

Proceedings of the

**FIRST MEETING
OF THE
NATIONAL COUNCIL
FOR
RURAL
HIGHER
EDUCATION**

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**PROCEEDINGS OF THE FIRST CONFERENCE OF THE
NATIONAL COUNCIL FOR RURAL HIGHER EDUCATION HELD
ON THE SECOND AND THIRD OF APRIL, 1956.**

The first conference of the National Council for Rural Higher Education was held on the 2nd and 3rd of April, 1956, in the Committee Room (No. 62.), Parliament House, New Delhi, under the Chairmanship of Dr. K. L. Shrimali, Deputy Minister, Ministry of Education. The following members were present :—

Ex-Officio Members.

- | | |
|---|----------------|
| 1. Dr. K. L. Shrimali,
Deputy Minister of Education, Government
of India. | Chairman. |
| 2. Shri. K. G. Saiyidain,
Secretary, Ministry of Education. | Vice-Chairman. |
| 3. Dr. R. K. Bhan,
Deputy Educational Adviser to the Govern-
ment of India. | Secretary. |

Nominated Members.

- | | |
|------------------------------|---|
| 4. Shri T. S. Avinashilingam | Member of Parliament. |
| 5. Shri K. L. Bordia | Vidya Bhavan, Udaipur. |
| 6. Prof. M. Mujeeb | Jamia Millia Islamia, Okhla. |
| 7. Shri Nanabhai Bhatt | Lok Bharati, Sanosara. |
| 8. Dr. B. B. Misra | Sarvodaya Mahavidyalaya,
Turki. |
| 9. Shri G. Ramachandran | Gandhigram, Madurai. |
| 10. Dr. R. K. Singh | B. R. College, Agra. |
| 11. Shri J. P. Naik | Mouni Vidyapeeth, Gargoti. |
| 12. Shri A. D. Bohra | Community Projects Adminis-
tration. |
| 13. Mrs. P. Johri | Ministry of Production. |
| 14. Shri G. L. Mehta | Ministry of Finance (he left
after some time). |
| 15. Shri S. Mathai | University Grants Commission |
| 16. Miss. T. K. Adranvala | Ministry of Health. |
- Invitees who were present included Dr. Douglas Ensminger (Ford Foundation) Dr. F. C. Ward, (Ford Foundation), Dr. C. S. Liddle, (T. C. M), Dr. G. S. Mahajani, Vice-Chancellor, University of Delhi and Dr. Mrs. Rajammal Deva Das, Chief Home Economist, Ministry of Food and Agriculture.

Inaugural Address (Item No. 1)

Inaugurating the conference Dr. K. L. Shrimali, Deputy Minister of Education and Chairman of the National Council, said :—

“On this occasion when we are inaugurating the National Council for Higher Education in Rural Areas we all would have liked Maulana Saheb to deliver the inaugural address. His presence would have been a source of great inspiration to us but unfortunately on account of ill-health he has not been able to come. We have, however, his blessings for this new venture of ours.

Having been associated with the Committee on Higher Education in Rural Areas, it gives me very great pleasure to inaugurate the first session of the National Council. The case for the development of Higher education in rural areas has been argued at length both by the University Education Commission and the Committee on Higher Education in Rural Areas and I would not like to take the time of the Council by repeating those arguments. The establishment of the National Council on Rural Education which will advise the Government of India in all matters dealing with the development of Higher education in rural areas is one of the several steps which the Government of India have taken recently for the development of rural areas. The Government have selected ten institutions for development into Rural Institutes. The Institutions selected are mostly those who have a long standing and have made some positive contribution to the development of national education. They came into existence to serve certain national needs and have played a significant part in the task of educational reconstruction. They have a background of rich experience in the field of Rural education, but what is more important, from the point of view of this new educational venture, is the fact that the workers associated with these institutions have been actuated by a spirit of service. It augurs well for the Scheme of the Rural Institutes that the institutions which are inspired by a spirit of idealism and social service have joined in a common enterprise of reconstructing Higher education in rural areas. It will be the task of the National Council to guide and co-ordinate their work and reorient their activities in such a way that they may play a significant part.

Rural Institutes in many ways will have to make a radical departure from the existing institutions and will have to chalk out new paths for themselves. They will make a pragmatic approach to rural problems. People in villages have to fight against three great enemies—poverty, disease and ignorance. It should be the function of Higher education to guide and help the rural people to fight against these enemies. Rural Institutes must aim at preparing leaders in the rural community who would acquire knowledge and utilise it not merely for personal gain but for the betterment of the rural community. The success of the Rural Institutes will, therefore, be judged not by the number of graduates and diploma holders which they produce but by the quality of young men and women who are willing to return to their community in a spirit of dedication and service.

Rural Institutes will have some distinctive features of their own. They will provide part-time employment to their students on farms or in some other kinds of productive work to enable them to meet their expenses partly or wholly

while they are studying at the Institute. On account of poverty, the majority of the rural youth will not be able to take advantage of the facilities of Higher education unless the Institute also enables them to find part-time employment. There is another additional advantage in combining work with studies. When the students leave the Institute there will not be a sudden break from the life of the community and they may be able to find work for themselves on their own farms or in some decentralised units of production. Education at the Rural Institute will not estrange them from the community. On the other hand they will go back to enrich the community with all the knowledge and experience which they have gained at the Institute.

If Higher education is not to remain confined only to a limited number of people who can afford to pay high fees at the universities, there is no other way except to give opportunities to the youth to earn their living while they study at the Institute. It is possible that since the students will remain engaged in some occupation for part of their time, their stay at the Institute may have to be prolonged. But the experience which they will get through practical work will more than compensate for the loss of time at the Institute and would in this way help. If the Rural Institutes succeed in working out a programme of education where the youth can combine work with education, they would show the way to bring Higher education within the reach of the vast majority of people who live in the rural areas and in this way help in democratising Higher education.

Another distinctive feature of the Rural Institute will be that in addition to the Departments of Teaching and Research, it will have a Department of Extension Service which will maintain a two-way traffic between the Institute and the rural community. The results of research at the Institute will be carried to the homes of the villagers and they in their turn will bring their problems to the Institute for solution. In this way the Institute will maintain a living contact with the community and will help the people in improving their economic standards and reviving their cultural life.

Rural Institutes will also be closely linked up with the Community Projects and National Extension Services. They will not only train personnel for various kinds of rural services but will serve as centres to which the people serving in rural areas can look up for inspiration and guidance.

Rural Institutes will also establish a close relationship with the universities. In many respects, Rural Institutes and the existing universities will supplement each other and therefore the establishment of these Institutes should be welcomed by the universities. Some of our universities unfortunately have not kept abreast with the changes that are taking place in our society and to some extent have shown resistance to new experiments in education. Instead of assuming leadership for all kinds of nation building programmes, the universities stand aloof from the main currents of national life. I shall only give the example of Basic education. After a good deal of discussion the nation has adopted Basic education as the pattern of national education and thousands of Basic schools and also a few post-Basic schools have been started all over the country. Some of the universities instead of giving encouragement have shown callous disregard to this new development in education. This has done harm to the cause of Basic

education but greater harm has been done to the universities themselves. If the universities become insensitive to social change and cease to function as instruments of social reconstruction, their growth is arrested. The Government have made a positive approach to promote Higher education in rural areas by setting up the National Council and I do hope that the universities will also give their full cooperation in this new venture. The universities can help by having flexibility in their regulations so that the youth going out of the Rural Institutes may not be denied the opportunity of post-graduate studies.

Since the publication of the Report of the Committee on Higher Education in Rural Areas, a large number of public workers and institutions have evinced keen interest in the scheme and many of them have expressed the desire to set up Rural Institutes. We must, however, move slowly, partly on account of paucity of funds but mainly due to the difficulties in recruiting qualified teaching staff and personnel. The success of the scheme will ultimately depend on the quality of the personnel and while we expand our programme we cannot ignore this human factor.

The National Council has undertaken a difficult task of preparing young men and women for rural leadership, for promoting rural knowledge and research and for advancing rural welfare in terms of better health, improved education and economic prosperity. If the National Council succeeds in realising these objectives through the Rural Institutes even in a small measure, it would make positive contribution to the reconstruction of Higher education in our country. It is with this hope that I inaugurate the first session of this Council."

This was followed by a report on the progress made in the implementation of the recommendations of the Rural Higher Education Committee, by Dr. R. K. Bhan, Secretary, National Council for Rural Higher Education (Appendix 'A')

Before the Council took up consideration of the Agenda, Shri K. G. Saiyidain, Secretary, Ministry of Education, addressed the Council. He said, "I do not know whether I have many observations to make. I would like in the first instance to thank all the members of the Council as well as the guests and visitors who have been good enough to respond to our invitation to attend this conference. I am not at all unhappy that we have not a very large gathering today because the note on which I would like the work of the Council to be pitched is a businesslike one. We have so far had a number of consultations and committees in regard to this problem of Rural education in India. It is right that the problem should have been considered in this way by the Radhakrishnan Commission, the Shrimali Committee and later on at the various conferences which we have had. As this a new field, there is justification for careful examination and clarifying our ideas about the lines on which the work is going to develop. Now that this has been done, members of the Council should meet and grapple in a businesslike manner the large number of concrete problems that they have to face, which provide us both our difficulties and our challenging opportunities.

In the first place, I would like to underline what the Chairman has said about the short list of institutions which are proposed to be developed. The idea was not to try and establish a number of new and full fledged institutions in the vacuum but to select a number of educational organisations which have had some experience in doing this kind of work. That is why, though the Committee had originally worked out its estimates on the basis of possible new institutions being established, in actual effect our selection has been confined so far to institutions that have been working in this field. We are hoping, therefore, that these workers in these institutions will provide for us not only the right kind of experience, but also the right kind of attitudes for such work. As many of their representatives are present here today, I venture to appeal to them to continue to maintain the same experimental attitude in developing this work, as they did very much earlier when the new pattern of national education was being evolved by them as an unorthodox group. Personally, I have a feeling that Government institutions should also develop the same experimental approach, but on account of historical reasons, it has somehow come to be believed that non-Government institutions can do so more easily. The next point is the importance of close co-ordination between the universities and this new venture. I would not, however, like to minimise the difficulty in this matter. There is bound to be a certain amount of opposition on the part of the universities, and we have, therefore, to go out of our way to win their confidence and goodwill. I am not so particularly interested in our graduates being able to find admission in post-graduate courses on an equal basis, but what I am interested in at the moment is that we should develop these courses in such a way that the universities would recognise that the intellectual competence, mental training and practical experience that students are getting from these courses are approximately of the same standard and quality as that which they are trying to impart in their own institutions. We shall not, of course, be providing for them *identical* experience or knowledge, but there should be sufficient intellectual content and social and cultural value to make them significant and worthwhile. So to a large extent the responsibility for our being able to establish the right relations with the universities will be ours.

The Chairman has also pointed out that the institutions will have to make some radical departures in some way from the existing methods of work. The general principle has been enunciated, but we have now to spell it out in concrete terms. So far as the methods of teaching are concerned, what are those changes going to be? What are the points of emphasis on which we are to differ so far as the curricula, organisation and the provision of a suitable environment are concerned? We have to provide work experiences and educative experiences side by side. As many of our friends are aware, in some countries, particularly in the United States, an attempt has been made to provide these experiences through "sandwiched" courses. Conditions in our country are in many ways different. To what extent would this be a feasible proposition?

Here again you have before you the tentative syllabuses that have been evolved for the courses to be introduced in the Rural Institutes. These courses

have now to be examined and scrutinised carefully by the workers in the various institutions. None of us, including all the expert members who were concerned with the formulation of these courses, have a well-tested and accurate knowledge of all the problems that may arise. Therefore, these courses should be treated as tentative attempts to try and place before the members the results of cooperative thinking at this stage. It is necessary for you to examine them very carefully and to make such changes in them as may be required in the light of your special circumstances. In this way, through the agency of the National Council we might be able to pool together our experiences. In fact, I would suggest that in the first year before we begin our work, we might meet and compare notes and make modifications in them which appear feasible. I will give one instance. There are a number of items in the syllabus on History of Civilisation which seems too ambitious or unnecessary, and may not be adequately covered, and suitable books on them are not available either in the regional languages or in English. There is also a certain amount of duplication. For instance, Sociology is a compulsory subject, as well as one of the optional subjects. A large number of matters of this kind will come up to your notice and I hope that in every institution, there would be a small unit which would be working on this problem of the syllabuses and in the light of actual experiences, formulating suggestions for the National Council to consider. May I draw your attention to what I regard to be the two most important objectives of these Rural Institutes? They are meant to provide leadership at the village level for the various types of work that we have in hand. As I see it, there are two main kinds of work that will have to be tackled. One requires technical leadership for which we have provided these courses. There are a large number of problems in Rural Health, in Rural Engineering and in Rural House Building to which no institution of a college or university level has so far been able to devote its attention. It is the business of these Institutes to turn out, after two or three years' training, the persons who can exercise competent leadership in their local communities at the technical level. There are so many of these heart-breaking problems in our villages which do not really require millions of money. They certainly need money in a reasonable measure as well as technical knowledge coupled with the right will. So we have to train people who would have that competence. Secondly, we have to train people not only in the technical skills, but also in the ideology and capacity to exercise *social* and *political* leadership. So, if we can send out of these Institutes, a comparatively small number of young men who are technically and socially qualified to take up the responsibility of leadership in their local communities, they would fill a very useful *niche* in national life. I would also like to sound a note of caution: we should not be too much in a hurry to multiply institutions. If we could establish a dozen institutions in the whole country which are really making a valid contribution to the development of national life, I have no doubt that in due course money would be forthcoming and we would be able to multiply them. If on the other hand, we go on multiplying these institutions too fast under pressure and they are not able to deliver the goods, the whole idea may fall into disrepute. I would, in conclusion, like to take this opportunity to acknowledge with thanks on behalf of the Government of India the financial assistance we

have received from the Ford Foundation for the development of this project as well as the keen and helpful technical interest taken by their representatives."

This was followed by brief remarks by some of the invitees.

Dr. G. S. Mahajani, Vice-Chancellor, Delhi University, assured the Council on his personal behalf that the universities would view with sympathy and consideration the bonafides of the qualifications of candidates coming from the Rural Institutes for admission into the universities. Their sole criterion would be whether such a student was in a position to profit by post-graduate studies to which he was seeking admission. The universities, he said, do realise their responsibility and are conscious of the fact that they could not function in isolation and had, therefore, to cooperate with the State in this service to the community. He emphasised the point that the rural population may not be allowed to get an impression that something was being created to prevent them from taking part in the contribution to education which was being provided in the urban areas. The attainment of education in rural areas, he said, should be comparable to the education in urban areas. He suggested that a reference may be made to the Inter-University Board for providing such facilities as the Council has in mind, and on behalf of his colleagues, he assured the Council that a helpful attitude will be adopted by the Board towards the Council.

Mr. Mathai raised a point for clarification whether there was going to be a permanent and clear distinction between Rural education and urban education, and whether the Council planned to define Rural community in such a way that they would always remain rural in the existing context of the term.

Mr. K. G. Saiyidain replied that the Government was not thinking of establishing any Rural university at present, but were establishing Rural Institutes, and that a definite and sharp distinction has been laid down between a university and a Rural Institute. These institutions were not being established to perpetuate the age-old distinction between cities and villages. The Council wanted to build a small number of institutes that would be specially connected with some of the special needs of rural areas.

The Council then took up the consideration of the agenda.

Item No. 1. Inaugural Address.

The Chairman, after briefly describing the aim of the Rural Institutes, expressed the confident hope that the National Council would come up to the task of preparing young men and women for rural leadership, for promoting rural knowledge and research and for advancing rural welfare in terms of better health, improved education and economic prosperity.

Item No. 2. Report on the progress made in the implementation of the recommendation of the Committee on Rural Higher Education (Appendix 'A').

The report was read and recorded.

Item No. 3. (a) To consider and approve the syllabuses prepared by the Committees appointed by the Consultative Committee for various courses. (b) To consider the various suggestions received from the State Governments, Universities and Educationists: (Appendices 'B' to 'F')

Item No. 3 (a). After considering the recommendations of another sub-committee on the subject the Council discussed and approved with a few

modifications, the syllabuses for Diploma Course in Rural Services, Certificate Course for Overseers and Certificate Course in Agriculture Science. The amended syllabuses are being circulated separately. Regarding the Certificate Course for Rural Health Workers (women), it was decided to have further discussions with the Ministry of Health. (Para 15 (VI) below).

Item No. 3 (b). The comments of a few universities on the Report of the Committee on Rural Higher Education received in the Ministry were read and recorded.

Item No. 3 (c). The suggestion of Dr. (Mrs.) Rajammal P. Devdas, Chief Home Economist, for providing Home Science for girls was considered, and it was decided to add Home Science under optional groups in the Three-Year Diploma Course.

Item No. 4. To approve the list of institutions selected for development into Rural Higher Institutes by the Consultative Committee. (Appendix G).

The Council approved the list of ten institutions recommended by the Consultative Committee appointed earlier by the Ministry of Education.

Item No. 5. To consider the setting up of a Standing Committee.

(Appendix H)

Under Article 6(13) of the Rules and Regulations of the Council, the following composition of the Committee was approved :

1. Dr. K. L. Shrimali, Deputy Minister for Education. Chairman.
2. Shri K. G. Saiyidain, Secretary, Ministry of Education. Vice-Chairman.
3. Dr. R. K. Bhan, Deputy Educational Adviser, Ministry of Education Secretary.
4. One representative of the Ministry of Finance—
Shri G. L. Mehta, Deputy Secretary.
5. Five members to be elected by the Council.

The words "One of which must be an official representative" coming after "Council" in para 5 were deleted.

The Council authorised the Chairman to nominate these five members. It was also decided that the Inter-University Board may be requested to nominate a representative on the Council, and if necessary, the Government resolution may be amended to that effect.

Item No. 6. To consider and approve the rules and regulations for the National Council for Rural Higher Education and its Standing Committee. (Appendix I)

The rules were generally approved with some amendments. An amended copy of Rules and Regulations is appended at the end.

Item No. 7. To consider the establishment of State Councils of Rural Higher Education. (Appendix J).

The Council agreed that the small number of Rural Institutes which will be developed for some time to come does not justify the establishment of separate Councils in each State. Local Committees may, however, be appointed by the State Governments for the co-ordination of activities, if necessary.

Item No. 8. To consider the question of standardisation of Examina-

tions and award of Diplomas and Certificates by the Council to successful candidates.
(Appendix K)

(i) It was agreed that an all-India Examination should be conducted by the National Council for Rural Higher Education after the completion of each course and a diploma or a certificate awarded by it to the successful candidates, the idea being to invest this course with prestige and ensure uniformity in standards. Later on, when the institutions were firmly established, had built up a reputation and gained a body of experience, the question of entrusting them with this work could be considered.

(ii) It was further decided that the cumulative record of the students should also be taken into consideration when the final assessment of the achievements of the students is made through the public examination conducted by the Council.

(iii) Mr. Chandiramani explained the procedure adopted by the All-India Council for Technical Education for holding examinations. It was felt that details about these examinations may be worked out later on in the light of the work being done by the A.I.C.T.E. The Council should thereafter frame a panel of examiners, and set up examination committees which will be assisted by the secretariat officers on the lines done in the Technical Division.

(iv) A point was raised as to whether the Rural Institutes should not allow the State Governments to hold the examinations for the courses, if they were already doing so, with regard to certain courses such as Engineering and Health. However, it was decided that, in the the beginning, All-India Examinations were necessary in each case.

(v) Dr. B. B. Misra raised the question whether different colleges should not seek affiliation with universities for courses approved by them. The Vice-Chairman was emphatic that the question should be decided once for all. The Rural Institutes cannot be affiliated to the universities and at the same time to the Council. It was decided that Rural Institutes cannot seek affiliation with any university.

(vi) Miss. T. K. Adaranvala at this stage raised the question whether there was any necessity of running the health courses in the Rural Institutes in view of the fact that the All-India Council of Nursing was conducting courses and producing health workers for rural areas. The Chairman was of the view that to avoid duplication, the question of a Health course should be dropped for the time being. Secondly, these institutions were not likely to have the kind of hospital facilities that were necessary for this work. This question was taken up for discussion again in the evening session and it was decided that the syllabus for the Health course should be forwarded to the Ministry of Health for examination and advice. The Council had no intention to duplicate any work or start this course if this was not acceptable to that Ministry, and if the produce of the institutes was not acceptable to the recognised employing agencies. If, however, such courses were being run in the institutes such as Gandhigram, they may continue to run them.

Item No. 9. Allocation of financial resources under the Five-Year Plan and sharing of expenditure between State Governments institutions and the Central Government.
[Appendix L].

(i) The note submitted by the Ministry and the letter of the Government of India to the State Governments with regard to the sharing of expenditure was considered, and it was decided that reactions of the State Governments may be awaited. During the first year, however, it would not be possible to obtain matching funds from the State Governments and as such they would have to be found by the institutes themselves.

(ii) Here, Shri Nanabhai raised the question of the grant of Rs. one lakh sanctioned to his institute for the purpose of adding an Engineering Course. He stated that he was already running a Three-Year Diploma Course, and had neither a library nor a storage for straw. He desired to utilise this grant for the development of the existing course. This was agreed to.

(iii) On the suggestion of Shri Bordia, it was decided that the Community Projects Administration may be approached for financial assistance for Extension work. A note on the subject may be submitted by the Ministry to the C.P.A. for circulation to the members of the forthcoming conference of the Development Commissioners. The Secretary may personally represent the viewpoint of the Council in that conference.

Item No. 10. Any other matter with the permission of the Chair.

(i) The letter of Shri Morarji Desai regarding the recognition of Gujrat Vidyapeeth was read. It was stated that both the Deputy Minister of Education and Dr. R. K. Bhan had visited this institution. The Chairman of the Standing Committee was authorised to go into the matter and do the needful.

(ii) Shri J. P. Naik raised problems of administration, organisation and personnel of the institute, and said that it was not possible to discuss these problems in detail in the Council. He suggested that the heads of the ten selected institutions should be requested to meet together at one of these institutions as early as possible. He urged that during the first year at least two or three such meetings should be arranged. The heads of institutions will draw up plans of development, prepare estimates and work out details with regard to the starting of courses and also have an opportunity for exchange of ideas. It was decided that one such conference should be held very soon, and not later than July, 1956.

(iii) The question of fixing up the date and venue for the next meeting was discussed. It was decided that it should be held at Gandhigram in November or December, 1956. The importance of holding these meetings in the institutes was fully appreciated, and it was urged that a small dislocation in the Ministry should not prevent the meeting being held outside Delhi.

The conference ended with a vote of thanks to the Chair.

**AGENDA FOR THE MEETING OF THE NATIONAL COUNCIL
FOR RURAL HIGHER EDUCATION**

1. Inaugural address by Dr. K. L. Shrimali, Deputy Minister of Education.
2. Report on the progress made in the implementation of the recommendations of the Committee on Rural Higher Education. APPENDIX 'A'
3. To consider and approve the syllabuses prepared by the Committees appointed by the Consultative Committee for the following courses and the various suggestions received from the State Governments and educationists.
 - (a) i. Three-Year Diploma Course in Rural Services. APPENDIX 'B'
 - ii. Two-Year Certificate Course in Agricultural Science APPENDIX 'C'
 - iii. Three-Year Certificate Course in Civil and Rural Engineering. APPENDIX 'D'
 - iv. Three-Year Course for Rural Health Workers (Women) APPENDIX 'E'
 - (b) Suggestions made by:

<ol style="list-style-type: none"> i. Osmania University, Hyderabad. ii. Gujrat University, Ahmedabad. iii. Lucknow University, Lucknow. iv. Travancore University, Trivandrum. v. Visva Bharati University, Santiniketan. vi. Dr. (Mrs.) Rajammal P. Devadas. 	}	APPENDIX 'F'
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4. To approve the list of institutions selected for development into Rural Institutes by the Consultative Committee. APPENDIX 'G'
5. To consider the setting up of a Standing Committee. APPENDIX 'H'
6. To consider and approve the rules and regulations of the National Council for Rural Higher Education and its Standing Committee. APPENDIX 'I'
7. To consider the establishment of State Councils of Rural Higher Education. APPENDIX 'J'

8. To consider the question of standardising of examinations held by the Rural Institutes and the award of diplomas and certificates by the Council to successful candidates. APPENDIX 'K'
9. Allocation of financial resources under the Five-Year Plan and sharing of expenditure between State Governments/Institutions and the Central Government. APPENDIX 'L'
10. Any other matter with the permission of the Chair.

APPENDIX A

Memorandum on Item No. 2 of Agenda.

Subject:—Report on the Progress made in the Implementation of the Recommendation of the Committee on Rural Higher Education.

The Committee on Rural Higher Education was appointed by the Ministry of Education in October, 1954 with the following terms of reference :—

- (a) To undertake a comprehensive survey and appraisal of promising ideas, institutions and experiments in the field of Higher education in rural areas ;
- (b) To determine what specific projects and institutions should be encouraged to carry on experimental work in this field ;
- (c) to recommend a possible pattern for Rural universities with particular reference to :
 - (i) the aims, organisation and content of Higher education in rural areas,
 - (ii) its relationship to Basic and Secondary education,
 - (iii) other allied problems, and ;
- (d) to suggest ways and means of making education in the existing universities more useful and more closely related to rural needs and problems so that a sound and reasonably uniform system of Rural Higher education suited to our needs and resources may be evolved for the whole country.

The Committee consisted of Dr. Shrimali as convener and Messrs. Elmhirst, Foster and Mathur as members. It submitted its report in January, 1955. The main recommendations of the Committee centre round the development of Rural Institutes of Higher Education which would provide for the following courses in addition to a few short-term courses for the benefit of the rural community :

- (1) A Three-Year Diploma Course in Rural Services.
- (2) A One-Year course for a Teaching Diploma.
- (3) A One-Year Course of a Teaching Certificate.
- (4) A Two-Year Certificate Course for Rural Health Workers (Women).
- (5) A Two-Year Certificate Course for Overseers.
- (6) A Two-Year Certificate Course in Agricultural Science.

These courses should, with minor adjustments for different regions, be organised in the selected institutes. It has also been recommended that a National Council of Higher Education for rural areas should be set up as an ancillary body at the Centre.

On the 26th of August, 1955, the Ministry of Education called a Conference of the representatives of some of the existing rural institutions, State Governments concerned and the Ministries of Health, Food and Agriculture and Finance, Community Projects Administration and Ford Foundation to

discuss the measures for the implementation of the recommendations made by the Committee. The Conference arrived at the following conclusions :—

- (i) Education to be provided in Rural Institutes should be comparable to that in urban areas.
- (ii) The development of Rural Institutes should be a national organic growth related to the conditions of rural life.
- (iii) Rural education should evolve a harmonious balance between theoretical and practical courses of studies suited to rural needs.
- (iv) For each course of study there should be complete integration between Research, Training and Extension.
- (v) Aims and objectives of a Rural Institute should be to raise the intellectual, economic, social and cultural standards and not to afford merely training ground for specific services and professions.
- (vi) A National Council of Higher Education for rural areas should be set up, with corresponding State Councils wherever necessary, and should function as a co-ordinating agency. It should guide Rural Institutes in all aspects of rural educational development.
- (vii) The existing rural educational institutions should work out a programme of progressive development for five to ten years in order of priorities.
- (viii) There should be a close liaison between the Universities and Rural Institutes.

While necessary steps were being taken by the Ministry of Education to set up the National Council of Rural Education, a Consultative Committee consisting of the representatives of the Ministry of Food and Agriculture, Health and Production, C.P.A., Ford Foundation and TCM was set up simultaneously to take in hand the immediate implementation of some of the recommendations of the Rural Higher Education Committee. This Committee met on the 30th December, 1955 and appointed Committees for paper syllabus for the following four courses :—

1. Three-Year Diploma Course in Rural Services.
2. Two-Year Certificate Course for Overseers.
3. Two-Year Certificate Course in Agricultural Science.
4. Two-Year Certificate Course for Rural Health Workers (Women).

The Syllabus Committees have since met and completed the report and these are being placed before the Council.

The members of the Committees had put in hard work and I take this opportunity of thanking them for their help and co-operation.

The Consultative Committee further recommended that, as a first step in the direction of implementation of the recommendations, the following ten existing institutions should be developed into Rural Institutes :

Category I

1. Visva Bharati, (Institute of Rural Services), Sriniketan.
2. Jamia Millia, Delhi.
3. Gandhigram, Madras.
4. Vidyabhavan, Udaipur.
5. Sarvodaya Maha Vidyalaya, (Rural Institute of Higher Studies) Turki, Bihar.

Category II

6. Shri Shivaji Lok Vidyapeeth, Amravati.
7. Shri Ramkrishna Mission Vidyalaya, Coimbatore.
8. Lok Bharati, Sanosara.
9. Mouni Vidyapeeth, Gargoti, Kolhapur.
10. B. R. College, Agra.

The development of Rural Institutes at Nilokheri and Himayatsagar was recommended by the C.P.A. but the proposals in this behalf will have to be initiated by the respective State Governments.

The Committee recommended that a grant of Rs. 2 lakhs may be made to the institutions under Category I and Rs. 1 lakh to the institutions under Category II to enable them to start preliminary work in the direction to be indicated by the Council. Details about the grant and the purpose for which these are to be spent are given in the annexure.

The National Council for Rural Higher Education has now been properly set up under a Government of India Resolution. With the coming into existence of the National Council, the Consultative Committee will cease to exist. The Council will now have to embark on the programme of developing Rural Institutions in the country on the lines broadly indicated by the Committee on Rural Higher Education.

ANNEXURE

<i>Name of the Institute</i>	<i>Grant Sanctioned</i>	<i>Purpose of the Grant</i>
1. Visva-Bharati, Sriniketan.	1. Land for buildings, Workshops & Sheds	Agricultural Science Course.
	65,000/-	
	2. Dairy & Workshop	
	50,000/-	
2. Jamia Millia, Okhla (Delhi)	3. Buildings & Equip- ment	do
	85,000/-	
	Total.	
	2,00,000/-	
3. Vidhya Bhavan, Udaipur	1. Land	Overseer's Course.
	70,000/-	
	2. Building & Equip- ment	
	1,00,000/-	
3. Vidhya Bhavan, Udaipur	3. Construction of Sheds etc.	Overseer's Course.
	30,000/-	
	Total.	
	2,00,000/-	
3. Vidhya Bhavan, Udaipur	1. Land	Overseer's Course.
	1,00,000/-	
	2. Building	
	60,000/-	
3. Vidhya Bhavan, Udaipur	3. Furniture & Equip- ment	Overseer's Course.
	40,000/-	
	Total.	
	2,00,000/-	

<i>Name of the Institute</i>	<i>Grant Sanctioned</i>	<i>Purpose of the Grant</i>
4. Sarvodya Maha- vidyalaya, Turki.	This is a Government institute and the Government is spending the entire money. The grant of Rs. 2 lakhs is proposed to be made to the Government on <i>ad hoc</i> basis for the course of rural health.	
5. Gandhigram, Madurai (Madras)	1. Land 50,000/- 2. Building & Equip- ment 80,000/- 3. Laboratories etc. 50,000/- 4. Sewage water etc. 20,000/- <hr/> Total 2,00,000/-	Overseer's Course
6. B. R. College, Agra.	1. Building 60,000 2. Furniture & Equip- ment 40,000/- <hr/> Total. 1,00,000/-	Rural Health Course.
7. Lok Bharati, Sanosara (Saurashtra)	1. Building 50,000/- 2. Equipment, etc. 25,000/- 3. Workshop 25,000/- <hr/> Total. 1,00,000/-	Overseer's Course.
8. Shivaji Lok Vidyapeeth, Amravati	1. Building 60,000/- 2. Land 40,000/- <hr/> Total. 1,00,000/-	Overseer's Course
9. Ramakrishna Mission Vidyalaya, Coimbatore.	1. Land 30,000/- 2. Equipment 28,000/- 3. Building 42,000/- <hr/> Total. 1,00,000/-	Agricultural Science Course.
10. Mouni Vidya- peeth, Gargoti, Kolhapur.	1. Building & Shed 75,000/- 2. Equipment etc. 25,000/- <hr/> Total. 1,00,000/-	Agricultural Science Course

APPENDIX 'B'Item No. 3 (a) (i)*

SYLLABUS
FOR
THREE-YEAR DIPLOMA COURSE
IN RURAL SERVICES

APPENDIX 'C'Item No. 3 (a) (ii)*

SYLLABUS
FOR
TWO-YEAR CERTIFICATE
COURSE IN AGRICULTURAL
SCIENCE

APPENDIX 'D'Item No. 3 (a) (iii)*

SYLLABUS
FOR
THREE-YEAR CERTIFICATE COURSE
IN CIVIL & RURAL ENGINEERING

****APPENDIX 'E'***Item No. 3 (a) (iv)*

SYLLABUS
FOR
THREE-YEAR CERTIFICATE COURSE FOR
RURAL HEALTH WORKERS (WOMEN)

*The syllabuses were approved by the National Council for Rural Higher Education with slight modifications and are being printed separately.

**The syllabus was considered by the National Council for Rural Higher Education but it was recommended that it should be further discussed with the Ministry of Health. This has already been done.

APPENDIX F

MEMORANDUM ON ITEM NO. 3(b) OF AGENDA

Subject :—*Comments on the Report of the Committee on Rural Higher Education*

OSMANIA UNIVERSITY

Aims and Objectives

These are very clearly laid down. But while admitting that the cultural and the economic standards and activities of the rural population should be promoted (page 10), nowhere does stress seem to have been laid on the handicrafts side of the issue. Science and technology and studies of fundamental sciences, etc., have been insisted upon more specifically.

Research, Courses and Services to the Community

The courses suggested, other than the three-year Diploma Course and one-year Course for a Teaching Diploma or Certificate, do not seem to have any parallels on the existing set-up of courses, as recommended by the Secondary Education Commission.

Courses relating to the care of animals and pets, termed as Animal Sciences including Pisciculture under Agricultural course (page 22) are a very good feature.

The term "Rural Services" (page 20) requires further clarification. What is actually meant by "the broad field of Rural Services" remains vague even on pages 22 and 23.

Admission and Examinations

The recommendations that admissions to short training courses and Lok Vidyapeeths should be made irrespective of educational qualifications is a desirable one. But in the same connection clarification is required regarding the methods of approach by the teachers in these courses and the minimum standard of compensation expected of the trainees. Similarly it is also desirable that some clarification is made regarding the nature of practical and life experience which is expected of the pupils seeking admission. The experts committee for curriculum will have to bear this in mind while framing the details of the courses to be conducted.

Finance

The scales of pay recommended (page 59) are attractive. From the equipment provided it appears that Agriculture and Engineering are the main fields of instruction envisaged. In this respect it is not clear in which way these Rural Universities (Institutes) will be different from the Agricultural, Veterinary or Engineering Colleges.

Implementation

The recommendation that the Government should select and convert five or six existing institutions into Rural Institutes should have been further illustrated and clarified. No mention has been made in the report as to which are the institutions doing pioneering work in this field. (Page 62).

General

The original term of reference to suggest ways and means of "making education in the existing universities more useful and more closely related to rural needs and problems" (page iii) does not seem to have been clearly tackled.

The word 'Rural' for institutes in science and technology etc., recommended to have an applied bias, is rather misleading because the present colleges of applied sciences are having more or less the same objective. Even the Research Projects such as the Five F's (page 28) are not beyond the purview of applied sciences that must go hand in hand with the College of fundamental sciences, the importance of which has been acknowledged in the aims of the Rural Institutes also.

It is, therefore, desirable to restrict the term 'Rural' only to schemes relating to Lok Vidyapeeths, Janata Colleges and short courses in various rural life activities and also for training institutions intended to prepare teachers for these institutions only.

LUCKNOW UNIVERSITY

We are in general agreement with the recommendations contained in the report. It is a welcome recognition on the part of the Report to realise that the aims and objectives of Higher education in rural areas cannot be fundamentally different from those in urban areas. It is also an improvement to name these institutions Rural Institutes rather than Rural Universities. However, it should be emphasised that these Institutes are not overburdened by functions which they may not be able to discharge. Thus while the institutes may be expected to play some part in bridging the gulf between town and country, clearly this is more likely to be achieved by improving transport in country areas and popularising the mass media of communication. It is a change in the right direction to think of these institutes as integrating the three functions of Research, Teaching at an advanced level and Extension Services. Yet the priorities may be clearly laid down. The Institute may carry out research on topics which it alone is suited to deal with whereas perhaps many of the problems (page 14) can better be investigated at the universities where trained personnel is available. It may on the whole be better to entrust research even on rural problems to the universities by providing them with the necessary finances. If the universities have so far done little in this direction it is not so much due to lack of interest on their part as hinted on page 16 but owing to the want of financial resources. We should be quite willing to help with these investigations by the well-trained personnel that we have available. It does not mean that the institutes should be precluded from the field of research: only that if they cannot handle everything, this is where other existing institutions can share the burden. "Rural Institutes will take every aspect of the regional or village problem as their field of research, and with a view to action" will appear to be too tall an order for any institute to fulfil in addition to what is expected of it in other spheres. In fact it may well be that to begin with the institutes themselves will limit their research functions to the fields necessary for improved teaching and to those areas where other bodies express their inability to help.

An important omission from the Report is the composition of the Governing Bodies of the colleges and the prescription of the qualifications of the Director and the teaching staff of these institutes. Since these institutions are going to be pioneering ones in the country, it is desirable that from the very beginning they should be prevented from falling into just routine activities. Therefore it is desirable that the governing bodies should not mainly be constituted by ex-officio Government officials like the Director or Deputy Directors but should include these educationists and even others who may be expected to have ideas, imagination and initiative regarding the working and development of these colleges. Similarly the Director of the college should not merely be a person in the government service who is promoted to this office by virtue of seniority. It is doubtful if such highly trained personnel to fill the key posts of Director already exists in the country much less in the services, although there might be exceptions. Hence there should be freedom in the recruitment of Directors and if suitable persons are not available, measures may be taken to send selected candidates abroad for training.

It is extremely important that these institutes be started with properly trained personnel and suitable equipment. If this is not available, a lesser number may be started to begin with, for upon their success or failure will depend the future pattern of Rural education in this country. Hence, care must be taken to ensure that the experiment does not fail because of the experimental conditions being not or inadequately fulfilled.

It is also necessary that these new institutes are not financially starved at birth. Hence in the beginning at any rate not much reliance should be placed upon student labour and "Philanthropy on a large scale." If the expectations in this direction are not realised, the Government, Central or State—must be prepared to bear the whole cost by cutting down the total number of institutes to be established if necessary.

Also it may be useful to associate University educationists with this work at all stages of this scheme for Rural education—a National Council of Higher Education, State Council of Rural Education and the Governing Bodies. The University Departments of Education are in touch with the latest developments abroad and their views supplemented by the officials should be extremely valuable.

The Report in general makes a very valuable contribution to the subject of Rural education. Its ideas should materialise if care is taken to establish these colleges with proper staff and equipment and the necessary financial backing. If enough resources are not available it will be better to establish fewer good institutions rather than dissipating them over a larger number. The experts from University Departments of Education should also be associated with this work at each level.

GUJRAT UNIVERSITY

Considerable interest has been shown in the development of Rural education since the dawn of independence. The decision of the country to adopt Basic education and to organise post-Basic schools and multipurpose schools reveals the need to expand educational facilities in the rural areas. The Uni-

versity Education Commission had also stressed the need for organising suitable facilities for Higher education in rural areas. At such a juncture the report of the Committee for Higher Education in Rural Areas is a welcome one.

The Committee has defined the aims and objectives of Rural education and has suggested the organisation of Rural Institutes giving an outline of the work to be done there. It has also considered the various aspects of this education and suggested ways and means of organising, administering and financing Rural education in general. The aims and objectives are clear and broad and comprehensive enough to include the different aspects of rural life. The courses of study, the organisation, administration, finance and the ways of implementing the various recommendations deserve careful study.

There are, however, a few things which come to one's mind while reading the report.

From the terms of reference given on page (iii) of the report, only one suggesting the pattern of Rural education has been dealt with comprehensively while the others are scantily touched or not touched at all. The result is an incomplete picture of Rural education as a whole and thus a sort of vagueness about the special and distinguishing features of rural universities as compared with the existing urban ones.

The Committee could have given a comprehensive idea of the experiments carried on in the country and the special features of some of the important ones. Such a survey would have been of great guidance to those who desire to launch such programmes.

The committee has not quite clearly given the relationship between the Rural Institute and the Institution of Higher Learning. It is also not clear how the Lok Vidyapeeth is related to the proposed Rural Institutes.

Difference of opinion is bound to arise with regard to compulsory socially useful work, paid jobs on the campus and participation in productive projects in agriculture, forestry, dairying etc. It is also not clear how the subjects of study for the courses are to be related to the aspects of work mentioned above.

The financial implications of the scheme are likely to scare away the sponsors of Sarvodaya and Nai Talim, but there is always room for experiments at lower costs.

The organisation of National and State Councils of Higher Education in Rural Areas should be taken up by the Central Government and the State Governments and steps should be taken to implement some of the suggestions of the report.

VISVA BHARATI, SRINIKETAN

The aims and objectives of Rural Higher education as laid down in the report of the Committee are practical and while the technological requirements of rural development should be the main objective, it wisely lays strong emphasis on the cultural aspect as was done by the late Founder-President of the Visva Bharati University.

While the educational needs of rural areas have been considered, the practical needs of rural people regarding facilities for Higher education at a cheap cost with the necessity of students coming from poorer families for earning

while learning has been provided in the report. In order to give full effect to this very desirable objective it will be necessary to stagger the courses of study, provide facilities for evening classes and opportunities of employment on seasonal basis near or in the Rural Institutes. Average annual earning of students should be sufficient to cover their tuition and boarding expenses.

In order to co-relate teaching, research and extension programme in the faculties and among the student community of the Rural Institutes, the syllabuses should be so drafted that adequate time and opportunity may become available for studying the general and particular problems to be faced by the various faculties in villages and devise ways and means of solving these problems and apply those remedies in the field and assess the efficiency of those solutions. Many notions now nebulous will thus become well-defined.

There should be a Social Education Organisers' Training Centre as also a C.D.P. Block or a National Extension Service Block in or near the Rural Institute. The staff and students of the various faculties will be themselves profited if certain terms be set apart for them to work as observers and assistants to the personnel of the N.E.S. Block (*i.e.*, Agricultural Assistants, *Gramsvakas* or S.E.O.s) and the field work supervisors of the S.E.O.T.C. and the Village Extension personnel.

In the Institutes of Rural Higher Education arrangements should be made to have various levels of teaching from the primary level to the diploma level. The Primary and Secondary, Basic and Multipurpose schools should serve as models for other Primary and Secondary schools, and as the research-centres of Primary and Secondary education where the Teachers' Training Faculty of the Rural Institutes should also try to determine the best systems of teaching in the Primary and Secondary schools, specially the subjects and methods suitable for educating the children and adolescents of rural areas. A Primary Basic and a Secondary multipurpose school should be the necessary adjuncts of the Rural Institutes.

In the Report no provision has been made for imparting training in handicrafts. For economic development of rural areas the promotion of handicrafts to an economic standard and improving the technology and economics of crafts is essential. So each Rural Institute should have a full-fledged faculty of cottage industry training where not only the technique but also appliances and gadgets suitable for improving the quality and production of handicrafts and the economics of handicrafts should be studied both theoretically and practically.

Cooperation in the sphere of agriculture (such as farms, grain-banks, purchasing and selling stores etc.), animal husbandry, cottage and small industries, health services, making and repairing of village roads, culverts, bunds and embankments, canals, ponds and wells and in all other aspects of rural life is the only suitable and practical method of economic betterment of rural areas. The methods of introducing cooperation in villages and organising and running of cooperatives require specialised study and training. These should be included in the Course of Rural Services and short courses of one and two years should also be arranged. Apart from week-end seminars for students and village cooperators, longer courses, say up to three months or six months, should also be made available to the latter in the Rural Institutes.

Apart from the two years' course for Women Health Workers, there should be provision for training male health assistants and compounders. Problems of nutrition for rural people of low-income groups, family planning and other health and hygiene requirements of rural India should be the subjects of study and research of the Faculty of Health.

The Overseer Course should include imparting of working knowledge regarding, civil, electrical and mechanical engineering as also irrigation and sanitary engineering required and to be required in rural India. Research regarding cheap housing, utilisation of locally available building materials, improving the lay-out of existing villages and beautifying them, introduction of sanitary but cheap latrines in villages should be included in the curriculum of the faculty. A three-year course should also be provided for senior rural overseers.

Apart from knowledge in Humanities, provision should be made to include games, sports, music, dramatics, art and crafts as co-curricular courses of all the faculties. These should be as close to folk-arts, folk music and folk-dances as possible and complexities regarding technique and decor should be avoided.

If the proposed Institutes are to have an effective impress on the development of rural India, their tenure should be permanent and not for one or more five-year plan periods only. There is, however, no objection to raising the standards of Rural education to University levels later on, and such ideal should be pursued.

The economic and social environments of villages will never be identical with those of cities and industrial centres. Consequently the cultural condition and needs of rural India will also differ from those of the hectic cities and industrial centres. While the goal of Higher education is the full development of individuality in a democratic society, the vocational as well as cultural requirements of those who elect to live and work in rural society can hardly be identical with those who will live and work in cities. Hence India will always need specialised standards of Rural Higher education, though the objective should be to bridge the differences as much as is possible without importing into the villages the evils of city life.

As there are no patterns for Rural Institutes on which to build similar institutions in India, the subjects of study, the organisation and running of the Institutes, the qualifications of teaching and administrative staff should be under periodic scrutiny of experts.

High academic qualifications are sometimes found in conjunction with sound practical sense and organisational abilities with knowledge of rural India. But where such a happy combination is not available, men with the latter qualifications should be preferred as members of the staff of Rural Institutes.

In assessing the merits of students of Rural Institutes at least 50 per cent credit should be given on the basis of sessional work in classes, laboratories, workshops and fields for all the subjects. Written examinations at the end of the terms should always be accompanied with *viva voce* tests.

UNIVERSITY OF TRAVANCORE

The ideas and schemes set forth in the Report of the Rural Higher Education Committee are undoubtedly of great value and importance. At the same time it has to be mentioned that the philosophy and practice of Rural Higher education have to be more clearly evolved and the methods and machinery more concretely defined before practical steps can be taken. So far as Travancore-Cochin State is concerned, it has also to be remembered that conditions in this State both in respect of rural life and level of general education are considerably different from those prevailing in other parts of India. Strictly speaking, villages and village life as they exist in other parts of India cannot be said to exist here. The distinction between rural and urban areas is not as marked here as elsewhere. The ideas regarding education prevailing among the rural population here are in no way different from the ideas of other people. It is not likely, therefore, that institutions of the kind envisaged in the Report will prove attractive to the rural population of the State.

There are already in this State a large number of colleges of the ordinary academic type. These colleges are scattered over the State and a number of them are situated in rural areas like Pandalam, Pathanamthitta, Kozhencherry, Palai, Muvattupuzha, Kothamangalam and Chittur-Cochin. The means of communication are highly developed in this State so that collegiate education is now available to practically the whole rural population. With a view to making collegiate education more practically useful to the people who are engaged in cultivation of land and generally in agricultural occupation, the subject of Agriculture has been introduced in some of the Colleges.

Having regard to the facts stated above, it may be said that the question of starting rural colleges may wait until a fairly large number of Basic and post-Basic schools have been established in the State. The success of rural colleges will depend on the nature of the reaction of the rural population to Basic and post-Basic education. It is understood that the State Governments have taken up the question of starting a network of Basic schools. Special provision for Rural Higher education need be considered only after these schools have been established and their successful working observed for some time.

Suggestions made by Dr. (Mrs.) Rajammal P. Devadas, Chief Home Economist

“On going through the courses suggested for the Rural Institute, I find that the only course suggested for women is No. 4 ‘A Two-Year Certificate Course for Rural Health Workers (Women).’ This course alone does not seem to justify the basis of broad general education for women. While we were recruiting candidates for the *Gramsevikas* training, it was difficult to find girls with even minimum educational background from the villages, because of the lack of facilities for general education in rural areas. It is, therefore, an urgent need to design and make available courses in general education, with main emphasis on Home Science subjects for rural women. I may also point out that in their recent report, the joint Indo-American Team on Agricultural Research and Education, have also pointed out the need for developing educational institutions for rural women with Home Science as the basis. This suggestion may be given the utmost consideration.

“It will be worthwhile considering the provision of the ‘Two-Year General Education Course for Girls’ with the main emphasis on Home Science, while the ‘Two-Year Certificate Course for Rural Health Workers (Women)’ can serve as professional for rural women.”

APPENDIX G

MEMORANDUM ON ITEM NO. 4 OF AGENDA

List of the Institutions which applied for selection as Rural Institute

1. B. R. College, Agra.
2. Bangawani, Nabadwip, West Bengal.
3. Bharati Gram Shikshana Mandir, Bombay.
4. D. L. E. Society, Bijapur, Lachyan.
5. Gandhigram, Madurai, Madras.
6. Government Rural Institute, Tripura.
7. Jamia Millia Islamia, Jamia Nagar, New Delhi.
8. Janata College, Alipur, Delhi.
9. Lok Bharati, Sanosara, Saurashtra.
10. Mahatma Gandhi Vidya Mandir, Malegaon Camp, Nasik.
11. Panjab Government Proposal.
12. Radha Krishan Arya College, Nawa Shahar, Doaba, Jullunder.
13. Rajasthan Visva Vidyapeeth, Udaipur.
14. Shri Ramakrishna Mission Vidyalaya, Coimbatore.
15. Rural Institute, Kerala, Kakkanad, T. C. State.
16. Rural University, Gorakhpur. (U.P.)
17. Sarvodaya Mahavidyalaya, Turki (Muzaffarpur), Bihar.
18. Mouni Vidyapeeth, Gargoti, Kolhapur.
19. Shri Shivaji Lok Vidyapeeth, Amravati.
20. Vidya Bhawan, Udaipur.
21. Vidya Mandir, Narayan Gaon, Poona.
22. Visva Bharati, Santiniketan, West Bengal.

List of the Institutions selected for Development by the Consultative Committee

1. B. R. College, Agra.
2. Gandhigram, Madurai, Madras.
3. Jamia Millia Islamia, Jamia Nagar, New Delhi.
4. Lok Bharati, Sanosara, (Saurashtra).
5. Mouni Vidyapeeth, Gargoti, Kolhapur.
6. Shri Ramakrishna Mission Vidyalaya, Coimbatore.
7. Sarvodaya Mahavidyalaya, Turki (Muzaffarpur)
8. Shri Shivaji Lok Vidyapeeth, Amravati.
9. Vidya Bhawan, Udaipur.
10. Visva Bharati, Santiniketan, West Bengal.

List of the Institutions which applied after the Consultative Committee Meeting

1. A. A. Mission Agricultural Institute, Katpadi, N. Arcot Distt., S. India.
2. Gujrat Vidyapeeth, Ahmedabad.
3. Janata High and Training School, Butana (Rohtak).
4. Land School, Sarojini Nagar, Lucknow.
5. Rural Institute, Baijnath, Panjab.

The Council may kindly approve the selection.

B. R. COLLEGE, AGRA

The Balwant Rajput Educational Institute is one of the largest of government educational institutions in Northern India. It owns a 433.38-acre farm in Bichpuri and a 50-acre farm, a 35-acre college campus and 6.12 acre Higher Secondary school campus in the city of Agra. The existing buildings having proved inadequate, the two adjacent three-storied erstwhile Bharatpur Palaces on a site of 24 acres, have been taken on an annual rent of Rs. 5,030/. One of these accommodates the College of Education and the other is used as a hostel.

It comprises seven autonomous and semi-autonomous units with student population and staff as detailed below:—

	<i>Under-graduates</i>	<i>Graduates</i>	<i>No. of staff</i>
1. B. R. College.			
Arts	460	201	27
Science	424	101	24
Commerce	231	44	9
Agriculture	202	62	25
2. College of Adult Education		38	4 (part-time)
3. School of Economics and Sociology		—	—
4. College of Education		112	8 (full-time) 5 (part-time)
5. B. R. Higher Secondary School	430		16
6. Basic School, Agra		120	4
7. Basic School, Bichpuri		8	1

The College of Adult Education (institution for the employed) had in the year 1953-54 an enrolment of 380 students of whom 266 were in-service persons preparing either for the Intermediate Examination of the Board of High School and Intermediate Examination Education or for B.A. Degree of the Agra University and 114 belonged to a heterogeneous class. Some studying French or German or both, others learning short-hand and typewriting, others taking a course in Library Science and a substantial number trying to cross the barrier that separates the literate from the illiterate. Due to changes in the administrative policy of the State Government and in the regulations of the Agra University, the section is about to be closed.

The School of Economics and Sociology, organised as a semi-autonomous unit for purposes of research and post-graduate teaching, draws its students and teachers from the B. R. College. This school has done much to encourage the study of economic and sociological problems in Agra. The Government of

India has taken notice of this section through a grant of Rs. 31, 250/- under a research scheme from B. P. C. Planning Commission, to work on 'Trends of Urbanisation in Agra.'

The Institute has an endowment of Rs. 10,83,100/-. The total recurrent and capital expenditure during the financial year 1954-55 was Rs. 9,47,072/- including that on the two farms. In this year it received a maintenance grant of Rs. 2, 42,435/- and a capital grant of Rs. 8,900/- from State Government. During the last ten years Rs. 6,27,618/- have been spent on capital account. For a size of this college, with diversified courses, the capital expenditure has been far too inadequate. The awareness of this inadequacy has induced the State Government to recommend the College to the Government of India (U. G. C.) for a capital grant of Rs. 1,10,000/- for the development of the Post-graduate Science Departments. Further the needs and potentialities of the Institutions have also been taken notice of by the Government of India on different occasions. The Union Government sanctioned a grant of Rs. 1,24,000/- from the Wheat Loan Fund for the expansion of the Agricultural section in 1954-55. Its payment, however, has been suspended pending a more detailed examination of the needs of different Agricultural Institutions in the country. In recent months the Union Government has also sanctioned two research grants, one of Rs. 31,250/- to the School of Economics and Sociology, to which a reference has already been made, and the other of Rs. 84,050/- to the Department of Animal Husbandry and Dairying, to work out the 'Nutritional Requirements of Buffalo for Maintenance and Milk Production.' The college has also been visited by the Illinois Agricultural Research and Educational Survey Team at the instance of the Ministry of Agriculture, Government of India. It has recommended the establishment in this college of a Research Laboratory and Salinity. Likewise, the Committee on Rural Institutes also visited the college.

In view of the fact that the city of Agra has expanded tremendously during the last decade, the management has decided to shift the institution at Agra in convenient stages to Bichpuri at a distance of 7 miles from the present site in order to develop it into an autonomous rural institution. The State Government had granted the lease of 100 acre Bichpuri farm to the College in 1943 and added 333.38 acres through land acquisition in 1949. A sum of Rs. 3,50,000 has been spent by the College in developing the Bichpuri farm which is fed by a tributary of the Jumna canal and two deep wells fitted with an electric pump. The Ministry of Defence has sanctioned its sewage system to be connected with the farm at an approximate cost of over Rs. 2,000,00/-. Some departments of the College were shifted to this site in 1951-52.

At the moment the following proposals for expansion have been made by the institution which will consist of the following units, each under the charge of a Vice-Principal,

1. College of Agriculture
2. College of Agricultural Engineering
3. College of Science
4. College of Extension
 - (a) Janata College
 - (b) Basic Agricultural School

- (c) Regional Library Service
 (d) Youth Organisation
5. Salinity Research Laboratory
 6. College of Arts
 7. College of Economics and Sociology
 8. Home Economics and Women's Service
 9. College of Education } (These should better be treated
 (e) Multilateral High School } separate units and not part of
 (f) Senior Basic Schools } the rural institute).
 (g) Junior Basic School }

The College proposes to adopt the salary scales now in force in the Agra University with suitable allowances. It also propose to start a Dispensary and Rural Health Service, the cost of which will be as follows :—

	Rs.
1. Maternity ward and clinic	14,200
2. Residence for two doctors (a man & a woman)	16,000
3. Residence for 4 health visitors and nurses.	16,000
4. Residence for 3 ward attendants (one care-taker and one anti-malaria man and a driver)	10,000
5. Mobile Health Visit vehicle	18,000
6. Equipment	10,000
Total:	84,000
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B. Annual cost in rupees.	Rs.
1. Two doctors' salary (One man and one woman)	9,600
2. 4 Health visitors and Nurse's salary	4,800
3. Salaries of two war attendants (one care-taker and one anti-malaria man)	2,400
4. Driver	1,200
5. Medicines & other supplies	10,000
Total	Rs. 28,000
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Proposed Expenditure

- (a) Janata College proposed expenditure Rs. 6,280/- recurring and Rs. 54,776/- non-recurring.
- (b) Basic Agricultural School: Expenditure on accommodation for 20 students at Rs. 40,000/- and Rs. 10,000/- respectively.
- (c) Social Service Training for women.
- (d) Research Centre for Salinity : to Rs. 2,86,000/- on capital expenditure and Rs. 83,080/- recurring.
- (e) Graduate Courses in Extension and Field work: capital expenditure Rs. 1,30,200 and maintenance expenditure in the first year Rs. 16,400/- and for the subsequent years Rs. 21,680/-.
- (f) Collège of Agricultural Engineering: capital expenditure Rs. 13,15,000/- recurring, first year Rs. 1,17,760/- and for subsequent years Rs. 1,30,200/-.

- (g) College of Education: (cannot be included under the scheme of Rural Higher Education)
- (h) College of Arts, School of Economics and Sociology and School of Business Administration: (cannot form a part of the scheme of Rural Higher Education)
- (i) College of Science and Agriculture: The capital expenditure Rs. 21,74,025/- for general purposes and buildings and Rs. 10,33,000/- for Administrative Block, Library, Gymnasium, Guest House and Hostel for girls.

The expenditure on maintenance in the first few years on the proposed new units come to Rs. 3,54,252 per annum. The College gets a grant of Rs. 2,42,435 per annum from the State Government for the college section which may have to be increased by about 10 per cent to provide for a more favourable teacher student ratio and adjustments. For all the constituent units in the scheme, an additional grant of Rs. 3,78,495 will be required.

BANGAVANI—NABADWIP, WEST BENGAL

Bangavani, a rural educational institute for girls in West Bengal, was started in 1929. During the last 26 years of its existence, it has integrated the following ten interrelated units representing different aspects of education, viz., Nursery, Primary, Secondary, College, Crafts, Music besides Art and Painting, Social education, Social service, Physical Culture and Library. Introduction of Agriculture and Teacher's Training sections is now contemplated which will impart training in farming and provide better and cheap food to students.

The society intends to procure 200 bighas of land immediately and 500 acres later gradually. Proposals to start an industrial work centre are under way.

The intention of the Bangavani Society is to develop the institute into a Rural University. The society has asked for a non-recurring grant of Rs. 7 lakhs (Rs. 5 lakhs for buildings and Rs. 2 lakhs for land) and a recurring grant of Rs. 1,50,000 for five years.

It may be pointed out that the Primary, Secondary and Social Education departments are government-sponsored. The Music and Cottage Industry Sections are government aided, while the remaining sections are financed by the lump grant made by the Government.

The assistance asked for is presumably for the purpose of expanding the activities of the institute and not for the development of the institute into a Rural Institute.

BHARTIYA GRAM SHIKSHANA MANDAL, BOMBAY

A Scheme of National Development through Coordination of Education with Co-operative Movement

The Mandal was formed in November, 1953 with the object of creating the necessary man-power for agricultural, commercial and industrial cooperative societies through the media of rural education societies.

An affiliated organisation of the Mandal, namely, Rahimatpura—Panchakroshi—Shikshana Mandal (R.P.S) has been conducting a High school, a Train-

ing. College (for men primary teachers) and a Primary school for the benefit of rural population of Rahimatpura (North Satara Distt.) with the help of its 20 life-time volunteer members. The Mandal intends to create or develop a large number of similar centres with an adequate number of teachers and social workers who can be of real service to the masses.

To start with, the Mandal proposes to affiliate ten such societies during the next ten years with a total staff of 80 life members. Besides, it is proposed to open a Central High School at Poona to serve as a training centre for teachers in addition to a hostel in Bombay where apprenticeships in commercial and agricultural studies will be offered to students. All this will cost about Rs. 4,30,000.

The Central and State Governments have been requested to provide necessary help for the realisation of the above objectives. It will, however, be seen that in its existing form, the Mandal offers no facilities for development into a rural institute, and shall have completely to remodel itself, and whatever is to be done shall be a new venture.

THE D. L. E. SOCIETY, BIJAPUR

(Shri Sidhaguru Vidyapeeth, Lachyan)

The D. L. E. Society, Bijapur is at present conducting the following institutions:

1. Vijay Arts and Science College.
2. One A-Grade High School.
3. A Primary School at Bijapur.
4. A Basic Primary Teacher's Training College at Lachyan.

It intends to establish a Vidyapeeth on the lines of Mouni Vidyapeeth, Gargoti, with the following five units:—

- (a) A Multipurpose High School,
- (b) A Janata College,
- (c) A Model Agricultural Farm,
- (d) A Secondary Teachers' Training Centre,
- (e) A Research Centre,
- (f) A Publications Department, and
- (g) A Hindi Prachar Centre.

GANDHIGRAM

Gandhigram, situated right in the midst of rural areas of the Madurai District, was inaugurated in 1947. It has its own constitution and is dedicated to an all-round rural community development along the lines indicated by Gandhiji. Total land available in Gandhigram is 355 acres of which 85 acres are under cultivation. Of the remaining, nearly half is cultivable. It has received the close cooperation of Periyar Community Project area. Electricity is available without difficulty.

Present Institutions in Gandhigram

1. *Basic Education*
 - (a) A Pre-basic School.
 - (b) A Basic School with eight grades.
 - (c) A Post-Basic School.

- (d) A Senior-grade Basic Teacher's Training School.
 (e) A Graduate Re-training Institute.
2. *Medical and Public Health*
 A Central Maternity Hospital.
3. *Agriculture and Village Industries*
 (a) An 85-acre agricultural farm.
 (b) A Dairy farm.
 (c) A village industries unit (Carpentry, Handmade paper, Soap, food processing)—Self-sufficiency 40 per cent.
4. *Women's Adult Education*
 A *Sevikasram* with 90 adult women trainees that are given craft-cum-general education.
5. Gramsevak's (village level workers) Training Centre.
6. A Social Education Organisers' Training Centre.
 (Note.—The Centres at (5) and (6) are for training Community Project and National Extension workers. No. 5 is under the State Government and No. 6 under Community Project Administration. They are directed and guided by Director, Gandhigram).
7. *Village Extension Work*
 This consists of agricultural improvement, village industries, rural engineering, etc.
8. *General Institution*
 (1) A Multipurpose Cooperative Society.
 (2) A small printing press.
 (3) Santi Seva Organisation (Village Scouts Movement)

Present Financial Position

Last 7½ years expenditure:	Rs. 10,68,700
(average annual expenditure)	Rs. 1,42,493
Income	Rs. 9,83,700
Deficit	Rs. 85,000

(about Rs. 11,333 per annum)

Cost of land	Rs. 1,50,000
Cost of Buildings	Rs. 3,00,000
Cost of equipment	Rs. 50,000
Staff (senior) strength	31

About 40 per cent of the expenditure on Gandhigram during the last seven and a half years has been met from public contributions. The remaining is more or less equally shared between the State Government and the Gandhigram.

Plans of Development

The Gandhigram plans to develop eight departments *viz.*, post-graduate Teachers' Training, Agriculture etc., Rural Services, Rural Health, Rural Engineering, General Studies, Research and Extension. Nearly 500 students will be under training at a time. Of these, about 350 will be in residence.

It is proposed to keep the maximum salary at Rs. 500 per month for any post.

Up to the end of March, 1955 the institution has received a sum of Rs. 2,81,100 as grant-in-aid from the Government.

RURAL UNIVERSITY GORAKHPUR

The Chairman, District Board, Gorakhpur, has proposed that a Rural University be established at Gorakhpur. In this regard the following suggestions have been made:

1. The local technical and agricultural schools should be raised to degree standard and provided with sufficient equipment to form constituent units of the university.
2. Courses for overseers and engineers should be added.
3. Research work in sugar technology, medicinal herbs and forestry should be started immediately.
4. Teaching facilities in village industries, such as spinning and weaving, dyeing and printing, tailoring, etc., should also be provided.

Thus, except for the existing agricultural and technical schools which can be further developed, all other additions proposed to be made will be entirely a new venture.

GOVERNMENT RURAL INSTITUTE, TRIPURA

The Government of Tripura proposes to establish a Rural Institute exactly of the type envisaged by the Rural Higher Education Committee. A properly constituted board will be formed to administer the institute.

It is proposed to incur a capital expenditure of Rs. 72,05,000 (as against Rs. 65,00,000 suggested by the Committee) during 1956-57. The courses will start functioning with effect from 1957-58. The recurring expenditure of the period 1957-61 has been estimated as under:—

	Rs.
1957-58	5,28,000
1958-59	5,70,00
1959-60	5,82,000
1960-61	5,84,000

It will be seen that the building estimates are much higher than those proposed by the Rural Higher Education Committee.

JAMIA MILLIA ISLAMIA, DELHI

Jamia Millia Islamia is a progressive educational society doing useful work in the sphere of education and is located at Okhala, about eight miles from Delhi. This Institution is at present conducting the following institutions:—

- (a) A Primary Basic School.
- (b) A Secondary School with diversified courses on the lines suggested by the Secondary Education Commission.
- (c) A College offering Arts and Science courses.
- (d) A Teachers' Training Institute for teachers of Basic and Post-Basic schools.
- (e) An Institute of Arts Education for Training Arts and Crafts teachers for Basic and Post-Basic schools.
- (f) An Adult and Social Education Department (Idara Talim-e-Taraqqi)

This department, among other activities, caters to Rural Social education and Development also.

- (g) An Institute of Rural Economy and Sociology (which took up projects of survey and research and recently completed a study of vegetable and milk production.)
- (h) An Institute of Rural education for the Study of problems of Basic education

All these institutions have their own Managing Committees which are semi-autonomous. It is now proposed to establish a Department of Agriculture, Rural Social Education and Development of Training Centre, and Research Training and Production Centre. It is also suggested that the existing staff of Jamia Millia can, with adjustments, perform the duties of the Director, Bursar, Executive Secretary and so on, and the Managing Committees of each set-up will serve the purpose of Administrative Councils for each department suggested in the scheme of Rural institutes. The Sheikh-ul-Jamia, for instance, will act as Director, and the Heads of various departments will become the secretaries to new departments proposed. The existing Teachers Training Institute, Extension Department (Idara Talim-e-Taraqqi), the Jamia College, the Jamia Library will form four out of the eight departments suggested by the Committee for Rural Education, and only three new courses will have to be added.

JANATA COLLEGE, ALIPUR

The Janata College, a Delhi State institution, caters at present for the training of rural adults in local leadership by means of short-term courses in different developments projects of rural reconstruction. It is intended to develop it ultimately into a Rural Institute as envisaged by the Rural Higher Education Committee. With this end in view, the College proposes to make a beginning with a one-year diploma course covering subjects like agriculture, rural hygiene, sanitation, animal husbandry, adult literacy, village planning and social welfare for such middle-passed workers as can be usefully employed in various developmental projects in the country. The diploma will be considered equivalent to the Matriculation. The duration of the course could be over one and a half years.

The introduction of the above course will cost about Rs. 15,000/- p. a. on additional staff and contingencies.

The Principal of the college would be redesignated Director (Rs. 400-800) of the proposed institute but this would not involve any extra expenditure since he is already drawing above Rs. 400 p.m.

Conclusion: The scheme appears to be too limited to claim any encouragement under the Rural Higher Education Scheme.

LOK BHARATI

RURAL HIGHER EDUCATION INSTITUTE SANOSARA, SAURASHTRA

Lok Bharati, a Rural Higher Education Institute in Saurashtra, was started in 1952. At present Lok Bharati is conducting two courses, namely, (1) a degree course in Rural Services centring round agriculture, dairy and animal husbandry and (2) a Teachers' Training course for Basic and Post-Basic schools. Its extension service embraces eight villages. It also conducts night schools and pre-primary centres.

It possesses 260 acres of cultivable land and 400 acres of pasture land. A *goshala* with 100 cows is also maintained by the institute. The institution has been able to secure a sum of Rs. 5 lakhs for the construction of a hostel and staff quarters some of which have already been built.

A large-scale construction programme seems to be under way. During 1954-55, the institute incurred a non-recurring expenditure of Rs. 1,55,151/14/6 on buildings, agricultural farm, *goshala*, library etc., besides a recurring expenditure of Rs. 30,482. During 1955-56, a sum of Rs. 7,25,500 is expected to be incurred as non-recurring expenditure on building and equipment in respect of College of Agriculture, Dairy and Animal Husbandry, Agricultural Experimental Station and Horticulture, Extension Services and Teachers' Training College.

Provision is also proposed to be made for works programmes like the soap industry, paper making, carpentry and printing press which will not only provide part-time employment to instructors and students, but enable commercial production as a part of financial self-sufficiency.

MAHATMA GANDHI VIDYA MANDIR, MALEGAON CAMP, DISTT. NASIK

The Mahatma Gandhi Vidya Mandir was founded on 2nd October, 1952 and has five federated units:—

- (a) Saraswati Mandir, Satna (1934) affiliating 72 Primary schools.
- (b) Prathamik Shikshana Prasarak Mandal, Malegaon (1937) with three Secondary schools and a Primary Teachers' Training college (1951).
- (c) Shikshan Prasarak Mandal, Nimgaon (1938) affiliating 58 Primary schools.
- (d) Adivasi Sewa Samiti, Nasik (1945) affiliating 78 Primary schools and
- (e) Nasik Zila Prathamik Shikshana Prasarak Mandal, Nasik, (1947) affiliating 63 Primary schools.

It has now proposed to split up its activities in rural and urban sections. In the *Urban Section* there will be a Teachers' Training college, an Arts and Science college and a Multilateral High school. The Teachers' College will be organised on a regional basis with accommodation for 50 trainees. It is proposed to attach an Institute of Education to this college. The Post-graduate section of this college will provide research for M. Ed. and Ph. D. degrees of Poona University. The Arts and Science College will teach Inter. Arts and Science to 300 students. Later on, a vocational wing will be developed. The Multilateral school will have four units, *viz.*, technical, agricultural, commercial and social science. It is also intended to start an industrial school.

The *Rural Section* will comprise (1) a Training school for primary teachers, (2) an Agricultural school, and (3) a Janata college on the model of Danish Folk High schools. The Agricultural School will impart agricultural instructions to the sons of agriculturists, and prepare them for posts under Revenue and Agricultural Departments.

The Janata College is proposed to be a residential institution providing short-term training and refresher courses for young men. A large farm and an agricultural museum will be attached to it.

There will also be a *General Section* which will have an experimental Primary school, and a pre-Primary section catering to the needs of the teacher-training centre.

All these institutions will be located in the same campus. The intensive programme of rural reconstruction will proceed simultaneously.

Punjab Government's Proposal for a Rural Institute

The Punjab Government intends to set up a Rural Institute of their own rather than recommend any private institution for the purpose.

The State would like to have only four of the six courses suggested by the Rural Higher Education Committee *viz.* (1) a Diploma course in Rural Service (2) a Certificate Course for Rural Health Workers (women) (3) Certificate Course for Overseers and (4) a Certificate Course in Agricultural Science. Since a sufficient number of Teachers Training Colleges already exist in the State, the Government do not feel the necessity for introducing teaching courses. It has been suggested that a three-year Diploma or a Two-year Certificate course in Rural Medical Services, as recommended by the University Education Commission, may also be instituted. Short and casual courses in addition to regular full-time courses are also intended to be provided.

Since the number of courses proposed to be started is only four, the expenditure on the institute will also proportionately come down. The non-recurring and recurring expenditure in this case will not exceed Rs. 50 lakhs and Rs. 4.5 lakhs.

RADHA KRISHNA ARYA COLLEGE, NAWANSHAHAR DOABA, DISTT. JULLUNDUR

Nawanshahar is a Tehsil Head Quarter in the District of Jullundur. Doaba Arya High School was started in 1911. It is a recognised school. In 1951 Wachhowali Arya Girls High School was rehabilitated here. Again in 1952 Radha Krishna Arya College was started under the same management. The College is affiliated to Punjab University for B. A., Arts and F. Sc., Medical and Non-medical courses. In 1956, Physics and Chemistry are going to be introduced in the degree classes. The College is also affiliated in its faculty of education, *i.e.*, B. T. to the Punjab University. This year Junior Basic Training School for boys was started at Nawanshahar under the same management. Again the Basic Training School for Girls was started at Rahon at a distance of four miles from Nawanshahar. The management of Radha Krishna Arya College is running four High schools for boys and five schools for girls within the radius of six miles.

Classes in Arts and Craft have also been started and the case regarding the affiliation in senior Basic is pending with the State Government. Doaba Arya High School has been selected for conversion into multipurpose one.

The institution owns 65 acres of land at Nawanshahar. The total assets of the institutions are at present worth Rs. 6 lakhs.

The management has now approached the Government of India for facilities to the addition of (a) Institute of Engineering (b) Institute of Social Sciences, (c) Rural Medical College, and (d) adjustment of existing Teachers Training College and school to meet the requirements of the scheme of a Rural Institute.

Nawanshahar Doaba is an ideal place for a Rural Institute, but the management seem to have its own ideas of development, and shall have to adjust them to the recommendations of the Committee on Rural Higher Education.

RAJASTHAN VISHVA VIDYAPEETH, UDAIPUR

This society aims at offering a wide field of education and opportunity to rural students, integrating professional training with a constructive philosophy of life, and promoting social research. This Vidyapeeth has worked in the field of Social and Rural education for the last 18 years, and now intends to set up an institute that will provide the following three courses :—

1. A Three-year Diploma Course in Rural Services. (2) A Two-year Certificate Course for Rural Health Workers (Women), and (3) a One-year Certificate Course for Rural Workers. Candidates from rural area, possessing at least Higher Secondary Certificate, will be admitted.

The syllabus to be provided in the three-year course will include Social Sciences, Rural Economics, Village Extension Services, Social Education and allied subjects besides Religion, History and Culture. Rural Health Workers' course will give the students a complete theoretical and practical background of the history of medical science (Alopathy, Homoeopathy, natural care and Ayurveda) and a detailed knowledge of maternity, etc. The Certificate Course for Rural Workers will be a course for village leaders and its syllabus will include General Education, law, Constitution and Social Sciences, Adult Education, Crafts, etc.

The scales of pay provided for various categories of staff are generally slightly lower than those proposed by the Rural Higher Education Committee.

It will appear that the scheme envisages the establishment of a Rural Institute to cater for only three courses as against six proposed by the Rural Higher Education Committee.

SRI RAMAKRISHNA MISSION VIDYALAYA, PERIANAICANPALAYAM (COIMBATORE)

The Vidyalaya came into existence in 1930. It is located within a campus of 100 acres of land in a rural area about 11 miles from Coimbatore. It is a leading Basic institution and has on its premises (1) a Teacher Training College (for post-graduate and under-graduate teachers) (2) a Residential High School (3) a Junior and Senior Basic School and (4) a School of Engineering, with a hostel attached to each one of them. It maintains Rural dispensary with qualified staff. In addition to land, the Vidyalaya in its various sections has buildings and equipment worth about 20 to 25 lakhs of rupees.

It is now intended to develop the Vidyalaya into a full-fledged Rural Institute as envisaged by the Rural Higher Education Committee. Of the six main courses suggested by the Committee, the Vidyalaya already provides (1) One-year Course for a Teaching Diploma (2) One-year Course for a Teaching Certificate (both for junior and senior grades of training in Basic education), and (3) General Mechanics Course which is proposed to be strengthened by adding to it the technological section of the High School, workshops, laboratories etc., to bring it to the standard of Overseers Course as envisaged to the Committee on Rural Higher Education.

The new courses proposed to be started now will take full advantage of the existing laboratories and equipment of the existing sections. Thus, this is an ideal institution for conversion into a Rural Institute and with some adjustments, it can be easily fitted into the new pattern.

It is proposed to start courses in engineering, agriculture, and training of rural health workers immediately from the next academic year. But the management is doubtful whether in the absence of a definite syllabus for the proposed classes, delay might not be inevitable.

Besides the regular courses, emphasis has been laid on a good library and extension services. It is suggested that in addition to the sectional libraries, a Central Library which will not only cater to the needs of research workers, but also provide books on all subjects, should be established.

Extension The Vidyalaya has been doing useful extension work in the surrounding villages. Short courses are being run for training rural leaders by teaching book-keeping, rural engineering, first aid etc. It is desired to expand its scope by reinforcing the staff with a few more full-time workers, a small printing press (for printing bulletins etc.) demonstration aids, vans etc.

It may be pointed out that recurring expenditure can admit of reduction of the grades obtaining in the Madras State are adopted. The expenditure on staff quarters has been reduced to the minimum.

The Vidyalaya is receiving State grant on all courses run by it.

RURAL CENTRE, KAKKANAD (T. C. State)

The Rural Centre was started in 1952 in ideal village surroundings with about 30 acres of land. It has, since 1954, developed into a model Basic school with a pre-Basic class attached to it. It is conducting intensive agricultural experiments of different crops and several basic crafts such as spinning and weaving, starch-making, fish-rearing etc.

The Kerala Sarvodaya Vidya Karsha Sangh which is running the centre has a set-up and constitution identical with that proposed by the Rural Higher Education Committee.

The society desires to develop the centre into a Rural Institute with an estimated cost of Rs. 32 lakhs non-recurring and Rs. 3 lakhs recurring.

SARVODAYA MAHAVIDYALAYA, TURKI

Development of the Institution

The Teachers' Training College, Turki, started as a community centred institution. This College has been running a three-year degree course for students passing out of the Post-basic High schools, doing social service and social education work for the cultural, social, hygienic and economic uplift of the rural community besides training teachers for progressive education.

Present Working

This training college is the nucleus of Turki-Cum-Vaisali intensive education development scheme which has aimed not only at improving, developing and reorientating the existing old educational institutions but also opening new ones in the area. The Janata College at Turki is doing pioneering work in the field of Social education.

The institution proposes to run all the six courses proposed by the Rural Higher Education Committee. Of these three courses, namely,

(1) A Three-year Diploma Course in Rural Services, (2) a One-year Course for a Teaching Diploma, (3) A One-year Course for a Teaching Certificate, have already been working. Of the remaining three courses, some modest provision for staff, equipment and appliances has already been made for the following two :

- (a) A Two-year Certificate Course in Agricultural Science,
- (b) A Two-year Certificate Course for overseers.

They only require help to develop them into separate self-contained courses as envisaged by the Rural Higher Education Committee.

Some experimental work in the field of Agriculture, Health and Education is already being done at the institute.

Existing Resources

The Rural Institute will have the advantage of the existing laboratories, library, equipment and appliances already purchased for agriculture, technology, textile and rural engineering and building crafts and 50,500 sq. feet of pucca floor space.

The present buildings, laboratories, equipment, etc., are worth about Rs. 10 lakhs. The annual recurring expenditure of the institute is Rs. 2,37,000/-.

SHRI MOUNI VIDYAPEETH, GARGOTI, DISTT. KOLHAPUR

Shri Mouni Vidyapeeth was established in 1952 with the objective of bringing about rural reconstruction through experimental education. It serves a region comprising 93 villages. The Vidyapeeth is at present conducting the following five institutions:—

- (a) A post-graduate section in educational research (affiliated to Poona University)
- (b) A Training school for Primary teachers.
- (c) A High school with a diversified course in Agriculture.
- (d) A Primary school.
- (e) A Janata College Extension Service.

As part of further expansion and development, the Vidyapeeth intends to concentrate on the following three projects:

- (i) *Post-graduate Basic Training Course in Basic and Rural Education*

This will be one year's training course in Basic and Rural education for 40 graduate teachers preparing them for G. B. T. C. examination of the Bombay State Education Department. The syllabus prescribed by the Government of Bombay for its own training centres of this type will be followed. This project is estimated to cost Rs. 90,000 non-recurring and Rs. 20,000 recurring, of which the Central Government has been requested to bear 66 per cent and 30 per cent respectively.

- (ii) *Integration of Research, Training and Extension*

It is intended to give a fillip to research work, already being conducted at the Research Centre in Rural Education that has been affiliated to Poona University, by awarding each student a stipend of Rs. 100/- p.m. for two years and providing a hostel for them. To this Centre will be attached a Primary Teachers' Training college and an extension service to vitalise all the Primary schools in the region. The total Central assistance required for this purpose is Rs. 8,000 non-recurring (for hostel) and Rs. 9,600 (eight stipends) recurring.

It is also proposed to raise the number of admissions in the Primary Teachers' Training College from 80 to 160. No recurring grant is required for this purpose since the College is State-aided. A non-recurring grant of Rs. 1,40,000 is, however, needed for staff quarters, hostel and equipment.

So far as the Extension part of the above project is concerned, it is proposed to conduct three model central Primary schools and one single-teacher experimental school and to increase the staff strength of the Training college by one member to supervise all extension work.

The total amount required for this project would come to Rs. 4,000 recurring and Rs. 5,000 non-recurring.

(iii) *Expansion of Janata College Extension Services*

This scheme will have three parts, namely, (a) Research (with three or four research fellows), (b) Central Institution (to train village leaders) and (c) Provision of Extension workers. The estimated cost on this scheme will come to Rs. 1,00,000 non-recurring and Rs. 35,000 recurring.

Conclusion. The projected programme of development indicates that mainly the emphasis will be laid on the expansion of the existing activities rather than on the conversion of the Vidyapeeth into a Rural Institute as envisaged by the Rural Higher Education Committee.

A grant-in-aid of Rs. 3,000 a year is paid by the Bombay Government to the Research centre of the Vidyapeeth. The recurring cost of the primary teachers' training school amounting to Rs. 20,000 is fully met by the Bombay Government.

SHRI SHIVAJI LOK VIDYAPEETH, AMRAVATI

Shri Shivaji Education Society, Amravati was established in 1931 by Dr. P. S. Deshmukh. Upto 1937 it had only one High school and a Shradhanand free hostel. At present the society manages a number of institutions, with 9,700 students on roll. In 1950 Dr. Rajendra Prasad inaugurated Shri Shivaji Lok Vidyapeeth in its present form.

After the inauguration of the Vidyapeeth, a Janata College was established on the 15th December, 1951 on the lines of the Alipur institution near Delhi. The college started with a three-month course for 36 students. As the course proved very useful to the rural students, it was repeated twice: November, 1951—Jan. 1952, and Feb.—April, 1952. A village circulating library to benefit literate adults and farmers was also started. The college developed its activities further and by 1953-54, it started a three-year Degree Course in Rural Studies. The syllabus covered included rural subjects like agriculture, veterinary science, rural economics, rural development, rural administration extension, sociology, public work, etc.

In collaboration with the I. C. A. R. the college introduced in July 1953, a six-month refresher course for young farmers. This short-term course became very popular and the Government of Madhya Pradesh recognised it as equivalent to Demonstration Kamdar's course. Besides the three-year Degree Course in Rural Studies and six-month Course in Agriculture, the Vidyapeeth has a Two-year Diploma Course in Agricultural Science and a One-month Course for Adult Farmers. Extension and research work has continued since the establishment of the Janata college.

Proposed Development

The Lok Vidyapeeth does not propose to start any new courses in the year 1956-57. In 1957-58, it proposes to start:

- (a) Two-year Certificate Course for Overseers.
- (b) One-year Course for a Teaching Diploma.
- (c) One-year Course for a Teaching Certificate.

Research and Extension work shall continue as before.

During 1958-59, a two-year Certificate Course for Rural Health Workers and a one-year Certificate Course in Rural Crafts are proposed to be started. Thus the Vidyapeeth is proposed to be developed into a full Rural Institute by the end of 1958-59, i.e., the third year of the scheme.

Research and extension work on cotton, eradication of *woods*, and ground-nuts is already being done in the Janata College. It is proposed to expand it as the Institute progresses.

The Vidyapeeth has proposed that the Central Government should meet 75 per cent of the non-recurring expenditure, the balance to be met by the State Government. The institution will meet only 10 per cent of the recurring cost, the remaining 90 per cent being shared between the Centre and the State in the ratio 2:1.

The building programme is proposed to be completed by 1958-59.

The following are the grades proposed by the Vidyapeeth for various categories of staff:

1. Director	Rs. 500-1000 + 100 T.A.
2. Deputy Director and Principal Janata College.	Rs. 450-900 + 75 T.A.
3. Superintendent	Rs. 250-500 + 50 D.A.
4. Senior Clerk	Rs. 150-250 + 35 D.A.
5. Junior Clerk	Rs. 75-100 + 33 D.A.
6. Other Clerks	Rs. 45-100 + 33 D.A.
7. Peons	Rs. 40-80 + 21 D.A.
8. Senior Instructors	Rs. 225-600 + 40 D.A.
9. Junior Instructors	Rs. 150-400 + 35 D.A.

Extensive Experimental Farms, a Dairy, Poultry and a Bee-Keeping Farm, a centre for cotton research, a Training Centre for Gram Sewaks, a big Agricultural Section in Shivaji High School, Amravati, that are under the management of the Shivaji Education Society are also at the disposal of the Vidyapeeth for theoretical and practical work.

Central Grant Note:—Shri Shivaji Vidyapeeth, Amravati (M.P.) has been given a central grant, under scheme No. 6, of:—

Year 1954-55	Rs. 67,000
„ 1955-56	Rs. 67,000

VIDYA BHAVAN SOCIETY, UDAIPUR, RAJASTHAN

Vidya Bhavan Society, that is at present running a number of educational institutions, has done commendable work during the last 24 years. The Teachers' Training (Post-Graduate) College in Basic Education was started in 1942. An experimental Basic school has been functioning since 1941 and the Handicrafts Institute prepares craft teachers for schools in Rajasthan and outside.

The Society intends to start a Rural Institute, as envisaged by the Rural Higher Education Committee, at a distance of 20 miles from Udaipur, in picturesque rural surroundings where facilities for irrigation exist.

It is proposed to make a start with the following two courses :—

- (1) Three-year Diploma in Rural Services.
- (2) Two-year Diploma in Rural Engineering.

For the above courses teaching will be confined to Agriculture, Civil Engineering and Health problems in addition to general subjects like Hindi, English and Sociology.

Besides these two courses, the Extension Department will also be opened when the institute starts functioning.

The Society proposes to start the Two-year Course in Agriculture in 1957 and the Two-year Course for Rural Health Workers in 1958. It is envisaged that other courses, for example, those in Social Work or Basic Training or Veterinary Science might be opened in consultation with the Rajasthan Government. Also, when the first batch of students have completed their three-year course for the Diploma in Rural Services, Research Department will be set up to investigate into sociological, economic and cultural problems. Problems in rural health and engineering may also be taken up as the need arises.

It is unfortunate that the Society is not in a position to share even a part of the finances of the proposed institute.

Conclusion:—The plans of development are on the lines suggested by the Rural Higher Education Committee and are worthy of consideration.

Central grant was given to the Vidaya Bhavan Society, Rajasthan in the following years in three instalments as stated below:—

1954-55	Rs. 50,000
1955-56	Rs. 20,000
1955-56	Rs. 31,359
Total.	<u>Rs. 1,01,359</u>

VIDYAMANDIR, NARAYANGAON, (POONA.)

The Vidyamandir was started in 1944 with a donation from local residents and to begin with, had only two classes. By 1946 it was a full-fledged High school which has, since 1954, been recognised as a Multi-purpose School by the Government of Bombay. An Agricultural section was added to it in 1950.

The school maintains a small dairy, a poultry and an agricultural farm of about 20 acres, which is irrigated by a well.

The students and the staff have taken a keen interest in the rural development programmes, like the construction of Bunds and roads etc.

To expand its activities further in the economic and social welfare fields, the school requires experts in mixed scientific farming, cottage industries, town-planning etc.

Recently, a grant of Rs. 61,500 has been sanctioned to the institution for Social education.

It will be seen that the existing institution is an approved multi-purpose school with agriculture as its subject. Its conversion into a Rural Institute will mean a setting up of a new Rural Institute, and will involve heavy financial liabilities.

VISVA-BHARATI (SHANTINIKETAN)

This famous institution, set up 33 years back, runs an institute for Rural Reconstruction as an integral part of it. At the moment the following departments are being run:—

1. **Agricultural Farm** Total acreage: 50 acres. (Conducted in close cooperation with the Department of Agriculture, Government of West Bengal). It deals with agricultural experimenting, demonstration in cultivation of paddy, vegetables, garden crop, fodder, etc., extension work regarding distribution of seeds and plantation of fruit and fuel trees, supervision of agricultural improvement work in villages.

2. (a) **Animal Husbandry.**

(b) **Health and Sanitation.** Maintenance of outdoor dispensary, maternity and child welfare centre, and

(c) **Undertaking of preventive operations with regard to small-pox, typhoid and cholera, health education to students of the multi-purpose school, cottage industries, and supervision of leprosy control unit and health examinations of students and trainees.**

3. (a) **Education and Training** Maintenance of a Multi-lateral Secondary school.

(b) **Cottage Industry Training Centre for artisans, and courses in various crafts (weaving carpentry, smithy, etc.)**

There is also a three-year diploma course in weaving and carpentry and workshop training centre for craftsmen who have completed their artisan course. There is also a society of Lok Shiksha Samsad for the follow-up of education and encouragement of studies at home for the adults. There is also a library service, with six feeder libraries, 12 village libraries and 20 study centres. Besides, there is a Social Education Organisers' Training Centre in collaboration with the Community Projects Administration.

4. **Village Extension:**—This Department contains (a) Cottage Industries Development and Extension Courses (b) Social (Adult) Education Centres (c) Maintenance of (i) Bharti-Balaka Organisation and Youth Clubs, and (ii) Promotion and Supervision of Health Cooperative in Bolpur P.S.

5. (a) **Teachers' Training Department at Vinaya-Bhavana (run by Palli Samgathan Vibhag).**

This is a one-year training course in crafts and teaching on the completion of which the successful candidates are awarded B. T. Degrees, (b) One year's basic teaching training course for Matriculates, on the completion of which the successful candidates are awarded certificates of Basic Trained teachers. This is followed by one month's refresher course after an interval of three years. (c) A course of extension lectures of various subjects are also open to teachers of Secondary schools in the neighbourhood.

The Committee has now offered to introduce research and extension recommended by the Committee on Rural Higher Education, but they have requested that few other institutions which they propose to include in the scheme may also be allowed to continue as an integral part of the Rural Institute at Santiniketan. These institutions are:—

- (a) Siksha-Satra—Multi-purpose Higher Secondary school, for which finances will be available from the Central and State Governments.
- (b) Cottage Industry Training—Three year, Two year, One year courses to be followed by Workshop Training.
- (c) Teachers' Training Classes (run by Vinya-Bhavan).

The following courses are proposed to be started forthwith:

- (i) Rural Services, (ii) Agriculture, (iii) Health and Hygiene.
- (a) *Rural Services*:—Three-year Diploma Course as principal study-programme. This will include a Junior course in social welfare and a senior course in Social work. Special emphasis on cooperative education, organisation and administration.
- (b) *Short Courses*:—Villages who did not have any benefit of High school education will now be encouraged to come to higher institute for short courses ranging from a week to one month's duration.
- (c) *General Study*:—As the study of Humanities is already being carried on at various levels, it has been suggested that only a skeleton faculty for general study be maintained, which will be supplemented by the Visva-Bharati professors at Santiniketan.
- (d) *Extension Department*:—The existing Department of Extension Services will, with certain adjustments, be developed into the type of Extension Department, recommended by the Committee.
- (e) *Administration*: It has been suggested that the proposed institute of rural higher education at Santiniketan will be an integral part of the Visva-Bharati University. The Director of this institution will be responsible to the Upacharya of the Visva-Bharati and there will be an advisory board consisting of outside experts and representatives of Karma Samiti.

RURAL INSTITUTE, BAIJNATH

The Sanatan Dharam Prathnidhi Sabha, Punjab, an educational organisation of repute, is running at Baijnath, a technical institute, a Teachers' Training college, a Junior Basic training class for girls, a Sanskrit Maha Vidyalaya and a well-equipped Ayurvedic Hospital in one campus. The following courses are being conducted at the above institutions:

1. One-Year course for Teachers' Certificate (Junior Basic)
2. " " " " Diploma (Senior Basic).
3. Three-Year National Certificate course for Civil Overseers (recognised by the Punjab Industrial Department and the All-India Council for Technical Education).

In addition to the above, a two-year Civil and Electrical Overseers' Course provides for a certificate by the institute itself. A drawing class is also being run. Further, the Sabha has already applied to the Punjab Government for permission to start a two-year Agricultural Course and an Ayurvedic College.

Thus, to complete the development of the above institution into a full-fledged Rural Institute the Sabha requires financial assistance for starting two courses only, e.g., Three-year Diploma course in Rural Services and a Two-Year Certificate course for Rural Health Workers (women).

A large number of buildings already exist; a few more at a cost of approximately Rs. 1.25 lakhs will complete the entire buildings for the Rural Institute. Sufficient equipment in the form of science, survey and electrical laboratories, agricultural farm and a weaving and spinning branch is already available.

Keeping in view the extremely poor condition of the hilly area of Kangra as also the utmost suitability of the existing institution for conversion into a Rural Institute, the Sabha deserves a helping hand.

JANATA HIGH AND TRAINING SCHOOL, BUTANA (ROHTAK)

The Punjab Education Department have recommended that the Janata High and Training School, Butana, may be considered for development into a Rural Institute.

The school is at present running (a) a One-Year Course for Teaching Certificate and (b) a Two-Year Course for a Teaching Certificate in Drawing, Arts and Crafts (not yet recognised) and has approached the Punjab Education Department for permission to start a One-Year Certificate Course for Physical Training Instructors. The School possesses about 72 acres of lands on a part of which it is running a productive farm with the cooperation of villagers and students. The institution has been included in the Extension Development Schemes of the district in the Second Five-Year Plan. It has its own powerhouse to supply electricity and work a tube-well. With the voluntary help of students, steps are being taken to construct a stadium.

The proposal envisages starting of the remaining five courses recommended by the Committee on Rural Higher Education and undertaking extension work, Social education and other devices of services to the community. All this will cost the institution Rs. 22.1 lakhs non-recurring and Rs. 1.87 recurring. This excludes the cost of 400 acres of land which is to be obtained through donation.

The institution is located in a farming region and has potentialities for development into a Rural Institute.

THE LAND SCHOOL, SAROJINAGAR, LUCKNOW

The Land School was started in 1952 with a view to impart training in Agriculture and allied activities, so as to enable the trainees to settle in villages and to make village economy self-sufficient and progressive; to give training in the theory and practice of land transformation; to reclaim waste lands, to develop tree-lands, to spread extension movement, to rebuild villages, to improve cattle breeding, to impart training in village trades and crafts and to provide advanced training in the development programmes of the country. It is run and financed by U.P. Post-war Reconstruction Fund Trust and admission is confined primarily to beneficiaries of Defence personnel. The school imparts training of two years' duration for the Diploma and of one year more for the post-Diploma Certificate. The subjects and grades in which training is imparted are agriculture, animal husbandry, horticulture, dairying, general sciences, village workshop, technical workshop, and building trade besides cultural subjects, viz., history, geography etc. Agricultural extension work is also done. In slack seasons short courses on improved methods of cultivation, demonstration of implements, fruit preservation, bee-keeping and village sanitation are organised. In short, the central idea of the training is 'Education through work.' The boys are trained not

only to become competent farmers but also to build up village life themselves.

The school possesses a campus of 170 acres with hostels, offices, staff quarters and workshops and soil conservation department. In addition to this, there is a 500-acre farm besides 2500 acres for reclamation and conducting a Gosadan. The school has also been promised 10,000 acres of land from the State Government.

There are 400 students undergoing training for different periods.

The institute runs a National Extension Service project which is about to be converted into a community project.

**A. A. MISSION AGRICULTURAL INSTITUTE, KATPADI, N.
ARCOT DISTT., S. INDIA**

The pattern of Higher education for Rural India envisaged in the Report is what we in this Institute at Katpadi have been waiting to develop into all these years. Whole-heartedly welcoming the idea of a Rural Institute, we cannot but say that there is not a single Institution of this pattern in existence in India. We here at Katpadi are prepared to place at your service all the facilities mentioned below and also our personnel for the furtherance of the cause of Rural Institutes. The founder of this Institution, all through the years, has maintained that he does not want to develop it, as he could easily have done, into an agricultural college, like the one at Allahabad, for, there is no private agricultural Institution of our size and facilities here in South India. We have striven more along the lines of Extension and an educational pattern which would be fit and useful for the rural people. A teaching-cum-research-cum-extension project, something after the pattern of the Land Grant College of U.S.A., has been our wish ever since this Institute was started.

Here at Katpadi we have:

1. A Farm of 330 acres. Of this 200 acres were given in 1921 by the Government of Madras for starting a farm for agricultural education. To this another contiguous block of 130 acres was purchased and added.
2. The farm has always served as an agency furnishing a connecting link between the villages around and the Government Departments. The new and improved seeds from the Government Agricultural Department and Research Stations are brought and multiplied in the farm and made available to the villagers around, whereby the good results, which they otherwise would not have had, they have been getting through the services of this Institution.
3. The farm has always been working on the level of the villager, but using improved methods and techniques. The use of simple but improved agricultural implements which the farmers around could easily adopt, has been our consistent policy all along. Expensive machinery of any kind has intentionally been avoided.
4. For the last three decades and more, extension has been the major phase of the activities of our institution. We have a well-set small-size Extension Service System of Public Health, Literacy, Agriculture and Youth work, each section headed by a competent person.

5. We have always endeavoured to relate to the farmer the "know-how" and techniques relevant to him. Standing as we do for improved breeds of cattle, poultry and goats, we always maintain the best breeding bulls of "Kankayam" and "Singhi" breeds. We have developed a small-size home goat, the Katpadi Nubian. Poultry, being one of the most fitting cottage industries in the agrarian pattern of economy, has been a thing we have pioneered for the last 30 years. We have been having a Poultry Extension Programme in close cooperation with the Animal Husbandry Department of Madras Government during the last 15 years—since 1941—which has given us sizeable grants all through these years and still continues to do so. Only in June, 1955, the Indian Council of Agricultural Research sanctioned a "Chik Hatchery Processing Plant (Pilot Project)" to be carried on under our direction here.
6. Besides having agriculture as a vocational subject in the Higher Elementary school, we have been running summer schools and short Courses in extension.
7. For the last few years we are also running a one-year course in agriculture and the students sit for the Government Technical Examination in Agriculture (Madras State).
8. As for the personnel, I must say we are well set to make a beginning for a Rural Institute. The present staff could be mobilised and used for the purpose ; with them and a small recruitment we could easily get started and grow as we go along.
 - (a) The man who is now in charge of the Institution had his Extension Training under Dr. Spencer Hatch in 1937/38. Later in 1940 he took his Y. M. C. A. training in Madras and ever since has been engaged in work of teaching-cum-research-cum-extension. He also possesses the degrees of B. Sc. (Agri.) of Allahabad University and M.A. (Economics) of Agra University. He is also the Life Fellow of Rural Economic Society of England and member of the Honour Society of Kappa Phi (in Rural Sociology) of U. S. A.
 - (b) We have a team of 33 staff members among whom are an L. Agri. with over 30 years of experience, a B. Sc. in Agriculture (with Hort. Major), another B. Sc. Agri. (U. S. A. with Soil Chemistry Major) and I. D. D. of Bangalore and their services could be made available directly to the Rural Institute. Besides, the services of an M. B. B. S., D. G. O., and M. D. F. R. C. S. (on furlough), and of Dr. J.J. De Valois, pioneer in poultry work and extension here in South India (on furlough) are all available.
 - (c) It may even be possible that arrangements could be made to obtain the services of some one from an institution like Tuskegee or one of the personnel from our present staff could be sent there for training and to study and to gainfully adopt the working methods and techniques of that Institution along whose pattern the Rural Institute is to be.

We have a farm (330 acres) already developed, and personnel already working along the same lines with the full willingness and enthusiasm to venture for the new pattern of Rural Institute as envisaged in the Report. It will not be very costly or difficult to adopt an institution with this back-ground to the pattern envisaged in the Report. We hope that the Government will accept our offer and consider the possibility of our Agricultural Institute, Katpadi developing into a Rural Institute to serve rural India.

Copy of a letter dated 14-2-1956 from Shri Morarji Desai, Chancellor, Gujrat Vidyapeeth, Ahmedabad, to Dr. K. L. Shrimali, Deputy Minister of Education (translated from Hindi).

Dear Shrimaliji,

I am writing this to you as the Chancellor (Kul Nayak) as well as the Chairman of the Executive Committee of Gujrat Vidyapeeth.

You are aware that this institution was founded by Gandhiji in 1920 for the service of rural people through education and is doing that work even now. The Government of India now recognises rural institutions, and this institution also belongs to the same category. I have to request that it may be recognised accordingly and assisted.

Sd./-Morarji Desai.

The Deputy Minister and Dr. R. K. Bhan, Secretary, National Council, visited the institution. Dr. Bhan will report his reactions to the Council.

APPENDIX H*MEMORANDUM ON ITEM NO. 5 OF AGENDA*

Subject:—To consider the setting up of a Standing Committee.

Under article 6(13) of the Rules and Regulations, the Council shall function through a Standing Committee. The executive, administrative or controlling powers of the Council shall vest in the Standing Committee. Its constitution has been laid down in article 9 of the Rules and Regulations. If approved, the Council may kindly elect four members out of which one should be an official.

APPENDIX I*MEMORANDUM ON ITEM NO. 6 OF AGENDA*

Subject:—To consider and approve the Rules and Regulations of the Regional Councils for Rural Higher Education and its standing Committee.

1. Short Title

May be called the Regulations of the National Council of Rural Higher Education.

2. Definition

In these regulations, unless the context otherwise requires, the 'Council' means the National Council for Rural Higher Education; the 'Secretary' means the Secretary appointed under regulation 3(a) for the time being, and shall include the acting Secretary; the 'Standing Committee' means the Standing Committee of the National Council for Rural Higher Education, as set up under article 9.

3. Members of the Council

(a) The members of the Council shall consist, for the time being, of:—

Ex-Officio Members:

- (1) Educational Adviser to the Government of India—Chairman;
- (2) Deputy Educational Adviser in charge of the Division—Secretary.

(b) *Nine members to be nominated by the Chairman from the States.*

(c) One representative of the Ministry of Health.

One representative of the Ministry of Agriculture.

One representative of the Ministry of Production.

(Cottage Industries Section).

One representative of the Community Projects Administration.

One representative of the Ministry of Finance.

One representative of the University Grants Commission.

(d) The membership of the Council may be increased, if and when considered necessary, to give representation to other interests or organizations.

4. Tenure of Office

- (i) The term of the office of non-official members nominated to the Council for the first time shall be three years from the date of appointment or nomination as the case may be.
- (ii) Such member as is appointed or nominated in his or her capacity as a member of a particular office shall automatically cease to be a member, if he or she ceases to be a member of that body or the holder of that appointment.
- (iii) The official members of the Council shall continue until they are replaced by others.
- (iv) All casual vacancies among the members other than ex-officio members shall be filled by the authority or body who nominated such members. The term of such a new member shall be for the residue of the term for which the person whose place is filled would have been a member.
- (v) The nominated member of the Council shall cease to be a member if he dies, resigns because of unsound mind, becomes insolvent or is convicted of a criminal offence or moral turpitude.
- (vi) The resignation from the membership shall be tendered to the Secretary and shall not take effect until it has been accepted on behalf of the Council by the Government of India in the Ministry of Education.
- (vii) Any vacancy in the membership of the Council caused by any one of the reasons mentioned above shall be filled by nominations by the authorities entitled to make such a nomination.

5. Headquarters of the Council

The headquarters of the Council shall be at New Delhi.

6. Functions and Powers

The Council shall have the following functions and powers:

1. To advise the Government of India in all matters concerning the development of Rural Higher Education;
2. To recommend to the Government of India, after due scrutiny, names of institutions for development into Rural Higher Institutes;
3. To affiliate institutes so selected for development into Rural Institutes;
4. To frame the courses of studies in the Rural Higher Institutes and lay down standard;
5. To establish new institutions, if possible, and develop facilities in new fields of Rural Higher education;
6. To recommend to Government of India the amount of grants to be paid to its affiliated institution on the recurring and non-recurring expenditure for the courses approved by it;
7. To lay down modes of evaluation and assessment of the achievements of individual institutions;
8. To organise public examinations and to award diplomas to the students after their successfully completing the courses in the Rural Institutes;
9. To appoint committees of experts for the purpose of organising such examinations;

10. To set up *ad-hoc* Committees for tackling various problems that might arise from time to time;
11. To visit or appoint committees to visit the various institutions affiliated to it or which apply for affiliation and submit the reports to the Ministry of Education;
12. To frame its own rules and regulations;
13. The Council shall function through a Standing Committee and/or various other expert committees appointed by it from time to time. The executive, administrative or controlling powers of the Council shall vest in the Standing Committee.

7. General Meetings

- (a) Annual general meeting of the Council shall be held before 31st March each year at such time and place as may be determined by the Chairman;
- (b) Not less than 14 days notice shall be given to the members with regard to the dates of the meeting ;
- (c) At such general meetings, secretary of the Council shall submit the annual progress report of the work during the year;
- (d) The Council shall have at least two meetings in a year and not more than eight months shall lapse between two such meetings.

8. Quorum

- (a) Six members of the Council present in person shall form a quorum.
- (b) If the Chairman of the Council is not present at any meeting of the Council, the Vice-Chairman will preside. In case he, too, is not available, the Chairman will nominate a person to preside.
- (c) In case of equality of votes, the Chairman or the person presiding shall have the casting vote.

9. Standing Committee

- (a) The Council shall set up under Article 6(13) a Standing Committee which will function as the Executive body for the Council. It will have the following officials:
 - (i) The Chairman of the Council shall be the Chairman of the Standing Committee.
 - (ii) The Secretary of the Council shall be the Secretary of the Committee.
- (b) The Standing Committee shall consist of:—
 - (1) Chairman.
 - (2) Secretary.
 - (3) One representative of the Ministry of Finance, and
 - (4) Four members elected by the Council out of which one must be an official representative.

(c) Functions

1. All executive powers of the National Council shall vest in this Committee which shall manage, control and direct its activities with regard to the development of Rural Higher education and advise the Government of India on various problems.

2. It shall examine and scrutinise all applications for affiliation and take decisions subject to the final approval of the Council.
3. It will advise the Ministry of Education with regard to the financial assistance to be given to each institute.
4. It shall perform all other functions enumerated in para 6 of the Regulations on behalf of the National Council.

(d) *Quorum*

The quorum of the Standing Committee shall be four members to present in person. It shall hold its meeting as often as is considered necessary and will fix the venue and dates of such meetings.

10. **General**

Subject to the previous approval of the Government of India, the Council may alter, extend or abridge any purpose or purposes for which it is established, provided that it carries out the procedure prescribed in this behalf by the Government of India.

APPENDIX J

MEMORANDUM ON ITEM NO. 7 OF AGENDA

Subject —Establishment of State Councils of Rural Higher Education.

The Rural Higher Education Committee recommended that corresponding to the National Council for Rural Higher Education at the Centre, there should be set up State Councils in State Education Departments along the same lines as suggested for the Centre. One of the specific duties of these councils would be to promote actively the establishment of Rural Institutes in areas where the non-official agencies do not undertake this responsibility for sponsorship.

Now that the National Council has been set up, the question arises whether separate Councils in different States should also be established.

Before the National Council of Rural Higher Education was set up, the Government of India appointed a Consultative Committee to consider the applications of some of the rural institutes for financial aid. The Committee recommended that the following ten existing institutions should be developed into Rural Institutes:

1. Visva Bharati, Santiniketan, West Bengal.
2. Sarvodaya Mahavidyalaya (Rural Institute of Higher Studies) Turki, Bihar.
3. Gandhigram, Madurai, Madras.
4. Vidya Bhavan, Udaipur.
5. Jamia Millia Islamia, Okhla, Delhi.
6. Lok Bharati, Sanosara, Saurashtra.
7. Shri Shivaji Lok Vidyapeeth, Amravati (Madhya Pradesh)
8. B. R. College, Agra (U. P.)
9. Mouni Vidyapeeth, Gargoti, Bombay.
10. Shri Ramakrishna Mission Vidyalaya, Coimbatore, Madras.

It may be observed that at present all the above institutions except the one at Turki, which is State Government sponsored, are non-official in character. The above list covers nine States only, since there will be two institutions in the

State of Madras; namely Gandhigram and Shri Ramakrishna Vidyalaya, Coimbatore.

It is obvious that the small number of rural institutes which will be developed for some time to come, do not justify the establishment of separate Councils in each State, since it is not desirable to multiply unduly the administrative machinery.

The State Education Departments could, however, constitute small Advisory Committees to promote the rural institutes of higher learning, and co-operate with the Central organisation and private managements in charge of such institutes in a joint endeavour to obtain optimum results. The necessity of the cooperation of State Governments can hardly be minimised.

The matter is put up before the Council for consideration and advice.

APPENDIX K

MEMORANDUM ON ITEM NO. 8 OF AGENDA

Subject:—To consider the question of standardisation of examinations held by the Rural Institutes and the award of diplomas and certificates to successful candidates.

One of the recommendations made by the Committee on Rural Higher Education was that a final test at the completion of Three-Year Diploma Course will be advisable and necessary and that a diploma may be awarded by the National Council for Higher Education in Rural Areas and called "The National Diploma in Rural Services."

Similar recommendations were made with regard to the award of certificates or the other courses, but the Committee recommended that the emphasis in assessment might decidedly be on the practical side of the student's work, and the award of these certificates may be left to the State Councils, which should maintain a reasonable measure of uniformity in the standards of Rural Institutes.

The following questions, however, arise:

- (i) Is a public examination needed at all after the completion of each course; and if so, what type of examination is that going to be?
- (ii) Should the assessment of the achievement of the students be made on the basis of cumulative records, or should it be on the basis of a public examination, or both?
- (iii) Is it necessary to maintain uniformity of standards in achievement, and, if so, how can that be done?
- (iv) What machinery should be set up for this assessment? Should it be the institution itself or a Central body?

While considering this problem, the following facts have to be considered:

- (i) The syllabus for each course has been laid down by the National Council and is expected to be uniformly adopted in the various institutions, leaving scope for sufficient initiative for the teachers concerned.
- (ii) While preparing the syllabus for the Three-Year Diploma Course, it was visualised that the students after successfully completing the

- course should be awarded a diploma which should be recognised by the Government at par with the B. A. degree of a university.
- (iii) Should the diploma holders be eligible for admission to relevant post-graduate courses of the university?
 - (iv) Should they be considered eligible to compete for all services where a university degree is laid down as the minimum qualification?
 - (v) The certificate for the Overseers Course should be recognised by the All-India Council for Technical Education and Health Course by the Indian Nursing Council, etc., if these certificate holders seek employment under the State or Central Departments.

In view of the above, it would be necessary to ensure uniformity in evaluation. The following measures may be considered :—

- (i) The National Council of Rural Higher Education should take over the responsibility.
- (ii) A final public examination may be held after the completion of each course.
(The nature of this examination will, however, have to be carefully considered and defined.)

If the institution of such an examination is decided, it will be necessary to consider the following steps:—

- (i) Creation of a separate section in the Ministry for this purpose.
- (ii) Setting up of Expert Committees for holding public examinations in each course as is done by the All-India Council for Technical Education.
- (iii) Occasional visits by the Committees to the Institutes to assess achievements on the basis of cumulative records.

APPENDIX - L

MEMORANDUM ON ITEM NO. 9 OF AGENDA

Subject :—Allocation of Financial Resources under the Five-year Plan and the sharing of Expenditure between the State Government/Institutions and the Central Government.

The Committee on Rural Higher Education examined the question of financing the development of selected institutions into Rural Higher Institutes. The detailed estimates of expenditure will be found at pages 59-60 of the Report.

The total initial capital investment was estimated as Rs. 65 lakhs per institute, and Rs. 5.6 lakhs on recurring expenditure. This point was considered in the conference of educationists held in August, 1955, and the Chairman stated that the estimates were rather on the high side, and may not be realistically possible as the institutes will not begin from scratch, but will have some buildings, land and equipment of their own. Their actual expenditure will, therefore, be much less.

The Ministry re-examined these estimates, and felt that on a modest scale, the development of an institution into a fullfledged Rural Institute may cost Rs. 24 lakhs non-recurring, and Rs. 2.7 p.a. as recurring expenditure for

the first year and Rs. 3 lakhs for the subsequent years. These estimates are, however, tentative and actual estimates may differ in each case. These figures, therefore, represent an average cost.

The Consultative Committee appointed by the Ministry of Education selected 10 institutions for development into Rural Institutes. In addition to this number, the question of establishing a Rural Institute at Nilokheri and another at Himayatsagar is under consideration, and if the State Governments sponsor these cases, these two names may have to be added. Accordingly, the estimated expenditure on the 10 institutes on the basis of the figures calculated by the Ministry will be as follows ;—

Capital Investment (during 5 years of the Plan).

	Rs.
Non-recurring for 10 Institutes	2.4 crores.
Recurring expenditure for five years @ Rs. 2.7 lakhs for the first year and Rs. 3 lakhs for the subsequent years.	1.47 „
TOTAL	3.87 crores.

If more institutions are selected for development, the expenditure will increase proportionately.

The amount provided for this purpose in the budget of the Ministry for the entire plan period is Rs. 1 crore only, which means a deficit of Rs. 2.87 crores, if the entire programme is to be carried out on the basis of estimates calculated by the Ministry.

Besides, the National Council for Rural Higher Education and the Committees which may be appointed by it, will involve further expenditure. The moderate estimates for this expenditure for the next five years are as follows :—

	Rs.
(a) National Council meetings and miscellaneous expenditure @ Rs. 20,000/- per year. ...	1,00,000
(b) Standing Committee and other Sub-Committees which may be appointed for various purposes, say, approximately four, may cost @ Rs. 3,000/- per committee per year. ...	75,000
(c) Tour expenditure of Sub-Committees for 5 years @ Rs. 5,000/- per year.	25,000
TOTAL	Rs. 200,000 = 2 lakhs

This expenditure will have to be met entirely by the Centre from the budgeted provision. The Council have, therefore, to suggest a suitable and well-planned programme commensurate with the finances available, and also to explore the possibilities of augmenting these resources.

Education is a State subject and the ultimate responsibility of finally running or subsidising these institutions will devolve on the State Governments. During the plan period also the States could accept the responsibility of sharing the expenditure. A copy of the letter which has been

addressed to the State Governments on the subject is appended. No reply has so far been received from any State Government, but it is presumed that they will take up this question with the Planning Commission and then intimate their decisions to this Ministry. For the first year, therefore, it may not be possible for the States to set aside any amount for this purpose. Their share, therefore, can be expected from the second year of the second Plan period. The management of the Rural Institutes may also have, therefore, to accept the financial responsibility in the first year of the plan period.

The following distribution of expenditure may be examined :—

Centre

1. Full expenditure on the National Council for Rural Higher Education.
2. 2/3rds of the capital cost of buildings and equipment.
3. 1/3rd of the annual recurring expenditure.
4. Scholarships for the students as the Council may decide.

States

1. Full expenditure of establishment, if necessary at all, in the Education Departments and for the development of Rural Higher education for expenditure on the State Councils, if necessary at all.
2. 1/3rd of the capital cost of building and equipment.
3. 2/3rds of the annual recurring cost of the Rural Institute.

The Ford Foundation have agreed to place at the disposal of the Government of India Rs. 81.18 lakhs—\$17,20,000. This amount will, however, go to the revenues of the Government of India and the Ministry shall have to draw against its own budget.

No. F. 3—4/55. D6. RHE

Government of India,

Ministry of Education.

New Delhi-2

the 12th March, 1956.

From

The Secretary to the Government of India.

To

All Education Secretaries.

Subject:—ASSISTANCE TO SELECTED INSTITUTES UNDER RURAL HIGHER EDUCATION.

Sir,

I am directed to invite your attention to the Report of the Committee on Higher Education for Rural Areas, which was appointed in October, 1954, with the following terms of reference :—

- (a) To undertake a comprehensive survey and appraisal of promising ideas, institutions and experiments in the field of Higher education in rural areas;
- (b) to determine what specific projects and institutions should be encouraged to carry on experimental work in this field ;
- (c) to recommend a possible pattern for rural universities with particular reference to :—
 - (i) the aims, organisation and content of Higher education in rural areas ;

- (ii) its relationship to Basic and Secondary education ; and
- (iii) other allied problems ; and
- (d) to suggest ways and means of making education in the existing universities more useful and more closely related to rural needs and problems.

The report of the Committee has been generally accepted by the Government of India and steps are being taken for its implementation. Copies of the Report have also been forwarded to the State Governments.

A National Council for Rural Higher Education has been established in accordance with these recommendations. One of the major recommendations of the Committee pertains to the establishment of rural institutes where provision will be made for the following courses :—

1. A three-year Diploma Course in Rural Services;
2. A one-year course for a Teaching Diploma ;
3. A one-year course for a Teaching Certificate ;
4. A two-year certificate course for Rural Health Workers (Women);
5. A two-year Certificate course for Overseers ; and
6. A two-year Certificate course in Agricultural Science.

As you will appreciate, education being a State subject, the ultimate responsibility of developing such institutes lies on the State Governments but the Central Government is anxious to initiate this new programme and to provide financial aid for its purpose. A provision of Rs. 1 crore has accordingly been made in the second Five-Year Plan in this behalf at the Centre. This amount is obviously insufficient to meet the requirements, and the State Governments and the nonofficial organisations concerned with these institutes will, therefore, have to make substantial contributions to enable them to develop fully. The estimates of expenditure for such an institute as indicated in the Report may not be realistically possible but on a modest scale, it has been calculated that each institution to be developed into a full Rural Institute may cost about Rs. 24 lakhs nonrecurring and Rs. 2.7 lakhs, p. a. on a recurring basis. It is, therefore, suggested that your State Government may make an adequate provision to provide necessary matching funds for expenditure on the development of the institute/s likely to be developed in your State. It may be too late now to make a provision in the budget for 1956-57 for this purpose but the State share should be available from the year 1957-58. It is proposed that the distribution between the Central and State aid may be in the following proportion :—

Non-recurring	Central	2/3rd
	State	1/3rd
Recurring	Central	1/3rd
	State	2/3rd.

It may be added for your information that the following Institutes are being considered for help by the Central Government under this scheme so far:

1. Visva Bharati, Sriniketan.
2. Jamia Millia, Delhi.
3. Vidya Bhawan, Udaipur.
4. Sarvodaya Mahavidyalaya, Turki.

5. Gandhigram, Madurai (Madras).
6. B. R. College, Agra.
7. Lok Bharati, Sanosara (Saurashtra).
8. Shri Shivaji Lok Vidyapeeth, Amravati.
9. Shri Ramakrishna Mission Vidyalyaya, Coimbatore.
10. Mouni Vidyapeeth, Gargoti, Kolhapur.

It is open to the State Government to sponsor the application of any other suitable institutions of good standing and promise for development according to the proposed pattern. Such applications will be duly scrutinised by the All-India Council for Rural Higher Education and the recommendation will be considered by the Central Government.

Yours faithfully,
(R. K. BHAN)
For Secretary.

APPENDIX

RULES AND REGULATIONS OF THE NATIONAL COUNCIL FOR RURAL HIGHER EDUCATION

1. Short Title

This may be called the 'Regulations of the National Council for Rural Higher Education.'

2. Definitions

In these regulations, unless the context otherwise requires, the "Council" means the National Council for Rural Higher Education; the "Secretary" means the Secretary appointed under regulation 3 (a) for the time being, and shall include the acting Secretary; the 'Standing Committee' means the Standing Committee of the National Council for Rural Higher Education, as set up under article 9.

3. Members of the Council

(a) The members of the Council shall consist, for the time being, of :

(i) *Ex-Officio Members* :—

1. Deputy Minister, Ministry of Education—Chairman.

2. Educational Adviser to the Government of India—Vice-Chairman

3. Deputy Educational Adviser in charge of the Division—Secretary.

(b) *Nine members to be nominated by the Chairman from the States* :—

(c) One representative of the Ministry of Health.

One representative of the Ministry of Agriculture.

One representative of the Ministry of Production.

(Cottage Industries Section).

One representative of the Community Projects Administration.

One representative of the Ministry of Finance.

One representative of the University Grants Commission.

One representative of the Inter-University Board.

(d) The membership of the Council may be increased, if and when considered necessary, to give representation to other interests or organizations.

4. Tenure of Office

(a) The term of the office of non-official members nominated to the Council for the first time shall be three years from the date of appointment or nomination as the case may be.

(b) Such member as is appointed or nominated in his or her capacity as a member of a particular office shall automatically cease to be a member, if he or she ceases to be a member of that body or the holder of that appointment.

(c) All casual vacancies among the members other than ex-officio members and other members shall be filled by the authority or body, who nominated/elected such members. The term of such a new member

shall be for the residue of the term for which the person whose place is filled would have been a member.

- (d) The nominated member of the Council shall cease to be a member if he dies, resigns, becomes of unsound mind, becomes insolvent or is convicted of a criminal offence of moral turpitude.
- (e) The resignation of the membership shall be tendered to the Secretary and shall not take effect until it has been accepted on behalf of the Council by the Government of India in the Ministry of Education.
- (f) The Official members of the Council shall continue until they are replaced by others.

5. Headquarters of the Council

The headquarters of the Council shall be at New Delhi.

6. Functions and Powers

The Council shall have the following functions and powers :—

- (a) To advise the Government of India in all matters concerning the development of Rural Higher education;
- (b) To recommend to the Government of India, after due scrutiny, names of institutions for development into Rural Higher Institutes;
- (c) To affiliate institutes so selected for development into Rural Institutes;
- (d) To frame the courses of studies in the Rural Higher Institutes and lay down standards;
- (e) To establish new institutions, if necessary, and develop facilities in new fields of Rural Higher education;
- (f) To recommend to Government of India the amount of grants to be paid to its affiliated institution on the recurring and non-recurring expenditure for the courses approved by it;
- (g) To lay down modes of evaluation and assessment of the achievements of individual institutions;
- (h) To organise public examinations and to award diplomas to students after the successful completion of the courses in Rural Institutes;
- (i) To appoint committees of experts for the purpose of organising such examinations;
- (j) To set up *ad hoc* Committees for tackling various problems that might arise from time to time;
- (k) To visit or appoint committees to visit the various institutions affiliated to it or which apply for affiliation and submit the reports to the Ministry of Education;
- (l) To frame its own rules and regulations;
- (m) The Council shall function through a Standing Committee and/or various other expert committees appointed by it from time to time. The executive, administrative or controlling powers of the Council shall vest in the Standing Committee.

7. General Meetings

- (a) Annual general meeting of the Council shall be held before 31st March each year at such time and place as may be determined by the Chairman;

- (b) Not less than 14 days notice shall be given to the members with regard to the dates of the meeting;
- (c) At such general meetings, secretary of the Council shall submit the annual progress report of the work during the year;
- (d) The Council shall have at least two meetings in a year and not more than eight months shall lapse between two such meetings.

8. Quorum

- (a) Six members of the Council present in person shall form the quorum.
- (b) If the Chairman of the Council is not present at any meeting of the Council, the Vice-Chairman will preside. In case he, too, is not available, the Chairman will nominate a person to preside.
- (c) In case of equality of votes, the Chairman, or the person presiding shall have the casting vote.

9. Standing Committee

- (a) The Council shall set up under Article 6 (m) a Standing Committee which will function as the Executive body for the Council. It will have the following officers:—
 - (i) The Chairman of the Council shall be the Chairman of the Standing Committee.
 - (ii) The Secretary of the Council shall be the Secretary of the Committee.
- (b) The Standing Committee shall consist of:
 1. Chairman
 2. Vice-Chairman
 3. Secretary
 4. One representative of the Ministry of Finance
 5. Five Members elected by the Council

Total:—9.

(c) Functions

1. All executive powers of the National Council shall vest in this committee which shall manage, control and direct its activities with regard to the development of Rural Higher education and advise the Government of India on various problems.
2. It shall examine and scrutinise all applications for affiliation and take decisions subject to the final approval of the Councils.
3. It will advise the Ministry of Education with regard to the financial assistance to be given to each institute.
4. It shall perform all other functions enumerated in para 6 of the Regulations on behalf of the National Council.

(d) Quorum

Four members of the Standing Committee shall form the quorum present, in person. It shall hold its meeting as often as it is considered necessary and will fix the venue and dates of such meetings.

10. General

Subject to the previous approval of the Government of India, the Council may alter, extend or abridge any purpose or purposes for which it is established, provided that it carries out the procedure prescribed in this behalf by the Government of India.

Government of India Resolution No. F3-12/55-D6 (RHE)

Dated the 3rd February, 1956 as brought upto date on 27th April, 1956.

RESOLUTION

Subject — **NATIONAL COUNCIL FOR HIGHER EDUCATION FOR RURAL AREAS.**

For some time past the Government of India have been considering the need for removing the disparity between the rural and urban areas in the matter of education. It is being increasingly recognised that the provision of such facilities in rural areas should be greatly increased, but it need not be on the same pattern as that in the cities and towns. The University Commission as well as the Secondary Education Commission have made certain important recommendations in this behalf. Meanwhile, some promising rural institutions have grown up under the auspices of non-official agencies and they have done good work in the field of Higher education for rural areas. It is necessary now to help them to develop on right lines so that they may provide not merely specialised training for rural functionaries but become the harbingers of a new educational movement directed towards the vitalisation and enrichment of rural life and raising its material and cultural standards.

2. The Government of India had appointed a Committee on Rural Higher Education to undertake a comprehensive survey and appraisal of promising ideas, institutions and experiments in this field, to determine what specific projects and institutions should be encouraged to carry on experimental work and to recommend a possible pattern for Rural Universities and to suggest ways and means of making education in the existing universities more useful and more closely related to rural problems,

3. One of the important recommendations made by the Committee pertains to the organisation of a National Council for Higher Education for rural areas. The Government of India have accepted this recommendation and it is, therefore, resolved that a National Council for Rural Higher Education be established.

4. (i) *Headquarters of the Council*: The headquarters of the Council shall be at New Delhi.

(ii) *Composition.*

A. *Ex-Officio Members* :

- | | |
|---|----------------------|
| (a) Deputy Minister, Ministry of Education | <i>Chairman.</i> |
| (b) Secretary, Ministry of Education | <i>Vice-Chairman</i> |
| (c) Deputy Educational Adviser in charge of
the Division | <i>Secretary.</i> |

B. Nine members to be nominated by the Chairman from the States.

C. *Other Officials* :

1. One representative of the Ministry of Health.
2. One representative of the Ministry of Agriculture.
3. One representative of the Ministry of Production (Cottage Industry Section).

4. One representative of the Community Projects Administration.
5. One representative of the Ministry of Finance.
6. One representative of the University Grants Commission.
7. One representative of the Inter-University Board.

The membership of the Council may be increased if and when considered necessary to give representation to other interests or organizations.

(iii) *Tenure of Office of Members.*

The term of office of all non-official members, nominated to the Council for the first time, shall be three years from the date of appointment or nomination as the case may be, provided that a member appointed or nominated in his or her capacity as a member of a particular body or as the holder of a particular office shall automatically cease to be a member if he or she ceases to be a member of that body or the holder of that appointment, as the case may be. The official members of the Council shall continue until they are replaced by others. All casual vacancies among the members (other than ex-officio members) shall be filled by the authority or body who nominated the member whose place falls vacant and the person appointed to a casual vacancy shall be a member of the Council for the residue of the term for which the person whose place is filled would have been a member.

(iv) *Functions and Powers.*

The Council shall have the following functions and powers, namely :—

- (a) to serve as an expert body to advise the State and Central Governments about improvement and expansion of Rural education in all its phases ;
- (b) to advise the Rural education institutions and to act as the coordinating agency amongst them ;
- (c) to examine and appraise proposals in this behalf referred to by the Government of India and the State Governments and to assist in the implementation of approved programme.
- (d) to initiate schemes for the development and maintenance of standards of Higher education in areas and to encourage research in problems relating to Rural education in all its aspects ;
- (e) to advise the Government of India on grants to be paid to institutions participating in the rural development schemes ;
- (f) to appoint *ad-hoc* committees to assist in the attainment of any of its objectives.
- (g) to frame its own rules and regulations to regulate matters not covered by this resolution ; and
- (h) to do all other acts and things whether incidental to the powers aforesaid or as may be required in order to further its objects.

5. (a) The Council shall constitute a Standing Committee consisting of not more than seven members including the Chairman, the Vice-Chairman and the Secretary which shall be the principal executive and consultative body of Council and shall have such functions and powers as may be assigned to it by the Council. (b) The Standing Committee will meet as often as the Committee may decide, provided that the Chairman of the

Committee may call a special meeting at any time when he considers it necessary.

6. The Council shall ordinarily meet at least twice a year at a place and on a date to be fixed by it at the previous meeting. The first meeting of the Council shall, however, be convened by the Government of India and at a place and on a date to be fixed by it. A special meeting of the Council may be called at any other time by the Chairman of the Council either on his own initiative or at the request of not less than one third of the members of the Council.

If the Chairman is unable to attend any meeting, the Vice-Chairman will preside and exercise the functions and powers of the Chairman. If both are absent, the Council shall elect from among themselves a Chairman who will preside over the meeting and exercise all the functions and powers of the Chairman.

No proceedings of the Council shall be invalidated merely by reason of the existence of a vacancy or vacancies among the members.

- (a) Ordered that a copy of this Resolution may be communicated to all State Governments, Universities and Ministries of the Government of India.
- (b) Ordered also that the Resolution be published in the Gazette of India for general information.

(K. G. SAIYIDAIN)
Additional Secretary.

To

The Publisher,
Gazette of India,
New Delhi.

**COMPOSITION OF THE NATIONAL COUNCIL OF
RURAL HIGHER EDUCATION**

A. Ex-Officio

1. Deputy Minister of Education,
Government of India. Dr. K. L. Shrimali
2. Secretary, Ministry of Education
(Vice-Chairman) Shri K. G. Saiyidain
3. Deputy Educational Adviser in charge of
the Division (Secretary). Dr. R. K. Bhan

B. Members nominated by the Chairman

1. Shri B. B. Misra,
Director, Rural Institute of Higher Studies, Turki, Muzaffarpur
(Bihar)
2. Shri G. Ramchandran,
Gandhigram, Madurai, Madras.
3. Shri T. S. Avinashilingam,
Shri Rama Krishan Mission Vidyalaya, Perivairkewapalary, Coim-
batore.
4. Shri K. L. Bordia,
Vidya Bhavan, Udiapur, Rajasthan.
5. Shri Nanabhai Bhatt,
Director, Lok Bharti, Sanosara, Saurashtra.
6. Shri J. P. Naik,
Secretary, Shri Mouni Vidyapeeth, Gargoti, Kolhapur.
7. Shri R. K. Singh,
Principal, B. R. College, Agra.
8. Prof. M. Mujeeb,
Jamia Millia Islamia, Jamia Nagar, New Delhi.
9. Shrimati Indumati Chimanlal,
Deputy Minister of Education, Bombay.

C. Other Officials

1. Dr. K. Mitra,
Asstt. Director General of Health Service, Ministry of Health,
New Delhi.
2. Dr. B. N. Uppal,
Agriculture Commissioner, I. C. A. R., Ministry of Food & Agricul-
ture, New Delhi.
3. Shrimati P. Johri,
Deputy Secretary, Ministry of Production, New Delhi
4. Shri A. D. Bohra,
Community Projects Administration, Rashtrapati Bhavan, New Delhi.
5. Shri G. L. Mehta,
Deputy Secretary, Ministry of Finance, New Delhi.

6. Dr. P. J. Philip,
Development Officer, University Grants Commission, New Delhi.
7. Representative Inter-University Board (Awaited)

COMPOSITION OF THE STANDING COMMITTEE

Ex-Officio Members

1. Dr. K. L. Shrimali,
(Chairman, National Council for Rural Higher Education) *Chairman*
2. Shri K. G. Saiyidain,
(Vice-Chairman, National Council for Rural Higher Education)
3. Dr. R. K. Bhan,
(Secretary, National Council for Rural Higher Education) *Secretary*
4. Shri G. L. Mehta,
Deputy Secretary, Ministry of Finance (Member, National Council
for Rural Higher Education).

Nominated Members:

5. Prof. M. Mujeeb.
6. Shri T. S. Avinshilingam.
7. Shri K. L. Bordia.
8. Shri J. P. Naik.
9. Shri A. D. Bohra.