjoyed by English.

The products of National System of Education should be familiar both with Plato and Manu, with Shankar and Kant, with Karl Marx and Kautilya, but their acquaintance with Indian Thought should not be through English translations of these authors but through their knowledge of original works in Sanskrit.

All caste names should be removed from educational institutions. Social distinctions and disparities caused and encouraged by education should be removed.

Such passages should be selected and compiled from the religious books of the World which lead the young students towards a broader, purer and a more humanistic and moral view of life.

There should be established one "Model Gurukula" in each District. It should be a residential institution. The State should meet the entire expenses of students in this institution.

(Memo/604/UP/EC)

29. Principal, D.S.B. College, Nainital.

Educational Problems of the Kumaon Region:

Because of lack of definite information, the educational authorities do not seem to have yet taken comprehensive view of the educational needs and problems of the Kumaon region. It is submitted that the same system and pattern of education as has been prevailing in the plains cannot be applied in toto to this region.

The educational institutions of Kumaon must be closed for Winter vacations during January and February with the mercury falling below zero. This leaves just 6 months for studies for them whereas the students of the plains get full 8 months.

April, May and June are the months of forced idleness for them. In the hills, these months are the best part of the year and can indeed be more usefully utilised.

Higher Education should be placed within the reach of the poor people of the Kumaon region. More schools and colleges should be opened to meet the needs of this region.

A full-fledged Kumaon University should be established to meet the educational needs of the Kumaon region. This University should provide education in new subjects like Forestry, Horticulture, Geology and Military Science. It should have well-equipped libraries and laboratories.

Post-graduate teaching in this Kumaon University should be confined to the University Campus and should be overall charge of Secondary and University Education of the region.

(Memo/688/UP/EC)

30. Dr. Mata Prasad Gupta, Director, K.M. Institute of Hindi Studies and Linguistics, Agra University, Agra.

Post-Graduate and Research Institutes:

Institutions organising standard projected researches in different fields of Higher Education should be established with highly qualified specialised staff of outstanding ability to be selected by a Selection Committee having experts nominated by the U.G.C. The members of the staff thus selected should have attractive grades and should be included into the Indian Educational Service. They should have all facilities enjoyed by the staff of the Central Universities. Salaries of the staff should be

fully met by the U.G.C. and the U.G.C. should finance cent-percent the projected researches undertaken by these Institutes. The Institutes should also receive ample grants for publication of the researches and learned works done by their staff.

(Memo/619/UP/EC)

31. Shri S.P. Pathak, Head of the B.T. Department, Bareilly College, Bareilly.

Teacher Education

More teachers' training institutions should be started and the existing teachers' training institutions and departments attached to the Degree Colleges should be stream-lined to do more useful work.

The Government should put all the teachers' training institutions and departments attached to Degree Colleges, doing useful work and fulfilling the conditions, on the grant-in-aid list.

The Universities should frame strict rules to run the teachers' training institutions and departments attached to Degree Colleges and should show no leniency whatsoever in their observance.

Government, if it so chooses, may enhance the rate of tuition fees in the teachers' training institutions and departments attached to Degree Colleges in order to minimise the expenditure.

(Memo/620/UP/EC)

(Memo/621/UP/EC)

32. Dr. Bishambhar Sharan, Honorary Secretary, Bhingra Raj Anathalaya, Kamachha, Varanasi.

Education of the Orphans at the Orphanages

Aim of education should be to train the youth to take part in raising the vocational, industrial and technical status of the country. The orphans at the orphanages should be trained to form the vanguard of the future army of artisans, craftsmen and technicians of India.

Orphanages should run as compact schools under the charge of teachers for 24 hours. They should conduct classes upto the Class VIII only after which the inmates of the orphanages should be sent to higher schools or handed over to their proper guardians.

Teachers of the Orphanages should be efficient craftsmen with good knowledge of Hindi and Arithmetic. They should be people of advanced age but possessed of experience and character. They need not be trained teachers.

Every orphanage should conduct education like the old Apprenticeship system where the student learnt art and craft at the feet of GURU.

Every orphanage should provide a healthy, aesthetic and educational environment for the orphans. It should train them in the habits of cleanliness, smartness and endurance. It should train them to lead hard and vigorous lives by organising games, sports, parade, shramdan, excursions, scouting and gardening etc. It should arrange for debates, library, reading room, morning and evening worship.

The funds of the orphanage should consist of budget allotments by the Managing Committee of the Orphanage, grants from the State Government and the Central Social Welfare Board, and subscriptions and donations from the public.

(Memo/48/UP/EC)

33. Shri H.S. Gahlot, Principal, Navajiwan Kisan Intermediate College, Mawana (Meerut)

Agriculture Education

The Navajiwan Kisan Intermediate College, Mawana (Meerut) should be helped financially to have its own Agriculture Farm with a Dairy, an Agriculture Store and a befitting Agriculture Engineering Workshop.

Scientific farming for Intensive Agriculture Programme is the need of the day. Model Agricultural Institutions should be set up serving as Community Centres in rural areas to guide farmers in scientific farming and intensive agriculture.

(Memo/607/UP/EC)

34. Shri Balwant Singh, Adhyaksha, Zilla Parishad, Muzaffarnagar.

Primary Education

Ways and means should be found out to give better emoluments to Primary School Teachers.

The curriculum for Primary Education should be determined by the State but its details should be worked out by the Education Officers and Teachers at Block level.

Mush-room growth of unrecognised primary schools with poor staff and unhygienic surroundings should be stopped even if with the assistance of certain law.

Administration of Primary Education should be decentralised to the Block level.

Transfer of teachers should not be more than twice during the school session and should be exercised by a Committee consisting not more than five members - Vikas Pramukhs and the Education Officer.

There should be a prescribed pattern of building for a Primary School at least at the District level.

The recruitment of teachers for Primary Schools should be an item of Zilla Parishad.

A condensed course of Moral Education should be introduced at the Junior Basic stage.

Primary as well as Basic Schools should be mixed schools for boys and girls. Where there is a demand, the entire school should be staffed with lady teachers.

Scheme of "School Mother" is a success and it should be extended to promote education among girls. The honorarium should be raised to Rs. 30/-.

(Memo/608/UP/EC)

35. Shri R.N. Sharma, Prof. of Plastic Surgery, K.G's Medical College, Lucknow.

Problems of the Youth

Education should develop in the "Youth" self-confidence, mannerism, the art of thinking, self-expression and discussion with a wider background of knowledge.

Universities, colleges and technical institutions in India should establish inter-relation inter-State-wise. Students and teachers of universities, colleges and technical institutions should be interchanged for a session, a term or two. State Education Departments should co-operate with the Central Ministry of Education to carry out this task.

The Nation above the Region; the Region above the Religion; and the Religion above the Fantasy should be the message that the youth should carry to the masses to all the corners of India.

The basic or elementary education for an Indian youth should finish latest by the age of 16 or 17.

Students' Organisations should become so strong that they should be able to analyse for themselves the advices given to them by the political leaders. Larger numbers of youth should be encouraged at all levels to have their own Unions. Both teachers and parents should encourage free and frank debates amongst them.

Students should have a uniformity in dress on all-India pattern. It should be distinctive, smart and common like the "National Flag". There should be one common pattern at the children level, that should change at the junior and senior levels. The universities should have distinctive dress at the undergraduate and the post-graduate levels. Technical students should also evolve pattern on all-India basis.

(Memo/627/UP/EC)

36. The Manager, D.A.V. Inter College,
Muzzafarnagar.

General Suggestions

At the Primary Stage (Classes I to V), more emphasis should be laid on the teaching of a regional language and arithmetic. Surrounding conditions as a part of geography, local history and personal hygiene should be taught. The children should be taught to love the Nation and the country as a bias.

At the Junior High School stage (Classes VI. to VIII), the subjects taught at the Primary stage (Classes I to V) should be continued with more and in details. English and one more regional language should be taught, making in all three languages. More time should be allotted to these languages and mathematics. Science should be taught in a general way; social sciences in the form of discussions; and in History more emphasis should be laid on the "History of National Movement", lives of leaders - remote and recent. Students should not be overburdened with books.

At the High School and Higher Secondary stage, (at the age of fifteen), emphasis should be laid on three languages (one English and two regional languages) so that students are able to speak, write and understand them. Technical Group should also be offered at this stage to those students who have aptitude for vocational and technical education.

From the Primary stage to the Higher Secondary stage, Health Education should be compulsory, especially heart, hearing and eye-sight.

At the University stage, mass admission should be discouraged. Only suitable candidates should be well-equipped. More attention should be given to the laboratory work in so far as science subjects are concerned. Staff should encourage research work. Only students who have aptitude for research work should be admitted to Post-Graduate courses.

Grants to Colleges should be given not on the basis of admissions alone but on the basis of research work done also. More emphasis should be on fundamental rather than applied types of research work. Grants for equipment and construction work should not be on matching basis. The whole system of grants-in-aid should be re-orientated.

Grouping of students in Colleges and Universities according to political parties, unions or Parliament, etc. should be abolished.

More hostel facilities should be provided to the students in Colleges and Universities and there should be some method to keep a watch on outside activities of the day scholars also.

The system of grant-in-aid should be improved so that it may be actually 50% or more. Grant should be given to a College immediately whenever a new subject is introduced in it.

(Memo/609/UP/EC)

37. Shri K.D. Agrawala, Principal, D.N. College, Meerut.

Students' Indiscipline

Greater powers should be given to the Principals of educational institutions to curb the activities of the undesirable elements in the staff. Conditions similar to those prevailing in Government institutions of U.P. should be introduced in privately managed educational institutions also where the yearly entries in the character rolls of teachers by the Principal should determine the promotion or demotion of a teacher.

University Office of all affiliating Universities should maintain a character roll of all the teachers of affiliated Colleges and on adverse entry made by the Principal against any teacher, the least punishment that should be given to that teacher in his/her transfer from that College.

The system of transfers of teachers should be worked out in detail and a policy framed. This should be applied to different Universities.

(Memo/653/UP/EC)

38. Shri K.C. Gupta, Principal, Hublal Mathur Vaish Diter College, Agra.

Planning for Proper Education

System of education in India should be based on the presumption that in India there is nobody to help a student after school hours and whatever has to be achieved by the student should be gained by him/her during the presence of the teacher.

Number of subjects and the syllabus in each of the subject should be reduced so as to enable the students to form right habits of assimilation and self-reading.

Physical Education should be made compulsory in all the classes of schools. Moral teaching should also be included under this head.

Number of students should be 20 to 25 in elementary classes; 30 to 35 in secondary classes and 40 in higher secondary classes. Each period should be of 50 minutes.

School/College timings should be of 6 hours' duration in summer and of 7 hours' duration in winter including one hour for physical fitness and moral teaching and leaving about 45 minutes for recess and roll-call etc.

Methods of teaching should be dynamic and effective. Portions should be covered thoroughly, assessing every now and then that the students are following them well; to be followed by recapitulation and written work.

Written work should be thoroughly checked and the students should re-correct their mistakes. The work should be categorised as excellent, good, fair and poor daily.

Home work should be such that the students are able to do it independently, and it should be thoroughly examined, checked and corrected.

Fortnightly or monthly tests should be held in separate note-books and records kept. There should be no optional questions in these tests. Nearly 90 to 95% of the students should get a thorough knowledge of the topic taught. If the results are unsatisfactory, the teacher should take up the topic again for teaching.

33% marks should be abolished; 50% marks should be rated 'fair', 60% 'good', and 75% as excellent. The rest are rated 'poor'.

Promotions and grades should be given on the basis of class-tests and class-work assignments done satisfactorily. There should be no terminal examinations.

External Examinations should be had after Classes VIII, X, XII and XV only called Junior High School, High School, Inter and Degree Examinations respectively and should be held twice a year. 33% marks should be done away with.

Clerical work i.e. collection of fees, maintenance of fees register, should be taken away from the teachers. He/she should take 4 to 5 periods a day according to subjects.

Cummulative records of students should be regularly kept.

Teachers and clerks in educational institutions should be given emoluments which can enable them to maintain an atmosphere of efficiency in the institutions. Their working conditions should be improved.

It is better to aim at quality in education and not to aim at its expansion.

A student passing in some subjects at any public examination of the school should not be required to appear in those very subjects at the subsequent examination but should be allowed to appear only in those subjects in which the student had failed in the previous attempt.

(Memo/612/UP/EC)

39. Dr. S.P. Gupta, A Vaigyanik of Uttar Pradesh.

(i) Checking Corruption in Educational Institutions.

Student volunteers for social service should be enrolled by the Heads of Educational Institutions. These groups of students from various institutions in any locality should work in co-operation with the local units and help in rooting out "Students' Indiscipline".

Students should organise themselves in self-tutorial groups of about 10 students. For about an hour every day at a fixed place and at fixed time, each student should act as question-master for about 6 minutes and practise the art of answering questions before others - "Self-tutorials - the key to success in examination".

Checking of corruption in teachers should be entrusted to local units. The wrong-doers should be exposed in the weekly meetings where full opportunity and freedom should be provided for criticism.

Vigilance Committees should be formed in educational institutions and all cases of corruption in educational institutions should be placed before them for proper inquiry.

(Memo/657-658/UP/EC)
(Memo/664/UP/EC)
(Memo/665/UP/EC)

40. (ii) On Associations for Social Welfare

Members of the Executive Committees of Educational/Social Welfare Associations should be elected from among the representatives of the primary and secondary institutions or Colleges/Universities.

The Secretary should be elected by the members of the Executive unanimously. The treasurer and the auditors should be elected by the majority vote of the Executive.

There should be no permanent President. A President should be elected to conduct the meeting of the Executive or the General House.

(Memo/659/UP/EC)

41. (iii) One-Grade System for University Teachers.

There should be one grade for all permanent teachers in the University - Rs. 500-70-2,000, exclusive of D.A.

There should be two research efficiency bars at Rs. 1,000 and Rs. 1,500.

The senior-most teacher should be the Head of the Department with Rs. 100 allowance.

The pay and D.A. of a University teacher should always follow the rise in the cost of living.

(Memo/660/UP/EC)

42. (iv) Co-operation in Medical Research

Medical Research should be integrated and co-ordinated at departmental level, inter-departmental level, inter-institutional level, provincial level and inter-provincial or at all-India level.

(Memo/661/UP/EC)

43. (v) Mass Literacy

There should be teaching by volunteers from 6 P.M. to 8 P.M. in villages in a radius of about ten miles around big towns. The volunteers should be provided by the Mohalla, Village Panchayats and Students' Organisations. Government should provide transport to the volunteers. The primary schools or the places provided by local bodies should serve as places of teaching. Lanterns with kerosine oil should be provided by Government through the Village Panchayats. Books should be provided to poor people by Government free of cost. Takhties and slates should be provided by the Government through Village Panchayats. to poor people.

(Memo/662/UP/EC)

44. (vi) Small-Pox in Schools

All children in schools should be vaccinated and revaccinated at regular intervals.

(Memo/663/UP/EC)

45. (vii) Curtailment of University Holidays

The account of Holidays in a year in Universities should be as below:

Sundays	..	52 days
October Holidays	..	15 days
March Holidays	..	15 days
Religious Holidays	..	13 days
Examination period	..	15 days

Total 115 days

250 days or about 8 months should be available for studies in a year.

(Memo/666/UP/EC)

46. Uttar Pradesh Primary Education, Association, Bans Gaon, Gorakhpur

Primary Education

Primary Education should be the responsibility of the Central Government.

There should be uniform syllabus for primary education throughout the whole of India.

Pay-scales and other service conditions of primary school teachers should be improved and made uniform throughout the whole of India. These should be the National scales of pay.

The primary school teachers should have the right to vote for the seats reserved for Teachers' Constituencies.

(Memo/667/UP/EC)

47. Shri M.S. Khan, Principal, Islamia
Inter College, Firozabad, Agra.

General Suggestions

Secondary education should aim at inculcation among the educands the values of life based on rich Indian heritage, traditional social order and the values associated with it.

Students, who have earlier studied privately, should not be admitted into the Class VI of a Junior High School or a Higher Secondary School.

The age of the student at the time of admission into Class VI of a High/Higher Secondary School should be 11 or 11 plus.

Provision of mid-day meals in schools should be made as early as possible.

Free medical service should be provided to teachers and their families.

Only qualified, competent and trained persons who have aptitude for teaching should be selected for the teaching profession. They should be urged to utilise new teaching techniques and teaching aids while teaching their subjects.

Pay scales and status of teachers should be improved. Pay scales of the clerical staff of schools and colleges should also be improved.

Baneful practice of undertaking tuitions privately by teachers should be abolished. Arrangements for coaching the weak students should be made by the schools themselves.

Publication of cheap help books should be banned.

Rules framed regarding teacher-pupil ratio in a particular section should be strictly enforced.

Courses in schools should be made lighter.

Promotion rules framed by the Education Departments should be strictly adhered to in schools.

(Memo/613/UP/EC)

48. Shri Kalidas Kapur, All India Federation of Educational Associations, Kapur Kuti, Hardoi Marg, Lucknow

General Suggestions

The present system of education in the predominantly rural areas is a poor copy of industrialised Britain. Agriculture and subsidiary industries are the main occupations of the people in rural areas. Education of children in rural areas, therefore, should be in tune with life outside in these areas.

Vacations and school hours in rural areas should be so adjusted that the parents are able to utilise the services of their children in their agricultural operations, professions and harvesting seasons.

The Constitution directs 8-year free schooling to all children. We should resolve on 5-year free schooling and raise the teacher-pupil ratio in schools to 1:30.

Education in the rural school should square with the rural life outside it and should be based on the essence of thinking on Basic Education by Gandhiji and his spiritual son, Vinoba.

Objective of elementary education should be limited to literacy - ability to read and understand the printed and written words in one's Mother-Tongue; to express his ideas in writing; to read and understand figures, maps and diagrams; to become practised in the four rules of arithmetic; and to learn using reference material like Dictionaries and Railway Time-Tables.

Elementary classes should be held under grove of shady trees when the days are clear. During rainy days and cold days of winter, buildings and equipment of the Village Court, Post Office and Panchayat Gatherings should be used for purposes of holding classes.

School hours should commence an hour or a half after sunrise (except on high altitudes where the hours round noon are never hot) and should close before noon. In the evenings, there may be second shift schools for girls or the village library according to the needs of the local community.

The duration of school work should not exceed three and a half hour including half an hour for orderly gathering en masse for morning prayer and exercise.

The number of days of work in a year should be 250 and hours of work $250 \times 3 = 750$. Three hours for studies should include two hours for book, paper, slate and blackboard and the rest to talks followed with formation of habits where called for on History, Geography, Civics and Hygiene.

A reading room, if not a library, should be a necessary adjunct to a rural school and should have a radio for community broadcasts. The teacher should be a leader of this co-curricular activity and should be paid an allowance for this service.

Teachers should be encouraged to marry educated girls and wherever married women with sufficient education are available the opening of a separate school for girls with women teachers whose afternoons are generally free from domestic chores, should be encouraged. Co-education is, however, not barred out in the elementary schools.

Near every Tahsil headquarters there should be a Lok Vidya Pith for the training of elementary school teachers. The trainees should submit to the disciplines of Ashram life with minimum of servants. The building of this training centre should be simple and the training course should be of two or three years duration. The course should consist of (i) practical training in agriculture and one subsidiary industry, (ii) principles and methods of teaching school/subjects, (iii) principles and practice of hygienic and civic living, (iv) common diseases of children and their prevention, and (v) maintenance of radio and motor pump fitted to the village well.

The evening continuation schools should be encouraged for practical training of students in some vocation, preferably for cottage industries.

The three years' junior high school should be added to the morning elementary schools in the rural areas, if possible, after radically changing the scheme of courses and examinations accordingly.

On account of the present policy in education for rural areas, promising talent is being drained out of village to the town. Therefore, all the present schemes for expansion of educational facilities in rural areas should await a well-considered decision for a radical change of policy.

All educational institutions in India should assemble or start an hour after sunrise.

Sundays, holidays and vacations in educational institutions should be mobilised, weather permitting, for out-door co-curricular activities.

Textbooks should be very light so that the teachers may encourage children to read related books from school libraries and also provide them opportunities for practical work.

There should be no formal promotion test from one class to the other. Records of weekly work and tests should be kept. There should be terminal tests on work done during the term. The public examinations of the type in force at present should have no place in the new order.

The total monthly emoluments of a Junior High School teacher should not be less than Rs.300/- in the context of present prices.

There should be whole day schools for vocational training.

Boys and girls in junior vocational schools should be trained for productive and saleable work. The course should not be less than 2 years in duration and the conditions of work and the rest should conform to those in Workshops and Factories.

The Higher Secondary School should be open only to those students who may succeed in the admission test to be conducted by the authorities of the institution and the courses should conform to those prescribed for Junior Colleges in countries like U.S.A. and Japan. English language alone should be taught at this stage, not its literature. Science students should be exempted from study of a modern regional language. Literature of mother-tongue should be taught.

Polytechnics should give the students more of Practice than of Theory.

The University teachers should be urged to put to maximum use the scientific equipment and appliances in teaching. They should not be kept unpacked.

Universities should be autonomous in functions and should be kept away from politics.

There should be no scandal against unmarried girls in Colleges and Universities. Strict disciplinary action should be taken against University teachers who are a party to such scandals.

Standard of education in Universities should be raised. Universities should have 220 days of work in a year as recommended by the Radhakrishnan Commission's Report on University Education.

Teaching practices and examination system in Universities need radical changes. They should conform to practices in the developed countries of the West.

A machinery other than the political one of the Government should be devised to control all educational work of the highest level.

Hindi should be made an alternative medium of examination for the Central Services.

There should be parents-teachers organisations all over India towards the raising of educational standards in the country.

49. The Principal, St. John's College, Agra

General Suggestions

Education should aim at development of loyalty; encouragement of national integration; promotion of sound learning; and promotion of good health through sports and exercise, education in hygiene and nutrition.

Classrooms in schools and colleges should be less crowded. There should be more laboratory equipment and better library facilities..

The whole system of examinations should be reformed. Completely solved cram books, notes, etc. should be banned. Papers set for examinations should encourage proper study methods in place of cramming.

There should be merit promotions of teachers and/or efficiency barriers.

There should be seminars and tutorials; inclusion of regular assessments on the basis of tutorial work in final mark totals; and student participation in the framing of courses.

(Memo/605/UP/EC)

50. Shri Sadanand Sharma, Principal, Shri Balbhadra Inter College, Baldeo (Mathura)

Improvement of Education in India

Education from Primary to the University stage should be nationalised and should be made a Central subject.

The existing educational institutions from Primary to the University stage should be improved and their conditions made better within a period of five years, and only after that, new educational institutions should be started.

No less than a Second Class trained Graduate should be a teacher in schools from the primary stage upwards.

There should be National pay-scales and service conditions of all teachers from the primary to the university stage. Their grades and pay-scales should be based on their academic qualifications and training and not on what class of school one teaches, and should compare with the grades and service conditions of similarly qualified and trained personnel in other Central Govt. Departments.

There should be "clustral-transfers" of teachers (all in suitable small batches) from region to region just after the annual examinations and before the starting of new academic sessions.

Every teacher should know at least two major National Languages other than his/her own Regional Language plus Hindi plus English or other foreign tongues/languages.

(Memo/617/UP/FC)

51. Representatives of the local Colleges at Agra

General Suggestions

Education should be given a separate Head in the Budget and both the Centre as well as the States should allocate at least 30% of their Budget for Education.

Higher education all over the country should be the responsibility of the Centre.

Each State should have an independent Education Commission to plan expansion of education in the State; to arrest the mushroom growth of undesirable institutions of higher education; and to appoint teaching staff for the various Colleges in the State.

80% of the higher education is imparted by affiliated colleges. Better facilities and higher scales of pay should be given to the teachers of affiliated colleges so as to attract highly qualified, competent and experienced teachers for these colleges.

The educational policy should be re-oriented and rationalised with a view to attracting the best talents to the teaching profession.

At least 25% of the total strength of the College Managing Committees should be the representatives of the teaching staff with the right to vote, and certain minimum educational qualifications/requirements should be laid down for those aspiring to be elected to the Committees of Managements of the Colleges.

Teaching load of teachers in colleges should be at par with that of teachers in Universities.

The teachers in colleges should have the same medical facilities, housing facilities, rates of Provident Fund and conditions of service as are available to the Government servants.

There should be a provision for seminars and tutorial classes in the college time-table and the teacher-pupil ratio for them should be 1:10 or maximum 1:15.

The strength of students in one section should not be more than 35.

The rules of grant-in-aid should be amended in such a way that the College starts getting it from the date of its recognition.

(Memo/618/UP/FC)

52. Shri P.N. Misra, President, Educational Officers Association (Teaching Branch), Uttar Pradesh, and Lecturer in Geography at Government Inter College, Bareilly.

General Suggestions

There should be only one Public Examination at the end of Secondary Education.

Use of short-cuts, guess-papers and solved question-papers should be discouraged.

Internal assessment should be given due place and be made an important part of the Final Examination.

Only well-equipped and standard institutions should be allowed to function.

Basic weakness of Secondary School curriculum is the sorting out of certain subjects from the beginning. Specialisation is introduced too early.

There should not be much of theory at the junior level in the science teaching.

Educational Officers should have a teaching experience of at least ten years.

The big gulf between the salaries of Intermediate and Degree Class teachers should be minimised.

Preparation of textbooks for the Primary level of education should be the duty of the Education Department but those for Junior and Higher Secondary grades should be prepared by competitive methods i.e. the criteria for writing textbooks should be made public; authors should be invited to submit manuscripts or printed books within a specified time and selection made.

(Memo/603/UP/EC)

53. Shri S.R. Tyagi, Principal, Vardhaman College, Bijnor, and Shri Sachidanand, Director, Personality Formation Centre, P.O. Jhalu, Bijnor.

General Suggestions

Education must be in the hands of the Centre.

Every child must be "at home" while at school. A large number of conscientious lady teachers, huge outlays on attractive nursery schools are a "must".

Percentage of the aggregate National Income (8%) which goes to Education is low as compared to other countries. Human Project should have top priority in all development project of a Nation.

Schools should be made lively to children. Children should not revolt against the very look of them. A school should be a National Home for the child.

Education should be related to the life of the children or students so as to give them opportunity to link their learning with life.

Pay-scales and status of the teacher should be raised.

Residential schools should be encouraged.

Teachers' Training programmes should be strengthened.

Every educational institution must take four functions on itself-teaching, extension, vocational training and research.

The curriculum of primary education should be closer to the pattern prevalent in Basic Education but with lesser emphasis on craft but more of it on kitchen garden, nature study, 3 R's, and optimum use of hands in the parental vocation of the student.

All curriculum of Sec. Edu. should include vocational training and extension work for all students.

To give education at vocational bias at the secondary stage, the vocations should be broken into two groups - vocations which can be manned by a male, and those that can be manned by females. Career consultants must be provided to the students community at all levels in co-ordination with the Heads of the educational institutions.

Girls' education beginning with 3 R's at the primary stage, Home Science; Horticulture sufficient enough for a kitchen garden and a home garden; Animal Husbandry and Sanskrit should be covered upto Secondary stage. At college level, biographies, sociology, economics and Family Planning should form an essential part of the curriculum.

There should be co-education at the primary stage or the college levels. In between, it must be avoided.

Mother-tongue should be the medium of instruction at the primary level; Hindi at the secondary level; and English at the College/University level till Hindi is sufficiently developed to take its place.

Higher education should develop in students emotional maturity and originality, initiative, dash and drive. Research and extension should form a part of higher education, much more than the feature of military training recently made compulsory.

There should be forum where Industrial brains and those running the technical institutes should meet and mutually enrich each other. A link between the foreign experts, academies and industry is vitally necessary.

54. Shri Raj Narain Agarwal, Seo-ka-Bazar,
Agra

Improvement of Education
in U.P.

Admissions to Colleges should be on the basis of merit alone.

Help books and guess papers should be discouraged.

Donations and subscriptions from students/parents should be acknowledged in the Fee Receipt.

Unauthorized books should not be introduced in aided colleges. Only books recommended by appropriate authorities should be introduced in such colleges.

(Memo/626/UP/EC)

55. Shri R.C. Dikshit, Assistant Master,
11, Kambal Bagh, Muzzafarnagar.

Women's Education

In the name of "Happy Homes"; in the name of physical and mental health of the next generation; in the name of co-operation and useful partnership of man and woman; in the name of suitable employment for both; and in the name of the best possible use of the National Funds, time and energy, there should be a different education for women. She should be educated for the HOME where womanhood flowers into wifehood, wifehood blooms into motherhood and bears fruit into a healthy generation - the complete success and satisfaction of womanhood.

(Memo/256/UP/EC)

56. Prof. R.N. Sanyal, M.L.C.
3/108, Notified Area, Gorakhpur

University Education

A large part of the industry of the country should be located in villages and small towns. Economic, cultural and ethical education must go together. The Gorakhpur University should be an instrument in bringing about such a transformation in this region of U.P. to begin with, to the districts of Basti, Gorakhpur and Deoria.

The aim of Gorakhpur University should be to create rural bias. It should aim at making rural life interesting, productive, full of opportunity and adventure so that its students make deliberate

choice of rural living. This bias should start at the Basic or Primary stage, nurtured through the High/Higher Secondary Stage and completed at the University stage. A new Regional Educational Authority should be created for the purpose, to begin with, to the districts of Basti, Gorakhpur and Deoria.

A University should produce a type of educated persons who will both be a pioneer for creating new and better villages and at the same time spontaneously avail themselves of new opportunities of better living in these villages.

The Planning Commission have recommended the establishment of three research institutes - Institute of Village Technology, Handicraft Research Institute and the Mechanical Engineering Research Institute - to the Central Government. The Gorakhpur University should take an initiative to run them with adequate financial aid from the Centre.

The Gorakhpur University should undertake to run a constructive training college for the training of teachers for the Basic and Post-Basic schools with a bias for handicrafts, cottage industries and agriculture. The University should develop its own industries and other economic activities more or less specialised.

The Gandhi Memorial Trust should finance a part of the cost of the Gorakhpur University and it should be liberally supported and financed by the Government.

The Gorakhpur University should have its own curriculum having bearing on the rural life of the region, its own textbooks written with special regard to the life of the region, its own field workers, its own industries and its own model village centres of schools. A simple type of administrative machinery, different from those that exist in older universities, should be developed for this University.

(Memo/574/UP/EC)

57. Shri Maheshwar Pandey, Secretary,
U.P. Madhyamik Shikshak Sangh,
C/o D.A.V. College, Lucknow.

Secondary Education

Education should occupy an independent Head in the Plans and should not be included under the Miscellaneous Head of Social Sciences.

Education should be a Concurrent Subject and should be on the Concurrent List.

There should be a Secondary Grants Commission set up at the Centre and a Statutory Grants Commission at State level to assess and recommend the quantum of the grant to various institutions.

Education Corporation at each District and State level should be formed to work in liaison and close co-operation with the Community School and the State.

Education should be production-oriented and much stress should be laid on the teaching of Agriculture, Technology and Science.

There should be a National pay-scale for teachers and a Committee on National and State level should be formed to review revision in pay-scales. Disparity between pay-scales of Government and non-Government teachers should be removed and the same service conditions should be enforced. The pay-scales of teachers should be comparable with those who are serving in other departments in public or private sectors with the same qualifications.

Duration of the Secondary Education pattern should be the same all over the country with all emphasis on teaching of Science, Technology, Agriculture and there should be an integrated course of Humanities meant for all groups

At the end of Higher Secondary stage there should be two types of examinations; one for those who will go for Higher Education and the other for those who would be embarking on a career.

The First Degree course should be for a duration of three years.

(Memo/581/UP/EC)

58. Shri K.S.R. Sarma, Prof. of Linguistics and Languages, National Academy of Administration, Darjeeling, Assam.

Medium of Instruction at the University Stage

While selecting students for admission to the Colleges for University Education, achievements and performance in the group of optional subjects at the Higher Secondary School level alone should be taken into consideration.

Only a selected few who show real brilliance and get 60% and above in each subject of the group of optionals at the Higher Secondary Examination should be offered - not compelled, English medium in certain subjects and groups at the First Degree Stage and regional language(s) should be prescribed for the rest.

One or two Hindi medium colleges should be opened for the benefit of migrating students in each non-Hindi State.

Teaching of Hindi as an effective link language should be compulsory.

There should be a common technical terminology (preferably international that we have acquired through English Education).

(Memo/575/UP/FC)

59. Shri S.C. Bhattacharyya, Reader,
Electrical Engineering Department,
Engineering College, Aligarh
Muslim University, Aligarh.

Improvement of University Examination
Results

There should be Semester System of Study i.e. two semesters in the year and examination to be held at the end of each semester, once in November for half the number of papers and then in April for the remaining papers. The results to be declared on the basis of marks of two semesters.

Inter-University Sports and Games should be held in the months of May and June every year.

Number of students in a class or section should not be more than 50.

50% of the questions in a Question-Paper should be of easier types so that an average student can pass. The remaining questions should be difficult so that only intelligent students can pass in First Division.

Candidates passing in 2nd or 3rd Divisions should be given further chances to improve their Divisions.

For B.A. and B.Sc. examinations, there should not be more than three subjects for examination in each year or each semester. For B.Sc. examination, one subject should be of Utility type i.e. Engg. Technology, Industrial Chemistry or Agriculture; and the other two of Basic type i.e. Physics, Chemistry, Botany, Mathematics etc. In the First year of the Three-Year-Degree Course, three Basic subjects should be allowed to be taken.

Teachers of Colleges should be penalised for bad or poor results i.e. stopping their annual increments etc.

Private tuitions by teachers of Colleges should be stopped. There should be enough tutorial work for students in the College as well as the Home.

Appointment of teachers in Colleges should be made at least for a period of five years.

Teachers in Universities and Colleges should not be given much administrative work.

(Memo/566/UP/FC)

60. Dr. A. Edwin Harper, Jr., Bureau of Educational Research, Lving Christian College, Allahabad-3.

Standards of the Ph.D. and D. Phil. Degrees in India

The outcome of true scientific research cannot be predicted ahead of time. There should be greater flexibility in allowing research plans (i.e. synopsis or original research design) to be changed in the light of new discoveries and developments in the course of research work so that the final research products are of a reasonable and desired standard.

The examiners should be allowed to determine the minimum time within which the thesis may be resubmitted so as to enable him to recommend misprints or misinterpretation of certain facts which may form a minor part of the total work so that the final research product going into the Library is free from errors and is of a desired standard.

Qualifying examinations for Ph.D. research should be introduced, after a period of "conditional registration" of 4 to 6 months at the least. This would determine the competence of students to undertake the research projects.

The time between registration and submission of the thesis should not be restricted. At the end of the scheduled time deadline, a report indicating substantial progress should be asked for and adequate time should be allowed for the final research product to be submitted.

It would be desirable that the Ph.D. degree be considered as awarded as soon as possible after the report of the viva examiners, and not only at a once-a-year convocation.

There should be less red tape, and more authority and responsibility given to the Guide and the Department to which the Guide belongs. The University should concern itself officially with the results (i.e. high quality research) and should not interfere with the detailed methods (i.e. synopsis, changes in research design, etc.) by which those results are to be obtained.

(Memo/565/UF/EC)

61. Shri R.C. Dikshit, Assistant Master,
11-Kambal Bagh, Muzaffarnagar.

Standards of Education in Secondary Schools

There should be only two types of schools - primary and secondary. Duration of each should be six years.

At the primary stage the use of pen and paper should be minimised except in the period of writing and written arithmetic. The lower the class, the less the written work and the more the drilling and repetition.

Selection of teachers for primary stage should be more careful. Speech, reading, pronunciation, hand-writing and oral arithmetic should be carefully tested before they are selected and appointed.

The scheme of Basic Education given to us by Gandhiji should be reviewed and strengthened.

At all stages of education - primary to University - quality aspect should come first and quantity next. Education should be qualitatively improved.

Pre-1937 conditions in Primary and Secondary Education System with necessary adjustment of the courses should be restored.

(Memo/258/UP/EC)

62. Shri J.P. Gupta, Principal, Atan Muni Jain
College, Agra.

Improvement of Education

It was a blunder on the part of Central Government to make Education a Provincial subject.

Objectives of a sound planning and shaping our educational system and policy in order of priority should be to forge Indian solidarity and Indian Nationhood by an effective campaign of Indianisation and Bharatiya; making patriotic, vigorous, healthy and hard-working youth of an Integrated Personality; to meet the needs of the country and her National Economy; and to develop in the youth character, culture and maintenance of human and ethical values of life.

Only a common and Nationalised pattern of Education at all levels under the vigilant direction of a strong Central authority would evolve a desired Indian youth.

The demoninational institutions should be abolished. India should have a National Language of the Soil, be it Hindi or Tamil.

The syllabus and curriculum of all grades of educational institution should be so formulated as to enthuse the parents and students for obtaining the desired objectives of education.

India has to plan dynamically in the fields of Education, Science and Technology to obtain an intellectual renaissance and successful industrial and agricultural revolution without disturbing the village economy.

Educational programme needs a thorough overhaul to make India a pioneer among World powers in the domain of Science and Technology, Medicine and Engineering, Trade & Commerce and above all in Arts, Letters, Philosophy and Humanities.

(Memo/560/UP/EC)

63. Shri P.T. Chandi, Principal, St. John's College, Agra.

Religious & Moral Education

The aim of religious and moral education should be to impart a philosophy of life firm enough to be a basis for right conduct even in difficult circumstances and the purpose of such teaching should be to give an understanding of the deepest realities of Man and the Universe based on truths believed to have been revealed by God and/or experienced by holy persons.

The most suitable person to give teaching of religious and moral education would be one who attempts to order his/her own life by the tenets of some particular World religion. All such teachers should always speak charitably and as accurately as they are able of the points of view of other religions.

The teaching of religious and moral education in schools and colleges which are religious foundations would almost certainly have to be optional for students. In secular schools and colleges, a possible approach should be to let teachers who are adherents of various religions expound their views on various topics or take part in public discussion on them.

Courses of religious and moral education should be made compulsory and also be used as compulsory alternatives for students opting out of the religious instruction classes of schools and colleges of religious foundations.

(Memo/591/UP/EC)

64. Kumari S.L. Sovani, In-charge of Single Teacher School at Bhakalpura Village near Agra.

Women's Education

Highest priority should be given to the education of women and the Government should encourage the private agencies and organisations financially to tackle this problem.

There should be Single-Teacher Schools in rural areas and free education should be given to the girls of the areas. Moreover free uniforms should be distributed among them. The teachers in-charge of these schools should be provided with accommodation attached to the schools to give them security.

Girls' education should be free at all levels in all States.

Teachers should have attractive pay-scales and status in Society so that they may not undertake private tuition work. They should have benefits of Provident Fund, Pension etc. and secure service conditions.

(Memo/615/UP/EC)

65. Dr. Bishambhar Sharan, Bhinga Raj Anathalaya, Varanasi.

Gurukula Education & National Emergency.

The ultimate aim of education is moral and spiritual and the Gurukula system of Education is a sacred heirloom inherited by us from our ancestors to realise and fulfil this aim.

Guurukula System of Education alone is the only candidate in the field of Worthy Nation-wide acceptance and of International appreciation at the hands of unbiased contestants.

Under the Gurukula auspices, the teacher is a scholar qualified by virtue of his/her learning, character, service, experience, enthusiasm and knowledge of the rules of decorum and mannerly behaviour to educate and guide his/her students by having taught them under his/her own personal supervision.

There should be a legislative announcement of the aim of Indian Education, its implementation by recognising the Gurukula System as the only system in India suited to the spiritual bias of the Indian and the re-establishment of the old relationship between the Guru and the Disciple.

There should be, not only a declaration of Military Emergency in the country, but, over and above, of a Spiritual Emergency also, for our National Integration and Uplift; building of character, of the habits of body, mind and soul; an assiduous cultivation of the qualities of vigour, continuance, hard work, study, punctuality, honesty, perseverance, courage and self-respect.

(Memo/80/UP/EC)

66. Shri M.K. Recriwal, Principal, Sir Maharaj Singh Inter College, Bahraich

Improvement of Secondary Education in India

Compulsory English should have two papers and should lean more on the General side to provide the student more of a working knowledge than of literature, prose and poetry.

Compulsory Hindi should be substituted by a course of Indian Studies or Bhartiya Adhyan having two papers - "Indian Religions & Culture" and "Modern India". The paper on "Modern India" should be a non-technical and non-political study of the progress and development of India after Independence and should also cover some introduction of the pioneers and makers of Modern India in different fields. These courses should be chalked out by experts on an All-India basis and should be taught through regional languages at the final stages of the School Education.

Curriculum of the main subjects should be re-orientated and strengthened in accordance with the latest changes in advanced countries, deleting waste and repetitive material and improving the practical side of the subjects, particularly in science subjects.

The time-table of a junior child is too heavy and its load needs immediate pruning in the interest of the planned and healthy growth of the child.

The Three-Language Formula has been a failure. The whole idea must be thought out all over again and should not be made a prestige issue.

Energies should be diverted to provide students with better Text-Books and Supplementary Books. Selection of books should be on competitive basis and Government monopoly should end.

There should be diversified courses at the high school stage to enable the students to choose career at the age of 11 or 12 or roughly at the high school stage.

There should be separate Boards of Technical Education in each State. Each District must have at least one Technical High School, bigger centres with higher training facilities. Each Technical High School should have a hostel of its own. The curriculum should cover a wide range of subjects including local industries as well.

There should be 12 years' of schooling. Two years' courses for High School, Intermediate and the Degree are more scientific. One examining body should not serve more than a lakh candidates.

Uniform principles should be laid down for promotion in home examinations. Board's examinations should start from 1st April uniformly in all States.

Summer vacations should be of one and a half month's duration. There should be a 3-week block holiday in October between first and second terms (in Hills between second and third terms). During this 3-week block holiday, there should be educational tours, travels and outings. This programme should be assisted by Government and local bodies. There should be railways concessional tickets with facilities for stop-overs according to fixed itineraries. Schools and Colleges buildings should be thrown open for the stay of student parties by prior arrangement through District Educational Authorities.

Training restriction on the 1st and IIInd class Science Graduates for permanent appointment should be withdrawn and instead they should go through a 3-months condensed training course in April, May and June where lesson plans, methods of teaching should be taught. There should be B.Sc. (Hons) courses to meet shortage of lecturers in Secondary Schools.

The post of Principal should be nationalised. No Principal should stay in a school for more than five years.

Post of Education Officers should be created in the All-India Educational Service to supervise purely education and examination work. One such officer should be from Division having two or three Districts. He/She should have at least 10 years experience of teaching or administration in a Secondary School.

A Central School should be open to all such students whose guardians want education of their wards through the medium of English. Each Division should have one or more of such Schools.

Medium of instruction in Scientific and Technical subjects should be English.

Pay-scales of teachers should be revised. D.A. should be on a slab basis and Provident Fund rate should be at 8% throughout the country.

(Memo/651/UP/EC)

67. Suggestions contained in the Convocation Address delivered by Dr. K.K. Sharma at the V.S.S.D. College, Kanpur on 23.1.1965

University Education and Other General Suggestions

Our educational planning like our economic planning should not be rigid, but it should be characterised by flexibility.

Education should train our citizens to work for certain targets, goals and ideals. Democracy, secularism, national integration and social justice should be the guidelines or goals of our educational system.

We should have a properly organised curriculum at all stages of education through proper preparation of text-books, particularly in History.

Every gifted child should have an opportunity of getting the best higher education through a programme of scholarships. A large number of loan scholarships to poor and deserving students should be provided.

Our educational system should meet the challenge of the Modern Age of Science and Technology. It is through Science and Technology that we can increase wealth production and eliminate poverty.

Teacher-pupil ratio in Colleges and Universities should be improved. Deficiencies in accommodation, laboratory space, apparatus, libraries, hostels etc. in Colleges and Universities should be removed.

Increase in the mal-adjustment between the educational system and the socio-economic needs of our developing economy; increase in the number of educated unemployed side by side with shortages of trained personnel; and heavy wastage at practically all stages of education should be properly attended to in our educational planning.

The funds earmarked for education, particularly for higher education, are utterly inadequate. Grants-in-aid from the State Governments and the U.G.C. to the affiliated colleges should undergo a change so as to improve their finances.

Grant of affiliation by the Universities and the State Governments should imply that the provision of finances to institutions of higher education should become the responsibility of the State Governments.

The examination system needs reform. There should not be undue emphasis on the year-end examinations. The introduction of periodical tests and the counting of the marks of these tests in the main examination should improve performance at examinations. A student should reappear at a subsequent examination only in those subjects in which he/she has failed and not in all the subjects.

Emphasis should be laid more on consolidation than on expansion of higher education. New Universities should be started when absolutely necessary to meet the growing demand and should not be merely examining bodies. They should be centres of post-graduate teaching and research and should have adequate funds at their disposal.

Grades of teachers, particularly in affiliated colleges, should be raised. The question of improving the salary scales of all categories of teachers and their conditions of service should be comprehensively reviewed.

Day-homes should be built, particularly for under-graduates who are good at studies but handicapped for lack of suitable accommodation. They should be provided with text-books, dining and other facilities. For such homes, interest-free loans and grants should be given to Universities and big Colleges.

There should be tutorials at the Degree-level and seminars at the Postgraduate-level.

Affiliation in post-graduate teaching should be given only to selected colleges where adequate facilities exist at Degree-level and where there is genuine demand. In the same town, affiliation to more than one college in the same subjects should normally be avoided and there should be minimum limit to the number of students to be admitted to one college.

At the Secondary stage, emphasis should be laid on providing larger facilities for vocational education of a terminal character and at the post-matric and the University stage, on diverting students to vocational courses so that many of the students would join the technical institutions after the higher secondary stage and the pressure on Universities is reduced. Where seats are limited as in Post-graduate classes in Science subjects requiring specialised and costly equipment, admission should be made on merit. Correspondence courses and morning and evening classes should be instituted for those who are earning their living to get the benefits of higher education.

There should be exchange programmes between Indian and Foreign Universities and between

Universities themselves in India to strengthen Post-graduate teaching.

We should find creative work for students and enlist their help for completing certain projects in their long vacation periods. Given proper leadership, guidance and encouragement, students will not resort to undesirable practices of indiscipline.

It is appropriate to use the regional language and English as the media of instruction in higher education in all the States of India.

Two-year Diploma Courses in Business Administration and Management should be started in big Colleges and Universities where there are adequate facilities for them.

(Memo/606/UP/EC)

68. Shri B.N. Kar, 8- Nawab Yusuf Road,
Allahabad.

Curriculum and Student-Welfare

The syllabus of each subject at all stages of education should be framed with utmost care and should not be overloaded with too many facts and items of information. Great stress should be laid on the activities by the students.

Educational tours and excursions should be encouraged.

The Three-Language-Formula has failed in its purpose to a great extent. Permission to include a Classical Language in the languages to be offered has robbed the Formula of its merit.

There should be proper provision for religions and moral education in all educational institutions.

Mother-tongue should be the medium of instruction and examination from primary stage to the end of the Secondary stage.

In all educational institutions, there should be a properly-constituted Student Welfare Board on which teachers, students and other agencies should be represented.

Each educational institution should have an effective medical service and provision for physical education and culture.

Mid-day meal should be supplied, free of cost or at least subsidised by school administration, to every student.

Students coming from indigent families should be given monetary and other forms of aid such as book aid.

"Student Government" should be encouraged in schools.

System of guardian-tutor should be introduced in schools. Each and every student should be attached to a teacher who will function as his/her guide, friend and philosopher.

Teacher-pupil ratio in school classes or sections should be fixed.

(Memo/191/UP/EC)

69. Association of Heads of Secondary Institutions, Agra District, Agra (U.P.)

Secondary Education

The duration of Secondary education should be 12 years : 8 years in the Elementary Stage (Classes I to VIII) and 4 years in the Secondary Stage (Classes IX to XII). The duration of University Education should be of 5 years - 3 years for Graduation and 2 years for Post-Graduation.

The Secondary Education should be made available to all and should be either full-time or part-time. Private agencies should be encouraged to associate in the task.

Bigger Secondary Institutions need be encouraged in the rural areas and should be centrally located to cater to the need of 5 kilometers in radius. Mushroom growth of these institutions is highly undesirable.

The school timings of girls' institutions should be from 12 Noon to 4.30 P.M. throughout the year so that the buildings and equipment of boys' institutions could be used with advantage and there is no additional cost for the education of the girls, of course, with different sets of teachers.

Vocational training should start from Class IX and should be of 4 years' duration. The trainees should be given free boarding plus stipend or lodging.

Courses in various subjects from Classes I to VIII should be curtailed and craft should be abolished. The number of students in each class/section should be restricted to 35 only. Lessons in language and social studies should be the same all over India and the contents thereof should be framed by a Central Committee of experts. These books should be made available in all languages of the various States. English should be introduced from Class VI. Physical and moral education should be made compulsory right from Class I.

The teacher should be left free to evolve a method of teaching of his/her own to suit the prevailing conditions in the school. Memorisation should be given its due place in class-room teaching.

Public examinations should be eliminated and the Heads of the Institutions should be empowered to issue "Course-Completion Certificates" with their opinion of the student in respect of his/her work, behaviour, co-curricular activities and special aptitudes.

A second class trained graduate for Classes VIII to X and a second class trained post-graduate for Classes XI and XII should be the minimum qualification of a teacher. Teachers should be offered attractive pay-scales and security in service conditions. Additional allowances should be given to teachers teaching in schools in rural areas.

Education should be made a Central subject.

Every student getting first class should be awarded a scholarship provided his/her parent/guardian's income does not exceed Rs. 750/- p.m.

(Memo/611/UP/EC)

70. Shri B.C. Saxena, General Secretary, Lucknow
University Associated Colleges Teachers'
Association, Lucknow.

Problems of Associated Colleges in U.P.

Unitary Universities that have colleges associated with them should be converted into Federal Universities.

There should be no discrimination between the teachers of the Associated Colleges and the Universities in regard to emoluments and other conditions of services.

Education should be put on the Concurrent List. At least Higher Education should be a Concurrent Subject.

There should be no parity between the pay-scales of the teachers of the Associated Colleges and those of the Universities. The initial pay of a teacher in an Associated College should not be less than Rs. 400/- per mensem. This initial salary should increase alongwith the index of the cost of living.

Minimum salary of a lecturer in a Degree College should not be less than Rs. 400/-p.m. Teachers of the Degree Colleges should be given an interim relief to the extent of 10% of the salary or a minimum of Rs. 50/-p.m.

The age of the superannuation of the teachers of the Degree Colleges should be raised to 65 years. They should get medical leave, study leave, privilege leave and special casual leave on full average pay.

Triple-Benefit-Scheme introduced in the Associated Colleges should operate in the same way as it is in operation in the case of the Government servants.

There should be the post of a Physical Director in every Associated Colleges.

Wards of teachers should get free education and free medical aid should be provided to the teachers of Degree Colleges and their dependents.

No statutory ban should be imposed on Degree Colleges for running post-graduate classes.

Degree Colleges and Universities should close for summer vacation and other vacations/holidays on the same dates. There should be a uniform pattern of holidays and vacations in the institutions of higher education subject to certain specific local requirements and conditions.

It should be made binding on the Managements of the colleges that they shall neither close the colleges nor dispense with the services of the teachers of certain subjects after 3 years of running colleges or teaching of that particular subject. In case it becomes absolutely necessary,

such a step should be taken only with the prior permission of the Chancellor of the University concerned. Such affected teachers should be provided with alternative appointments in other colleges without disturbing their seniority and emoluments.

Enactment should be made to set up a country-wide machinery for arbitration of disputes arising between the teachers and the Managements of Colleges and such disputes should not be allowed to linger on for more than 3 months.

Teachers should be encouraged to organise and run Teachers' Clubs. The U.G.C. should draw up a scheme to provide funds to teachers' organisations to put up buildings for such clubs.

The U.G.C. should approach the Government for funds for the construction of Teachers' Quarters or Colonies, which should be put up by local bodies in collaboration with teachers' organisations.

The Education Ministry and the Works Ministry should be requested to provide teachers with loans for study inside India and abroad and also to construct their houses.

The Public Examination at the end of Class X should continue as it is.

Secondary Education should be for a duration of 4 years after Junior High School or Class VIII. At the end of Class XII a Home Examination should be conducted with the help of University authorities.

The first Degree Course should be of 3 years, the first year should be called the Pre-University year.

The curriculum and syllabi for higher education should be re-oriented to provide for the knowledge of cultural heritage of India, principles of Mahatma Gandhi and Jawaharlal Nehru, social objectives and values of democracy and socialism, and progress made by India after Independence.

Arrangement should be made for the teaching of languages of the South in the Northern Universities and languages of the North in the Southern Universities.

There should be exchange of teachers between Colleges and Universities in the North and the Colleges and Universities in the South.

At least 10% of the Central Budget and 20% of the State Budget should be spent on Education.

71. Shri R.B.L. Mathur, Principal, M.B.
Inter College, Bareilly (U.P.).

General Suggestions

Primary Education should start from the 6th year of the child's age and should develop in the child neat and good habits; love for beautiful things; and training in drawing and craft. Physical education, music and moral education should form a part of the curriculum.

Books prescribed for primary or elementary classes should be printed in bold letters, should include beautiful pictures and maps. Suitable text-books should be prepared suited to this age-group.

Use of fountain pens in primary or elementary classes should be banned.

Each primary or elementary school should have an auditorium.

Secondary education should start from the 11th year of the child's age, and should aim at preparation for leadership. Physical education, music and moral education should be included in the curriculum.

University education should start from the 16th year of the child's age and should include three stages:- Degree course of 3 years; post-graduate degree course of 2 years and research work. Research work should be confined to brilliant students only.

System of examination should be changed.

Group tours and outings etc. should be made a part of the University education course.

At all levels of education, the text-books prescribed for studies should be reduced in number and improved in quality. Auditoriums should be given due place in the schemes of studies at all stages.

72. Dr. Rajendra Singh, Head of the Physics Department, Allahabad University, Allahabad

Science Education

of

To meet the need/ properly trained scientific personnel in each branch of Science, the Three-Year Degree Course should be so divided that the last one year could be given entirely to specialisation in the Science subject.

Research in Universities should be encouraged but not at the cost of teaching. For this Universities should be properly developed.

The research scholarships of all the bodies like the C.S.I.R., U.G.C., A.E.E. should be of similar type and the grades of teachers should always be higher than the values of such scholarships.

(Memo/107/UP/EC)

73. Mr. John H. Foster, Visiting Full-Bright Lecturer, Allahabad Agricultural Inst. P.O. Agricultural Institute, Dt. Allahabad

Improvement in Indian Educational System

So that whatever a student learns at school, at college or a university, may have lasting value to him/her, there should be an arrangement for some internal assessment in an educational institution. The final grade should be based 50% on the final examination and 50% on internal assessment.

The emphasis in teaching should be on understanding principles and relationships rather than memorising facts or even principles. The word "WHY" should replace the word "WHAT" in all parts of the educational system including all examinations.

Agricultural students should be required to live for a period of time in a village, at the level of the villagers, preferably helping the farmers with their work.

All teaching should develop in the student the desire for the achievement of "Excellence" - i.e. understanding and not memorisation. Suitable awards should be given after careful measurement of levels of excellence.

(Memo/209/UP/EC)

74. Shri Busudev Mishra, Secretary, U.P.
School Employees Association, Kanpur

General Suggestions

Pay-scales of primary school teachers and other employees of schools should be fixed. Minimum D.A. for them should be Rs.40/- per month.

School employees should be made permanent after they have rendered service for a specified period.

Services of a school or college employee should be terminated with the prior approval of the District Inspector of Schools or the concerned Vice-Chancellor of the University.

The State Education Department should frame rules for the school employees with the co-operation of the representatives of the Vidyalaya Karmchari Association and the same should be included in the Education Code.

The Industrial Disputes Act should be enforced for the school employees.

The School employees should be provided with old-age pensions i.e. provident fund, insurance and pension.

Working hours and holidays and leave rules for school employees should be regulated. Lady employees should get maternity leave with pay one month before and after the delivery.

(Memo/687/UP/EC)

75. The Secretary, Bareilly Sanskrit School
Teachers' Association, Shahjahanpur.

Sanskrit Education

Pay-scales of teachers in Sanskrit Schools should be improved. Even the teachers for Class III should be given a minimum salary of Rs.120/- per month.

In the matter of gratuity etc. the teachers in Sanskrit Schools should be treated on par with teachers in other schools.

Pattern of Education should be uniform throughout the whole of India.

There should be reservation of seats for students in Sanskrit Schools in all Departments.

There should be due publicity made by the States regarding holding of Sanskrit examinations.

It is desirable to give expansion and publicity to Sanskrit Education.

(Memo/329/UP/EC)

76. Shri D.C. Jain, Principal, Ahmedia Hanafia
Higher Secondary School, Agra (Association
of Heads of the Secondary Schools in Agra)

General Suggestions

Teaching of English at the Secondary stage should be through the Structural approach.

Test papers in English should be divided into two broad groups - one group should test reading ability and the other group should test functional grammar and ability to write correct English.

Administrative work of the Principal should be decentralised so that the Principal is able to pay more attention to the academic work. A good accountant should be given to the Principal to supervise the school accounts and office.

There should be more than one level of examinations at the Higher Secondary stage to sort out students for vocational, technical, scientific and literary courses.

There should be remedial teaching in schools after school hours and the teachers should be paid for it.

There should be a "Teacher Welfare Fund" in each institutions to give loans to teachers in times of need.

Training courses and research work in Teachers' Training Institutions should be more realistic and close to the school situation.

More generous arrangements should be made for scholarships and freeships.

The Principals of Higher Secondary Schools should be encouraged to attend courses or seminars in educational administration.

Action research in the schools should be encouraged.

(Memo/614/UP/EC)

77. Dr. M.K. Sethi, Assistant Professor
of Commerce, B.R. College, Agra.

General Suggestions

Some allowance should be provided to those University/College teachers who guide research, at least two advance increments to those holding research degrees.

Posts of Associate Professors in Colleges/Universities should be filled on the basis of merit alone.

(Memo/616/UP/EC)

ANNEXURE I

PROGRAMME OF THE VISITING OF THE
EDUCATION COMMISSION TO UTTAR PRADESH
(15TH TO 21ST APRIL, 1965)

The Commission divided itself into five groups and visited (1) Meerut, (2) Allahabad, (3) Agra & Kanpur, (4) Bareilly, Pantnagar & Nainitah, and (5) Gorakhpur on the 15th, 16th and 17th April, 1965. The different groups met at Lucknow for discussion with the State Government on 19th, 20th and 21st April, 1965.

The programme of the different groups at the selected centres as well as of the Commission as a whole at Lucknow has been given below:-

Group I - Meerut

Visiting Member

Dr. K.G. Saiyidain

The programme is given below.

15.4.65.

- (1) Visit to the Meerut College and discussions with the Principal and staff members of the College.
- (2) Discussions with representatives of students of Meerut and other local colleges.
- (3) Visit to Raghunath Girls Degree College.
- (4) Discussion with local educationists.

16.4.65.

- (1) Visit to Nav Jivan Kisan Intermediate College, Mawana.
- (2) Visit to Junior Basic Training College and continuation classes for girls at Muzaffarnagar.
- (3) Discussion with local educationists.

Group II - Allahabad.

Visiting Members

1. Prof. M.V. Mathur.

2. Miss S. Panandikar.

15.4.65.

The Programme is given below.

- (1) Visit to the Allahabad University and discussions with the Vice-Chancellor and the University Professors, and teachers and College Principals and teachers and representatives of students.

16.4.65.

- (1) Visit to the Central Pedagogical Institute and the Bureau of Psychology and discussions with members of the staff.
- (2) Discussion with principals, headmasters and teachers of secondary schools.
- (3) Visit to the office of the Board of Secondary and Intermediate Education, Uttar Pradesh and discussion with the Secondary and conveners of main committees.

17.4.65.

- (1) Visit to Allahabad Agricultural Institute, Naini.
- (2) Visits to the Government Women's Training College, Government College of Physical Education, Government Nursery Training College, and English Language Teaching Institute.

18.4.65.

Discussions with representatives of local bodies, M.Ps., M.L.As., M.L.Cs. and other individuals.

Group III - Agra and Kanpur.

Visiting Member.

Dr. T. Sen.

The programme is given below.

15.4.65.

- (1) Visit to Dayalbagh Engineering College and discussions.
- (2) Visit to Radhaswami Educational Institute.
- (3) Discussions with the Vice-Chancellor, Agra University.
- (4) Visit to St. John's College and discussions.
- (5) Visit to Agra College and discussions.
- (6) Visit to : (Institute of Social Studies,
- (7) Visit to: Agra Varsity
- (8) Visit to: Institute of Hindi Studies & Linguistics, Agra Varsity)
- (9) Discussions with Principals of Arts and Science Colleges in Agra.

16.4.65.

- (1) Discussion with local educationists.

- (2) Visit to Balwant Rural Institute, Bichpuri and the B.R. College of Agriculture.
- (3) Discussions with the Association of Principals of Secondary Schools.

17.4.65.

- (1) Visit to the Indian Institute of Technology, Kanpur.
- (2) Visit to Government Polytechnic, Kanpur.
- (3) Visit to Agricultural College, Kanpur.
- (4) Visit to I.T.I. and C.T.I., Kanpur.

18.4.65.

- (1) Shishu Shiksha Sadan, Kanpur.
- (2) Discussions with representatives of employers and industrialists.

Group IV - Bareilly, Pantnagar and Nainital.

Visiting Member

Shri A.R. Dawood.

The programme is given below.

14.4.65.

15.4.65.

Visit to:-

- (1) Bareilly College
- (2) Government Higher Secondary School.
- (3) Discussion with local educationists.

16.4.65.

- (1) Visit to Agricultural University, Pantnagar.
- (2) Discussions with Heads of Departments of Agricultural University.
- (3) Visit to Agricultural Farm.

17.4.65.

Visit to -

- (1) Government D.S.P. Degree College, Nainital.
- (2) St. Joseph's College.
- (3) St. Mary's Convent.
- (4) Discussion with local educationists.

18.4.65.

- (1) Visit to Birla Vidya Mandir.
- (2) Discussions with Headmasters of Secondary Schools in Bareilly & Nainital.

Group V - Gorakhpur.

Visiting Member:

Dr. V.S. Jha.

The programme is given below.

15.4.65.

- (1) Visit to Lucknow University. Discussion with Vice-Chancellor, Heads of Departments and other Professors.
- (2) Discussion with students' representatives.

16.4.65.

Visit to Kushinagar.

17.4.65.

- (1) Visit to Gorakhpur University and discussions with Vice-Chancellor & Heads of Departments and Teachers.
- (2) Discussion with Principals of local colleges.
- (3) Discussions with students' representatives.

18.4.65.

- (1) Visit to Mahant Gorakhnath Math and Gorakhnath Vidyapeeth.
- (2) Meeting with local educationists.
- (3) Meeting with teachers of primary schools.
- (4) Meeting with Press Correspondent, P.T.I.

Tour Programme of Education Commission to Uttar Pradesh.

Visiting Members.

- (1) Dr. D.S. Kothari - Chairman.
- (2) Dr. K.G. Saiyidain.
- (3) Shri A.R. Dawood.
- (4) Shri J.P. Naik - Member Secretary.
- (5) Miss. S. Panandikar.
- (6) Dr. T. Sen.
- (7) Dr. V.S. Jha.
- (8) Prof. M.V. Mathur.

The programme is given below:-

19.4.65

- (1) Discussions with the following groups:-
 - (a) Principals, Headmasters and Teachers of Secondary Schools.

- (b) Principals and Teachers of Degree Colleges, and University Professors.
 - (c) State Council for Women's Education and others interested in girls' education.
- (2) Discussions with the Vice-Chancellors of all the Universities in U.P. including Kashi Vidyapith, Gurukul Kangri.
 - (3) Discussions with representatives of Teachers' Organisations.
 - (4) Discussions with representatives of Managers' Associations.

20.4.65.

- (1) Discussions with the following groups:-
 - (a) Principals of Engineering Colleges and others connected with technical education.
 - (b) Teacher Educators.
 - (c) Representatives of Local Bodies, M.L.As & M.L.Gs.
- (2) Discussions with Vice-Chancellors (2nd Session).
- (3) Interviews with distinguished educationists.

21.4.65.

- (1) Visit to Colvin Taluqdars Intermediate College (one Member only).
- (2) Visit to Constructive Training College (one Member only).
- (3) Discussion with distinguished educationists.
- (4) Discussions with Education Minister and Officers of Education Department.
- (5) Discussions with Chief Secretary and other Secretaries and Officers concerned.
- (6) Discussions with the Chief Minister and colleagues.
- (7) Press Conference.

Lists of persons who met the Education Commission in
Uttar Pradesh

Lucknow (19-21 April, 1965)

I.a) Principals, Headmasters and Teachers of Secondary Schools.

1. Kumari V.M. Stephen, Principal, Lallbagh Girls Inter. College, Lucknow.
2. Kumari Gayatri Gupta, Principapal, Kishori Raman Girls Inter. College, Mathura.
3. Smt. R.K. Aga, Principal, Municipal Girls Inter College, Kanpur.
4. Kumari S. Telang, Vasant College, Rajghat, Varanasi.
5. Shri Kanhaiya Lal Gupta, Principal, M.B. Inter. College, Vrindaban, Mathura.
6. Shri V.S. Dixit, Principal, A.S.K. Inter. College, Mawana, Meerut.
7. Kumari Hardevi Malkani, Principal, Nari Arya Kanya Inter College, Farrukhabad.
8. Shri T.P. Misra, Principal, D.A.V. C Intermediate College, Meerut.
9. Shri B.N. Singh, Principal, Aminabad Inter. College, Lucknow.
10. Shri B.N. Lal, Headmaster, Modern Vocational Higher Secondary School, Lucknow.
11. Shri Ahsanullah, 71-B, Darulshafa, Lucknow.
12. Sri Devi Prasad, H.T. Inter College, Tanda, District Faizabad.
13. Dr. (Kumari) Indu Dey, Vice-Principal, Kishori Raman Girls Intermediate College, Mathura.
14. Shri V.P. Awasthi, Agarwal Intermediate College, Allahabad.
15. Shri S.P. Mehrotra, Principal, Kali Charan Inter College, Lucknow.
16. Shri H.N. Kashyap, Principal, Colvin Taluqdars Intermediate College, Lucknow.
17. Principal, Railway Intermediate College, Mughalsarai, Varanasi.
18. Smt. Maya Ghaudhury, M.L.C., Teachers' Representative, Lucknow.

II. Principals and Teachers of Degree Colleges and University Professors.

1. Dr. M. Ray, Principal, Agra College, Agra.
2. Shri V.M. Chako, Principal, St. Andrews' College, Gorakhpur.

3. Padmasri P.T. Chandi, Principal, St. John's College, Agra.
4. Shri H.K. Singh, M.L.C., Principal, Tilak Dhari College, Jaunpur.
5. Kumari K. Sabbarwal, Principal, Mahila Vidyalaya Girls' College, Lucknow.
6. Kumari Shipstone, Principal, I.T. Girls College, Lucknow.
7. Professor, Uma Shankar Verma, Ewing Christian College, Allahabad.
8. Professor O.P. Bhatnagar, Allahabad University.
9. Dr. P.N. Sharma, Dean, Faculty of Science, Lucknow University.
10. Dr. Din Dayal Gupta, Head of the Hindi Department, Lucknow University.
11. Dr. R.D. Tewari, Lecturer, Chemistry Department, Allahabad University.
12. Dean, Faculty of Arts, Gorakhpur University.
13. Shri O.M. Thakore, Principal, Lucknow Christian College, Lucknow.
14. Dr. S.V. Singh, Dean, Faculty of Arts, Lucknow University.
15. Shri R. Lahri, Deputy Director (Finance), Hq. Allahabad.
16. Shri M.N. Husain, Secretary, U.G.C., Uttar Pradesh.

III. Members of State

Council for Women's Education & others interested in girls' education.

1. Smt. Swarup Kumari Bakshi, Principal.
2. Smt. Shakuntala Goyal, Meerut, Nari Shiksha Niketan Degree College, Lucknow, Member, State Advisory Council Education Department.
3. Kumari Annapurna, Bhartiya Balika Vidyalaya, Shahnajaf Road, Member, State Advisory Council, Education Department.
4. Mrs. Vimala Mohan, President, University Women's Association of Lucknow, Camaran Road, Lucknow University, Lucknow.
5. Smt. Rani Tandan, Member, Legislative Council, U.P. Allahabad, formerly Principal, Government Home Science Women's College, Mathura.
6. Smt. Gayatri Gupta, Principal, Kishori Raman Girls Inter College, Mathura.
7. Smt. L. Sathe, Principal, Ram Khanjir Girls Degree College,
8. Smt. L. Kukreh, Principal, Industrial Training Institute for Women, Dehra Dun.

9. Smt. Sushila Rohtagi, M.L.A., Kanpur.
10. Begum Ali Zaheer, 9, Clyde Road, Lucknow.

IV. Vice-Chancellors

1. Nawab Ali Yawar Jang, Vice-Chancellor, Muslim University, Aligarh.
2. Shri R.K. Nehru, Vice-Chancellor, Allahabad University, Allahabad.
3. Dr. A.V. Rao, Vice-Chancellor, Lucknow University, Lucknow.
4. Prof. P.D. Gupta, Vice-Chancellor, Agra University, Agra.
5. Prof. Madan Mohan, Vice-Chancellor, Gorakhpur University, Gorakhpur.
6. Shri G. Pande, Vice-Chancellor, Roorkee University, Roorkee.
7. Raja Bajrang Bahadur Singh of Bhadri, Vice-Chancellor, Agricultural University, Pantnagar (Nainital).
8. Shri S.N.M. Tripathi, Vice-Chancellor, Varanasya Sanskrit Vishwavidyalaya, Varanasi.
9. Acharya Satyavrata Sidhantalankar, Vice-Chancellor, Gurukul Kangri Vishwavidyalaya, Haridwar.
10. Acharya Birbal Singh, Vice-Chancellor, Kashi Vidyapeeth, Varanasi.

V. Representatives of Teachers' Organisations.

1. Shri Zafar Ahmad Siddiqi, Secretary, Deeni Taalimi Council, U.P., 99 Gwiznne Road, Lucknow.
2. Shri M. Riazuddin Ahmed, representing U.P. Deeni Talami Council (Majidia Islamia College, Allahabad).
3. Shri S. Asghar Husain, Treasurer & Secretary of Deeni Talimi Council, Barrow Road, Lucknow.
4. Shri R.N. Tandon, President, Teachers Association, Allahabad University.
5. Shri S.P. Swami, General Secretary, Teachers Association, Allahabad University.
6. Shri R.B. Tewari, Acting President, Teachers Association, Gorakhpur University.
7. Shri D.N. Tripathi, General Secretary, Teachers Association, Gorakhpur University.
8. Shri Hari Krishan Awasthi, President, Lucknow University Teachers Association.
9. Shri Suresh Narain Singh, General Secretary, Lucknow University Teachers Association.

10. Dr. Ram Narain Misra, President, Lucknow University Associated College Teachers Association, Lucknow.
11. Shri Jagdish Sharma, Member of Executive, Agra University Teachers Association.
12. Dr. D.S. Awasthi, Zonal Secretary, Agra University Teachers Association.
13. Dr. R.K. Awasthi, Agra Varsity Teachers Association, General Secretary.
14. Shri H.N. Singh, President, Gorakhpur University (Affiliated Colleges) Teachers Association.
15. Shri Raj Narain Misra, K.S. Saket Degree College, Faizabad, Secretary, G.U.T.A.
16. Shri Vidya Sagar Dikshit, Principal, A.S., Inter College, Mawana (Meerut), Vice-President, U.P.S.T. Association.
17. Shri Maheshwar Pandey, General Secretary, U.P. S.T. Association, D.A.V. College, Lucknow.
18. Shri Sachi Ram Sharma, President, U.P. Primary Teachers' Association, (Saharanpur).
19. Shri Rama Shankar Singh, General Secretary, U.P. Primary Teachers' Association, Gorakhpur.

VI. Representatives of Managers' Association

1. Pt. Raj Nath Kunzri, Chili Int. Agra.
2. Shri Shakir Ali, M.L.C. Lucknow.

VII. Principals of Engineering Colleges & others connected with Technical Education

1. Shri G. Pandey, Vice-Chancellor, Roorkee University, Roorkee.
2. Shri Radhey Shyam, Principal, Madan Mohan Malaviya Engineering College, Gorakhpur.
3. Dr. C. Mitra, Director, Harcourt Butler Technological Institute, Kanpur.
4. Shri Ziauddin Ansari, Principal, Faculty of Engineering and Technology, Muslim University, Aligarh.
5. Shri S.R. Singh, Principal, Dayalbagh Engineering College, Agra.
6. Shri M.M. Bhattacharya, Principal, Hewett Polytechnic, Lucknow.
7. Shrimati Urmila Chandra, Principal, Government Girls Polytechnic, Lucknow.
8. Shri S.K. Mittal, Secretary, Board of Technical Education, U.P., Lucknow.
9. Shri C.M. Sukhia, Industrial Adviser, Dayalbagh, Agra.

10. Shri P.R.V. Bhiman, Director, Training & Employment, U.P., Lucknow.
11. Shri S.S. Sidhu, Secretary, Technical Education, Vidhan Bhavan, Lucknow.
12. Shri Uma Shankar, Secretary, Labour, Vidhan Bhawan, Lucknow.
13. Shri T.G.K. Charlu, Director of Technial Education, U.P., Kanpur.

VIII Teacher-Educators

1. Shri R.S. Wilson, Principal, Govt. College of physical Education, Rampur, U.P.
2. Shri C.M. Michael, Principal, Christian College of Physical Education, Lucknow.
3. Dr. D.P. Tewari, Principal, Govt. Central Pedagogical Institute, Allahabad.
4. Shri D.A.I. Opati, Principal, Govt. Trg. College for Women, Lucknow.
5. (Mrs). S.P. Sukhia, Women's Traijng College, Dayalbagh, Agra.
6. Shri K.N. Razdan, Principal of B.T.C. U.P.
7. Shri S. Varma, Principal, Govt. College of Home Science, Allahabad.
8. Shri L. Blest, Lal Bagh Nursery Training College, Lucknow.
9. Dr. (Mrs) S.P. Sahgal, Principal, Govt. Nursery Training College, Allahabad.
10. Shri B. Prued, Principal, Govt. Constructive Trg. College, Lucknow.
11. Shri E.M. Lal, Retired Principal, Ch. Traijng College, Lucknow.
12. Shri P.N. Mehrotra, Principal, D.A.V. Training College, Kanpur.
13. Shri R.B. Mathur, Lucknow University.

IX Representatives of local bodies and standing committee on Education

1. Shri Keshbhan Ram
2. Shri Raghunat Singh
3. Shri Devi Prasad Misra
4. Shri Hirdya Narain Singh

5. Smt. Rani Tandan
6. Shri Prithvinath Chaturvedi (Joint Secretary Education)
7. Shri Ramesh Chandra Sharma, M.D.A.
8. Shri Maghnath Sirshashodiya, M.L.A.
9. Shri Ram Sharan, Chairman, Zila Parishad....
10. Shri Abdul Basur Khan
11. Shri Hari Prasad, Chairman, Zila Parishad, Fatehpur.
12. Shri Shital Prasad Singh, M.L.A.
13. Shri Dungan Singh, M.L.A.
14. Shri Pratap Singh Azad, President, Zilla Parishad, Bareilly.
15. Shri Jasram Singh, M.L.A, Bulandshahr.

X. Educationists

1. Dr. A.C. Chatterji, Ex-Vice-Chancellor, New Hyderabad, Lucknow.
2. Mr. Justice Harish Chandra, Retired Judge, Tagore Marg, Allahabad.
3. Shri Virendra Swarup, M.L.C., Dy. Chairman, Legislative Council, Kalidas Marg, Lucknow.
4. Shri Achyut Patwardhan, Rajghat, Varanasi
5. Shri C.B. Gupta, Ex-Chief Minister, Pandariba, Lucknow.
6. Mr. Grice, Representative of U.P. Anglo-Indian Association, Lucknow.

Meerut & Muzaffarnagar (15-16 April, 1965)

XI. (i) Meerut College (15-4-65)

1. Shri R.S. Yadava, Professor and Head of Sociology.
2. Shri S.K. Dasgupta, Prof. & Head of Education Department.
3. Shri Banwari Lal, Professor, Department of Statistics.
4. Shri Roop Kishor, Head of Physics Department.
5. Shri Vijay Kumar, Meerut College.
6. Shri Ishwar Saran, Meerut College.
7. Shri V.R. Chatterji, Meerut College.
8. Shri S.C. Sharma, Meerut College.

9. Shri R.C. Saxena, Meerut College.
10. Dr. N.Puri, Meerut College.
11. Shri K.K. Sharma, Principal, Meerut College.
12. Shri B.R. Chatterji, Retd. Principal, Meerut College.

III Raghunath Girls College, Meerut.

1. Smt. Prakash Veereshwar, Department of Psychology.
2. Smt. Chandra Kanta, Head of Sanskrit Department.
3. Smt. A. Gupta, History Department.
4. Km. S. Gupta, Hindi Department.
5. Smt. S. Sharma, Hindi Department.
6. Smt. V. Puri, Political Science.
7. Smt. S. Gupta, Hindi Department.
8. Smt. Madhuri Saxena, Geography Department.
9. Smt. O.L. Bhatnagar, Sociology Department.
10. Smt. S. Kaushik, Zoology Department.
11. Smt. R. Rani, Department of Philosophy.
12. Km. S. Puri, Department of Psychology.
13. Smt. Veena Bansal, Department of Psychology.
14. Smt. Shakuntla Roy, Department of Psychology.
15. Smt. Shanti Vimal, Department of Political Science.
16. Km. Mridula Agarwal, Department of Botany.
17. Km. Asha Devi Sinha, Department of Drg. and Ptg.
18. Km. Madhu Garg, Department of Zoology.
19. Km. Shanti Devi, Department of Chemistry.
20. Km. R. Mathur, Department of Music.
21. Smt. Ved Vati Aggarwal, Department of Economics.
22. Km. Namita Das, Department of English.
23. Km. Vijay Kapur, Department of English.
24. Smt. L. Sharma, Principal, Raghunath Girls College.
25. Vimla Gupta, Head of the Department of Economics.

Contd.....

XIII Educationists & others interested in Education

1. Shri Rajendar Agarwala, Manager, Hapur Inter College.
2. Shri S.B. Agarwal, Principal, Modi Sc. & Com. Inter College, Modinagar.
3. Shri S.C. Sharma, Head of the Chemistry Department, N.A.S. College, Meerut.
4. Smt. Usha Uppal, Education Department, N.A.S. Degree College, Meerut.
5. Shri S.B. Mathur, Head of the Maths. Department, N.A.S. Degree College, Meerut.
6. Dr. P.N. Chaturvedi, Head of the Department of English, N.A.S. Degree College, Meerut.
7. Shri Hari Har Saran Sharma, Principal, N.A.S. Inter College, Meerut.
8. Smt. Laj Mehta, Ismail National Degree College Meerut.
9. Km. S. Dhingra, Ismail National Degree College, Meerut.
10. Dr. S.P. Gupta, Head of Chemistry Deptt. D.N. College, Meerut.
11. Shri K.D. Agrawala, Principal, D.N. College, Meerut.
12. Shri B.S. Gupta, Principal, Govt. Inter College, Meerut.
13. Shri P. Tyagi, Headmaster, J.H. School, Meerut.
14. Shri Murari Lal, Headmaster, J.H. School (Nagar Palla), Meerut.
15. Shri Amar Singh Atrey, President, Dist. Congress Committee, Meerut.
16. Shri Jagdish Chander Rastogi, M.L.C.
17. Shri V.N. Dublisch, President, Zilla Parishad.
18. Dr. V.P. Agarwal, Manager, D.A.V. College.
19. Shri K.P. Jain, Principal, K.K. Jain Inter College, Khatauli.
20. Shri B.P. Sharma, Principal, G.C. Inter College, Muzaffarnagar.
21. Dr. S.D. Loiwal, Principal, S.D. College.
22. Shri R. Sinha, Jat Inter College.
23. Dr. M.P. Kaushik, D.A.V. College.
24. Shri M.P. Sharma, J.B. Hr. Secondary School, Chhapar.

Allahabad (15-17 April, 1965)

IIIV Vice-Chancellors, Dean & Heads of Departments of
Allahabad Varsity.

1. Shri R.K. Nehru,
Vice-Chancellor, Allahabad University, Allahabad.
2. Shri K.P. Mohiley,
Registrar, Allahabad University, Allahabad
3. Shri B.N. Asthana,
Commerce and Business Adm. Deptt. Allahabad University.
4. Shri P.D. Hajela,
Economics Department, Allahabad University.
5. Shri B.K. Trivedi,
University Library, Allahabad University, Allahabad.
6. Shri Pramod Kumar,
Psychology Deptt., Allahabad University, Allahabad.
7. Shri M.S. Bisht,
J.K. Instt. of Applied Physics, Allahabad.
8. Shri Brij Bhushan Tewari,
President, University Union, Allahabad University,
Allahabad.
9. Shri Shyam Krishna Pandey,
Ex-President, University of Allahabad, Allahabad.
10. Shri Lakshmi Shrikant,
Principal, K.D. University College,
Allahabad.
11. Shri B.M. Singh,
Commerce Deptt., Allahabad Univ. Allahabad.
12. Shri B.K. Bhatnagar,
Law Deptt., Allahabad Univ., Allahabad.
13. Shri M.P. Shukla,
Proctor, English Deptt., Allahabad University,
Allahabad.
14. Dr. C.M. Chatterjee,
Principal, William Holland University, College,
Allahabad.
15. Shri Shanti Sharma,
M/M. College, Allahabad.
16. Shri Amba Datt Panth,
Political Science Deptt., Allahabad University,
Allahabad.
17. Shri D.D. Khanna,
Mil. Sc. Deptt., Allahabad University, Allahabad.
18. Shri S. Rafiq Hussain,
Urdu Deptt., Allahabad University, Allahabad.
19. Shri R.U. Deb.,
Holland Hall, Allahabad.

20. Shri S. Datta,
Head Deptt. of Philosophy, Allahavad University,
Allahabad.
21. Prof. O.P. Bhatnagar,
History Deptt., Allahabad University, Allahabad.
22. Prof. S. Ehteshan Husain,
Urdu Deptt., Allahabad University, Allahabad.
23. Dr. Ram Kumar Verma,
Professor, Hindi Deptt., Allahabad University,
Allahabad.
24. Prof. S.P. Chaturvedi,
Sanskrit Deptt., Allahabad University, Allahabad.
25. Dr. Satya Prakash,
Professor of Chemistry, Allahabad Uni. of Allahabad,
26. Dr. K.D. Vyas,
Head, Home Science Department, Univ. of Allahabad,
Allahabad.
27. Prof. Vachaspati,
Head, Physics Deptt. University of Allahabad,
Allahabad.
28. Shri Mohd. Ahmad Siddiq,
Arabi-Persian Deptt., Allahabad Univ. Allahabad.
29. Shri U.S. Kochak,
Music Deptt., Allahabad University, Allahabad.
30. Dr. H.C. Varma,
M.L. Nehru Medical College, Allahabad.
31. Dr. R.N. Tandon,
Professor, of Botany, University of Allahabad,
Allahabad.
32. Dr. R.S. Misra,
Professor, Mathematics Deptt., Allahabad Univ.,
Allahabad.
33. Shri G.K. Agarwal,
Principal, M.L. Nehru Regional Engineering
College, Allahabad.
34. Dr. M.L. Srivastava,
Dean, Faculty of Science, Univ. of Allahabad,
Allahabad.
35. Shri S.N. Shukla,
Dean, Faculty of Law, University of Allahabad,
Allahabad.
36. Shri S.S. Negi,
Ancient History Department, University of
Allahabad, Allahabad.

XV. Representatives of Student Union of Allahabad University

1. Shri Brij Bhushan Tewari,
L.L.B.(Final)
President, Allahabad University Union,
Allahabad.
2. Shri Vinod Chand Dubey, M.A.(Previous)
LL.B. (Final)
Member, Allahabad University Union,
Allahabad.
3. Shri Narain Shukla,
LL.B.(Final)
Member, Allahabad University Union,
Allahabad.
4. Shri Arun Kumar,
B.A.(Final)
Member, Allahabad University Union,
Allahabad.
5. Shri Satish Kumar Agarwal,
LL.B. (Final)
Member, Allahabad University Union,
Allahabad.

XVI Principals/Headmasters of Higher Secondary Schools

PRINCIPALS

1. Sri B.N. Kar, President, Principals' Association
Nawab Yusuf Road, Allahabad.
2. Shri K.P. Vaish, Aesserwani V.P. Inter College,
Allahabad, Secy., Principals' Association, Allahabad.
3. Km. S. Singha, Jagat Taran Girls Inter College,
Allahabad.
4. Smt. Manorma Agarwal, D.P. Girls Inter College, Allahabad
5. Km. Sankiwani Srivastava, Gauri Pathshala, Allahabad
6. Sri B.L. Gaur, K.P. Inter College, Allahabad.
7. Shri M.R. Ahmad, Majidia Islamia Inter College, Allahabad
8. Shri J.D. Banerji, Anglo Bengali Inter College,
Allahabad.
9. Shri Mandhata Singh, Tilak Inter College, Kotwa Distt.
Allahabad.
10. Sri Ramesh Kumar, Gomti Inter College, Phoolpur, Allahabad
11. Shri R.K. Goswami, S.D.O., Inter College, Osa,
Manjhanpur, Allahabad.
12. Shri T.N. Sinha, Ishwar Saran Inter College, Allahabad
13. Shri D.C. Chatterji, C.A.V. Inter College, Allahabad.

14.

TEACHERS

14. Sri V S. Bhatnagar, Govt. C.P.I., Allahabad.
15. Sri V.P. Awasthi, Agarwal Inter. College, Allahabad.
16. Sri S.C. Bose, Vice Principal, A.B.I.C., Allahabad.
17. Shri Maharaj Bahadur, K.P.I.C., Allahabad.
18. Shri M.G. Gaur, K. P. Inter College, Allahabad.
19. Shri Ekramuddin, Majidian Islamia Inter College,
Allahabad.
20. Shri H.C. Saxena, C.A.V. College, Allahabad.
21. Km. M. Sapru, Crosthwaite Girls Inter College,
Allahabad.
22. K.S. Greenwold, Mary Wanamaker, Allahabad,
23. Sri P.N. Pande, Gomti Inter College, Phulpur,
Allahabad.

XVI-4 Principal and Staff of Government Central
Pedagogical Institute, Allahabad.

1. Dr. D.D. Tewari, Principal, Govt. Central Pedagogical
Instt., Allahabad
2. Shri B.B. L. Sharma, Vice-Principal, -do-
3. Shri B.L. Tandon, Sr. Research Officer, -do-
4. Shri M.U. Khan, Jr. Research Officer, -do-
5. Shri Y.N. Upadhyay, -do-
6. Shri R.D. Gupta, First Professor.
7. Shri R.N. Saksena, Jr. Research Officer.
8. Shri R.D. Bhatnagar, Professor.
9. Shri C.P. Singh, Jr. Research Officer.
10. Shri R.D. Gorey, Professor of Research.
11. Shri Prabhakar Singh, Coordinator, Deptt. of
Extension Services.
12. Shri S.K. Basu, Professor (Science).
13. Shri Bharat Singh, Professor of History.
14. Shri D.D. Bhargawa, Professor of Geography.
15. Shri B.P. Misra, Professor of English.
16. Shri R.S. Sharma, Professor of Hindi.
17. Shri S.P. Upadhyaya, Lecturer-in Hindi.
18. Shri S.N. Prasad Jaiswal, Research Fellow, in
English.
19. Shri M.P. Pathak, Research Fellow.
20. Shri B.R. Misra, Lecturer.
21. Shri Jag Mohan Sharma, Lecturer in Hindi.
22. Shri A.N. Dixit, Lecturer.
23. Shri Durga Prasad Lal, Research Fellow.
24. Shri M.K. Singh, Lecturer.
25. Shri B.M. Varma, Lecturer.
26. Shri R.P. Srivastava, Lecturer.
27. Shri K.B. Singh, Lecturer.
28. Shri S.R. Srivastava, Lecturer.
29. Shri K.S. Sharma, Lecturer in Mathematics.
30. Shri V.S. Bhatnagar, Lecturer.

31. Shri B.S. Asthana, Lecturer.
32. Shri H. Amir, Superintendent of Physical Education.
33. Shri R.K. Bhattacharya, Art Teacher.
34. Shri B.D. Pande, Art Teacher.
35. Shri R.S. Tripathi, Research Fellow.

XVII Conveners & others of different Committees of the Board of Higher Secondary & Intermediate College Education.

1. Shri S.D. Pant, Secretary, Board of High School and Intermediate Education, Allahabad.
2. Dr. D.D. Tewari, Convener, Curriculum Committee.
3. Shri Ali Ameer, Convener, English Committee.
4. Shri R.D. Gupta, Addl. Deputy Secretary (Confidential), Board of High School and Intermediate Education, Allahabad.
5. Shri B.B. Gaur, Accounts Officer, Board of High School and Intermediate Education, Allahabad.
6. Shri M.Y. Siddiqi, Asstt. Secretary (Confidential), Board of High School and Intermediate Education, Allahabad.
7. Shri J.N. Sharma, Addl. Deputy Secretary (Examinations), Board of High School and Intermediate Education, Allahabad.
8. Shri S.K. Misra, Addl. Asstt. Secretary, Board of High School and Intermediate Education, Allahabad.
9. Shri Hardeo Mishra, Addl. Asstt. Secretary, Board of High School and Intermediate Education, Allahabad.
10. Shri Thakur Prasad, Deputy Secretary, Board of High School and Intermediate Education, Allahabad.
11. Shri B.K. Mitra, Asstt. Secretary, Board of High School and Intermediate Education, Allahabad.
12. Shri Ram Goptal Sand, Addl. Deputy Secretary, (Petitions).
13. Shri Anand Prakash Mathur, Addl. Secretary.

XVIII Educationists.

1. Mrs. Sehgal, Principal, Government Nursery Training College, Allahabad.
2. Dr. J.B. Chitambar, Principal, Agricultural Institute, Naine, Allahabad.
3. Dr. G.O. Das, Vice-Principal, Agricultural Institute, Naine, Allahabad.
4. Smt. K. Narain, Principal, Government Training College for Women, Allahabad.

5. Smt. K. Mukerji, Vice-Principal, Government Training College for Women, Allahabad.
6. Smt. S. Chatterji, Principal, State College of Physical Education, Allahabad.
7. Smt. Veera Saran, Research Professor, Government Training College for Women, Allahabad.
8. Smt. H.P. Gupta, Research Professor, Government Training College for Women, Allahabad.
9. Father Ragmond DeMellow, Bishop of Allahabad, Allahabad.
10. Father, Rago, St. Joseph's College, Allahabad.
11. Mr. C.N. Chak, Member, Public Service Commission, Uttar Pradesh, Allahabad.
12. Prof. S.C. Deb, Ex-Professor, Allahabad University.
13. Dr. A.C. Banerji, Ex-Vice Chancellor, Allahabad University, Allahabad.
14. Shri R.K. Sur, Retd. Deputy Director of Public Instruction, Allahabad.
15. Shri B.B. Sahai, Principal, Kulbhaskar Asharam, Allahabad.
16. Shri J.P. Srivastava, Principal, C.M.P. Degree College, Allahabad.
17. Kumari Kamal Goindi, Ex-M.L.A., Allahabad.
18. Shri Beni Prasad Aggarwal, Manager, Kesarwani Pathshala, Allahabad.
19. Shri Kedar Nath Gupta, Manager, D.P. Girls Inter. College, Allahabad.
20. Dr. R.K. Verma, Head of the Hindi Department, University of Allahabad, Allahabad.
21. Shri Mohd. Zulfiqar Ullah, Ex-Mayor, Municipal Corporation, Allahabad.
22. Shri Atiqullah, Allahabad.
23. Dr. A.E. Harper, Ewing Christian College, Allahabad.
24. Shri R.S. Agarwal, Allahabad.
25. Shri Permanand, Allahabad.
26. Shri Srivastava, D.A.V. College, Kanpur.
27. Shri P.N. Sapru, M.P., Ex-Judge, Allahabad High Court, Allahabad.
28. Shri J.P. Srivastava, Principal, C.M.P. Degree College, Allahabad.
29. Shri Chander Bhan, Lecturer, K.P. Training College, Allahabad.

XIX

Agra and Kanpur (15-16 April, 1966)

Dayalbagh Engineering College

1. Shri S.R.Singh, Principal.
2. Shri V.G.Sastry, Prof. & Head of the Mech. Engineering Department.
3. Shri C.S.Gupta, Prof. & Head of Elec.Engg.
4. Sh.P.C.Gour, Prof. of Maths, & Head of Department of Maths and Science.
5. Shri D.Amrit Swarup, Asstt. Professor of Mechanical Engineering.
6. Shri V.Soami Prasad, Asstt. Professor of Mechanical Engineering.
7. Shri P.D.Srivastava, Asstt. Professor of Electrical Engineering.
8. Shri N.R.Banerji, Asstt. Professor of App. Physics.
9. Shri S.D.Bhatia, Asstt. Professor of Chemistry.
10. Shri Prem Behari Lal, Lecturer, Mech.Engg.
11. Shri L.S.Verma, Lecturer, Mech.Engg.
12. Shri Amerjit Singh Soin, Lecturer, Mech.Engg.
13. Shri Gur Prasad, Lecturer, Elec.Engg.
14. Shri B.P.Matur, Supdt. Workshop.
15. Shri C.M.Sukhia, Industrial Adviser, Dayalbagh.
16. Shri G.P.Sinha, Principal, Technical College.

XX

St. John's College, Agra.

1. Padmeshri P.T.Chand, Principal,
2. Shri K.P.Mathur (Physics)
3. Shri G.L.Mukerje (History)
4. Dr.H.H.N.Tandon (Hindi)
5. Dr.A.R.Tiwari (Geography)
6. Dr.T.Singh (Zoology)
7. Shri M.A.Hakim (Psychology)
8. Shri Jackson, (Mathematics)

XXI

Agra College, Agra

1. Dr.M.Ray, Principal.
2. Dr.B.Prasad, Professor & Head of the Department (English).

3. Shri A.P.Matlur, Professor & Head of the Department
(History)
4. " R.P.Verma " " (Philosophy)
5. Dr.R.R.Singh, " " (Economics)
6. Dr.B.S.Misra, " " (Hindi)
7. Dr.R.K.Jain " " (Sanskrit)
8. Dr.J.P.Agarwal, " " (Mathematics)
9. Dr.S.Sinha " " ((Botany)
10. Dr.C.P.Singh, " " (Zoology)
11. Capt.S.Mukerji, " " (Military
studies)
12. Shri Sheobran Singh, " " (Law)

XXII Institute of Social Studies, Agra Varsity

1. Dr.R.N.Saksena, Director.
2. Dr.D.D.Joshi, Professor of Statistics.

XXIII Institute of Hindi Studies and Linguistics

1. Shri M.P.Gupta, Director of K.M.R.I.Agra.
2. Dr.R.N.Sahai, Reader in Linguistics.
3. Dr.P.Gupta, Reader in Hindi.
4. Shri N.D.Ghosh, Lecturer in French.
5. Dr.V.D.Pandey, Lecturer in Hindi.
6. Dr.M.L.Uprate, Lecturer in Linguistics.
7. Dr.S.Prakash, Lecturer in Linguistics.
8. Shri Ramsharan Das Gupta, Senior Research
Assistant.
9. Shri Lakshmi Narayan Sharma, Research Asstt.
10. Mrs.S.S.Lele, Lecturer in German
11. Shri B.P.Gupta, Lecturer in Linguistics,
12. Shri J.Parthasarathi, Lecturer in Tamil
13. Dr.N.Vyas, Lecturer in Gujarati.
14. Dr.K.C.Agarwal, Lecturer in Linguistics.
15. Dr.R.P.Agarwal, Reader in Linguistics.

XXIV Principals of Agra Varsity Colleges

1. Shri D.B.Vibhute, Lecturer, Agra College.
2. Shri H.C.Gupta, Head of Mathematics Department R.E.I.College, Dayalbagh.
3. Shri P.G.Oak, Physical Director, Agra College.
4. Shri A.B.Bhattacharya, Lecturer, Agra College (Economics Department).
5. Shri Ramesh Chandra, Lecturer in Physics, Agra College.
6. Shri Hari Prakash sinha, Lecturer in Physics, Agra.
7. Shri S.P.Agnihotri, Lecturer in Economics, Agra College, Agra.
8. Shri J.K.Jain, Physics Department, Agra College, Agra.
9. Dr.R.S.Chauhan, Lecturer in Hindi, Agra College, Agra.
10. Shri J.R.Gupta, Chemistry Department, Agra College, Agra.
11. Shri R.D.Manglik, Department of Mathematics, Agra College, Agra.
12. Shri S.N.Chaturvedi, Department of Botany, B.R. College, Agra.
13. Shri J.L.Ogra Department of Animal Husbandry & Dairying, B.R.College, Agra.
14. Shri M.K.Sethi, Department of Commerce, B.R. College, Agra.
15. Shri R.K.Singh, New Hostel, Agra College, Agra.
16. Shri P.S.Avasthi, Department of English, Agra College, Agra.
17. Shri J.S.Gupta, Department of Botany, Agra College, Agra.
18. Shri G.C.Chadda, Department of Mathematics, Agra College, Agra.
19. Dr.B.M.Tank, Department of Political Science, Agra College, Agra.
20. Smt.Nagina Jain, Headmistress, Smt.Bhagwati Devi Jain Kanya Mahavidyalaya, Agra.
21. Shri Prakash Jain, History Department, Agra College, Agra.

25. Shri U.V.Singh, Teacher, H.M.V. Inter College, Agra.
26. Shri M.S.Rawat, Coordinator, B.R.College of Education, Agra.
27. Shri S.R.Dhyani, Teacher, D.M.V. Inter College, Agra.
28. Shri D.C.Jain, Principal, A.H.Higher Secondary School, Agra.
29. Shri M.S.Khan, Principal, I.I.College, Firozabad, Agra.
30. Shri B.N.Saxena, Lecturer, Govt. Leather Institute, Agra.
31. Shri Ved Prakash Agarwal, Headmaster, Shri Vijay Hind Vidyalaya, Agra.
32. Shri Ram Chandra Lokad, Belanganj, Agra.
33. Shri Ram Gopal Sharma, Principal, Brahman Lal College, Agra.
34. Shri Nihal Karan Sethi, Ex-Principal, Agra College.
35. Shri C.L.Pachauri, Asstt. Master of Physical Education, Govt. Inter College, Agra.
36. Shri Din Dayal Agarwal, S.V.N. Inter College, Bilsar (Mathur)
37. Shri Bhagwat Swarup Sharma, Govt. Inter College, Agra.
38. Smt. Shanti Sharma, Principal, Kedarnath School, Arya Kanya Inter College, Agra.
39. Smt. Shanta Sohni, Principal, Inderbhan Girls Inter College, Agra.
40. Miss P.D.Bhojwani, Principal, Prem Vidyalaya, Dayalbagh, Agra.
41. Dr. (Mrs.) G.P. Sherry, Vice-Principal, Dayalbagh, Agra.
42. H. Datta, B.R. College, Agra.
43. A.K. Dube, Govt. Normal School, Agra.
44. B. Bhadauria, " " " " " "
45. Shanti Devi Jain, Agra.
46. Dayawati Mathur, Principal, Murarilal Khatri Vidyalaya, Agra.
47. Satyawati Vadera, Deputy Inspectress of Girls Schools, Agra.
48. Daropdi Sharma, Principal, Shri Ratan Muni Girls Inter College, Agra.
49. S. Chatterji, Principal, Smt. B.D. Jain Degree College, Agra Cantt.
50. Shri S.N. Sharma, Principal, Mathura.
51. Shri Jaspat Rai Kapoor, Ex-M.P. Agra.

XXV

Educationists and Others interested in Education

1. Shri Gaya Prasad Sharma, Adhyaksha, Zila Parishad, Agra.
2. Dr. S.N. Singh, Principal, B.R. College, Agra.
3. Sri Mahendra (Member Agra College, Managing Committee)
4. Shri P.N. Shiromani (Member Agra College, Managing Committee)
5. Shri Atma Prakash, Distt. Inspector of Schools, Agra.
6. Km. U. Chatterji, Regional Inspectress of Girls Schools, Agra.
7. Shri Sronacharya, Principal, Brahman Intermediate College, Agra and President, Principals' Association, Agra.
8. Shri Bhagwan Sahai Sharma, Principal, Digambar Jain Higher Secondary School, Dhulia Ganj, Agra and the Secretary, Principals' Association, Agra.
9. Shri Shambhu Nath Chaturvedi, Vill. and Post Holipura, Bah, Distt. Agra.
10. Srimati Vidyawati Rathor, 43, Civil Lines, Etawah.
11. Dr. P.N. Gupta, Deputy Mayor, Municipal Corporation, Agra.
12. Shri R.L. Gupta, Principal, M.C. Vedic Inter College, Agra Cantt.
13. Shri Harish Chandra Sharma, Education Superintendent, Agra Corporation, Agra.
14. Shri B.K.D. Baijal, Principal, M.D. Jain Inter College, Agra.
15. Shri C.H. Pathak, S.S.P.R.I. College, Almora.
16. Shri C.B. Lal Mathur, Principal, Govt. Inter College, Agra.
17. Shri K.C. Gupta, Principal, H.M.V. Inter College, Agra.
18. Shri Chandra Prakash, District Psychologist, Agra.
19. Shri Bhushan Diwedi, Dy. Inspector of Schools, Agra.
20. Shri B.M. Kacker, Principal, Govt. In-service Training Centre, Agra.
21. Shri P.N. Chaturvedi, Principal, J.T.C. Agra.
22. Shri Anand Sharma, Manager, K.N.S. Girls Inter Coll. Agra.
23. Shri Reoti Singh, Principal, B.R. Higher Secondary School, Agra.
24. Shri B.D. Singh, Incharge, B.R. College of Education, Agra.

XXVI

Principals of Higher Eecondary Schools.

1. Shri Bhagwan Sahai Sharma, Principal, Jain H.S.School,
Dhooliaganj, Agra.
2. " Gopi Nath Sharma, Principal, Moti Lal Inter Coll., Agra.
3. " Roshan Singh, Principal, Mahatma Dooda Dhari I/C., Agra.
4. " Ram Chand Gupta, Principal, National Model H.S.School
Agra.
5. " J.V.Nathan, Principal, Sindhi Model H.S.School, Agra.
6. " Dronacharya Sharma, Principal, Brahman I/C, Agra.
7. " K.C.Gupta, Principal, H.M.V.I/C., Agra.
8. " M.S.Khan, Principal, Islamia I/C, Firozabad.
9. " Roshan Lal Gupta, Principal, N.C.V.I/C., Agra.
10. " Shri Madhao Lal, Principal, S.R.K.I/C., Agra.
11. " Krishna Singh Solanki, Principal, G.S.K.I/C Kiraoli.
12. " Raoti Singh, Principal, B.R.M.S.School, Agra.
13. " Seeta Ram, Principal, Deaf & Dumb School, Agra.
14. " S.S.Verma, Vice-Principal, R.M.Jain I/C Agra.
15. " T.D.Thawani, Principal, K.G.H.S.School, Agra.
16. " R.P.Saxena, Principal, F.C.I/C, Agra.
17. " Rajendra Mohan Shenoy, Principal, Dayanand Adarsh
Vidya Mandir, H.S.School, Agra.
18. Shrimeti Shanti Sharma, Principal, K.N.Sakseria
I/C., Agra.
19. Kumari S.L.Savani, Principal, I.B.Inter College, Agra.
20. Shri B.K.Baijal, Principal, M.D.Jain I/C Agra.
21. " M.L.Agarwal, Principal, City Junior High School, Agra.
22. Smt.Dropadi Sharma, Principal, Ratan Muni Girls
I/C. Agra.
23. Shri C.B.L.Mathur, Principal, Government I/C., Agra.
24. " Bishambar Nath Garg, Principal, M.D.Jain H.S.School,
Moti Katra, Agra.
25. Smt.Dayawati Mathur, Principal, Murari Lal Khatri Girls
I/C., Agra.
26. Shri Ram Shakal Pandey, Principal, B.R.Training College,
Agra.
27. Shri M.S.Rawat, Lecturer, B.R.Training College, Agra.

28. Shri H.Datta, Lecturer, B.R.Training College, Agra.
29. Shri Chandra Prakash, District Psycholigist, Agra.
30. Shri Brij Mohan Kakar, Principal, Govt. Normal School, Agra.
31. Shri Prathvi Nath Chaturvedi, Principal, Govt. J.T.C. Agra
32. Shri Banwari Lal Tiwari, Principal, B.V.H. I/C. Agra.
33. Shri D.C.Jain, Principal, Ahemadi Hanifia H.S. School, Agra.
34. Shri H.Danial, Principal, St. John's I/C. Agra.

XXVII Bareilly, Pantnagar and Nainital (15-17 April, 1965)

Bareilly

M.P.s.M.L.s.M.L.Cs and persons representing different sectors of Education

1. Shri Surya Prakash, Advocate, DGC (Civil), Bareilly.
2. " J.S.Barrow, Distt. Inspector of Schools, Bareilly.
3. Smt. S. Chauhan, R.I.G.S. Bareilly.
4. Smt. Lalita Day W/o Shri R.N.Dey, ICS, Retd. Commissioner, Cantt. Bareilly.
5. Shri Mohd. Husain, M.L.A.

XXVIII Persons interested in Higher Education including Training Institutions

1. Dr. G.P. Mehrotra, Principal, Bareilly College, Bareilly.
2. Dr. R.A. Misra, Eng. Deptt. Bareilly College.
3. Dr. J.N. Shinghal, Econ. Deptt. Bareilly College.
4. Prof. B.R. Thakur, Maths. Deptt. Bareilly College.
5. Dr. M.M. Goyal, Zoology Deptt: Bareilly College.
6. Prof. S.P. Pathak, B.T. Deptt: Bareilly College.
7. Prof. N.K. Chadha, Commerce Deptt: Bareilly College.
8. Prof. R.K. Awasthi, Politics Deptt: Bareilly College.
9. Prof. B.R. Hira, Chem. Deptt: Bareilly College.

XXIX Principals & Teachers of Intermediate College and other Educators

Education at Secondary stage:

1. Smt. Vimla Shukla, Principal, Sahu Gopi Nath Girls Inter College, Bareilly.
2. Smt. R. Shivpuri, Principal, Govt. Girls Inter College, Bareilly.

3. Smt.G.Goyal,Principal,Draupadi Kanya Inter College,Bareilly.
4. Shri B.M.Lal,Principal,Patel Inter College, Dhaunra (Bly).
5. Shri Sohan Lal Dantre, Principal,J.P.N.Inter College,Nawabganj (Distt. Bareilly).
6. Smt.Savitri Bharadwaj,Princi al, G.N.Rikshi Singh Girls Inter Coll.Bareilly.
7. Shri R.N.Kala, Principal,H.D.Saraswati Inter College, Najibabad, Distt.Bijnor.
8. Shri T.Prasad, Lecturer, M.B.Inter College,Bareilly.
9. Shri Sayeed Ahmad, Lecturer, F.R.Islamia Inter College,Bareilly.
10. Shri G.K.Kodesia, Lecturer, Kr.Daya Shanker E.M. Inter College,Bareilly.
11. Shri.Lakshman Khanna, Asstt.Master, Gulab Rai Inter College,& Distt. Secretary, Madhyamik Shikshak Sangh,Bly.
12. Shri Anand Swaroop Sharma, Principal, R.P.Inter College, Mirganj (Bly) & President, Madhyamik Shikshak Sangh,Bly.
13. Shri S.C.Agarwal, Principal,Gulab Rai Inter College, Bareilly.
14. Shri Mohd. Husain, M.L.A.
15. Shri R.K.Gupta, Principal, Govt. Inter College, Bareilly.
16. Shri P.N.Misra, Lecturer, Govt. Inter College, Bareilly & President, E.O.Association,Bareilly.
17. Shri A.N.Pande, Asstt.Inspector of Sanskrit Pathshalas, Bly.
18. Shri B.S.Verma, Principal, C.S.A.Higher Secondary School, G₂ini (Distt. Bareilly.)
19. Shri Shamshad Hussin, Principal, F.R.Islamia Inter College, Bareilly.
20. Shri R.B.L.Mathur, Principal, Manohar Bhushan Inter College,Bareilly.

PRIMARY EDUCATION

21. Km.Pushpa Saxena, Asstt.Inspectress of Girls Schools, Bareilly.
22. Shri Y.N.Saxena, S.D.I. of Schools, Bareilly.
23. Shri R.G.Mehrotra, S.D.I. of Schools, Bareilly.
24. Shri Hardam Singh, Dy.Inspector of Schools, Bareilly.

25. Shri J.S. Barrow, DIOS, Bareilly.
26. Shri Nawal Kishore, DDR, Bareilly.
27. Smt. S. Chauhan, RIGS, Bareilly.

Pantnagar

XXX

Heads of Departments and others of Pantnagar Varsity.

1. Shri Bajrang Bahadur Singh, Raja Bhadri, Vice-Chancellor.
2. Dr. N.K.A. Rao, Dean Agriculture.
3. Dr. B.K. Soni, Dean, Veterinary Science.
4. Shri Jagdamba Prasad, Dean Agricultural Engineering.
5. Dr. K.G. Gollakota, Dean College of Post-graduate Studies and Director, School of Basic Sciences and Humanities.
6. Dr. R.N. Desai, Head of the Deptt. of Animal Sciences.
7. Prof. Ratan Singh, Head of the Deptt. of Medicine and Surgery.
8. Prof. M.S. Sethi, Head of the Deptt. of Pathology, Hygiene.
9. Dr. Shivnani, Prof. of Medicine.
10. Dr. G.S. Rao, Associate Professor of Anatomy.
11. Prof. M.S. Misra, Head of the Department of Civil Engineering.
12. Dr. R.L. Paliwal, Director Experiment Station.
13. Dr. B.N. Sing, Director Extension Services.
14. Dean W.V. Lumbert, Adviser to Vice-Chancellor.
15. Prof. Dwight A. Smith, Adviser to Prof. of Medicine.
16. Prof. E. Leng, Adviser to Director Experiment Station.
17. Prof. Minehart, Adviser on Irrigation and Land, Development.
18. Prof. E.H. Regnier, Adviser to Dean Students Welfare.
19. Dr. S.L. Shah, Dean Students Welfare.
20. Sri S.C. Gupta, Comptroller.
21. Shri P.K. Jain, Registrar.

22. Shri B.F. Upadhyay, Director Physical Plant.
23. Shri C.G. Vishwanathan, University Librarian.

Nainital.

XXXI

Persons representing various sectors of education

1. Shri Goverdhan Tewari Adhyaksha Zila Parishad, Almora.
2. Shri Meharban Singh Adhyaksha Zila Parishad, Pauri.
3. Shri C.L. Manager, C.R.S.T. Inter College, Nainital.
4. Dr. M. Masih, Manager, Mission Inter College, Pithoregarh.
5. Rev. C.S. Khiyalie, Manager, Ramsay Inter College, Almora.
6. Shri Sitawar Pant, Member of Kumoun University Committee, Nainital.
7. Shri Guru Dass Sah Advocate, Almora.
8. Dr. D.D. Pant, Principal, Govt. D.S.B. College, Nainital.
9. Shri P.K. Jain, Registrar, Agricultural University, Pantnagar.
10. Shri B.N. Singh, Director Extension, Agricultural University, Pantnagar.

XXXII

Principals and Headmasters of Higher Secondary School

1. Shri R.K. Gupta, Principal, Govt. Inter College, Bareilly.
2. Shri A. Sharma, Principal, R.P. Inter College, Mirganj (Bareilly).
3. Shri S.L. Dantre, Principal, J.P.N. Inter College, Nawabganj (Bareilly)
4. Shri R.B.L. Mathur, Principal, M.B. Inter College, Bareilly.
5. Shri S.C. Agrawala, Shri Gulab Rai Inter College, Bareilly.
6. Shri S.C. Nigam, Principal, R.S.M. Inter College, Dhapur.
7. Shri S.P. Kacker, Principal, Govt. Inter College, Pilibhit.
8. Shri S. Bhardwaj, Principal, R.K. Singh Girls Inter College, Bareilly.
9. Mrs. G.B. Goyal, Principal, Dropdi Kanya Inter College, Bareilly.

10. Vimla Shukla, Principal, Sahu Gopi Nath G.I.C. Ba-reilly.
11. Shri Kripa Shanker, Principal, Govt. Inter College, Moradabad.
12. Shri R.N. Kela, Principal, M.D. Saraswati Inter College, Nagbabad (Bijnor).
13. Shri J.P. Agrwala, Principal Agrawal Inter College, Moradabad.
14. Shri S.C. Mehrotra, Principal, K.G.K. Inter College, Moradabad.
15. Shri J.C. Joshi, Principal, C.R.S.T. Inter College, Nainital.
16. Shri G.C. Pandey, Principal, G.H.S.S. Nainital.
17. Shri D.D. Pant, Principal, D.S.B. Govt. College, Nainital.
18. G. Barpute, Principal, Govt. Inter College for Girls, Nainital.
19. Shri D.D. Pant, Principal, Multipurpose H.S. School, Kathgodam (Nainital)
20. Shri G.C. Upreti, Principal, Govt. H.S.S. Kanalichhina (Pithoragarh).
21. Shri R.P. Mani, Principal, Mission Inter College, Pithoragarh.
22. Km. O.I. Shaw, Principal, Govt. Girls Inter College, Almora.
23. Shri B.P. Pand-e, Principal, Govt. Inter College, Almora.
24. Shri N. Joshi, Principal, Almora Inter College, Almora.
25. Shri J. Mani, Principal, Ramsey Inter College, Almora.
26. Shri C.B. Pandey, District Inspector of Schools, Pithoragarh.

Lucknow and Gorakhpur (15-17 April, 1965)

XXXIII

Deans, Heads of Departments, and
University Professors of Lucknow University.

1. Dr. P.N. Sharma,
Professor of Physics and
Dean, Faculty of Science.
2. Shri S.V. Singh,
Professor of Sanskrit.
3. Dr. S.N. Jha,
Reader, Department of Education.
4. Shri R.N. Nagarj,
Professor.
5. Shri J.B.L. Mathur,
Professor of Tuberculosis .
6. Shri A.R. Roy,
Professor of Statistics.
7. Shri B.N. Srivastava,
Professor of Ancient Indian History.
8. Shri Sushil Chandra,,
Professor of Sociology.
9. Shri R.B. Das,
Professor of Public Administration.
10. Shri S.C. Agarwala,
Professor of Botany.
11. S. Safar Hussain,
Professor of Social Work.
12. Shri P.D. Gupta,,
Professor of Zoology.
13. Shri R.L. Varshney,
Reader in Commerce.
14. Shri R.C. Misra,
Professor of Geology.
15. Shri S.D. Shukla,
Dean, Faculty of
16. Shri P.S. Krishnan,
Professor of Biochemistry.
17. Shri K.S. Shukla,
Professor of Mathematics.
18. Shri G.S. Mishra,
Professor of History.
19. Shri S.B. Samadi,
Head, Department of Arabic .

20. Shri G.S. Verma,
Professor of Botany.
21. Shri R.V. Singh,
Principal,
K.G. Medical College.
22. Shri R.C. Nigam,
Dean,
Faculty of Law .
23. Shri Shanti Prakash,
Medical College.
24. Shri L.N. Srivastava,
Department of Chemistry.
25. Shri S.S. Parmar,
Professor of Pharmacology.
26. Shri K.P. Bhargava,
Professor of Pharmacology.
27. Shri A.C. Das,
Department of Anatomy.
28. Shri D.D. Gupta,
Department of Hindi.
29. Shri Ramesh Mohan,
Head, Department of English.
30. Shri Baljit Singh,
Head, Department of Economics.
31. Shri Raj Narain,
Department of Psychology.
32. Shri R.N. Sharma,
Professor of Plastic Surgery.

XXXIV

Junior Lecturers of Lucknow University.

1. Shri G.K. Arora, Department of Law
2. Shri Avtar Singh, Department of Law
3. Shri B. Kishore, Department of History
4. Shri J.P. Sinha, Department of Sanskrit
5. Shri S.L. Yadav, Department of Hindi
6. Shri G.R. Madan, Department of Social Work
7. Shri S.R. Bhattacharya, Department of Physics
8. Shri M.R. Ahmad, Department of Social work
9. Shri R.P. Gupta, Department of Education
10. Shri K.A. Hasan, Department of Anthropology.

XXXV

GORAKHPUR:

Teachers of Secondary schools.

1. Shri K.G. Mukherji, Vice-Principal,
St. Andrew's Higher Secondary School, Gorakhpur.
2. Shri Jagdish Prasad, Lecturer, D.A.V. Inter College,
Gorakhpur.
3. Shri Vishwanath Sali, Lecturer,
D.B. Inter College, Gorakhpur.
4. Shri Ram Prakash, Teacher,
St. Andrews Higher Secondary Schools, Gorakhpur.
5. Shri R.N. Thakuria,
M.S.G. Inter College, Gorakhpur.

XXXVI

Teachers of Primary Schools:

1. Shri Ram Surat Shukla, Headmaster, Junior Higher
Secondary School, Malaon (Gorakhpur).
2. Shri Cheddi Ram Tripathi, Teacher, Basic
Primary School, Khajini.
3. Shri Uma Shankar Pandey, Teacher, Junior Higher
Secondary School, Kauri Ram, Gorakhpur.
4. Shri Rama Shankar Singh, Primary School,
Sarsopar, P.O. Banswan, Gorakhpur.

XXXVII

Heads of Departments and Deans, University of
Gorakhpur.

1. Dr. K.N. Shukla, Head, Department of Hindi.
2. Dr. V.P. Upadhyaya,
Head, Department of Sanskrit.

3. Prof. S.P. Misra,
Head, Department of English.
4. Shri S.P. Nagendra,
Reader, Head Department of Sociology.
5. Dr. S. Jalota,
Head of the Department of Psychology and
Philosophy.
6. Shri Raghuvver Singh,
Reader, Head of the Department of Politics.
7. Dr. H.S. Srivastava,
Head of the Department of History.
8. Dr. V.S. Pathak,
Head of the Department of Ancient History.
9. Dr. S.C. Bose,
Head of the Department of Geography.
10. Dr. Mahmood Ilahi,
Reader, Head of the Department of Urdu.
11. Shri Jitendra Kumar,
Head of the Department of Fine Arts & Music.
12. Dr. R.P. Bahadur,
Head of the Department of Economics.
13. Dr. R.B. Tewari,
Head of the Department of law.
14. Dr. R.L. Agrawal,
Head of the Department of Commerce.
15. Dr. M. Varma,
Head of the Department of Education.
16. Dr. R.P. Rastogi, Head of the
Department of Chemistry.
17. Dr. D. Sharma,
Head of the Department of Physics.
18. Dr. K.S. Bhargava, Head of the
Department of Botany,
19. Dr. H.S. Chaudhury,
Head of the Department of Zoology.
20. Dr. R.P. Agarwal,
Head of the Department of Mathematics.
21. Dr. G.N. Tewari,
Dean, Students Welfare.

XXXVIII: Principals of Degree Colleges, Gorakhpur University.

1. Shri D.N.M. Tripathi, Principal,
Marwari Inter College, and Secretary,
Baba Raghava Das Degree College in Agriculture,
Deoria.

2. Shri R.K. Misra, Principal,
Kisan Degree College,
Basti.
3. Shri R.M. Saxena, Principal,
M.P.P. Arya Kanya Inter College,
Gorakhpur.
4. Mrs. Suffia Ahmed,
Principal,
Imambrara Muslim Girls Inter College,
Gorakhpur.
5. Shri D. Sinha,
Principal, B.P. K.M. Vidyalaya,
Gorakhpur.
6. Shri C.B. Ojha, Retired Principapl
T.D.M. Inter College, Gorakhpur.
7. Shri Samimul-Haq,
Princiapl, Ansar H.S. School,
Gorakhpur.
8. Shri Uma Shanker, Princiapl,
Dayanand Inter College, Gorakhpur.
9. Shri H.S. Gohil, Princiapl,
Marwari Inter College, Gorakhpur.
10. Shri Lalji Pande, Principal,
Abhainandan H.S. School, Gorakhpur.
11. Shri M.C. Singh,
Princiapl, St. Andrews Higher Secondary School,
Gorakhpur.
12. Shri G.S. Pandey, Princiapl, Tulasi das
Inter College, Gorakhpur.
13. Shri G.B. Singh, D.B. Inter College,
Gorakhpur.
14. Ch. Mohd. Jamil, Princiapl,
M.S.G.I. College, Gorakhpur.
15. Shri N. Hasan, Principal, Govt. Inter
College, Gorakhpur.
16. Shri J.P. Srivastava, Principal,
N.T. Inter College, Gorakhpur.
17. Shri S.S. Sahai Vidyarthi, Principal,
Government Jubille Inter College, Gorakhpur.

XXXIX

Local Educationists

1. Shri Atma Ram, Advocate, Gorakhpur.
2. Shri L.S. Khare, President, Municipal Board,
Gorakhpur.
3. Dr. C.N. Tewari, Dean, Students' Welfare,
University of Gorakhpur,
Gorakhpur.

ANNEXURE III

LIST OF MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION FROM UTTAR
PRADESH

<u>Sl.No.</u>	<u>Name and address</u>	<u>Brief Subject</u>
1.	Shri H.N. Singh, General Secretary, All-India Federation of University and College Teachers' Organisations, Tilak Dhari College, Jaunpur.	Higher Secondary Education and Teaching of Morals and Manners.
2.	Shri Prakash Chandra Sharma, Secretary, All-India Voters Helper Association, Arya Samaj Road, Dehra Dun.	Problems relating to Employment and Service.
3.	Dr. A.S. Raturi, Dean of Studies, Banaras Hindu University, Varanasi-5.	Impediments to Development - The Role of Education.
4.	The Daily "Ujala", Agra.	How to spread Education quickly.
5.	Shri Vidyanand Saraswati, President, Barahseni College, Aligarh.	University Education.
6.	Shri P.C. Jain, Secretary, Teachers' Association, Hindu College, Moradabad.	General Suggestions.
7.	Prof. R. Misra, Head of the Department of Botany, Banaras Hindu University, Varanasi-5.	Ecology of University.
8.	Shri Shabdanand Roy, Teacher, C/o Shri K.B. Srivastava, Vice-Principal, T.D. College, Bhallia.	Fundamentals of National Education.
9.	Prof. Jai Narain Lal, Head of the Department of Political Science, M.L.K. Degru College, Balrampur.	Teacher-Taught Relationship.
10.	Rev. P.T. Chandi, Principal, St. John's College, Agra.	General Suggestions.
11.	Shri S.B. Chawda, C/o Shri C.L. Jethena, D/57/56-Sigra, Varanasi-1.	General Suggestions.
12.	Shri B.N. Kar, 8-Nawab Yusuf Road, Allahabad.	Teacher Education & Teacher Welfare.
13.	-do-	General Suggestions.

14. Dr. Partap Singh, Civil Surgeon from Punjab (now Blind), 66-Cantonment, Station Road, Bareilly. Change-over to Hindi.
15. Shri R.N. Bhargava, Professor & Head of the Department of Economics, Central Hindu College, Varanasi-5. Higher Education
16. Shri Mool Raj Mehrotra, 43-Lal Quarters, Govindnagar, Kanpur-6. Higher Education
17. Shri K.K. Sharma, Principal, Meerut College, Meerut. Problems of Collegiate and University Education.
18. Shri R.N. Kela, Principal, M.D.S. Inter College, Najibabad. Problems of Private-aided Institutions.
19. Shri Rama Shankar, Singh, General Secretary, U.P. Primary Education Association, Bans Gaon, Gorakhpur. Primary Education
20. Shri Prayag Dutt Shastri, Ayurvedacharya, Agra. General Suggestions
21. Shri R.C. Dikshit, Assistant Master, 11-Kamal Bagh, Muzaffarnagar. System of Examination at the Secondary Stage.
22. Memorandum received through Dr. K.G. Saiyidain. Technical Education in Uttar Pradesh.
23. Shri P.N. Saxena, Secretary, Allahabad University Colleges Teachers' Association, Allahabad. Higher Education
24. Shri M. Ray, Principal, Agra College, Agra. Problems of Higher Education.
25. Secretary, Deeni Taleemi Council, U.P., Lucknow. Aggression on Religious and Linguistic Sentiments of the Minorities.
26. Prof. J.N. Kapur, Mathematics Department, Indian Institute of Technology, Kanpur. General Suggestions.
27. Shri H.N. Singh, Principal, Tilak Dhari College, Jampur. Primary Education
28. Prof. Satyavrata Siddhantalankar, M.P., Vice-Chancellor, Gurukula Kangri Vishwavidyalaya. National Education

29. Principal, D.S.B. College,
Nainital. Educational Problems
of the Kumaon Region
30. Dr. Mata Prasad Gupta,
Director, K.M. Institute of
Hindi Studies and Linguistics,
Agra University, Agra. Post-Graduate and
Research Institutes.
31. Shri S.P. Pathak, Head of the
B.T. Department, Bareilly
College, Bareilly. Teacher Education
32. Dr. B. Sharan, Hon. Secy.,
Bhinga Raj Anathalaya,
Varanasi. Education of the
Orphans at the
Orphanages.
33. Shri H.S. Gahlot, Principal,
Navajivan Kisan Inter. College,
Mawana, Meerut. Agriculture Education
34. Shri Balwant Singh, Adhyaksha,
Zilla Parishad, Muzaffarnagar. Primary Education
35. Shri R.N. Sharma, Professor of
Plastic Surgery, K.G.'s Medical
College, Lucknow. Problems of the
Youth.
36. Manager, D.A.V. Inter. College,
Muzaffarnagar. General Suggestions
37. Shri K.D. Agrawala, Principal,
D.N. College, Meerut. Students' Indiscipline
38. Shri K.C. Gupta, Principal,
Hublal Mathur Vaish,
Inter. College, Agra. Planning for Proper
Education.
39. Dr. S.P. Gupta,
a Vaigyanik of U.P. Checking Corruption
in Educational
Institutions.
40. -do- On Association for
Social Welfare.
41. -do- One-Grade System for
University Teachers.
42. -do- Cooperation in
Medical Research.
43. -do- Mass Literacy
44. -do- Small-Pox in Schools
45. -do- Curtailment of
University Holidays
46. U.P. Primary Education,
Bans Gaon, Gorakhpur. Primary Education
47. Shri M.S. Khan, Principal,
Islamia Inter. College,
Firozabad, Agra. General Suggestions

48. Shri K. Kapur, All-India Federation of Educational Associations, Kapur Kuti, Hardoi Marg, Lucknow. General Suggestions
49. Principal, St. John's College, Agra. -do-
50. Shri Sadanand Sharma, Principal, Improvement of Shri Balbhadra Inter College, Education Baldeo, Mathura.
51. Representatives of the Local Colleges at Agra. General Suggestions
52. Shri P.N. Misra, President, Educational Officers Association (Teaching Branch) and Lecturer in Geography, Govt. Inter. College, Bareilly. -do-
53. Shri S.R. Yagi, Principal, Vardhaman College, Bijnor, & Shri Sachidanand, Director, Personality Formation Centre, P.O. Jhalu, Bijnor. -do-
54. Shri Raj Narain Agarwal, Seo-Ka-Bazar, Agra-3. Improvement of Education in U.P.
55. Shri R.C. Dikshit, Assistant Master, 11-Kambal Bagh, Muzaffarnagar. Women Education
56. Prof. R.N. Sanyal, M.L.C. 3/108, University Education Notified Area, Gorakhpur.
57. Shri M. Pandey, Secretary, U.P. Madhyamik Shikshak Sangh, C/o D.A.V. College, Lucknow. Secondary Education
58. Shri K.S.R. Sharma, Prof. of Linguistics & Languages, National Academy of Administration, "Charleville", Mussoorie. Medium of Instruction at the University Stage.
59. Shri S.C. Bhattacharya, Reader, Elect. Engg. Deptt., Engg. College, A.M.U., Aligarh. Improvement of University Examination Results.
60. Dr. A. Edwin Harper, Jr., Bureau of Edl. Research, Ewing Christian College, Allahabad-3. Standards of the Ph.D. and D. Phil. Degrees in India.
61. Shri R.C. Dikshit, Asstt. Master, 11-Kambal Bagh, Muzaffarnagar. Standards of Education in Secondary Schools.
62. Shri J.P. Gupta, Principal, Retan Jini Jain College, Agra. Improvement of Education.

63. Shri P.T. Chandi, Principal,
St. John's College, Agra. Religious &
Moral Education
64. Kumari S.L. Sovani, Incharge
of Singh Teacher School at
Shahalpara Village near Agra. Women Education
65. Dr. B. Sharan; Bhinga Raj
Anathalaya, Varanasi. Gurkula Educa-
tion & National
Emergency.
66. Shri M.K. Recriwal, Principal,
Sri Maharaj Singh Inter. College,
Bahraich. Improvement of
Secondary Education
67. Suggestions contained in the
Convocation Address delivered
by Dr. K.K. Sharma at the
V.S.S.D. College, Kanpur on
23.1.1965. University Educa-
tion & Other general
suggestions.
68. Shri B.N. Kar,
8-Nawal Yusuf Road, Allahabad. Curriculum &
Student Welfare
69. Association of Heads of
Secondary Institutions, Agra. Secondary Education
70. Shri B.C. Saxena, General Secretary,
Lucknow University Associated
Colleges Teachers' Association,
Lucknow. Problems of
Associated Colleges
in U.P.
71. Shri R.B.L. Mathur, Principal,
M.B. Inter College, Bareilly. General Suggesti.
72. Dr. Rajender Singh, Head of the
Physics Department, Allahabad
University, Allahabad. Science Education
73. Dr. John H. Foster, Visiting
Full-Bright Lecturer, Allahabad
Agricultural Institute, P.O.
Agricultural Institute, Allahabad. Improvement in
Indian Education
System.
74. Shri B. Mishra, Secretary,
U.P. School Employees'
Association, Naveen Market,
Kanpur-1. General Suggestion
75. Secretary, Bareilly Sanskrit
School Teachers' Association,
Shahjahanpur. Sanskrit Education
76. Shri D.C. Jain, Principal,
Ahmedia Hanafia Higher
Secondary School, Agra. General Suggestion