

PROCEEDINGS
OF
THE THIRTY-FIRST MEETING
OF
THE CENTRAL ADVISORY BOARD
OF
EDUCATION

HELD AT BANGALORE IN
OCTOBER 1964



MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

1965

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PROCEEDINGS OF THE THIRTY-FIRST MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

INTRODUCTION

The Thirty-first meeting of the Central Advisory Board of Education was held at Bangalore on October 11 and 12, 1964, under the Chairmanship of Shri M. C. Chagla, Union Education Minister. The following members attended the meeting :

Ex-Officio Members

1. Shri M. C. Chagla, Union Education Minister
2. Dr. D. S. Kothari, Chairman, University Grants Commission
3. Dr. B. V. Keskar, Chairman, National Book Trust
4. Smt. Raksha Saran, Chairman, National Council for Women's Education

Nominated by the Government of India

1. Dr. V. K. R. V. Rao
2. Dr. S. Husain Zaheer
3. Kumari S. Panandikar
4. Smt. Sarojini Mahishi
5. Smt. Ranu Mookerjee
6. Maj. Gen. Ranbir Bakshi
7. Smt. Mafida Ahmed
8. Dr. Mohan Sinha Mehta

Elected by the Parliament of India

Rajya Sabha

1. Dr. Gopal Singh
2. Shri M. Satyanarayana

Lok Sabha

1. Shri C. L. Narasimha Reddy
2. Shri Radhelal Vyas
3. Smt. Renuka Ray

Nominated by the Inter-University Board

1. Dr. A. L. Mudaliar
2. Dr. P. Parija

Nominated by the All India Council for Technical Education

1. Shri M. Fayazuddin

Nominated by the Medical Council of India

1. Dr. C. B. Singh

Ministers of Education

- | | |
|---------------------------------|---|
| 1. Shri D. K. Barooah | Education Minister, Assam |
| 2. Shri Satyendra Narayan Sinha | Education Minister, Bihar |
| 3. Smt. Indumati Chimanlal | Education Minister, Gujarat |
| 4. Dr. Shanker Dayal Sharma | Education Minister, Madhya Pradesh |
| 5. Shri M. Bhaktavatsalam | Chief Minister, Madras |
| 6. Shri S. R. Kunhi | Education Minister, Mysore |
| 7. Shri S. P. Mohanty | Education Minister, Orissa |
| 8. Shri Prabodh Chandra | Education Minister, Punjab |
| 9. Shri Kailash Prakash | Education Minister, U. P. |
| 10. Shri Rabindralal Sinha | Education Minister, West Bengal |
| 11. Shri A. S. Kangeyan | Education Minister, Pondicherry |
| 12. Shri V. S. Karmali | Education Minister, Goa, Daman
& Diu |

Secretary, Central Advisory Board of Education

1. Shri L. O. Joshi
Joint Secretary
Ministry of Education

The following members were unable to attend :

1. Education Minister, Andhra Pradesh
2. Education Minister, Jammu & Kashmir
3. Education Minister, Kerala
4. Education Minister, Maharashtra
5. Education Minister, Nagaland
6. Education Minister, Rajasthan
7. Education Minister, Tripura
8. Education Minister, Manipur
9. Education Minister, Himachal Pradesh
10. Shri P. N. Kirpal, Union Education Secretary
11. Lt. General H. H. Maharajadhiraj Sir Yadvindra Singh Mohinder Bahadur, Maharaja of Patiala
12. Dr. M. S. Chadha
13. Prof. G. C. Chatterjee
14. Shri Frank Anthony, M.P.
15. Dr. Vikram A. Sarabhai
16. Dr. K. L. Shrimali
17. Dr. A. C. Joshi
18. Shri G. Ramachandran
19. Dr. C. P. Ramaswamy Aiyar

20. Smt. Indira Gandhi
21. Shri U. N. Dhebar
22. Shri P. Muthiah, M.P.
23. Shri R. Choksi
24. Shri S. K. Mukherjee

The following also attended :

1. Shri P. R. Dutt, Assistant Director General of Health Services

Representing

Dr. M. S. Chadha, Director General of Health Services

2. Shri K. L. Joshi, Secretary, University Grants Commission
3. Shri R. K. Chhabra, Deputy Secretary, University Grants Commission.
4. Shri D. P. Nayar, Chief, Education Division, Planning Commission

Andhra Pradesh

1. Shri L. N. Gupta, Education Secretary
2. Shri L. Bullayya, Director of Public Instruction

Assam

1. Shrimati K. K. Barua, Deputy Education Minister
2. Shri S. M. Rahman, Education Secretary
3. Shri S. C. Rajkhowa, Director of Public Instruction

Bihar

1. Shri Sinheshwar Sahay, Education Secretary
2. Shri R. S. Sinha, Director, Examination Research Bureau

Gujarat

1. Dr. Bhanuprasad Pandya, Deputy Education Minister
2. Shri M. D. Rajpal, Education Secretary
3. Shri K. G. Badlani, Director of Education
4. Shri S. H. Varia, Deputy Secretary, Education
5. Dr. J. R. Desai, Deputy Director of Education

Jammu & Kashmir

1. Shri M. M. Begg, Educational Adviser

Kerala

1. Shri P. K. Abdulla, Education Secretary
2. Shri P. K. Umashanker, Director of Public Instruction

Madhya Pradesh

1. Shri V. S. Krishnan, Education Secretary
2. Shri S. P. Varma, Director of Public Instruction

Madras

1. Shri V. Balasundram, Education Secretary
2. Shri Syed Yakub, Joint Director of Public Instruction

Maharashtra

1. Shri N. N. Kailas, Deputy Education Minister
2. Shri M. V. Dev, Education Secretary
3. Shri D. M. Sukthankar, Deputy Secretary (Education)
4. Shri C. D. Deshpande, Director of Education

Mysore

1. Smt. Grace Tucker, Deputy Education Minister
2. Shri T. R. Jaya Raman, Education Secretary
3. Shri T. Vasudevaiya, Director of Public Instruction
4. Shri S. P. Patil, Senior Additional Director of Public Instruction (Planning)

Nagaland

1. Shri S. Gohain, Director of Education

Orissa

1. Shri K. K. Samal, Education Secretary
2. Dr. S. Misra, Director of Public Instruction

Punjab

1. Shri J. D. Sharma, Director of Public Instruction

Rajasthan

1. Shri Niranjana Nath Acharya, Deputy Education Minister
2. Shri Vishnu Dutta Sharma, Education Secretary

Uttar Pradesh

1. Dr. S. N. Mehrotra, Deputy Secretary, Education
2. Shri B. S. Sial, Director of Education

West Bengal

1. Dr. D. M. Sen, Education Secretary
2. Shri P. C. Mukerji, Director of Public Instruction

Delhi

1. Shri B. D. Bhatt, Director of Education

Goa, Daman & Diu

1. Shri R. S. Kenkre, Director of Public Instruction

Himachal Pradesh

1. Shri K. L. Sethi, Secretary and Director of Education

North East Frontier Agency

1. Shri Sham Lal Soni, Director of Education

Pondicherry

1. Shri P. Rollin, Director of Public Instruction

Ministry of Education, Government of India

1. Shri R. M. Hajarnavis, Minister of State
2. Dr. (Mrs.) T. S. Soundaram Ramachandran, Union Deputy Education Minister
3. Shri Bhakt Darshan, Union Deputy Education Minister
4. Shri M. G. Raja Ram, Joint Secretary
5. Shri G. K. Chandiramani, Joint Educational Adviser
6. Dr. P. D. Shukla, Deputy Education Adviser
7. Shri A. R. Deshpande, Adviser (SE)
8. Shri V. K. Bawa, Deputy Secretary
9. Shri A. H. Hemrajani, Assistant Educational Adviser
10. Dr. S. Nagappa, Assistant Educational Adviser
11. Shri H. H. Pawar, Assistant Educational Adviser
12. Shri A. K. Jain, Under Secretary

WELCOME SPEECH OF SHRI S. NIJALINGAPPA

Shri S. Nijalingappa, Chief Minister, Mysore delivered the following address :

“Union Minister of Education, Mr. Chagla, member of the Planning Commission, Dr. Rao, Mr. Kanthi, ladies and gentlemen.

‘I am just coming after addressing a conference of class four servants. Their children came to us holding forth a big banner which said ‘Take care of the children of the poor’. It was in big letters. I was naturally very much moved by that as not only children but also their parents who had come in large numbers. I am just coming from there with pain or full of pain and full of responsibility, possibly full of hope through you. Because these children call from us the best that we can give them. The best we can give them is through you. Proper education, whether we are giving it to them is a matter which has been engaging the attention of man from the ages—ever since he became literate. We have gone far ahead, but I think much more remains to be done by you. As to how you educate us, you the people in charge of the administration should know. I am glad that we have got two eminent men who are in charge of this Department today Mr. Chagla, a jurist, statesman, thinker and a well recognised educationist. I never thought that judges would be such good administrators. I do not mean any reflection on the judges. But it happens some times—it is my experience. They are all very fine men. But sometimes, they fail to appreciate the finer points of administration and its difficulties. I am glad that one of the very best of them is in charge of this most vital of the Departments. I welcome him to Bangalore.

‘And there, besides him sits Dr. Rao for whom I have got possibly more affection than respect. Respect I have in plenty and more—don’t think it is less. But I hold him in such great affection—he is such a dear friend of mine. Let me say I welcome him most heartily.

‘All of you ladies and gentlemen, are coming from various parts of the country. You are people who are incharge of education at various levels. It is a matter of great pleasure for me to welcome you all to Bangalore. While doing so, I think I should not be verbose --just welcoming you and leaving it at that.

‘As I said, we are facing problems which seem to me to be very difficult to understand—for a man placed like me; and possibly it is for you who have got experience to unravel and solve. It is a big problem, in a complex society and expanding economy. We have to adjust ourselves; we have to change our views regarding the basis of education, how children have to be educated, how rudiments, will have to taught and they may be made to realise from the earliest time as to what their responsibilities, rights and duties are as future citizens of a State which is democratic in a world which is going to become smaller and smaller, where mutual respect, regard and understanding become vital necessities if humanity is to survive. These

are some of the problems which our children have to learn f
 earliest time. As to how these are to be done is your respo
 I hope this Conference will devote itself to this basic problem.

Next to that is how to find the wherewithal. I think the Central Government has been sufficiently generous in this behalf. The Planning Commission also, I, hope will be more generous and help us to find the necessary funds. We have a very sympathetic Planning Commission and an equally sympathetic Central Government. I hope they will understand the difficulties which my Minister Mr. Kanthi has to meet in fulfilling the expectations of the people. They expect much from us. A sort of education is there. But I must also submit to you that the results of our examinations are certainly very discouraging --very doleful, if I may say. It has been very disappointing. Children passing in the examinations and the percentage being only below 20, in some cases hardly reaching 30. It is no compliment either to the teachers or to the system. There must be something very wrong in that. Why blame the children? Children are normal. I think 95 per cent of the children are normal. Why should they fail in an examination? Are the examinations that we hold year after year, of the reasonable and correct type? Why are children being played about like this? And how are their parents to meet this great calamity, if I may say so. If a man who has a large number of children—if his children fail year after year, how is he to meet the expenses connected with education? Why should children fail at all? I think there is something radically wrong in the method of education. I cannot say children are wrong. They are good. It depends upon how we are able to fit them. How we are able to develop their natural propensities. They are naturally endowed with sufficient amount of intelligence. Are we doing anything to improve them so that they do not fail in the examinations? What is the sort of education? Is it the education of the correct type? I do not know. I am a lay man only. I am thinking as any parent would think, of course, fortunately or unfortunately, with a large number of children. But that is a problem—it is not my problem alone because my children are being educated except one or two. That is a different matter. What about the poor parents who have to bring up their children? What are we doing with them? How are you going to help them to solve these difficulties? Are we giving this education to children at a very early age? I think parents, here in Mysore and I am sure it must be elsewhere, also feel so proud, so happy, so satisfied if his boy passes matriculation when he is 11—12 years. If he appears for the University examination when he is 16 or 17, he is happy—it does not matter if the boy is hopelessly unhealthy, not well built, no sports, nothing of the kind. If he manages to pass the B. A. at 17—18, he is the proudest father or the mother. That is the sort of the thing that is going on. There must be something wrong. My own impression is, before he is 21 or 22, a boy, or a girl, should not become a graduate. His body must be developed, and then the mind should be developed. What is the meaning of cramming his young mind with too many things? That is how I think. I am again saying, I am a layman. Please find out ways and means of avoding pitfalls and defects in our system of education, so that we may be guided and make our children better than what they are educationally. I thank you and I welcome you all."

PRESIDENTIAL ADDRESS OF SHRI M. C. CHAGLA

“Mr. Chief Minister, Mr. Education Minister, ladies and gentlemen,

‘May I, in the first place, thank you for the very kind complimentary words you said about me, but I think I must fight for my fraternity. Chief Minister, Shri S. Nijalingappa, paid a cold compliment to the lawyers. I was myself a lawyer previously. I am told by the Chief Minister that he was himself a lawyer first. If that is so, that is the reason why Mysore is so well administered. Let me assure the Chief Minister that there are more lawyers in administration and in Government and in other departments of life. Our country had lawyers who were better administrators than the administrators of today.

‘Ladies and gentlemen, I cannot possibly begin addressing you without in the first place making a reference to our late Prime Minister. He was an educationist in the technical sense of the term, but in the wider and broader significance of that expression he was a great lover of education. He realised, as very few people have realised, that the greatest asset we have in this country is our human resources. It is our young boys and girls who constitute the real national wealth and he, therefore, felt that the greatest investment that we can make was an investment in human beings, investment for the future and investment in education. He was not a religious man as we understand religious men, but he always realised that man should be integrated, that if he attached importance only to materialism and material things then he was not a whole man, he was not an integrated man, and, therefore, he always attached importance to the cultural and spiritual things of life. He looked out to the sky, saw the stars, saw the inscrutable mystery of the universe and from time to time held out his hands to the stars. Therefore, he was a humanist and according to me a humanist is a person who has passion, who has tolerance, who has broad-mindedness and who moves with human sufferings. He had all those qualities and, therefore, his death is a great loss not only to the cause of peace and international relations, but I think it is a great loss to the cause of education.

‘Ladies and gentlemen, there were three occasions recently when I have given expression to what I think should be the broad policy of the Education Ministry in matters concerning education. I had occasion to speak in the Budget Debate; I had occasion to speak to the Education Ministers’ Conference; and very recently, I had occasion to speak when I inaugurated the Education Commission. Therefore, I will try and see that there are not too many repetitions, but you will forgive me if unavoidably I have to repeat some of the things which I have already said on three last occasions. After all, one cannot go on saying new things every time and I think there are certain axiomatic things which bear repetition and it is only by repeating certain things and by reiterating them that their full significance comes home to us.

'Now, the first thing, I want to talk about is Education and Economy. Economy is in the air, you are all talking of cutting down expenses. The Finance Minister the other day said that we must reduce our expenditure by Rs. 30 crores. These are all very laudatory proposals and very laudatory intentions, but I want to emphasize this : let not education be the first casualty in this drive for economy. The cut always comes first on education. People feel that education is dispensable; we need not economise in other things but we must economise in education, but to my mind slowing down of education in quantity or quality will be a national calamity. Today we are spending 2·3% of our national income on education. This is perhaps one country which is spending the least on education.) I think the exceptions are—and we find ourselves in that honourable company if you think that so—Indonesia and Pakistan. Barring that, every country in the world, however small, African countries and Asian countries, are spending more of their national income on education, than we are in India. We are a country who are proud of our spiritual and cultural and traditional heritage. We are a country where we have great and flourishing universities. We are a country which had great traditions of scholarship, great academicians and great research scholars. I think it is really sad that we should be spending so little on our education. Not only that, but there are a few who talk of effecting economies in education. We have been a free and independent country for about 17 years now. We have launched our plans. Our third Five Year Plan is coming to an end in about a year and we are starting on the fourth Plan. As our present Prime Minister rightly said, freedom and planning must give some meaning to the common man. The common man is entitled to ask what has freedom brought to me? How am I better off today than I was when I was not independent? And I think one of the most important gifts that you can give to the common man is the gift of education. It is only when we give good education to the common man that he will be able to say, 'I am better off today in an independent India than I was in a dependent India.' Therefore, if you are going to carry out the very wise precept laid down by our present Prime Minister that our plans must have some meaning and significance to the common man, then I think we should attach more and more importance to expenditure on education.

'I may also point out that slowing down of education or economy on education will slow down our economic progress. It is sometimes not realised that the industrial and economic progress of this country is closely connected with its educational progress. After all, what are we trying to achieve by our industrial and economic programmes? We are trying to achieve more productivity, we are trying to produce more goods. We are trying to do all that so that our men may have better and more things with which to make their life, if not comfortable, at least reasonably happy. But this productivity can only sustain and increase provided you have educated men to produce things and, therefore, you cannot say, "I will economise on education, but I will put up steel plants, hydro-electric schemes and laboratories; if we have not got men who will be able to run them in a productive spirit."

'Having said that much about education and economy, I turn to the question of primary education. All these years we have placed

emphasis on quantity.) There has been a tremendous expansion in primary education, which is all to the good. I think the spirit of our men, which has been submerged, put down, which did not find a scope before, we became free, suddenly found a scope for free play and the result has been that boys and girls want to go to schools; parents want to send their children to schools; they want more and more schools, more and more facilities for primary education and we have to encourage that. (But with this expansion, and I call it 'expansion-explosion', that we have today, if my figures are correct, there are 60 million students in our primary schools and these are astronomical figures. But along with expansion, along with the emphasis on quantity, we must not wholly forget that some importance has to be attached to quality. In this connection, I would like to mention, that as far as primary schools are concerned, we want better buildings, we want better equipment, we want better teachers, we want laboratories, we want better textbooks, we want playgrounds attached to our primary schools where our boys and girls will be able to play games, for athletics sports, and not to be locked up in a building all the time that they are studying.) May I say this? You know of the Article 45 of the Constitution. It is a directive to every State Government and to the Union Government that we must give free elementary education to all boys and girls between the ages 6 and 14. We are very far from complying with that directive. But what I wish to emphasise before you today is that the compliance. Our Constitution-fathers did not intend when they enacted Article 45 that we just set-up hovels or any sort of structures, put students there, give them untrained teachers, give them bad textbooks, no playgrounds and say 'We have complied with Article 45 and primary education is expanding'. The compliance that was intended, as I said, by our Constitution-fathers, by the founding-fathers, by those who drafted the Constitution, was a substantial compliance. They meant that real education should be given to our children between the ages of 6 and 14. Therefore, I appeal to the States not to forget that they are not true to the spirit of the Constitution, merely by submitting to us figures that so many millions are in primary schools. What I want is a statement to satisfy me, not that so many millions are in schools but so many million children are getting real, proper, true education. Then only I would feel that Article 45 has been complied with.)

The other aspect of primary education, which I wish to emphasise is the uneven spread of primary education. And that unevenness lies in two directions. In the first place the education of girls is lagging behind very badly. Need I point out what is axiomatic that when you teach a boy, you teach an individual, but when you teach a girl you are teaching a whole family. The influence of a woman in the house and in the family is tremendous. Therefore, to my mind, education of women is even more important than the education of men (applause.) What is happening today? Look at the figures. You get general statistics that in one State 60% of children are in schools, in another State 80%, but when you break-up these figures, you find that education of girls has lagged far behind.) Now there are many causes for it. Some of them are social. If there are social causes, you must fight this social evil. It is time we became a modern country and these inhibitions superstitions, have to go from this country. The

other is a practical thing and I find that those who are responsible for women's education find it very difficult for women teachers to go out into the villages, unless you can give them staff quarters. Men can go and stay anywhere but you cannot expect our young women to go out into the wilderness, as it were, and stay, unless they have proper quarters where they can stay after they have finished their labours in school. The other source of unevenness, imbalance, is that whereas some States have forged ahead, other States are lagging behind. I think we have got Education Ministers of all the States here and so I do not want to hurt their feelings by mentioning the States, but we all know that there are some States where the progress has been very slow. I know many of them have their special problems. Some have the unfortunate problem of the influx of a large number of people from across our frontiers, others have backward tribes, the aboriginals. Whenever I go to a State, the Education Minister explains to me what the special problems of his State are. But taking all that into consideration, if we remember that India is one and we will always be one, educationally, we must march together. It would create a series of problems if some parts of India go ahead rapidly in the race for education and others lag behind. Therefore, we in the centre—partly it is as our responsibility—must attach special importance to those States, which have not come up to the standard of the more advanced State, because of special reasons. I know that when we pay special attention to some States, we are accused of discrimination. The advanced State tells us "We have used our resources and we have advanced and we do not get sufficient assistance from you; whereas, the other States are getting a more favoured treatment". That is not so. It is no doubt true that certain States in India have special problems and for those special problems, special remedies have got to be found.

"Then you have the third problem with regard to primary education, which is also a serious problem and that is the tremendous backlog of untrained teachers. A student is as good as his teacher. How can you hope to train young boys and girls and make them good citizens, if their educational destinies are in the hands of men and women who are not even matriculates, who had no training and no mind in teaching? Therefore, one of the immediate priorities we must take up—and I promise you full support from the Union Government—is to train these untrained teachers. We have many programmes for that purpose—in-service programme; and I hope to start correspondence courses very soon. I have just drawn up a project whereby teachers can be trained in their own homes, where you do not want building or teachers so that within a short time, we should be able to say that not a single school in India has got an untrained teacher to teach boys and girls who attend that school.

The next aspect of education on which I wish to lay particular emphasis is the necessity for quality in education. Sometimes, I have been misunderstood. I have been told that this is a democratic country, that we must have democratic education, that this is an egalitarian society and that everybody should have equal education. What is the meaning of this emphasis on quality? Now, I assure you that when I talk of quality, I do not mean what we should have special education or special educational institutions for the privileged or for

the rich. What I mean is that we should have special educational institutions for our gifted and talented children. I fully understand that genius is not the monopoly of the rich; far from it. Rather I find more talent, more ability and more dedication among the poor than among the rich, but the unfortunate thing is that the poor boys never reach our best institutions, because they have not the means and the opportunity. Therefore, I want educational institutions of the best type which will compare favourably by any international standards but at the same time I want full opportunity to be given to the poorest of our people to be able to get to these institutions. That can only be done in two ways: One is to discover the latent talent among the poor, and the second, is to give them scholarships so that they can get education in the best institutions in our country.

'No country can become really great unless it can produce men of the highest calibre. Democracy does not mean dead monotony; it does not mean that you discourage or discount talent or genius. After all, talent and genius is rare but it is the man of talent and genius that can make a nation great. Therefore, it is necessary that we should think of producing men of high calibre who will carry on the great traditions we have in this country.

'Now, quality must be emphasised in all sectors of education and I will take a rapid survey of how quality can be improved in all the three sectors with which we are concerned, namely, the primary, the secondary and the higher or the university education.

'Take the primary schools. As I said, here we are dealing with astronomical figures—60 million students. I am bad at figures and I do not know how many primary schools we have. They run into thousands and tens of thousands. But I would appeal to the Education Ministers here to have certain schools which can be converted into model schools. Select certain schools in each district or in each taluk—as many as you can—and give them all the facilities so that they would be like beacon light to the rest of the schools and to the rest of the teachers. We cannot raise the standard of schools all at once. Frankly speaking, we have not the resources. But at least let us make a start and let us pick out one or two primary schools, as I said, in each district or in each taluk and give them all the facilities and make them model schools and get your best boys by proper entrance examination or by any other method you like to go to these schools so that you will create a nucleus both of good primary schools and of talented young boys going out of these primary schools.)

Then, I come to secondary education. That, to my mind, is the most vital sector of education. On the whole, the success of our educational experiment depends upon whether we succeed in improving secondary education or not.) In secondary education, we have some very good schools. The other day, I went to Lawrence school in Sanawar, right in the Himalayas, and I saw it. It is a public school. The fees are very high. Very few can afford to go to that school but the Principal told me, and I was very happy to hear that they have given a large number of scholarships with the result that a number of poor boys are studying there. So, in that school, we have children of some very rich people and children of some very poor people rubbing shoulders together and studying the same course. There are

very few schools like this in India. I want more such schools in India, more Central Schools. We have a scheme of Central Schools. Let us build up more secondary schools of the type of these public schools which have existed in this country for over hundred of years.) At one time, public school was a sign of snobbery. Even in England you have heard of the expression 'The man wears the public school tie'. But we do not want these schools to be hot-beds of snobbery; we want them to be again model schools, for other schools to come up to that standard. Therefore, in the next 5 or 6 years we should build up more such schools, where students can get as good an education, as that standard. Therefore, in the next 5 or 6 years we should build up this country.

'Then, the next problem we have to face in secondary education is diversification. You, Sir, have rightly said that it is a scandal, something we should be ashamed of, at the national waste, involved in 30% of the boys passing and 70% failing. Why is that happening? It is happening because most of our boys and girls today have no avenues except the avenue of college or university. Therefore, we have to provide for diversification.) Now, diversification entails many problems which we shall discuss when we adjourn to our business meetings. At what stage should diversification take place? Before diversification takes place, we must find out the aptitude of the child. That means, we must have multi-purpose schools. We cannot suddenly decide after 8 years of education whether he wants to be a mason or a carpenter or a technician or whatever it may be. Therefore, before the stage of diversification arises, we must discover his aptitude. Every child has an aptitude, every child has a talent and it is the duty of the educator to find out his aptitude and talent. Therefore, while we may have multipurpose schools from the very beginning or at the early stages, definite diversification should take place after, say, 8 years of general education.

'The second problem is: what form diversification should take? Should we have special schools for special vocations; or, should they be terminal courses, or, should we again continue with multipurpose schools? These are all difficult problems, -but one thing is certain viz. that we must resist the pressure on colleges and universities. Every student in India has a right to say 'I want higher education' but every student has not a right to say 'I want collegiate or university education'.) Everyone is not fit for collegiate or university education. Even in a socialist country like Russia, the number of students who are permitted to be admitted to the universities and colleges is strictly limited. With regard to the rest, they have correspondence courses, part-time classes. They are particular that the standards in colleges and universities should be maintained.

'Then it is only through improvement of our secondary schools that we will try and prevent the large number of educated unemployed that is growing in our country.

'Secondly, it is equally a more serious problem. Ours is an agricultural society; 80 per cent of our people are on the farms. What is happening today? We give a boy education; he leaves the farm and wants to go to the towns to get a white-collared job. The result is: the parents say that instead of education doing any good to

him he has lost his children to the farm which need hands in cultivating the lands. Therefore, our secondary education must be reoriented; reoriented to make the boys work on the farms and not to go to cities; reoriented towards getting better production. We must have boys who produce more; who knows how to use his hands and to realise the dignity of labour. Again this is a big task. But that is how we have to work as far as secondary education is concerned. In secondary education we must have intensive and extensive teacher training. If we need trained teachers in primary education it is infinitely more important that we have proper teachers in secondary education and we are doing a great deal in that regard.

‘The next aspect of the quality which I would like to emphasise is the university education. Here again we find about 2500 colleges in India and the standards are very uneven. Some colleges are very good and some are very bad. This has got to change. University is the same thing. We do not want to soar the number of universities. We want to consolidate and strengthen the universities that already exist. Of course, in a large country like India, when there is great demand for higher education, some universities have to be started. But we should be very chary in starting new universities. We must be absolutely certain that the universities to be established will maintain highest standard. I was assured myself by the Chief Minister, before I committed myself to start Bangalore University, that it will maintain the highest standards of university education.

‘Then we have to deal with post-graduate departments. These are, if I may so call, the nurseries for future studies—scientists, doctors, educationists and leaders in our country. They really constitute the cream of the educational world. The standards of education can only be judged by the standards the post-graduate departments have reached. Therefore, we have to give full support to our post-graduate departments and I am very glad that Dr. Kothari with the imagination he possesses, has started a new scheme called Science Talent Projects. It is doing a very good work. The scheme he is doing is to find out faculties in different universities and strengthen these faculties to the ut-most. The intention being that in faculty you get best teachers and best students all over India and that faculty should have such high standard that it can compare with the highest standards obtaining anywhere in the world.

‘Then, may I say a few words about science? I said something yesterday but I think this is a different audience, and I must repeat what I said yesterday, that without proper education in science, progress is impossible in this country. We are living in a scientific and technological world and, therefore, our boys and girls must be steeped in science. We cannot afford postponing teaching of science till they reach higher secondary education or university.) When I think of my own study, I am horrified to find how little I know of science; how little was taught to me about science. I knew about Shakespeare or Milton and I knew the history of other countries than my own country, and the history of my country was so badly written. I hardly knew about the happenings in the world outside my country, and the phenomenal advance the science has made. That was many years ago. Today science is advancing so fast that we must bring

up our boys and girls to realise the great adventure that is taking place, how science is forging ahead. As I said yesterday, we want to start teaching science even in the elementary schools. We want to teach elementary principle of science and gradually to take it up in the secondary and university education. In this respect, I will just mention in passing, that we have now started a pilot project to teach science in Delhi. It is so successful that we are extending it all over India. The project envisages picking out many bright scientists at the school level giving them scholarship and train them upto M.Sc. or even Doctorate level. We are increasing the number of scholarships very fast so that we will be able to build up in the next ten years and we will have a body of bright scientists in our country.

I should like to say a word about the teachers and their salaries. Many deputations have waited upon me to represent grievances of teachers. A number of deputations have waited on me and the number may run to some hundreds. Almost every week I get a telegram from some State saying that something must be done about the salaries of teachers and they want to go and wait on deputation. The grievance is that they are paid differently in Government schools and privat aided schools; there is no security; no triple benefit. The fact that in some States the salaries are so low that I fail to see how any human being can exist leave aside the teacher. There was a time, ladies and gentlemen, when we had great respect for our teachers. We know from Manu that teacher was not supposed to have salary; he only got Dakshina. We do not give status and give them Dakshina. I agree that we are a poor country and we cannot afford to give our teachers, the salaries, that countries like U.S.A. or U.K. give. Though industry pays them better price they take to this. Let me say a word about the United States. I have come across a brilliant man, who can command any salary in the industrial market, had taken to the profession of teaching. I have talked to one of them and asked why he had done so? He said because this is a great challenge to mould the future of young men and to meet that great challenge. It is a sense of dedication that makes them to take to education and not any monetary considerations.

'My appeal to teachers from this platform is: they must have a sense of dedicaion. They must realise the greatest challenge that we are facing today of the education of the young. They can face that challenge. But, at the same time I want to tell the State Governments: "you cannot expect teachers to teach children while they are starving". You must at least give them a bare minimum of comfort. If you give that I am sure, our teachers have sufficient sense of devotion and dedication not to expect the salary comensure to what they get in the free market or in industries.

'Then, I should like to say a word about the participation of the people in education. In no country in the world can the educational problem be solved by Government alone. Government have not the resources, have not the means. It is the people, the public that must be aroused to the conscience of education and they must participate in various educational schemes. Let me give one or two

instances. Look at the school improvement programmes. What wonders Madras is achieving and Mysore is following the foot steps. I was talking to the Chief Minister of Madras and he explained how in each village a committee is set up which goes to the schools and finds out what improvement it needs. Look at the mid-day meal. This is all due to participation of the people. Look at what is happening in Maharashtra. We talk of adult literacy. I am convinced that we will be never able to solve this problem unless there is a tremendous participation of the people, unless we arouse the people to a sense of shame that there are millions of illiterates in our country. See in Maharashtra : There is a village there; the children go to the school, come back home and teach their parents what they learnt in their school. The same lesson is repeated by them to the aged mother and father. It does not cost the State a single anna. When the whole village is literate, there is a ceremony and they get an award not a monetary award but when the Minister goes there, there is a gathering and there is applause and cheers. This is what I mean by participation of the people. I know in the city of Bombay, we have voluntary organisations that are working for the removal of adult illiteracy. You may set up public committees, voluntary organisations. That is the only way that you can tackle this problem.

‘In passing, I may mention the fact that we have set up an Education Commission as you might have seen in the papers, and we hope, that the Commission which is under the able Chairmanship of Dr. Kothari—a great educationist and a great scientist—will produce results which will be of help to the whole educational world of India.

‘Now, I would like to say a word about language. It is a controversial subject, it is an explosive subject. But, I am one of those who do not believe in the policy of ostrich; I do not want to put my head in the sand and say everything is alright. We have to face and solve this problem. It is no use pretending that the language question has been finally solved. Now, there are two aspects of the language problem to which I would like to refer.

‘The first is concerning the schools. We are now supposed to be working: the three language formula and we are solemnly told that three language formula has been accepted; everybody is happy; everybody is happy in the world and God is in the Heaven. May I draw your attention to what the three language formula was? At the meeting in the Central Advisory Board of Education, which was held in 1956, this three language formula was recommended—the mother tongue in the regional language, English and Hindi, no doubt a modern Indian language. When the matter went before the Chief Ministers’ Conference in 1961, there was a material change. I do not know whether it was due to inadvertance or it was deliberate. Now, the three language formula contemplates Hindi, the mother tongue and any other Indian language; not modern Indian language but any other Indian language. The result is, in the North what is taught in schools is Hindi, of course the mother tongue, English and Sanskrit. And my friends in the South say that it is not a compliance with the three language formula. We are teaching our boys Hindi and they must do a special Indian language. The

Chief Minister agreed that we must teach any other Indian language. If you see the Eighth Schedule of the Indian Constitution, Sanskrit is mentioned as an Indian language. Of course, it is an Indian language. It complies with the three language formula in which it was conceived. Look at the other problem; look at the scripts not only in the South but in the North; the Nagri script, the Roman script and the Sanskrit script. I can understand the mother tongue. I have never heard of the mother script. Nobody writes in his script at his mother's knee. He talks to his mother in the mother's language. Script is something artificial, something evolved because of the needs and necessities of language. Therefore, we must give close thought to the script in our educational programme.

Then, comes the question of the Universities. It is even a more serious problem. Medium of instruction in many Universities still continues to be English. Some are switching over to the regional languages. Where the medium continues to be English, the difficulty experienced is that the boys that come from secondary schools that have been taught in the mother tongue find the difficulty in following the lecturers. Therefore, some States very wisely give intensive studies in English one year university course, two years university course, before they go to the Universities so that they can follow the teaching. But, there is change-over in the pre-universities. Have we understood the implications of that fact? We have fourteen languages, and if our graduates of the future, our academicians and scholars of the future, are taught in fourteen different languages, then no Conference in India would be possible unless we have fourteen interpreters to interpret the fourteen different languages which are spoken. These conferences would be impossible without interpreters. Why is it you are listening and carrying on our discussions later on? Because we speak in one language. Whether it is Hindi or whether it is English, the necessity of one language is a great unifying force in India, in the world of scholarship, in the world of Universities, in the world of judiciary cannot be too emphasised. And if we break India into different regional languages without taking necessary action to have a unifying language, we will be running great risks of India becoming—producing a sort of linguistic chaos. I am told other countries have solved this problem. Why cannot India? The only country that I know of which has comparable problems to ours, is Russia, where they have 16 republics and 16 States and there are other languages also besides the languages taught in the State. I am told in all there are 50 languages. But—and this is a very important 'but', while they support fully, the different languages of the Republics, everybody learns one common language which is Russian which acts as a unifying factor in the U.S.S.R. What is happening in the new African countries? Many of them have accepted English. I think Nigeria has done it. Because, there are too many languages, the only unifying force for the time being can be the English language. Therefore, what I appeal to our educationists is to bear in mind these two aspects of the language problem. The importance of enriching and improving our regional languages and at the same time having at our disposal a language which will unify us cannot be ignored. So far English has played that role. Whether it should continue to play that role or whether Hindi can take its place is another matter. But we must fully realise the implications of pushing ahead with regional languages in the

universities without at the same time providing a link-language which will bind us all over the country. That is the exclusive subject and I am very glad to pass it on to somebody else than myself. I am going to ask the Commission which is just appointed under the Chairmanship of Dr. Kothari, to consider this question and give us an answer to this problem, because I think this is one of the most important problems that we have to decide if we are to go ahead with our educational progress.

‘One thing more which is also controversial which I must mention. That is the question of education being made a concurrent subject. All of you have seen the Sapru Committee Report which has strongly recommended that university and higher education should be a concurrent subject. I know the prejudice, that is against the States’ handing over to us, part of their power! The Chief Minister will kindly forgive me for using that expression. But if we are going to have a national pattern of education, if you are going to have a national education, if we really believe in what we say, is it not obvious that national policy must be laid down on a uniform basis from the Centre? What does concurrent subject mean? I have heard even educated people telling me, how can you deprive the States of this power? Concurrent subject does not mean to deprive the States of their power to legislate or administer education. We are not suggesting that education should become exclusive by a Union subject. ‘Concurrent subject’ means—I think it is not necessary to go to the fundamentals or elementary things here—it means that both the Union and States should have power to legislate with regard to education. And I assure you that the Union will be most loathe to interfere unless there is a grave provocation or there is great need to interfere. Therefore, I would beg of the States—the Sapru Committee Report, I think is circulated—to bear in mind, how important it is at least in the sphere of education—I am not talking of school education—there should be a national policy, which should be laid down at the Centre if necessary.

‘The next question is, about All India Education Service. I am sorry that four States have not agreed to the formation of the All India Education Service. Education Ministers of these four States are here and I hope before they part from the salubrious climate of Bangalore, they will tell me that they are agreed. Under the Constitution, I can introduce the subject in the Rajya Sabha tomorrow and get 2/3rd majority and then send it to States. But I shall feel happier and much more proud if I can tell the Rajya Sabha that every State in India has agreed to the formation of the All India Education Service. After all, you have the I.A.S., you have the All India Forest Service, and you have the Indian Medical Service. What is the prejudice against All India Education Service? It will also help the national integration in education.

One last word before I close my rather too long a speech—that is textbooks. I have been hearing greatly about the abuse that almost goes with the expression ‘text books’ and we have got to do something about it. Text-books are most important because we try for the first-time to impress upon the juvenile mind. The boy or girl who goes to school much depends upon what textbooks he or she reads. I have heard text-books which do not contain correct

facts; I have seen text-books which are a disgrace to history; I have seen textbooks where there are spelling mistakes. Therefore, we have taken up a scheme in Delhi to produce national textbooks on most important subjects which would be sent to the States, and I hope the States will translate them into the regional languages and introduce them in schools. At least in that aspect, we should have a common national uniform policy.

'Ladies and gentlemen, I apologise for this very long speech. But education is an important and difficult subject with many facets and many aspects. I assure you, I have tried to deal with it as briefly as possible. I hope the formal meeting which will start after this inaugural ceremony will be a very useful and important one and we will have produced results.

'Before I sit down, may I thank my friend the Hon'ble Chief Minister of Mysore for inviting this Board to Bangalore. Mysoreans are famous, of course. They have many qualities. But for the time being, I only emphasise the quality of hospitality. We are grateful to them for the way they have looked after the delegates. We are grateful for the hospitality, and we hope, the name of Bangalore will be associated with some of the most important decisions in the world of education.

Thank you."

VOTE OF THANKS BY SHRI M. BHAKTAVATSALAM, CHIEF
MINISTER, MADRAS.

"Mr. Education Minister, respective Chief Ministers, ladies and gentlemen,

I shall not take more of your time. I have only to propose a very hearty vote of thanks to the Government of Mysore for their having so kindly arranged this meeting of the Central Advisory Board of Education. We have been enjoying our stay here. We have been finding it quite interesting and we do hope that in this salubrious climate, particularly, after listening to the inspiring and comprehensive address of the Education Minister, we would be making far-reaching, important and vital decisions regarding educational progress in this country.

Thank you once again."

AGENDA

1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting and to welcome new members.
2. To report that the proceedings of the 30th meeting of the Central Advisory Board of Education held at Pachmarhi in May, 1963, were sent to the State Governments and Union Territories.

Elementary & Basic Education

3. Special steps required to step up the enrolment of girls in the 6-11 age-group.
(Ministry of Education)
4. The targets of enrolment to be aimed at during the next Plan period.
(Ministry of Education)
5. Measures for improving standards of education at the elementary stage.
(Ministry of Education)

Secondary Education

6. Schemes for improvement of quality in all secondary schools so as to bring them to a reasonable norm of efficiency, and the special development of "Quality" schools.
(Ministry of Education)
(A note on this subject received from the Govt. of Bihar will also be considered with this item).
7. The nature, extent and mechanism of diversification of education at the secondary stage.
(Ministry of Education)
8. Strengthening of science education—Steps other than those covered in item 6.
(Ministry of Education)

Higher Education

9. Salient features of perspective planning for higher education with particular emphasis on schemes under consideration for the Fourth Plan.
(Ministry of Education)

Social Education

10. To consider the First Report of the Standing Committee of the Central Advisory Board of Education on Social Education on the "Concept of Social Education".
(Ministry of Education)

11. Guiding principles for the Fourth Five Year Plan for speedy liquidation of illiteracy.

(Ministry of Education)

(A note on this subject received from the Govt. of West Bengal will also be considered with this item).

Physical Education

12. Integrated Programme of Physical Education.

(Ministry of Education)

13. Agricultural and Health Education at Primary and Secondary levels :

(a) Inclusion of chapters on the importance of agriculture, soil conservation, forests etc. in the text-books of Primary and Secondary Schools.

(Ministry of Food & Agriculture—I.C.A.R.)

(b) To consider the inclusion of Health Education in the curriculum at Primary & Secondary school stage.

(Directorate General of Health Services)

14. Corrupt practices in educational institutions :

(a) Corrupt practices in the educational world.

(Inter-University Board of India)

(b) Ban on the use of notes, guides and short cuts in educational institutions.

(Government of Punjab)

General

15. The effect of transfer of administration of educational institutions to Panchayats.

(Government of Uttar Pradesh)

16. Improvement in the emoluments and social status of school teachers of Government as well as aided schools.

(Ministry of Education)

17. Setting up of an Educational Development Corporation.

(Ministry of Education)

18. Measures for emotional integration—pledge to be taken by all the students.

(Ministry of Education)

19. Scheme of Vijnan Mandirs.

(Ministry of Education)

20. To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.

(Ministry of Education)

21. To fix the venue and dates of the next meeting of the Board.

Other Items

22. Reservation of sites for educational institutions in the development plans.
23. Development of sports and physical education.
24. Moral and Religious Education and Student unrest.
25. Administrative Problems in the Implementation of Educational Programmes.
26. Students securing top places.
27. Expenditure on Education.
28. Teachers Constituencies.

N.B.—No explanatory memoranda were prepared in respect of Item Nos. 22 to 28. These items were included by the Standing Committees of the Board in their meetings held at Bangalore on 9th & 10th October, 1964.

RECOMMENDATIONS

Before taking up the agenda, the Chairman moved the following resolution on the passing away of Shri Jawaharlal Nehru, the late Prime Minister. The resolution was unanimously passed by the Board, all members standing in silence :

“The Central Advisory Board of Education places on record its profound sense of grief at the passing away of the late Prime Minister, Shri Jawaharlal Nehru. As a valiant fighter in the country's struggle for independence and as the first Prime Minister of free India, he left an indelible impress on every facet of life of this country. Himself an embodiment of the best and noblest in the composite culture of India, he worked ceaselessly till his last breath to build India into a great and modern nation drawing inspiration not only from its glorious past but also from the scientific and humanistic culture of the modern age.

2. Although not an educationist in the accepted sense, Shri Jawaharlal Nehru was deeply interested in the sound development of education in the country. His love for children was abiding. To the countless boys and girls of this country he was affectionately known as, ‘Chacha’, the great uncle, who in the midst of his multifarious duties always had their welfare nearest to his heart.

3. The Board pays its homage to the memory of the great architect of modern India and urges upon all his countrymen not to rest till the great revolution initiated by him is successfully completed. In particular, the Board appeals to Central and State Governments, voluntary organisations, teachers and educationists all over the country to press into service all their resources and talents so that this country may build before long a national system of education, capable of helping every individual boy and girl to develop all their faculties of body, heart and mind and make them fit instruments for the service of their motherland.”

The Board then took up the consideration of the agenda.

Item No. 1 : To record appreciation of the services rendered by those who have ceased to be members since the last meet and to welcome new members.

The Board recorded appreciation of the services of the following who ceased to be members of the Board :

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| 1. Shri S. R. Das | (Nominated) |
| 2. Dr. S. Bhagavantam | do. |
| 3. Prof. T. M. Advani | do. |
| 4. Shri A. A. A. Fyzee | do. |
| 5. Smt. Renu Chakravartty, M. P. | (Elected by Lok Sabha) |
| 6. Late Shri Satyacharan | (Elected by Rajya Sabha) |
| 7. Prof. M. S. Thacker | (Nominated) |

2. The Board extended a warm welcome to the following new members :

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|--------------------------------------|-----------------------------|
| 1. Dr. V. K. R. V. Rao | (Nominated) |
| 2. Dr. K. L. Shrimali | do. |
| 3. Shri O. L. Narasimha Reddy, M. P. | (Elected by Lok Sabha) |
| 4. Shri Radhelal Vyas, M. P. | do. |
| 5. Dr. Gopal Singh, M. P. | (Elected by Rajya Sabha) |
| 6. Shri M. Satya Narain, M. P. | (Re-elected by Rajya Sabha) |
| 7. Maj. Gen. Ranbir Bakshi | (Nominated) |
| 8. Mrs. Mafida Ahmed | do. |
| 9. Shri G. Ramchandran | do. |
| 10. Dr S. H. Zaheer | do. |

Item No. 2 : To report that the proceedings of the 30th meeting of the Central Advisory Board of Education held at Pachmarhi in May, 1963 were sent to the State Governments and Union Territories.

3. The Board noted the action taken.

Item No. 3 : Special steps required to step up the enrolment of girls in the 6-11 age group.

4. The Board accepted the recommendations of the Bhaktavatsalam Committee regarding mobilisation of public cooperation to promote the education of girls and emphasised the need for their implementation.

5. The Board recommended that special measures (such as those mentioned below) to encourage girls' education should be included in the centrally sponsored sector of the Fourth Plan, with 100% Government of India assistance :

- (i) Construction of teachers' quarters ;
- (ii) Rural allowance for teachers ;
- (iii) Provision of school mothers ;
- (iv) Construction of sanitary blocks in schools ;
- (v) Hostels ;
- (vi) Creches ;
- (vii) School meals ; and
- (viii) School uniform.

6. The Board recommended that advance action proposals already under examination should be finalised early and necessary financial assistance to be given to the States for programmes which would promote the preparation of women teachers.

Item No. 4 : The targets of enrolment to be aimed at during the next Plan period.

7. The Board emphasised that the future programme of expansion at the elementary stage was mostly expansion of education among girls and in the backward areas. It recommended that every State and Territory should move towards the ultimate objective of making Elementary Education universal, free and compulsory, and that special attention should be paid to backward sectors and areas. In this connection, the Board recommended that every educationally backward State should make special efforts, with adequate and liberal Central aid, to reach the national average of enrolment, while other States should be enabled to progress as much as possible towards the ultimate objective.

8. In regard to legislation or compulsion at the primary stage, the Board was of the view that whereas statutory provisions may be necessary for such purposes as collection of cess, the really effective method of achieving universality in education in this age group would be extension of facilities in areas not yet covered and use of persuasion incentives.

Item No. 5 : Measures for improving standards of education at the elementary stage.

9. The Board observed that practically all elementary schools were at present working at sub-standard level in so far as their qualitative standards were concerned. To effect improvement it recommended that the following measures be provided for :

- (i) Better paid, better qualified and better trained teachers ;
(training including initial as well as in-service training)
- (ii) Suitable textbooks and other reading material ;
- (iii) Suitable buildings, equipment and teaching aids ;
- (iv) Improvement in teacher-pupil ratio ;
- (v) Provision of improved syllabi ;
- (vi) Development of school health programme ;
- (vii) More effective inspection ;
- (viii) Full development of State Institutes of Education and expansion of Extension Service Centres.

10. The Board emphasised that the accent should be on the general improvement of standards in all schools. Simultaneously selected schools should be developed as model institutions, adequate safeguards being provided in their location, admissions etc. to ensure that socially, economically and educationally backward sectors of children particularly from rural areas are also enabled to derive full benefit from these schools.

11. The Board reiterated that the minimum qualification for new teachers of primary schools should be matriculation (or equivalent qualification) with professional training and it recommended that no relaxation should be made in this direction. The Board also recommended that the existing under-qualified teachers should be helped to improve their qualifications and reach the prescribed standard.

Item No. 6 : Scheme for improvement of quality in all secondary schools so as to bring them to a reasonable norm of efficiency, and the special development of "Quality" schools.

12. The Board approved of the following steps for improvement of secondary education :

- (i) Improving and strengthening of science teaching through measures like strengthening of science laboratories and special training of science teachers ;
- (ii) Improvement of school library services ;
- (iii) Improvement and expansion of multipurpose schools ;
- (iv) Upgrading of high schools to higher secondary pattern ;
- (v) Training and supply of teachers and improvement of their service conditions ; and
- (vi) Development of selected schools (with residential facilities) for talented children.

13. The Board recommended the continuance and strengthening of other existing schemes directed to improve the quality of secondary education, *viz.* Evaluation Units, Bureaux of Educational and Vocational Guidance, science units, science fairs, and science talent search scheme.

14. The Board particularly emphasised the need to strengthen the existing programmes of extension for in-service training of teachers.

Item No. 7 : The nature, extent and mechanism of diversification of education at the secondary stage.

15. The Board recommended as under :

- (i) The diversification should start at about the age of 14 plus, i.e., the end of the elementary stage.
- (ii) Adequate provisions should be made to diversify courses at the secondary level. Courses in the vocational fields should be so designed as to be terminal in character. Provision should be made for adjustment courses through which such students may proceed for higher studies as show aptitude and inclination and are found to be capable. Such courses could be provided through part-time and correspondence courses to be taken by them after they have joined the vocations for which they are trained.
- (iii) The expansion of vocational and diversified courses at the secondary stage should be undertaken in accordance with placement opportunities and aptitude of students.
- (iv) The Board stressed the need for organising vocational guidance and counselling services in the schools in order that students voluntarily take up the various diversified courses.

Item No. 8 : Strengthening of science education—Steps other than those covered in item 6.

16. The Board noted the various measures already initiated by Government to expand and improve the teaching of Science (including Mathematics) in schools. It recommended that the target to be achieved by the end of the 4th Plan should be to provide General Science (including Mathematics) in all secondary schools and Elective Science in as many as possible with the ultimate object of providing Elective Science as well in all secondary schools. To achieve this objective, it recommended adequate funds being provided in the 4th Plan to supply to the schools the required equipment and qualified teachers of science.

17. The Board further recommended that teachers of science who acquire higher qualification through condensed or other special courses should get a suitable increase in their salary scale and that an appropriate machinery should be to ensure the follow up of the special training given to science teachers.

Item No. 9 : Salient features of perspective planning for higher education with particular emphasis on schemes under consideration for the Fourth Plan.

18. (i) The Board was of the view that the diversification of courses at the secondary stage in the Fourth Plan would have an impact on the University and College numbers only in the Fifth and subsequent Plans. In so far as provision for additional numbers for the Fourth Plan is concerned, the present upward trend would continue and therefore steps would have to be taken to provide facilities not only for the additional numbers but also better facilities for improvement of academic standards.

(ii) While endorsing the view that special attention should be given to programmes for improvement of quality in the different sectors of higher education, the Board felt that quantitative development had to be recognised as inevitable as the various social pressures for increasing number as well as the need for more and better qualified men and women would increase with our developing economy.

(iii) Recognising that on account of limitation of funds, all the colleges cannot be improved on the same scale, the Board recommended that it was desirable that model colleges—at least one in each district should be established to improve educational standards.

(iv) The Board recommended that provision for evening/morning colleges and Correspondence courses for degrees in various disciplines should be extended to a number of centres all over the country.

(v) The Board was of the view that the ultimate teacher-pupil ratio in higher education should be substantially improved both for Humanities and Science but in view of the financial limitations and non-availability of suitable staff financial provisions should be made for a teacher pupil ratio of 1:15 during the IV Plan for both additional and existing numbers. The Board also emphasized that real improvement would result only when the quality of the teachers also improves.

(vi) The Board expressed the view that the per capita recurring cost of Rs. 750/- per annum proposed in the perspective plan for the disciplines in Arts, Science and Commerce and of Rs. 2100/- for capital expenditure was on the low side and suggested that further studies should be undertaken to work out these costs for each of the branches along with a comparative picture for other sectors of higher education so that the cost particularly for science education compared favourably within the cost for professional education. A separate cost pattern should be worked out for post-graduate and research studies.

(vii) The Board expressed satisfaction at the good work being done by the University Grants Commission and strongly recommended that the scope of and finances for the University Grants Commission should be substantially increased.

(viii) The Board suggested that the centres of Advance studies should be increased as much as possible so as to help the development of scientific and intellectual inquiry and pursuit of excellence in all the universities of the country.

(ix) The Board recommended that execution of the scheme of production of low cost editions of textbooks should be accelerated and a bigger project should be undertaken in the Fourth Plan for various subjects including Medical and Agricultural sciences.

(x) The Board was of the view that teaching of other foreign languages besides English should be encouraged in the Universities.

(xi) The Board considered the question of admission of students to professional colleges and recommended that the barriers placed on grounds of residence in a particular State or Territory should be removed in order that meritorious students from all over India are provided with facilities for higher education.

(xii) The Board considered the question of the difficulties in securing staff for Colleges and recommended that the staff should be selected on merit from among candidates all over India, and that the A.I.C.T.E. and such other bodies might go in detail into the difficulties of getting teachers for professional institutions and consider the various possible measures to meet the situation.

(xiii) The Board recommended that visits abroad by Scientists to attend International Conference should be properly planned and adequately financed.

(xiv) The Board noted the Report of the University Grants Commission on Rural Institutes and the recommendations of the last meeting of the National Council on Rural Education in regard to the scope and standard of education imparted in them. The Board recommended that immediate action be taken on the recommendations made by the University Grants Commission and the National Council.

Item No. 10: To consider the First report of the Standing Committee of the Central Advisory Board of Education on Social Education on the "Concept of Social Education".

19. The Board accepted the seven point programme indicated in the "Concept of Social Education"* as the basis for future planning

*"Concept of Social Education", Ministry of Education, 1962, pp. 5-8.

of the programmes of social education. To suit local conditions and requirements, other activities which are of educational value for adults should be added to the list of activities mentioned therein.

20. The Board was further of the opinion that the responsibility of Social Education should be solely that of the Union Ministry of Education and the Departments of Education of State Governments and Union Territories, although other Departments of Government might act as agencies under their technical and administrative control. The Panchayat Raj institutions should also be associated with the implementation of the programme at the field level.

Item No. 11: Guiding principles for the Fourth Five Year Plan for speedy liquidation of illiteracy.

21. The Board observed that lack of adequate personnel and funds, and the diversion of a substantial portion of the funds provided for Social Education to other purposes had been the main causes of the slow progress of eradication of illiteracy.

22. The Board recommended that the standard to be attained must be 'Functional Literacy' (See Annexure XIII). There should also be adequate provision for continuing education through Adult Schools and evening classes.

23. The Board further recommended that production of suitable literature for neo-literates and the new reading public should be taken up on a large scale. It was desirable to encourage all those people who could make adequate contribution to the production of this type of literature. A well planned Library Service reaching the rural areas was essential to prevent relapse into illiteracy. A comprehensive built-in follow-up service should be a part of the Literacy and Social Education programme.

24. The Board strongly felt that a determined effort was required to liquidate illiteracy within the shortest possible time.

25. Active association of voluntary and non-Governmental agencies should be welcomed in the task and they should be financially supported.

26. The Board also recommended that a Central Body should be established for the purpose of proper planning and implementation of Social Education with Literacy programme as its core activity.

Item No. 12: Integrated Programme of Physical Education.

27. The Board generally approved the Report on Integrated Programmes of Physical Education and suggested that the details of arrangements for implementing the recommendations contained in the Report be taken by Central Government in consultation with the State Governments from the academic session 1965-66 by providing adequate funds.

28. The Board recommended that the Government of India should establish at least two more Institutes of Integrated Physical Education of all-India status in order to enable trainees from all parts of the country to benefit from good instruction in Physical Education.

29. The Board welcomed the National Physical Efficiency Drive launched by the Union Ministry of Education and hoped that as physical fitness was essential for the building up of national strength, the target of 20 lakhs participants would be achieved during the current financial year.

Item No. 14 : Agricultural and Health Education at Primary and Secondary levels.

- (a) Inclusion of chapters on the importance of agriculture, soil conservation, forests etc. in the text-books of Primary and Secondary Schools.
- (b) to consider the inclusion of Health Education in the curriculum at Primary and Secondary School stages.

30. The Board drew attention to the capacity of school children and the list of subjects which had already been included in the school curriculum. It emphasised that the scheme of Basic and Post-Basic Education, which had adequate provision for work activities, including agriculture and health education, should be implemented more fully. It also recommended that suitable books and other literature on the subject of agricultural and Health Education should be prepared and made available to the schools, teachers and children.

Item No. 15 : Corrupt practices in educational institutions :

- (a) Corrupt practices in the educational world.
- (b) Ban on the use of notes, guides and short cuts in educational institutions.

31. (a) The Board recommended that the corrupt practices adopted by unprincipled and avaricious men connected with educational institutions should be eradicated and all State Governments should take necessary steps in this direction.

The Board further recommended that admission to colleges should be made on merit and not on the basis of donations, fees, etc.

States should take necessary action, including legislation, to prevent unauthorised people from setting up institutions, conducting examinations, awarding diplomas and certificates and adopting names such as Universities, Vice-Chancellors, etc. The Board suggested that the Government of India should prepare a draft Bill for this purpose to serve as a model to the State Governments. The Bill should provide that any private party starting an educational institution should obtain the permission of the Government to do so.

The Universities should before recognizing or affiliating a college ensure that the managements of private institutions have the resources to establish and maintain proper standards. If any institution is found to be functioning on a commercial basis and is found guilty of non-ethical practices, the Universities should disaffiliate such institutions.

(b) **Ban on use of notes, guides and short-cuts in educational institutions.** The Board recommended that the standard of teaching should be improved and examination system reformed so that the school children did not find it necessary to take recourse to short-guides and notes. Universities should discourage any use of notes, guides and short-cuts in educational institutions.

Item No. 15 : The effect of transfer of administration of Educational institutions to Panchayats.

32. The Board took note of the comments received from the Ministry of Community Development, Co-operation and Panchayat Raj and observed that there were many problems involved in the transfer and that the various States were still experimenting with it. It recommended that the matter should be examined further in the light of experience.

33. The Board felt that proper precautions should be taken to ensure suitable conditions and security of service for teachers, wherever such transfer had been effected.

Item No. 16 : Improvement in the emoluments and social status of school teachers of Government as well as aided schools.

34. The Board strongly emphasised that any substantial improvement in the standard of education could be achieved only when the question of improvement of emoluments and social security of teachers was adequately resolved. Accordingly it recommended as follows :—

- (i) top-priority should be given in the Fourth Plan to the improvement of salary-scales and social security of school teachers and that with the improvement in salary-scales due emphasis should be laid on the qualifications of the teachers;
- (ii) there should be parity in the salary scales and allowances given to Government and aided school teachers, and the method of recruitment as well as other conditions of service of the aided school teachers should be similar to those of the Government school teachers.)

Item No. 17 : Setting up of an Educational Development Corporation.

35. The Board recommended that the provident fund money of the teachers should be so invested as to secure better interest/return to them.

36. As regards the establishment of an Educational Development Corporation, it recommended that the Central Government should study the matter further in consultation with the State Governments.

Item No. 18 : Measures for emotional integration—Pledge to be taken by all the students.

37. The Board recommended that the Pledge suggested by the Emotional Integration Committee, slightly amended as under, should be taken by all students and teachers at the beginning of each working day. This practice, it was suggested, should be adopted in all institutions latest by 26th January, 1965.

Form of Pledge

“India is my country, all Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect, and
treat every one with courtesy.
To my country and my people, I pledge my devotion. In their
well-being and in prosperity alone lies my happiness.”

38. This pledge should be translated into regional languages and printed in every textbook and the school calendar.

Item No. 19 : Scheme of Vijnan Mandirs.

39. The Board felt that the scheme of Vijnan Mandirs was a useful one and should be continued. It should also be regarded as an educational scheme and implemented under the general guidance of the Ministry of Education at the Centre. For this purpose the administration of the scheme in the States should be uniformly under the State Education Departments. The Board further recommended as follows :

- (1) During the Fourth Plan period also, the scheme of Vijnan Mandirs should be on 100% Centrally sponsored basis as in the case of existing Vijnan Mandirs under the Third Plan period. Lands and buildings for the Vijnan Mandirs should however be assured by the State Governments as hitherto.
- (2) Vijnan Mandirs should be established not in isolation but along with established institutions like Secondary Schools. Extension department of training colleges and community centres so that maximum use of the facilities may be available to the rural people.
- (3) State Governments should endeavour to achieve the target of at least one Vijnan Mandir per district during the Fourth Plan.
- (4) As the number of Vijnan Mandirs in each State increases, State Governments should take steps to have a Coordinating Committee at the State level to guide and supervise the function of Vijnan Mandirs in the State. These Coordinating Committees should work in close collaboration with and guidance from the Central Coordinating Committee which should be established by the Government of India.
- (5) There should be no rigidity about the pattern of the functions of the Vijnan Mandirs and State Governments should have free scope for initiative in developing their Vijnan Mandirs according to the requirements in their respective areas.
- (6) The Vijnan Mandirs should also serve the purpose of Science education for school students and adults alike but they should not be regarded as substitute for school laboratories.

- (7) The Educational aspects of the Vijnan Mandirs should be given wide publicity in the rural areas and for this purpose it was felt that a mobile unit to the Vijnan Mandirs may be necessary.
- (8) In organising the exhibits and programmes of Vijnan Mandirs, the State Governments may be advised to take the assistance of bodies like the Association of Scientific Workers in India and other specialists qualified to promote the development of science education etc. in the country.
- (9) State Governments can make additional financial provision over and above the financial pattern agreed to by the Centre for the successful functioning of the Vijnan Mandirs. The qualifications of the Vijnan Mandirs staff as laid down in the report of the Assessment Committee on Vijnan Mandirs by Balwant Ray G. Mehta should be carefully adhered to.
- (10) The State Coordinating Committees in consultation with the Central Coordinating Committee should evolve suitable training programme for the workers of Vijnan Mandirs and also for periodical refresher courses.

Item No. 20 : To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting :

40. The Board noted the action taken.

Item No. 21 : To fix the venue and dates of the next meeting of the Board.

41. The Board appreciated the invitations extended by the State Governments of Punjab and Jammu and Kashmir and authorized the Chairman to take a decision regarding the next venue and date of the Boards' meeting.

Other Recommendations

Item No. 22 : Reservation of sites for educational institutions in the development plans.

42. The Board recommended that in all Master plans for town development adequate provision should be made for educational institutions and allied buildings and campus and that suitable layouts for schools of all types should be evolved keeping in mind requirements of future expansion.

43. The Board recommended that the Central and State Governments should review, and if necessary revise, the standards, plans and specifications of construction of educational buildings so that progress of education is not hampered for want of building materials like cement or of funds required, where local materials and less costly buildings might serve more or less the same purpose. The Board also suggested that, if necessary, a special working group may be set up to examine this issue in detail.

Item No. 23 : Development of sports and physical education.

44. The Board recommended that a survey of playgrounds be taken up and completed at an early date and that steps be taken to prevent building activity on existing open spaces suitable for playgrounds.

45. The Board recommended that the Government should take steps to ensure a high standard of sport and sportsmanship in the country. For this purpose the State Governments should provide adequate finances in the Fourth Plan, and create a full time post of Deputy Director to be in-charge of Physical Education.

46. The Board suggested that the need for physical education for the communal & large town areas of the student body, could also be met.

47. The Board welcomed the establishment of State Councils of Sports and emphasised the need for co-ordination between these Councils and Physical education activities in the States. The Board recommended that the Government of India should study the working of the State Councils of Sports, keeping in view the difficulties experienced by them and draw up a model constitution for State Councils.

Item No. 24 : Moral and Religious Education and Student Unrest.

48. In order to improve the moral calibre of students in the country by inculcating in them the principles of correct personal behaviour and good citizenship, the Board recommended the study of inspirational literature, such as lives of great men, and the study of basic elements of different religions emphasising common culture and heritage. This should be accompanied by a proper atmosphere both in the home and in the school and proper utilisation of leisure. The attention of the State Governments and educational authorities should be again drawn to the Sri Prakasa Committee Report. The Central Government should also take suitable action.

49. The Board expressed concern about the prevalent unrest among students and felt that unless proper action was taken in the immediate future, both on a short-term and long-term basis the problem may become extremely difficult.

Item No. 25 : Administrative Problems in the Implementation of Educational Programmes.

50. The Board recommended that the Education Commission should study the administrative aspects of educational policies and programmes in order to ensure efficiency and expeditious implementation of Plans and Programmes.

51. In this connection the voluntary organisations, who had an important role to play, should be allowed the same scope of useful work in the implementation of educational programmes as has been the case in the Western Countries. The question of proper publicity of educational policies and activities should also be considered.

Item No. 26 : Students securing Top Places

52. The Board recommended that students securing top places in the examinations conducted by Universities and Boards of Education should be assisted by means of adequate scholarships, to further prosecute their studies under any other Board or University. This would help mobility of students.

Item No. 27 : Expenditure on Education

53. The Board recommended that each State should spend at least 20% of its revenue expenditure on education and earmark funds for improving scales of pay and the provision of social security of school teachers and that the Central Government should give liberal assistance to States for this purpose.

54. The Board felt that even if the local allocations of the 4th Plan have to be reduced at any stage the allocation for education should not be affected.

Item No. 28 : Teachers Constituencies

55. The Board recommended that special teacher constituencies for elections to legislatures should be abolished.

APPENDIX 'A'

MEMORANDUM ON

Item No. 8 : Special steps required to step up the enrolment of girls in the 6-11 age-group.

(Ministry of Education)

The progress of primary Education since Independence has been phenomenal and although it has not been possible to fulfil the Directive principle enunciated in Article 45 of the Constitution, 77% of the children of age-group 6-11 will be in schools at the end of the Third Five Year Plan, in the country as a whole, although there are a number of States where the enrolment is still fairly low. Apart from this, there is also a large disparity in the percentage of enrolled boys as compared to girls attending schools. Annexure 1 gives the estimated figures of children of this age-group and the non-school-attending children (boys and girls separately) at the end of the Third Plan. Various causes have hindered the progress of girls' education; most important among these are social inhibitions, lack of schooling facilities, dearth of women teachers, and paucity of funds. The special problem to be tackled to achieve full enrolment is to intensify the efforts for enrolment of girls particularly from the rural areas.

2. The special steps which might be taken for intensifying the effort for enrolment of girls in the Primary Schools are :

- (i) Provision of quarters for women teachers particularly in rural areas ;
- (ii) Education and training of women teachers in requisite numbers ;
- (iii) Employment of school mothers ;
- (iv) Inducements like free books, writing materials, exemption from tuition fees and school uniforms etc., and
- (v) Provision of hostels for girls in the Middle and Secondary Schools (to provide more women teachers).

3. In this sector, satisfactory results can be achieved only when public opinion and cooperation is mobilised by an intensive effort. The Committee set up under the Chairmanship of Shri M. Bhaktavatsalam (Chief Minister of Madras) by the National Council for Women's Education has recently made a number of important recommendations on this subject. An outline indicating the main recommendations is enclosed. (Annexure II).

4. The Board may (a) consider the recommendations of the Bhaktavatsalam committee for securing public cooperation in girls' education ; (b) indicate in enrolment targets which should be aimed at in different States in the IV Plan period ; (c) suggest special steps necessary to achieve the set targets, particularly in the areas underdeveloped from this point of view.

ANNEXURE I

(Figures in Lakhs)

Sl. No.	State/Administration	Population of 6-11 age-group 1965-66			Enrolment Class I-V 1965-66			Non-attending children in 6-11 age-group, 1965-66		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
	<i>States</i>									
1.	Andhra Pradesh	24·618	24·611	49·259	21·57	14·33	6·40	-078	9·781	12·859
2.	Assam	9·882	10·020	19·962	10·43	5·86	16·29	+1·548	4·160	3·612
3.	Bihar	36·737	36·211	72·948	30·07	11·93	42·00	6·667	24·281	36·948
4.	Gujarat	16·669	15·687	32·356	15·43	9·85	25·28	1·239	5·837	7·076
5.	Jammu & Kashmir	2·437	2·269	4·706	2·30	0·76	3·06	6·137	1·509	1·646
6.	Kerala	12·653	12·164	24·817	15·10	13·37	28·47	+2·447	+1·206	+3·653
7.	Madhya Pradesh	25·763	25·165	50·933	19·74	7·98	27·72	6·628	17·185	23·213
8.	Madras	22·271	21·793	44·064	* 3·73	*20·40	54·13	+11·46	1·39	+10·07
9.	Maharashtra	29·606	28·996	58·602	33·68	21·22	54·90	+4·074	7·776	3·702
10.	Mysore	17·661	17·358	35·019	19·42	14·18	33·60	+1·759	3·178	1·419
11.	Orissa	12·330	12·731	25·061	12·77	8·41	21·180	+0·440	4·321	3·881
12.	Punjab	17·125	15·196	32·321	16·26	11·28	27·54	0·865	3·916	4·781

ANNEXURE I—*contd.*

1	2	3	4	5	6	7	8	9	10	11
13.	Rajasthan	16·697	15·533	32·160	13·87	1·80	13·61	2·367	10·733	13·520
14.	Uttar Pradesh	55·912	51·957	67·899	47·96	19·61	37·37	7·352	32·347	40·329
15.	West Bengal	26·157	26·321	33·673	27·11	36·25	13·32	5·165	8·053	15·158
16.	Nagaland	0·266	0·268	0·55	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
<i>Administrations</i>										
1.	A. and N. Islands	0·016	0·013	0·089	0·033	0·03R	0·031	0·007	0·005	+0·002
2.	Delhi	2·298	1·995	3·293	2·246	1·61	1·61	1·656	1·185	0·243
3.	Goa, Daman, Diu	0·150	0·141	0·094	0·16	0·56	0·77	0·266	0·136	0·124
4.	Himachal Pradesh	0·937	0·697	1·824	0·97	0·40	1·07	1·056	1·490	0·454
5.	L. M. and A. Islands	0·019	0·017	0·076	0·01	0·001	0·001	0·019	0·016	0·035
6.	Manipur	0·073	0·092	1·115	0·15	0·28	0·1	0·223	0·402	0·625
7.	Dadra and Nagar Haveli	0·041	0·015	0·89	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
8.	N. E. F. A.	0·243	0·239	0·187	0·025	0·005	0·03	0·123	0·234	0·457
9.	Pondicherry	0·289	0·246	0·479	0·25	0·21	0·6	0·011	0·030	0·019
10.	Tripura	0·956	1·536	1·592	0·702	0·609	1·193	0·174	0·327	0·501
TOTAL (STATES AND ADMINISTRATIONS)		333·284	322·413	655·697	318·916	171·428	651·23	118·13	335·150	449·504

Source.—Columns 3-5—Central Planning Group (Ministry of Education).

Columns 6-8—State Annual Plans.

*Approximate figures.

ANNEXURE II

**Committee to Look into the Causes for Lack of Public Support
Particularly in Rural Areas for Girls' Education and to Enlist
Public Co-operation**

RECOMMENDATIONS

The Committee felt that the ground is ready for a comprehensive programme for mobilising public cooperation to promote girls' education and giving it constructive channels for expression. It emphasised that official action and the programme based on public initiative must move in close harmony.

Public Cooperation : Direct cooperation of the public should be encouraged in the following fields :

- (i) Establishing private schools.
- (ii) Putting up of school buildings.
- (iii) Contributing voluntary labour for construction of school buildings.
- (iv) Helping in the maintenance of school buildings.
- (v) Helping in providing suitable accommodation for teachers and students, particularly in rural areas.
- (vi) Popularising co-education at the primary stage.
- (vii) Creating public opinion in favour of the teaching profession and to give greater respect to the teacher in the Community.
- (viii) Undertaking necessary propaganda to make the profession of teaching for women popular.
- (ix) Encouraging married women to take up at least part-time teaching in village schools and to work as school mothers.
- (x) Initiating action and participating in educative propaganda to breakdown traditional prejudices against girls' education.
- (xi) Setting up and organising school betterment committees, improvement conferences.
- (xii) Supplying mid-day meals.
- (xiii) Supplying uniforms to poor and needy children.
- (xiv) Supplying free textbooks and writing materials to needy children.

2 State Councils for Women's Education.—The State Councils for Women's Education should function as a part of the net work of which the District Councils and the Mahila mandals and similar voluntary bodies would be strong links.

APPENDIX 'B'

MEMORANDUM

Item No. 4 : The targets of enrolment to be aimed at during the next Plan period.

(Ministry of Education, Elementary & Basic Division)

Article 45 of the Constitution has been a constant reminder of the emphasis, free India placed on elementary education. Experience showed that the achievement of this cherished goal within the stated period was beyond our resources (both human and financial) and therefore our immediate aim is to bring all the children of the age-group 6-11 to schools as soon as possible.

2. In spite of phenomenal increase in overall enrolment the country has still a long way to go to fulfil even the revised target of universal primary education. The statement which may be seen in Annexure III shows State by State the estimated number of children in the age-group 6-11, 11-14 and the children expected to be in schools in 1965-66. An analysis of the statement would show the States and Union Territories could be classified for this purpose as under :

- (1) **Advanced areas.**—Kerala, Madras and Union Territory of Delhi.
- (2) **Average areas.**—State of Andhra Pradesh, Assam, Gujarat, Maharashtra, Mysore, Punjab, West Bengal and Union Territories except Delhi.
- (3) **Below average areas.**—States of Bihar, J.&K., M.P., Orissa, Rajasthan and U.P.
These States between them would account for about 62% of the non-attending children. In 1960-61 this percentage was 55.

3. Annexure IV indicates the overall increase in enrolment at the primary and middle stages during the last three Plans ending 1965-66 and the target which may be attempted in 1970-71. It also indicates what would be the additional enrolment in this age-group and the average annual increase during the Fourth Plan if these targets are considered as adequate and realistic.

4. The Annexure V indicates the position regarding enactment and application of laws making primary education compulsory.

5. The C.A.B.E. may consider this position and advise regarding :

- (a) the physical targets of enrolment to be set for the advanced, the average and the below average areas separately ;

- (b) the steps to be taken in each category of areas with a view to fulfil the said target, in particular the measures required to ensure that the below average States will secure the requisite funds administrative organisation and personnel for fulfilling the targets ;
 - (c) the need (or otherwise) of enacting compulsory primary education laws and applying them or enforcing the penal provisions thereof ;
 - (d) special measures which may be required in particularly **under-developed** pockets such as the scheduled areas, for this purpose.
-

ANNEXURE III
Enrolment of Students

Sl. No.	Name of the State	**1962-63		1965-66 (Tentative)	
		Primary (6-11)	Middle (11-14)	Primary (6-11)	Middle (11-14)
				(In lakhs)	
1	Andhra Pradesh	34,91,675	5,06,244	5.18	0.65
2	Assam	13,20,924	2,59,224	15.91	3.22
3	Bihar	15,55,224	3,92,280	47.45	8.91
4	Gujarat	23,99,280	4,51,310	41.02	6.12
5	Jammu & Kashmir	3,79,000	74,000	3.14	0.63
6	Kerala	23,76,800	3,13,159	19.08	2.53
7	Madhya Pradesh	23,75,000	4,13,000	19.96	3.87
8	Madras	39,16,846	8,62,330	50.33	10.90
9	Maharashtra	47,58,761	9,27,248	51.98	12.19
10	Mysore	27,75,090	4,50,419	13.51	0.64
11	Orissa	16,61,604	1,59,493	21.18	1.12
12	Punjab	20,72,309	5,18,426	25.60	6.17
13	Rajasthan	14,00,000	2,70,800	21.61	3.00
14	Uttar Pradesh	53,41,173	10,37,107	64.97	12.66
15	West Bengal	34,48,217	6,27,104	46.52	7.51
16	Nagaland	41,795	12,152	..	..
17	A. & N. Islands	6,051	895	*	*
18	Dadra & Nagar Haveli	1,527	162	*	*
19	Delhi	3,11,303	1,69,208	4.92	0.15
20	Goa, Daman & Diu	61,962	9,515	*	*
21	Himachal Pradesh	1,08,769	22,666	1.97	0.41
22	Laccadive & Minicoy	8,802	526	*	*
23	Manipur	60,200	19,200	*	*
24	N. E. F. A.	5,817	2,441	*	*
25	Pondicherry	40,076	3,645	0.64	0.10
26	Tripura	1,10,950	20,112	*	*
				* 0.5	* 0.5
		1,15,02,619	81,60,163	519.68	110.28

*Figures relate to other territories.

**Figures are provisional.

ANNEXURE IV

Table 1—Number of students at School (In lakhs)

Stage & Age-group	1950-51 (Actuals)	1955-56 (Actuals)	1960-61 (Actuals)	1965-66 (Estimated)
I Primary (6—11) Classes I—V				
Enrolment	191.5	251.7	349.87	512.07
% of age-group	42.6	52.9	62.2	77.8
II Middle Stage (11—14) Classes VI—VIII				
Enrolment	31.2	42.9	67.04	107.96
% of age-group	12.7	16.5	22.5	31.6

Table-2 Enrolment (In lakhs)

Stage & Age-group	1960-61 (Actuals)	1965-66 (Estimated)	1970-71 (Targets)
I Primary (6—11) Classes I—V			
Enrolment	349.87	512.07	769.04
% of age-group	62.2	77.8	93.9
II Middle (11—14)			
Enrolment	67.04	107.96	189.39
% of age-group	22.5	31.6	46.8

Table—3

Stage	Additional enrolment				Average annual increase			
	I Plan	II Plan	III Plan	IV Plan	I Plan	II Plan	III Plan	IV Plan
Primary	63.2	98.2	162.2	197.0	12.04	19.64	32.44	39.40
Middle	11.7	21.1	40.9	81.4	2.34	4.82	8.18	16.28

ANNEXURE V

STATEMENT—I

POSITION REGARDING ENACTMENT AND REVISION OF EXISTING LEGISLATIONS REGARDING COMPULSORY PRIMARY EDUCATION IN ALL THE STATES AS ON 31ST AUGUST, 1964.

I. *New Acts, have been passed in the following States :*

	Year of enactment
1. Andhra Pradesh	1961
2. Assam	1962
3. Gujarat	1961
4. Madhya Pradesh	1961
5. Mysore	1961
6. Punjab	1960
7. West Bengal (West Bengal Urban Primary Education Act)	1963
8. Rajasthan (The Legislative Assembly has passed the Act)	(August), 1964

II. *New Acts are yet to be passed in the following States and the matter is under correspondence with the States :*

1. Bihar Still under consideration.
 2. Maharashtra
 3. Orissa
- } The Bill could not be introduced in the State
} Assembly so far—still under the consideration
} of the Govt.

III. *The position in the remaining four States is as follows :*

1. Jammu & Kashmir The State does not consider it necessary to enact the Legislation as it is not possible for them to implement it because of lack of funds.
2. Kerala The State does not consider it necessary to revise the Education Act passed as recently as in 1958.
3. Madras The State Government does not consider it necessary to enact a law at present.
4. Uttar Pradesh The State Govt. considers that the existing laws are adequate.

STATEMENT II
Compulsory Education 1961-62*

State/Territories	Age-group of children under compulsion		No. of Towns and Villages under compulsion		No. of students on Rolls under compulsion				Total Enrolment under compulsion	% of Enrolment under compulsion to Total Enrolment at Primary Stage
	Towns	Villages	Towns	Villages	Towns		Villages			
					Boys	Girls	Boys	Girls		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Andhra Pradesh	6-7	6-7	242	25,637	82,905	62,960	3,02,175	2,36,122	6,84,160	20.1
Assam	6-11	6-11	16	4,394	16,448	12,469	2,21,142	1,37,093	3,87,692	31.7
Bihar	6-10	6-14 6-11	16	3,131	97,147	..	2,59,680	1,11,523	5,67,710	14.9
Gujarat	6-11 7-10 7-11	6-11 7-10 7-11	103	13,397	1,96,289	1,44,320	5,39,997	3,39,635	12,20,241	59.4
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..
Kerala†	6-14	6-14	7	149	..	..	2,32,524	..	2,32,524	11.4
Madhya Pradesh	6-11 6-14	6-11 6-14	247	6,633	1,72,400	1,127	1,78,167	33,480	3,91,174	17.6

STATEMENT—II—contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Madrās	5-10 6-7, 8, 10, 12	5-10 6-7, 8, 12	461	5,542	4,68,864	3,25,378	5,78,685	3,00,509	17,03,296	47.4
Maharashtra	6-11, 13, 14, 7-10	6-11, 11 7-10, 14	274	15,559	5,02,795	3,70,371	7,52,784	4,91,637	21,17,587	56.2
Mysore†	6-10, 11	6-10, 11	126	4,244	1,37,225	1,04,901	3,91,899	2,31,745	8,65,770	39.9
Orissa	6-11	6-11	2	8	2,618	..	859	..	3,477	0.2
Punjab	6-7 9-11	6-7 6-11	+11	+3,910	39,129	32,982	1,79,557	1,00,396	3,52,004	18.1
Rajasthan	6-11	6-11	6	706	19,333	12,269	34,825	7,868	74,240	5.9
Uttar Pradesh	6-11	6-11	95	1,687	4,31,578	99,642	72,701	736	6,04,057	12.4
West Bengal	6-10	6-11	1	12,753	7,980	..	5,52,479	2,90,683	8,51,142	29.8
D. & C.	6-7, 8 11	6-7, 11	+129 (wards)	+338	25,796	28,962	9,769	6,538	71,665	22.6
TOTAL			1,573	1,03,668	22,00,510	12,00,661	43,46,643	23,77,825	1,01,25,609	27.1

* Figures are provisional.

† Figures relate to 1960-61.

APPENDIX 'C'

MEMORANDUM ON

Item No. 5—Measures for improving standard of Education at the Elementary Stage.

(Ministry of Education, Elementary & Basic Division)

During the first three Plans the main emphasis in regard to elementary education has been on the expansion of enrolment so as to cover all the children in the age-group 6-11. While this accent will have to continue in future especially in areas which have not yet reached near the target of universal education for this age-group it is appropriate at this stage to stress also the urgent need for qualitative improvement. There is an in-built contradiction in aiming simultaneously at large scale quantitative increase and also at qualitative improvement, but unless the latter is also adequately emphasized, the real object of the programme cannot be achieved. Therefore, expansion and qualitative improvement will have to be attempted side by side, with an increasing emphasis on programmes calculated to improve standards. Moreover, while all the schools have to be improved so as to reach a reasonably satisfactory standard, a selected number of these may have to be developed as schools of higher quality so that talented children all over the country receive better attention than can be given in an average schools.

2. The following are illustratively mentioned as programmes for achieving improvement of standards :

- (1) Improvement in the professional efficiency of teachers through training—both pre-service and in-service.
- (2) Provision of improved syllabi (including principles of basic education and science orientation) textbooks, equipment and teaching aids.
- (3) Development of the State Institute of Education which have been started recently in all the States.
- (4) Attracting better personnel to the teaching profession by improved emoluments and conditions of service.
- (5) A reasonable pupil-teacher ratio.
- (6) Development of School Health programmes—
- (7) Improvement in school buildings and environments including space for playgrounds etc.

3. The Board may consider the present position and advise regarding the following points :

- (1) The extent of emphasis on improvement of standards of education in particular with the limited resources available. If

there is a conflict between quantitative expansion and qualitative standards how should the two requirements be balanced so as to ensure that qualitative improvement is not completely sacrificed for the sake of meeting the needs of expansion.

- (2) What should be the content of qualitative improvement schemes to be attempted in (a) all schools (b) selected schools.
- (3) What percentage of schools should be developed as selected schools. The mid-Plan Appraisal suggested that this percentage should be about 10. The numbers of estimated schools in each State at the end of III Plan may be seen in Annexure VI.
- (4) Suggestions if any in regard to the quick development of the State Institutes of Education.

ANNEXURE VI

Number of Elementary Schools at the end of the Third Plan.

Sl. No.	Name of the State/Union Territory	Primary Schools	Middle Schools
		1965-66	1965-66
1	Andhra Pradesh	36,028	1,176
2	Assam	20,742	2,549
3	Bihar	45,000	5,400
4	Gujarat	14,372	7,053
5	Jammu & Kashmir	4,852	835
6	Kerala	7,449	2,199
7	Madhya Pradesh	41,000	3,700
8	Madras	26,149	684
9	Maharashtra	30,120	14,460
10	Mysore	25,511	5,095
11	Orissa	23,747	1,511
12	Punjab	12,989	1,692
13	Rajasthan	18,956	1,705
14	Uttar Pradesh	63,559	4,440
15	West Bengal	32,000	3,150
16	A. & N. Islands	116	9
17	Delhi	977	338
18	Himachal Pradesh	11,500	200
19	Manipur	2,011	375
20	Nagaland	676	92
21	Tripura	1,389	143
22	L. M. & A. Islands	8	11
23	N. E. F. A.	187	22
24	Pondicherry	314	71
Total		409,652	56,910

APPENDIX 'D'

MEMORANDUM ON

Item No. 6 : Schemes of improvement of quality in all secondary schools so as to bring them to a reasonable norm of efficiency, and the special development of "quality" schools.

(Ministry of Education)

(A note on this subject received from the Government of Bihar will also be considered with this item).

In 1952, the Secondary Education Commission was appointed to review the position of secondary education in India and to suggest measures for its reorganisation and improvement. In its report, the Commission drew attention to the fact that secondary education in the country was isolated from life and was bookish and mechanical. It had failed to develop all aspects of personality of the pupil and was examination ridden. The scheme of studies was unilateral preparing students only for the universities and not for employment. The Commission also noted that methods of teaching were hackneyed, textbooks were not upto the mark and the size of the classes was generally so large that it was not conducive to the development of character and habits of discipline.

2. To remedy these and other defects inherent in the system, the Commission suggested several measure regarding the organisational pattern, curriculum, methods of teaching, guidance and counselling services, physical welfare of students, examination reform and improvement of the teaching personnel. These were designed to evolve a pattern of secondary education which would meet the needs of not only the minority of bright pupils who would go to the universities but also equip the vast majority of these school pupils whose education would end at the secondary stage and who would need knowledge and skill to enter a trade or a vocation. Most of these recommendations were incorporated in the Second and Third Five Year Plans and schemes both at the Centre and in the States were formulated to implement the recommendations. Some of the important schemes adopted are :

- (i) Upgrading of secondary schools to the higher secondary pattern.
- (ii) Establishment and strengthening of multipurpose schools.
- (iii) Setting up State Evaluation Units for promoting examination reform.
- (iv) Establishment of State Bureaux of educational and vocational guidance.
- (v) Encouraging Science Clubs, Science Fairs and organising Science Talent Search.

- (iv) Organising extension programmes for the in-service training of secondary teachers.
- (vii) Improvement of pay scales and conditions of service of teachers.
- (viii) Other schemes of qualitative improvement relating to science education, libraries, teacher education etc.

3. A mid-Plan appraisal carried out in 1963 by the Ministry of Education and the Planning Commission, revealed that enrolment in secondary institutions had increased beyond expectation in the first two years of the Plan. Consequently, there was a tendency in the States to divert funds from schemes of qualitative improvement to those of expansion. This had naturally led to setting up of substandard schools. It was felt that the Central Government should assist State for implementing certain key schemes which would help to improve standards. It was also felt that the Government of India should provide 100% assistance outside State ceiling for such schemes. Accordingly, a programme for the improvement of secondary education was drawn up for implementation during the last two years of the Third Plan. The programme envisages 100% Central assistance to State Governments, outside their plan ceilings for (a) strengthening of science laboratories; (b) training of science teachers; and (c) improvement of Libraries. The objectives of the schemes are given in the following paragraphs.

4. Strengthening of Science Laboratories.

The objective of this scheme is to strengthen the science laboratory equipment in secondary schools to a prescribed norm so that students at this crucial stage of education receive better and more practical instruction in basic science subjects, viz. Physics, Chemistry and Biology. It is intended to carry out this strengthening as a special crash programme to be completed within a period of two years, viz. 1964-65 and 1965-66. Secondary schools, in this context, will include all schools teaching science subjects at the level beyond the elementary stage, irrespective of whether they are run and administered by State Governments, Local Bodies, or private managements.

5. Special training of science teachers.

The object of the scheme is to raise the standard of science teaching in secondary schools by organising special training programmes for teachers of science. The scheme is to meet, to some extent, the shortage of post-graduate teachers of science to teach higher secondary classes. It has also to provide short training to existing teachers of science in order to improve their competence and thus to enable them to teach that subject in secondary classes more effectively. The scheme also provides for the establishment of an Unit of Science Education in each State. This Unit will organise various programmes for the training and re-training of science teachers and will attend to all other needs of school in respect of the improvement of science education in the State. The latter needs will include curriculum reconstruction, production of textbooks, improvement in the methodology of class teaching, laying down of norms for laboratory equipment, preparation of simple apparatus, science talent search etc.

6. Strengthening of school libraries.

The object of this scheme is to strengthen the libraries of secondary schools and thus to improve the teaching of all the subjects taught at secondary stage. Better library service in the schools would develop better reading habits among the students and would train them to refer to books for consultation and help. It will also enable the students to use books other than their text-books and thus to widen their knowledge beyond that can be given by the teacher in the class-room under the limitations of time and other factors.

In respect of the schemes indicated above, allocations for the year 1964-65 have already been made to the State Governments.

In drafting proposals for the Fourth Plan the need for qualitative improvement has again been emphasised and it is felt that qualitative improvement of secondary education on a general as well as selective basis should get the highest priority. Towards this end the following schemes have been proposed in the Fourth Plan :

7. Improvement and expansion of multipurpose schools.

It is proposed to improve the working of existing multipurpose schools and to introduce additional courses in technical, agricultural, commerce, fine arts and home science streams. Special efforts are proposed to be made to establish Junior Agricultural schools in rural areas and divert about 4 lac students to them.

8. Upgrading of High Schools to the Higher Secondary Pattern

It has been proposed that the States which have accepted the higher secondary pattern should be assisted to convert their existing high schools to the higher secondary pattern.

9. Improving and strengthening of science teaching

The programmes in the Fourth Plan are designed to improve general science teaching in all secondary schools and to make provision for the efficient teaching of elective science in a larger number of schools. It is proposed to achieve this end by improving the existing facilities for the training and supply of teachers, reviewing of science courses, giving increased emphasis on laboratory work, organisation of advanced courses in science for teachers, establishment of State Institutes of Science, establishment of circulating school libraries of science books, opening of more science clubs, and equipping the school laboratories so that they may come up to a certain essential norm.

10. Training and supply of teachers and improvement of their service conditions

It is felt that the facilities for professional training given to teachers at present are inadequate and, therefore, it is necessary that the existing teacher-training institutions should be strengthened and their standard raised. For this purpose several measures have been suggested namely, provision of suitable machinery in each State for maintenance of standards; improving the pay scales of teachers

in training colleges; equipment of libraries and laboratories; provision of residential accommodation to trainees; introducing concurrent courses of four years duration covering general and professional education; expansion of in-service training programmes and establishment of Institutes of English at the State level.

11. Attention has also been given to the question of improving the service conditions of teachers. It is agreed that in order to get teachers of the requisite calibre, it is essential to offer sufficiently attractive terms and conditions of service. Several proposals have been made for improving salary scales and providing other benefits including free education to teachers' children and introduction of the triple benefit scheme.

12. Development of selected schools

It is proposed to develop intensively some selected schools in different parts of the country. These schools would be expected to maintain higher standards in respect of buildings, furniture, equipment, teaching aids, teachers etc. Its other features would be a lower pupil-teacher ratio, supervised study, special attention to talented students and more frequent and better supervision and inspection. These schools would be distributed in both rural and urban areas and some of them would provide hostels and other day-boarding facilities.

13. Apart from the programmes for the Fourth Plan mentioned above there are other schemes proposed to be included. These include continuance of schemes concerning examination reform, educational and vocational guidance, production of textbooks, strengthening of craft teaching, strengthening of school libraries and assistance to voluntary organisations working in the field of education.

The Central Advisory Board of Education may consider these measures taken/contemplated and indicate what other steps if any are considered necessary to achieve the desired objective.

A note on this subject received from the Government of Bihar may be seen in Annexure VII.

ANNEXURE VII

Memorandum submitted by Government of Bihar relating to item No. 6.

SUBJECT :—To consider the urgency of taking up intensive programme for qualitative improvement of education, specially in the field of Secondary education.

Quality and quantity both should go together if education is to be made effective and purposeful. In our country, however, there has been an enormous expansion in the field of education at all stages after independence but the quality has lagged behind. This is a serious draw back in our education and it is adversely affecting the progress of the country. It is, therefore, high time that greater emphasis is hereafter given to qualitative improvement of education so that the rapid expansion made in the field of education, in recent years, may be duly consolidated and a strong foundation built up for further advance of education, both quantitatively and qualitatively, to suit the needs of a developing country.

Intensive programme for improvement of qualitative aspect of education will necessitate :

- (1) Defining of standards to be achieved in specific terms at different stages of education.
- (2) Assessing the minimum requirement of schools in teacher personnel, pupils' capacity, equipments, etc. for the attainment of the standards set.
- (3) Classification of schools in terms of the resources available in the schools in relation to the minimum requirement.
- (4) Developing a phased programme for bringing the schools to a standard level.
- (5) Assessing the impact of the programmes of different bodies set up by Central and State Governments for bringing about qualitative improvement in education at different stages.
- (6) Assessing the extent of public co-operation that may be available for quality education.

Keeping in view the nature of work to be done, the Central Advisory Board of Education may make the following recommendations :

- (1) The National Council of Educational Research & Training in co-operation with States, may get the list of minimum requirement for different subjects and the total school programme prepared in respect of teacher personnel, equipments etc.
- (2) The State Government may classify their schools in different categories in terms of the resources available and develop a phased programme for assessing the schools on a well defined criteria, to attain the standard level.

- (3) A small committee may be constituted to assess the impact of various bodies set up by the Central and State Governments for qualitative improvement of education.
- (4) The Central and State Governments may be advised to increase the amount of allocation in their budgets on education and to set aside a substantial portion of their educational budget for qualitative improvement of education.
- (5) The State Governments may be advised to encourage the organisation of a few quality schools with public co-operation in order to ascertain the extent to which the public is willing to pay for good education. The experience gained in this connection will be helpful in further planning in the field of education.
- (6) A reliable, valid and objective criterion may be adopted by the schools and the universities for selecting students for admission in various courses and the concerned research institutions may be advised to develop proper tests in this connection.

APPENDIX 'E'

MEMORANDUM ON

Item No. 7 :— Nature, Extent and Mechanism of Diversification of Education at the Secondary Stage.

(Ministry of Education)

One of the most important recommendations of the Mudaliar Commission on Secondary Education was diversification of courses at the secondary stage with a view (i) to prepare the students to meet the needs of the changing social and economic pattern in the country; and (ii) to supply better students for specialised higher studies.

2. Diversification was recommended to remove one of the major defects in pre-Independence educational system which was criticised by many eminent persons as suited only for production of clerks and persons for "white collar" jobs. In principle there seems to be no disagreement regarding the need for diversification. Nevertheless the progress made so far in this field cannot be considered satisfactory for various reasons such as (i) financial allocations made for diversification have been inadequate and even these meagre provisions have many times been utilised for meeting the needs of expansion; (ii) the shortage of personnel required for organising and running diversified courses (iii) lack of broad uniformity—the output of some diversified courses was intended to be well up both for higher studies and for practical work on the farm or in the factory; while some other courses provided a larger doze of vocational education of a terminal character. In some parts of the country the Higher Secondary system was introduced and the diversified courses followed that pattern. In others this was not done and so the point from which diversification was to be operative as well as the duration of the courses was different.

3. Enrolment in elementary schools is increasing fast and it is time that the question of diversification is reconsidered in the light of experience gained so that a large proportion of the students now reaching the Secondary stage may receive education which will be of use to them in the developing economy of the country instead of producing educated youngmen and women, who would be constantly seeking white-collar jobs or higher education of the same type.

4. Diversification has been introduced in various ways, the most important being through the vocational streams in schools known as multi-purpose schools. The statement in Annexure VII shows the number of such courses introduced in different parts of the country. In these courses the object was to provide general education principally and also to give a bias to the students towards Technology, Agriculture, Commerce, Fine Arts, Domestic Science etc. An approach very much similar to these schools was adopted by the post-Basic schools mainly in respect of Agriculture. The difficulty in these courses has been the non-acceptance of the output of the courses as better material both (i) for admission to higher technical studies and (ii) for jobs on the farm or the factory.

5. Diversification at the end of the Elementary courses (for convenience we may take the point to be equivalent to the age of 14 plus) has been adopted in several other institutions and in a variety of courses such as the following:

- (i) In the technical line—the Junior Technical Schools, Vocational Training Institutes, Training-cum-Production Centres, Apprentice Courses, training by firms on the job etc.
- (ii) For the Agriculture stream:—schools awarding certificates or diplomas for training of agricultural personnel at the middle level for Government jobs such as those of Agricultural Demonstrators, VLW Courses etc.
- (iii) For the Commercial line :—courses for training in typing, short-hand, accountancy etc.
- (iv) in Fine Arts :—Diploma courses for drawing, painting etc. and special training in schools for music, dance, drama etc.
- (v) Home Science and medical courses—courses for catering, training of nurses, compounders, health visitors etc.

6. It is obvious that with an increasing variety of vocations, the diversified courses will have to make adjustments and to cover as many fields of economic activity as possible. It would also appear to be necessary to determine whether the diversified course should aim at providing a large doze of general education with only a *bias* for particular vocations or give more of practical training so that at the end of it the students are fit for being absorbed in the economy of the country as an efficient unit of production. In the latter case it may be necessary to provide some adjustment courses through which a student who has finished diversified course may, if he so chooses, proceed for higher studies.

7. The statement at Annexure IX gives the estimated figures of students receiving education in various types of diversified courses at this stage at present. The total number of these students is estimated to be 5.42 lakhs which is about 12% of the estimated number of students in Secondary classes. It is obvious that the percentage of diversification is very low whether due to lack of funds or personnel or defects in the courses themselves. For future planning not only the nature of diversification, but also its extent will have to be determined mainly on the basis of the changing economic needs.

8. Suitable diversified courses may have to be provided with a view to strengthen both industry and agriculture by providing skilled workers with a reasonable basis of general education. This will also incidentally reduce the great rush for general University Education. The limiting considerations for increasing the diversified courses substantially would be funds, personnel and employment opportunities. It will be necessary to secure the cooperation of the students and their parents in the matter of diversification to agricultural courses. The trend generally has been that after receiving education particularly at the Secondary stage a young student would take to any other job, but agriculture. On the other hand, despite

rapid growth in industrialisation the principal industry of the country is still agriculture and will continue to be so for a long time. Unless, therefore the student educated through diversified courses at the Secondary stage is available to agriculture, scientific and technological advance of the country will not reach the field, and the number to be educated in Agriculture will remain severely limited.

9. Although diversification may be accepted as a desired goal considerable difficulty is likely to be experienced in providing the mechanism by which students will be diverted to these vocational courses and not permitted to continue in the stream of general education. The mechanism to be provided for this will have to be as objective as possible so that the students, the parents and the teachers generally accept the decision to send a particular student to a diversified course as fair. The expertise of educational and vocational guidance will have to be developed intensively and applied with the cooperation of the parents. Some of the methods which may be considered for this purpose are as under:

(i) An examination at the end of the middle level of education to provide the basis for determining students who would be suitable for particular vocations rather than for general Secondary education or Higher education.

(ii) An expert body to evolve objective criteria for diversification of students in particular vocations and an organisation of parents, teachers and experts at the school level to apply these criteria while carrying the people with them.

(iii) Making full use of the various existing forms and agencies for imparting vocational training at this level—both private and Government—and develop the more popular of them further according to a broadly uniform pattern.

(iv) Making general Secondary education unattractive by measures like (a) limiting the number of seats in general Secondary schools i.e. not expanding the enrolment in general Secondary education beyond a certain point; (b) charging adequate tuition fees in the general Secondary schools.

The Board may consider this problem and *inter alia* express their opinion in regard to the following matters:

- (i) Whether the point from which diversification should start may be the age of 14 plus roughly corresponding to the end of the Elementary course;
- (ii) What are the directions in which diversification should be provided for;
- (iii) Whether diversified courses at the Secondary Stage should provide practical courses mostly of a terminal character;
- (iv) What should be the percentage of students at the Secondary stage for whom various types of diversified courses may be provided during the Fourth Plan;
- (v) What should be the mechanism whereby the desired number and quality of students could be sent to the diversified courses at the end of ... Elementary education.

ANNEXURE VIII

Number of Courses Offered in Multipurpose Schools (As on 15th March 1964).

Sl. No.	State	Aeri.	Com- merce	Techno- logy	Fine Arts	Huma- nities	Home Science	Science	Others	Total
1.	Andhra Pradesh	11	24	21	5	7	3	36	..	130
2.	Assam	Nil	1	1	1	..	..	22	..	30
3.	Bihar	19	50	2	* 3	74	1	104	..	301
4.	Delhi	2	5	1	3	4	2	10	3	30
5.	Gujarat	22	40	39	21	..	17	11	..	150
6.	Jammu & Kashmir	7	6	1	..	..	..	..	1	15
7.	Kerala	17	23	22	10	11	6	..	..	89
8.	Madras	69	173	192	..	..	37	..	..	491
9.	Madhya Pradesh	14	11	Nil	3	26	..	37	13	104
10.	Maharashtra	78	90	46	20	24	29	96	..	392
11.	Mysore	36	7	13	4	..	13	8	..	81
12.	Punjab	25	27	22	23	141	19	88	..	345
13.	Rajasthan	15	31	13	10	95	11	78	..	273
14.	Uttar Pradesh	1	6	10	5	41	9	32	..	104
15.	West Bengal	58	184	53	30	513	55	808	..	1,701
16.	Tripura	..	7	2	1	8	1	13	..	32
17.	Orissa	..	2	..	..	2	1	2	..	7
18.	Himachal Pradesh	..	6	2	5	..	..	11	..	24
19.	Pondicherry	3	4	1	..	..	..	..	..	8
20.	A. & N. Islands	..	..	..	..	..	..	1	..	1
TOTAL		397	729	441	173	946	218	1,377	38	4,319

*Includes crafts

ANNEXURE IX

Estimated Enrolment in various Types of Diversified Course

Courses	Multipurpose Schools		Junior Technical Schools	
	Number of courses	Enrol- ment at 100 per course	Number of Schools	Enrol- ment at 60 per school
1. Agriculture	397	39,700		
2. Commerce	729	72,900	76	4,560
3. Technology	441	44,100		
4. Fine Arts	173	10,380		
5. Humanities	946	1,41,900		
6. Home Science	218	17,440		
7. Science	1,377	2,06,550		
8. Others Including Courses in Post-Basic Schools.	83	4,980		
TOTAL .	4,364	5,37,950	76	4,560

Present estimated enrolment=45,00,000 at secondary stage

Total enrolment in diversified courses=5,42,510 *i.e.* about 12% of enrolment at the secondary stage

APPENDIX 'F'

MEMORANDUM ON

Item No. 8: Strengthening of Science Education—Steps Other Than Those Covered in Item 6.

(Ministry of Education)

The aim of science education at the secondary stage is two-fold : (a) to give the future citizen an understanding of the role of science in everyday life ; and (b) to lay the foundations of a sound training for the future scientist and technologist.

2. In a developing country like ours, the need for inculcating a scientific attitude in the average man and woman is obvious. The nation cannot succeed in combating disease, controlling the population explosion or increasing farm and industrial production, unless the general mass of people realize that it is open to them to gain a mastery over their environment through the application of science.

3. The output of science in the world today is increasing rapidly. To catch up with the advanced countries of the world, we must increase the output of scientists and technologists at all levels. This would be possible only if our secondary schools can provide efficient teaching in mathematics and in basic sciences, such as physics, chemistry and biology.

4. The Third Plan envisages the introduction of the teaching of general science in all schools and elective science in about 9,500 out of 21,000 secondary schools. A number of supporting measures were proposed, viz. increasing the supply of qualified and trained science teachers, reviewing school science syllabi, preparing teachers' handbooks, science textbooks and supplementary reading material, standardizing the design of laboratory equipment and apparatus, establishing science clubs, encouraging science talent and the setting up of a central organisation for the promotion of science education in schools.

5. In most States, science teachers are in short supply particularly in rural areas. The shortage is more acute in respect of post-graduate teachers required to teach in the higher secondary classes. Although the number of students taking science courses in the Universities is steadily increasing, the better type of science graduate is not attracted to the teaching profession unless the emoluments and service conditions in schools are made more attractive. The four Regional Colleges of Education set up under the auspices of the National Council of Educational Research & Training are now giving a four-year course in content and methodology to promising students after they qualify in the higher secondary examination. In the long run, this may turn out to be the best method of ensuring a steady supply of trained science teachers. As for M.Sc.s the supply is unlikely to increase very appreciably in view of the limited facilities for postgraduate studies available in the universities and the demand in M.Sc.s from universities, research and industrial establishments. The State Governments have, therefore, been advised to start condensed courses for

existing graduate teachers to equip them for taking higher secondary classes. Very recently, Government of India have sanctioned grants to States for meeting all expenditure on such courses.

6. It has been mentioned that scientific knowledge is increasing rapidly. It is, therefore of the utmost importance that teachers should be given opportunities of keeping themselves abreast with current advances in scientific research and new developments in science education. For this purpose, it is necessary to organise at regular intervals refresher courses for school science teachers. The State Governments have been offered financial assistance to organise such courses. Besides, the U.G.C. has undertaken programme of arranging Summer Institutes for Science and Mathematics teachers with the assistance of American experts.

7. The National Council of Educational Research & Training is currently engaged in reviewing syllabi and preparing textbooks in general science for elementary classes. Also, panels of experts have been set up to write model textbooks in science subjects at the secondary level. In the U.S.A., joint teams of eminent teachers in universities and schools are engaged in the modernization of science and Mathematics curricula. The National Council of Educational Research & Training is engaged in similar work, and it is hoped that textbooks on these lines will be made available in the different regional languages. It is also proposed to prepare suitable audio-visual aids for science teaching.

8. The Committee on Plan Projects of the Planning Commission has prepared lists of equipment for teaching science in higher secondary schools. Similar lists will be prepared for high schools as well. The Committee has also prepared standard designs for laboratory buildings and furniture. In cooperation with the Indian Standards Institute, standards for important items of science apparatus will be laid down. In the case of other items of apparatus, certain norms will be prescribed for the guidance of manufacturers. The question of setting up a central organisation to supply quality apparatus at reasonable cost is under consideration of a Panel set up by the Committee. It is also felt that there are several simple items of apparatus which could be fabricated in schools. Apart from reducing the total cost in equipping laboratories, manufacture of simple apparatus in the schools will have considerable educative value for the students. The training of future science teachers should also take care of this aspect.

9. A Department of Science Education has been set up in the National Council of Educational Research and Training. This Department is concerned with the different aspects of science education in secondary schools. The Science Club and Science Fair movement is proving to be very popular in schools. The Science Talent Search is also another important feature of the activities of the Department.

A Central Science Workshop is being established by the Department. This Workshop is being equipped with machinery and tools received from Unesco under the Technical Assistance Programme and the main function of this Workshop will be to design proto-types of simple and cheap school science equipment for use in Indian schools. The Workshop will also organise training programmes for teachers to provide them with certain basic mechanical skills needed for improvisation of equipment and simple repairs.

The Department of Science Education is also responsible for organising a programme of research in Science Education.

10. Mention has been made of the assistance to State Governments in the last two years of the present Plan for providing laboratory equipment and training programmes for science teachers. It is hoped that this assistance will strengthen science teaching in schools established up to the end of the Second Plan. In the Fourth Plan, high priority will be given to science education at the secondary stage. The programme relating to expansion of facilities for teaching elective science, teaching-training including in-service training preparation of textbooks and reading materials, standardization of laboratory and apparatus designs will be intensified in the Fourth Plan. To help in the implementation of this programme, it is proposed to set up an institute of Science Education in every State. These Institutes will work in close liaison with the Department of Science Education in the National Council of Educational Research & Training. It is also proposed to appoint Science Supervisors at the District level, who would be responsible for raising the quality of science education in their areas.

11. It may not be out of place to make a brief reference to the recent report of the Unesco Mission to advise on the modernization of science and mathematics teaching in Indian schools. The Mission has suggested that general science and mathematics should be taught to all pupils up to class XI and that the syllabi in elective science subjects should be brought up-to-date. For example, it has been suggested that the physics course should include study of elementary knowledge of nuclear and atomic physics and the physics of solids and radio electronics. The Mission has suggested a radical review of teaching mathematics at all levels so that teaching in physics and allied subjects could be supported by mathematical methods. Stress has also been laid on the teaching of Biology in schools. These findings of eminent Russian and American experts will be useful in the future planning of science education. A summary of the recommendations of the Mission may be seen in Annexure X.

12. This paper contains ideas which will form the basis of the programme of science education in the Fourth Plan. The members of the Board may like to offer their comments and suggestions.

ANNEXURE X

The Main Recommendations of Unesco Planning Mission's Report

The Mission in its report has broadly defined the objectives and tasks of Science and Mathematics education in Schools and the main recommendations are :—

1. A programme of Science Education for all the students from class I to X and specialised programme for those offering the Science stream up to class XI.
2. Deepening of the existing syllabi and incorporating modern developments in respective sciences. Detailed draft syllabi have been suggested for all subjects in three stages I-V, VI-VIII and IX to XI.
3. General Science teaching up to class V and then separate disciplines of Biology, Physics and Chemistry from class VI onwards.
4. The guiding principle of Science education be a judicious combination of theory and practical work, both demonstration and individual experimentation.
5. Polytechnical world outlook should be developed through Science education by including suitable topics in Science subjects.
6. Development of method guides for the use of teachers.
7. Preparation of textbooks on certain suggested principles and translation of some Russian textbooks.
8. Setting up of number of University special mathematics boarding schools and boarding schools of Science for talented pupils.
9. Combined study room both for practical and lecture work for each Science subject.
10. Preparation of compulsory norms and lists of teaching equipment.
11. A programme of work for the Central Science Workshop to produce proto-types of Science equipment for schools.
12. Establishment of a museum of teaching equipment.
13. An emphasis on Science content in a teacher training school syllabus so that a graduate from there should have general education equal to the higher secondary school level in Science and pedagogical qualification.
14. The present one-year teacher training colleges programme may continue for another decade with suggested changes in its curriculum and improvement of staff. There should be a unified programme in all the training colleges.

15. Two schemes of training for M.Ed. course.

16. A revised programme for the Regional Colleges by rearranging the syllabus and time schedule.

17. The programme of the Regional Colleges can become the major means of training Science mathematics teachers and hence their number should be increased. It is desirable that the total enrolment in such college be kept at 1,000 to make it an economic proposition and to provide specialists in all the major subjects.

18. A project of training teachers through correspondence Education and In service training Centres through Universities and Regional Colleges to meet the large demand of a qualified Science Teachers in future years.

19. Increase in the number of Extension Services Centres.

20. A plan for Research in Science Education through Department of Science Education, National Council of Educational Research and Training as the main coordinating agency.

21. To increase by 1966 two-fold the enrolment of pupils in Science stream of higher secondary schools as compared to the 1963 enrolment.

22. A sequence and time of implementation of the recommendations.

23. A phased programme of deputing Experts from U.S.S.R. to work with Indian workers and training of Indian workers in U.S.S.R.

APPENDIX 'G'

MEMORANDUM ON

Item No. 9:— Salient Features of Perspective Planning for Higher Education with Particular Emphasis on Schemes Under Consideration for the Fourth Plan.

(Ministry of Education & University Grants Commission)

(a) **Perspective Plan**

In the field of higher education, the Third Plan laid emphasis on engineering and technology, science education and establishment of 26 Centres of Advanced Study in different disciplines apart from provision of scholarships, fellowships and establishment of new professorships in some of the universities. The following table indicates the financial allocations for the programmes of various sectors of education at the university level during the first, second and third Plan periods :

Sectors of University Education	I Plan	II Plan	III Plan
	(Rupees in crores)		
(i) Arts, Science and Commerce Education	14	45	82*
(ii) Engineering and Technology	9	22	76
(iii) Agriculture and Veterinary Science	5	11	17
(iv) Medical Education	17†	28†	43§

* The break-up is : UGC Rs. 37 crores; States Rs. 38 crores; Ministry of Education Rs. 7 crores. Total Rs. 82 crores.

† Estimated

§ Includes provision for dental education

2. In the Fourth and successive Plans, it is necessary to improve the quality of higher education in science and humanities and agriculture as well as the tempo of higher education in engineering and technology which had been raised in the Third Plan and has to be maintained and further developed in the Fourth and successive Plans. But, facilities for provision of education in science, arts and commerce were expanded in the Second and Third Plans, and yet not considerably improved as they should have been. Improvement has been only in certain sectors like establishment of Centres of Advanced Study and in a few schemes of the University Grants Commission which have been explained in the Annual Report for the year 1962-63*.

*'University Grants Commission—Report for the year 1962—63', UGC., New Delhi, 1964

3. The lack of improvement is evident because in the first place larger number of students came in during the Third Plan—the total enrolment increasing from about 9 lakhs to more than 13 lakhs by the end of the Third Plan, and the total number of colleges increased at the rate of about 75-100 in the Third Plan per year.

4. The main reason, however, was that the per capita expenditure in the Third Plan for students of arts, science and commerce was very much low. This has been estimated about Rs. 300 for arts and commerce students and about Rs. 375 for science students per capita as against about Rs. 1,200 per capita for technology and engineering. The position by the end of the Third Plan is expected to be somewhat worse because the new colleges established for additional intake have not been provided with the necessary facilities and that is why the per capita expenditure is not rising.

5. For the Fourth Plan, therefore, it is necessary to see that per capita expenditure is raised in the form of better equipment, library facilities, more teachers in better scales of pay (i.e. better teacher-pupil ratio), provision of tutorials and seminars for students and provision of summer schools and conference for teachers. Besides, a larger provision has to be made for scholarships, fellowships, studentships, research fellowships, etc.

6. An important point about the cost of education is per capita capital expenditure. For the Third Plan, it has been estimated that it will be of the order of Rs. 1,000 per capita. While it has been noticed that with the rise of cost of buildings, etc., even at the end of the Third Plan this has gone up to about Rs. 1,500, for better provision of library facilities and equipment for laboratories etc., in a certain planned way, this would have to be raised to about Rs. 2,100 per capita during the Fourth and successive Plans.

7. What really has happened in these calculations is that projections based on sub-standard institutions have given rise to establishment of institutions having poor quality of academic learning. The expenditure has to be comparable in some sense with what has been provided for technical education in the Third Plan, at least for science education.

8. In respect of recurring expenditure, the following table would indicate how we are spending in the Third Plan per capita (recurring) on students of some of select institutions (only a sample is given below) :

Colleges	Over-all per capita expenditure (recurring)	Staff-student ratio
Presidency College, Madras	769	1:9
Madras Christian College	521	1:11
St. Xavier's College, Bombay	408	1:22
Institute of Science, Bombay	1457	1:10
St. Stephen's College, Bombay	1010	1:14

8 (a) On the basis of this information it is felt that we have to bring a large majority of the existing 1,400 colleges to a level of the 'sample colleges' mentioned above and the new ones that are to be established to be of a standard consistent with academic objectives for this purpose; and, therefore, the suggestion is made that the per capita recurring cost to be calculated for the Fourth Plan may be on an average for arts, science and commerce students of a higher order, say about Rs. 750.

9. It would seem that any estimate for the Fourth and successive Plans for provision of facilities in financial terms should take into account improvement of quality of higher education in terms of investments on teachers, libraries, laboratories and other facilities for providing a congenial academic atmosphere. Even such a provision may not compare with the facilities provided in the U.K., where the average annual cost is Rs. 7,000 per capita (£581) and average non-recurring cost is about Rs. 30,000 (£ 2000).*

(b) Some Principles of Perspective Plan

10. It is apparent that education is vital to all aspects of national development and strength and prosperity of the country. In planning educational developments, we have to take a long-term view of our needs and objectives, and to see that the man-power that is trained and educated for various occupations in life is well equipped with both contents of modern knowledge and elements of liberal education for good citizenship.

11. Our main effort therefore should be directed towards consolidation and improvement of quality of higher education. Attention has to be paid to important newly emerging inter-disciplinary fields of which molecular biology is an obvious example. The quality of education depends essentially on the quality of teachers, and special effort should be made in the coming years towards improving substantially the conditions of work and service of teachers. It is necessary to attract and retain in the academic profession men of outstanding ability, competency and dedication. Everything should, therefore, be done to generate a 'climate' which is conducive to serious and sustained work. It is also recognised that the universities prepare men and women not only for occupations in different sectors of economy but also for sustenance of higher standards in the academic field. In other words, universities produce men and women for themselves for teaching posts and these have to be of the highest quality so that improvement is progressive. In the Third Plan travel grants have been provided for teachers to go round as Visiting teachers in different universities and assistance is also given for teachers to attend the international conferences in their special subjects. The whole idea is to see that the standard of teaching is improved and there is always exchange of notes with the teachers' counterparts in the different fields of knowledge on an international and national planes.†

*Robbins Report, Appendix IV, pages 110 & 113.

†"Development Programmes" Published by U.G.C., New Delhi, 1964

12. For providing facilities for teachers, provision of staff quarters for a certain percentage of teachers is desirable in view of the fact that the staff residing on or near the campus would be in a position to participate more fully in the academic life of the university. This would help to promote a corporate intellectual life and closer contact between the academic staff and the student. Priority has also to be given to construction of hostels, and still more to what may be called 'reading seats' in the libraries and other suitable buildings specially constructed for the purpose. This is an essential step towards raising the standards of education, as most of our students come from homes where there is hardly any facility for doing their home work properly.

13. Apart from importance that is to be given for science, technology and agriculture, a fundamental task in the entire programme of university education is to promote first-rate schools of postgraduate studies and research in our universities. Perhaps, it is not possible to go in for advanced specialisation in all fields. In fact, one of the most important things for a university and it is none-too-easy, is to select carefully, subjects/fields for high level specialisation constituting 'areas' of special concentration of effort and resources of the university. Such a selection must take into account the existing facilities and potentialities for further growth and it should contain an element of flexibility and adjustment to take into account for future development. It will be seen that the scheme of Centres of Advanced Study was introduced in the Third Plan for this purpose, and this has been explained in a booklet "Centres of Advanced Studies in Indian Universities".*

14. It is necessary to identify and encourage gifted students and provide them with reasonable financial and other assistance to enable them to devote themselves fully to their work, free from distractions and worries. The gifted students are the nation's most precious asset and they deserve every care and attention. More adequate arrangements should be made for medical care and health of students. This is closely linked to the problem of adequate nutrition.

15. In order to make the programmes of the Fourth and successive Plans realistic, it may be desirable to take into account shortcomings in the development programmes during the Third Plan and propose schemes for the Fourth and successive Plans which are operationally feasible.

16. In any practical Plan it is important to be reasonably sure that the programmes undertaken are physically and organisationally possible of attainment.

17. Since planning is a continuous process, certain programmes from the Third Plan would prominently figure in the Fourth Plan, and they should have a priority over the other programmes of development. Some of the important items which therefore have to be included are as follows :

(i) Improvement and expansion of facilities on the basis of additional numbers and per capita expenditure.

* "Centres of Advanced Studies in Indian Universities", U.G.C., New Delhi, 1964

(ii) Special programmes for postgraduate students where the proportion of students taking up these courses has to be considerable increased.

(iii) Establishment of Centres of Advanced Study which are 26 in number today in science and humanities and which have to be increased further in relation to the level of development of such departments in different universities. Even this is a continuous process.

(iv) While there should be as few new universities as possible established in the Fourth and successive Plans, unless preparation for them has been made in terms of developing certain centres as university centres in big affiliating universities, it may be necessary to take up any new university only in consultation with the University Grants Commission in accordance with the report of the Committee of the University Grants Commission on the subject. Their interim report has been submitted but their final report is expected to be available soon.

(v) The other idea is to establish some big university colleges in certain areas having concentrated student population with all the facilities of staff, laboratory, etc., as it has been found that where large student population is concentrated, small units are uneconomical.

(vi) In the Fourth and successive Plans it will be desirable to improve the pre-university education of one year in most of the universities or two years in the University of Kerala. The difficulties in the Three-Year Degree Course are not a little due to the unprepared students for undertaking the course. The Pre-University course of one year or two years must prepare the students through better teacher-pupil ratio, provision of more tutorials, reading seats for all students and guidance and counselling to weaker sections of the pupils. A programme has to be organised for this purpose and cost calculated in terms of the programme.

(vii) Provision of more hostels, staff quarters, student homes, etc.

(viii) Provision of Summer Schools, Seminars, Conferences, etc. The Summer Schools were organised in the summer of 1964 for science education in 32 centres. Sixteen for the secondary school teachers and 16 for the University teachers, with the aid from the university teachers of the United States of America which provided specialists in science teaching for this purpose. This has helped to give re-orientation to the teachers in their subject and contact with the latest knowledge and materials as well as familiarity with new teaching aids and devices. It is expected that by the end of the Third Plan, there will be more than a hundred summer institutes of this type and by the end of the Fourth Plan they will go up to 500. Besides, there will be conferences in different disciplines for teachers to exchange notes and improve their programmes of teaching and research.

18. The above programmes are some of the important ones which will be projected for the Fourth Plan and Formulated into definite schemes with their cost patterns. Certain items as physical education, N.C.C. programmes and various other schemes such as development of languages (Indian, foreign and classical), campus development, etc., are not included here. They will have to be worked out into details of the Plan.

19. The University Grants Commission have addressed all the universities to prepare plans on the above lines and it is expected that by the end of October 1964, their schemes will be available and on the basis of that details could be worked out for the Fourth Plan as well as a perspective of next 15 years could be taken then.

20. A point that has to be mentioned here is that for an undeveloped country, it will be desirable as found in the Unesco Publication 1963 about the Economic Development of Latin America, that for higher education one has to provide for nearly 1/5th of the total number of students at the secondary education level and the per capita expenditure should be four times that provided for the enrolment of the high/higher secondary students. This would only help us to arrive at a global figure of calculation of cost for higher education but details of cost can only be worked out on the basis of information that will be received from different universities and on the general programmes mentioned above.

21. Another point is the recent recommendation made by the University Grants Commission about Rural Higher Institutes numbering about 14. These and all other higher institutions of learning in the country have to be brought under the umbrella of universities whose tone and climate has to be improved over the next 10 years through proper programmes. The recommendations of the university Grants Commission in this connection may be seen in Annexure XI.

ANNEXURE XI

University Grants Commission

The final meeting of the Committee appointed by the Commission to consider the scope and standard of education imparted in the rural institutes in the the country on a reference from the Ministry of Education was held on 3rd August, 1964 at 10.30 A.M. in the office of the Commission. The following were present :

1. Dr. D. S. Kothari
2. Shri B. Shiva Rao
3. Shri P. N. Kirpal
4. Dr. A. L. Mudaliar
5. Shri D. C. Pavate
6. Shri S. N. Das Gupta
7. Dr. J. M. Mehta
8. Prof. M. Mujeeb
9. Dr. R. K. Singh
10. Mr. Haim Gratch
11. Shri G. K. Chandiramani
12. Shri K. L. Joshi
13. Dr. P. J. Philip
14. Shri R. K. Chhabra
15. Shri L. R. Mal

The Committee after examining all the facts included in the working paper and being guided by the observations made by the different members of the Committee as well as after appreciating the difficulties of the institutions placed before them by the Directors of the Institutes, came to the conclusion that it would be desirable to help the Rural Institutes in the experiment they have been doing for the last 8 years. For this purpose it was felt that the Rural Institutes should not function in isolation from the general stream of higher education and it would be of distinct advantage to help them further in their progress if some way could be found to bring them with the community of universities and their affiliated institutions and establish inter-communication between the Rural the Institutes and the universities. For this purpose the Committee recommended the following :

(a) In view of the fact that the Rural Institutes have special features in their programmes for higher education, in the rural areas and have developed over the years new techniques of teaching and study of rural problems through extension programmes and field work which are an integral part of the courses of study etc., it was necessary to strengthen these institutes through establishment of special courses of study and provision of equipment and library facilities in relation to the development in different institutions.

(b) As the main problem faced by these institutes is the recognition of diplomas awarded by them, it was recommended that the Government of India in the Ministry of Education may select two or three of the existing Rural Institutes and these Institutes may be given powers to affiliate other existing institutes as constituent units. The Government of India may with the advice of the University Grants Commission consider deeming the selected institutes as universities under Section 3 of the University Grants Commission Act 1956.

(c) The existing Rural Institutes may be given the option to join either the proposed National Institutes to be deemed as universities or the existing university in the neighbouring area. Similarly the Rural Institutes may be given the option to secure recognition and affiliation for their technical education courses where such courses are held by the State Board of the Technical Education in consultation, if necessary, with the All India Council of Technical education and any other advisory bodies.

(d) The Committee further felt that during the Fourth Five Year Plan period, the existing Rural Institutes should be helped to consolidate their position and should have well-equipped laboratories and adequate facilities for library as well as well-qualified staff to enable them to function as effective centres of higher education in their specialized fields and that no new institution should be established unless there were compelling reasons to do so. And in each case it may be desirable to secure the advice of the University Grants Commission.

(e) It was expected that once the Rural Institutes selected to be deemed as Universities came into existence and the other institutes are affiliated to them, universities would accord necessary recognition to degrees and diplomas awarded by these Institutes and there would be normal inter-communication between the Rural Institutes and the Universities. This will enable the students of these Institutes to proceed further for research work and other higher university education courses in other universities where these facilities are available.

(f) The Committee appreciated the urgency of the matters mentioned above and desired that the University Grants Commission should take immediate action in informing the Ministry of Education of the conclusions arrived at for necessary action.

APPENDIX 'H'

MEMORANDRUM

Item No. 10 : To Consider the First Report of the Standing Committee on Social Education—the Concept of Social Education.

(Ministry of Education)

In June 1962 a Standing Committee of the C.A.B.E. was set up to formulate the aims and objectives of Social Education in relation to the changing conditions and needs and to submit plans for future development with the priorities to be assigned for different programmes. The Standing Committee has prepared its First Report on "The Concept of Social Education". *This Report summarises and restates the content of Social Education in paragraph 16.

The C.A.B.E. may consider the report, particularly paragraph 16 and advise on the following matters :

- (a) Whether the 7 point programme indicated therein may be accepted as the basis for future planning of Social Education ;
- (b) Whether the activities listed in this report should be taken up collectively through a single agency and if so, whether that agency should be a special administrative organisation for Social Education functioning under the Education Department of State/Union Territories Governments or the activities might be taken up by various agencies such as the Education Departments, the Community Development Organisation and the Local-self Government Organisation particularly the Panchayat Raj. In the latter case the Board may advise regarding the co-ordination of these activities for the sake of clarity and uniformity ; and
- (c) Since the Committee has indicated that the list of activities is not exhaustive, whether any other category of activities have to be added to the list in order to make the list as extensive as may be practicable in the present situation.

* 'The Concept of Social Education', Ministry of Education, New Delhi, 1962

APPENDIX 'I'

MEMORANDUM ON

Item No. 11 : Guiding Principles for the Fourth Five Year Plan for Speedy Liquidation of Illiteracy

(Ministry of Education)

Liquidation of Illiteracy has been indicated as the core activity (though not the sole activity) of the social education programme. As is well known, literacy programmes started in Indian towards the close of the 19th century as a voluntary effort, with very meagre help from the then Government. With the advent of popular Ministries in 1937 the approach changed substantially and some of Provincial Governments accepted responsibility for Adult Education and the tempo of literacy work increased, at least for some time till the popular Ministries resigned. Soon after Independence the C.A.B.E emphasised (in 1948) that organisation of Adult Education in India had become imperative and a Committee was appointed to go into the question. The Report of the Committee, known as the Saksena Report, was adopted by the C.A.B.E in 1949. The work done in this field before the initiation of the First Five Year Plan is summed up in the All-India Report on Social Education (1947-51) published by the Ministry of Education.

2. With the advent of Five Year Plans the work of Social Education including literacy was substantially provided for in the Community Development Programmes. Although a good deal of work has been done in this field the effort did not meet with the desired success for various reasons such as :

- (i) Lack of personnel and funds—substantial parts of which were diverted to other purposes ;
- (ii) Inadequate development of supporting services and follow up work ;
- (iii) Lack of complete co-ordination between various agencies working in this sector.

3. Statistical information about the progress of Social Education work is shown in the note at Annexure XII. It is obvious from these statistics that our literacy work has not even kept pace with the increase in population with the result that 17 years after Independence, the number of illiterates in the Country is estimated to be larger than in 1947. This wide-spread illiteracy is a great impediment in the country's efforts at economic development. Increased production with the assistance of the knowledge gained through science and technology cannot be achieved in agriculture as well as in industry unless illiteracy is liquidated through a special drive and within a reasonably short period. On the other hand, there are problems of the personnel, funds and administrative organisation which indicate the necessity of laying down targets at a much lower level—liquidation of illiteracy in as long a period as 15 to 20 years.

4. Another allied question is clarity of concept in regard to the standards of literacy to be aimed at amongst the general masses. The citizen cannot become an active participant in the country's development and production programme unless he attains a standard of literacy which helps him to improve his efficiency as a unit of production. Annexure 'B' is a note on the standard of literacy to be aimed at in the literacy programme.

5. Literacy whether achieved to the extent of the standard indicated in Annexure XIII or to lower standards cannot be sustained unless adequate supporting services are developed. These might be broadly classified into :

- (a) an adequate library organisation at all levels; for this purpose it is not enough to have good libraries at State Capitals and district headquarters alone; these libraries should be linked up with libraries at block and village levels also. The book stock of smaller libraries should be replenished continuously by those of the district and State central libraries;
- (b) production of suitable literature, reading materials and audio-visual aids; the Ministry of Education has certain schemes for encouraging the production of literature for children and adults. Books/manuscripts are invited for competitions and successful authors are awarded prizes, but compared to the need of providing literature for the entire reading public, these endeavours are not adequate. There is a clear necessity for production of literature in all the 14 languages of the nation in a much bigger scale and what is more important, the supply of these books to the libraries of various kinds and institutions should be ensured; and
- (c) an organisation which will ensure that the services of the libraries and the literature produced continuously reach the children and adult alike.

6. The C.A.B.E. may consider the present position in regard to the literacy effort as a part of the Social Education Programme and advise on the following points :

- (i) Whether determined and concerted community efforts could be mobilised so as to liquidate illiteracy within a reasonable period? If so, what would be the agencies participating in this effort and what would be the period to be fixed as a target for complete liquidation of illiteracy?
- (ii) In the context of advice to be given on (i) what should be the standard of literacy to be aimed at? If the standard is to be lowered than what is indicated in Annexure XIII, should there be a separate and more intensified effort though limited in its coverage to achieve the higher standing viz. "functional literacy". If the Board advises that this separate effort should be made, what should be the target and the agency for it?

- (iii) What kind of library organisation would provide the requisite supporting services for the efforts to be made under (i) and (ii) above?
 - (iv) Suggestions in regard to the production of literature, reading materials, audio-visual aids etc. to provide follow-up activities in respect of neo-literates.
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ANNEXURE XII

I. Percentage of Literacy in India (1951-61)

State	1951			1961		
	Men	Women	All persons	Men	Women	All persons
	1	2	3	4	5	6	7
Andhra Pradesh	19.7	6.5	13.1	29.7	11.8	20.8
Assam	27.4	7.9	18.3	35.5	14.6	25.8
Bihar	20.5	3.8	12.2	29.6	6.8	18.2
Gujarat	32.3	13.5	23.1	40.8	19.1	30.3
Jammu & Kashmir	N.A.	N.A.	N.A.	16.3	4.2	10.7
Kerala	50.2	31.5	40.7	54.2	38.4	46.2
Madhya Pradesh	16.2	3.2	9.8	26.7	6.6	16.9
Madras	31.7	10.0	20.8	43.0	17.3	30.2
Maharashtra	31.4	9.7	20.9	41.8	16.7	29.7
Mysore	29.1	9.2	19.3	36.0	14.2	25.3
Orissa	27.3	4.5	15.8	34.4	8.6	21.5
Punjab	21.0	8.5	15.2	32.4	13.7	23.7
Rajasthan	14.4	3.0	8.9	22.8	5.7	14.7
Uttar Pradesh	17.4	3.6	10.8	26.7	7.3	17.5
West Bengal	34.2	12.2	24.0	40.0	16.8	29.1
A. & N. Islands	34.2	12.3	25.8	42.4	19.4	33.6
Delhi	43.0	32.3	38.4	58.9	41.1	51.0
Himachal Pradesh	12.6	2.4	7.7	22.6	6.0	14.6
L. M. & A. Islands	25.6	5.3	15.2	35.9	10.9	23.3
Manipur	N.A.	N.A.	N.A.	N.A.	N.A.	26.4
Tripura	22.3	8.0	15.5	32.2	11.4	22.2
N. E. F. A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pondicherry	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
INDIA	24.9*	7.9*	16.6*	33.9	12.8	23.7

*Excludes Jammu & Kashmir.

II. GROWTH OF LITERACY IN INDIA : 1901-1961

Literacy in India has risen from 6.2 to 24 per cent in the period from 1901 to 1961 as shown in the following table :

Census Year	Percentage of Literates		
	Total	Men	Women
1901	6.2	11.5	1.7
1911	7.0	12.6	1.1
1921	8.3	14.2	1.8
1931	9.1	15.3	2.4
1941	14.6	Not available.	Not available.
1951	16.6	24.9	7.9
1961	24.0	33.9	12.8

Note:—The figures for 1901, 1911, 1921 and 1931 are from "Progress of Literacy in Various Countries", a UNESCO publication and they refer to population in the age group of 10 years and above.

The figures for 1941 are from Statesman Year-book and for 1951 and 1961 are from Census of India.

III. STATISTICS ABOUT ADULT EDUCATION

Year	Number of schools/ classes/ centres	Number of adults on rolls			Number of adults made literate			Number of Teachers
		men (lakh)	women (lakh)	total (lakh)	men (lakh)	women (lakh)	total (lakh)	
	2	3	4	5	6	7	8	9
1949-50	47,464	9.84	1.66	11.50	5.45	1.12	6.57	39,267
1950-51	48,556	10.56	2.00	12.56	5.25	0.76	6.01	40,587
1951-52	43,463	9.03	1.59	11.62	4.20	0.69	4.89	41,234
1952-53	44,595	9.41	1.48	10.89	4.43	0.65	5.08	52,603
1953-54	39,965	8.56	0.93	9.39	3.63	0.39	4.02	47,042
1954-55	43,223	9.96	1.16	11.12	4.23	0.46	4.69	55,236
1955-56	46,091	11.43	1.36	12.79	4.91	0.54	5.45	44,149
1956-57	44,058	10.60	1.45	11.05	4.95	0.61	5.56	44,663
1957-58	45,961	10.59	1.48	12.07	4.64	0.55	5.19	44,555
1958-59*	47,963	10.80	1.78	12.58	5.20	0.84	6.04	43,926

*Figures are provisional.

These figures would indicate that, in every respect (number of adult schools, number of adults on rolls, number of adults made literate and the number of teachers), there has been very slight improvement since 1949-50.

ANNEXURE XIII

Standards of Literacy

The standard which the initial literacy programme of the first stage of literacy should aim at, has to be fixed. Ability to read the first Reader prescribed for the primary or basic schools in the area, is generally regarded as the standard to be attained. Standard for writing may be lower i.e., ability to write a simple message. Literacy is not confined to reading and writing alone. Simple arithmetic is also included in it. The syllabus recommended by the Ministry of Education, Government of India, shows the course to be covered in the first stage of literacy programme. The following minimum standard is suggested :

Stage I.—(a) Sight recognition of about 250 words.

- (b) 90 per cent. comprehension of a piece of writing within this vocabulary range.
- (c) Ability to read simple charts and posters displayed in the area.
- (d) Acquaintance with the forms in frequent use in the lives of individuals, for example, money order forms, etc.
- (e) Ability to write simple sentences and most often used names.

POST-LITERACY WORK

Post-literacy work has two aspects. The first is directed towards prevention of relapse into illiteracy. It will be found that many of the learners will not be keen to attempt a further stage of literacy. However, effort is required to prevent their forgetting whatever they have learnt. Many ways have been tried. The simplest is to write on whatever wall space available in the village, simple sayings, slogans and verses composed by saints. Numerals from 1 to 100 and the alphabet may also be written. This keeps the letters before the eye of the villager. Distribution of unstamped postcards has also been successfully tried. Reading and writing groups can be formed with a view to give practice in reading and writing. They should meet once a week to have practice in reading and writing. Simple reading material like wall newspaper and small pamphlets has to be provided. If a printed wall newspaper can be had, it serves well but in the absence of one, writing of news in bold letters on a board or on a wall space can serve the same purpose. The effort to prevent relapse into illiteracy in this manner helps in advancing knowledge also.

Regular post-literacy classes (second stage of literacy) can also be tried. These will be for those adults who have attained the standard of first stage in literacy and are desirous to learn further.

Reading material of an advanced type can be used in these classes. Improvement of ability of writing should be aimed at. The standard aimed at in these post-literacy classes should, as far as reading and writing ability is concerned, be that of second primary stage. Standard in arithmetic should cover ability to write farm accounts, calculation of interest, working out profit and loss, etc.

The following minimum standard in literacy is suggested :

Stage II.—(a) Sight recognition of about 2,000 words.

(b) Ability to analyse and explain in own words the contents of a composition of about two pages (700 words).

(c) Ability to write letters and applications most often needed in the life of an individual.

ANNEXURE XIV

Memorandum submitted by Government of West Bengal relating to Item No. 11.

In pursuance of the recommendations of the Library Advisory Committee appointed by the Government of India (1957) a scheme for the development of Public Library Service was enunciated under the First and Second Five Year Plans. The progress of development of Library Service taken in hand in the First and Second Five Year Plans, could not be maintained on account of the restricted provision in the Third Five Year Plan. In the States, where the State Central Library or District Libraries have so far been set up in the Second Plan period, it has neither been possible to strengthen and improve the Central and the District Libraries, adequately, nor has it been possible to provide systematically chains of Urban or Rural Libraries by way of setting up an integrated Public Library Service to serve the needs of the whole State. It would perhaps be agreed that in a country where a substantial part of the people has missed opportunities for schools, and where, even now educational institutions cannot reach the people in remote and difficult areas, a satisfactory library service would play a complementary part to the main educational service which is being progressively expanded. Such a service would stimulate people's love for learning, sustain their literacy and stimulate their continuation education.

With the above objectives, the following suggestions are submitted for consideration of the Board :

1. Provision for an adequate Library Development Scheme including—
 - (i) Block or Anchal Libraries for the rural areas ;
 - (ii) Metropolitan and Town Libraries ;
 - (iii) Special Libraries for children and for neo-literates.
 - (iv) Special libraries for women, whose school education has been interrupted.
2. Improvement and expansion of existing State and District Library Service ;
3. Provision for training of library personnel ; and
4. Regular scales of pay as has already been done in regard to Schools and Colleges, etc.

The programme may be included in the Fourth Five Year Plan with adequate financial provision.

(Government of West Bengal)

APPENDIX 'J'

MEMORANDUM ON

Item No. 12 : Integrated Programme of Physical Education

(Ministry of Education)

The Central Advisory Board of Education at its 30th meeting held in May last year had inter alia welcomed the Integrated Programme of National Discipline Scheme and Physical Education and recommended that inservice training of teachers for this programme should be carried out expeditiously.

The Integrated Programme referred to by the Board has been subsequently revised by a committee of experts including representatives from the Ministries of Defence and Education, in the light of recommendations made by the Kunzru Committee in this regard. This programme now also contains the best features of the existing National Discipline Scheme the Auxiliary Cadet Corps and the existing Physical Education Programme.

The Committee referred to above was set up by this Ministry in consultation with the Ministry of Defence to finalise the syllabus of this Integrated Programme in the light of the Kunzru Committee recommendations and to recommend working arrangements for its implementation. This committee has also made certain important recommendations for the uniform introduction of the revised Integrated Programme throughout the country. Some of these are as under :

- (1) The Integrated Programme should be called the "National Programme of Physical Education."
- (2) From 1st April, 1965, A.C.C., N.D.S. and the existing programme of Physical Education should cease to exist and these should be replaced by the "National Programme of Physical Education".
- (3) All the States should be requested to unreservedly accept that the National Programme of Physical Education would be the only programme of multipurpose physical education at the school stage.
- (4) All teachers under the National Programme of Physical Education should belong to the State cadre in case of schools run by Government and in the case of privately-run institutions, such teachers should be under the school Managing Committees like other subject teachers.
- (5) The functions of the Central Government for the effective implementation of this massive National Programme throughout the country would include guidance, coordination, training and other activities which would ensure a uniform application of the programme. For this purpose,

a central organisation more or less on the lines of the N.C.C. should be set up. The existing administrative and supervisory staff employed by the N.D.S. Directorate will form the nucleus of this organisation. Supervisory staff in the field of Physical Education employed by the States at present should have the option to come over to the Central Organisation and their salaries and status should be protected.

- (6) The National Programme should cover all students in schools including those under N.C.C. (Junior) but where it is not possible in the early stages to cover all the students in a High/Higher Secondary School, the last one or two classes might be left out from coverage of the programme for sometime. The N.C.C. (Junior) will however continue to stay as a co-curricular activity in the schools.
- (7) The Government of India should render financial assistance to States as necessary, to enlarge their State cadre of Instructors or increase the number of teachers in non-government academic institutions under the National Programme, including the absorption of N.D.S. Instructors and payment of honorarium to A.C.C. and Physical Education Teachers etc.
- (8) All further recruitments to the State Cadre of Instructors will be made by the States. The educational qualifications, Physical standards etc. of the Physical Education teachers shall be laid down from time to time by general rules made by the State Government in consultation with the Central Government. The assistance of Central Regional Officers should however be made available to the States for selecting suitable teachers.
- (9) The Training Programme of the existing Physical Education training institutions in the States which are wholly or partly financed or controlled by the State Government shall be immediately or as early as possible, reoriented to the teacher needs of the National Programme.
- (10) During 1964-65 the Central Directorate should select at random one district in each State for trying the syllabus approved by the Committee. These pilot projects will however be undertaken, without any prejudice to the introduction of the National Programme of Physical Education, with effect from 1st April 1965.

The above suggestions are under consideration of Government. The Central Advisory Board of Education may please see for information.

APPENDIX 'K'

MEMORANDUM ON

Item No. 13: Agricultural and Health Education at Primary and Secondary levels :

- (a) Inclusion of chapters on the importance of agriculture, soil conservation, forests etc. in the textbooks of primary and Secondary Schools.

(Ministries of Food & Agriculture I.C.A.R.)

- (b) To consider the inclusion of Health Education in the curriculum at Primary & Secondary school stage.

(Directorate General of Health Services.)

- (a) "In many developing countries, the importance of soil as the greatest natural resource and the necessity for conserving it, the role of the forests in balanced soil management and knowledge of the important crops of the country, is imparted to students in Primary and Secondary Schools through general textbooks as well as through textbooks of Geography, General Science. etc. Land, forests and agriculture hardly find a mention in school textbooks in Indian Schools. It is, therefore, necessary to remedy this deficiency by laying down that the school books in primary and secondary schools should highlight the importance of agriculture, soil conservation, forests, etc. so that every student has a general knowledge of the most important industry of the Country."

The most important industry of the Country in the private sector is Agriculture. As such it is very desirable that the younger generation of the nation be made aware of the importance of agriculture. The importance of agriculture, especially in the context of the rising population cannot be overemphasized. As a part of instruction in general knowledge, school students should learn about plant and soil management, and the environments in which people live. The few inches on the top layer of the soil is the feeding zones of plants, which provide food for men and animals. fibre for clothing and timber for shelter. It is, therefore, necessary to make the students conscious of the destruction caused by erosion to which all soils are subject under improper land use, and which if allowed to proceed unchecked, can lead to disastrous consequences. Students must know also that when human beings interfere in the natural order of things by cutting down forests on mountains and along the banks of rivers and by destroying the sponge like properties of forest floor by cultivation, they invite the calamity of floods.

A consciousness among students has to be created that trees are a blessing providing as they do shade, firewood, timber, fodder and other necessities, protecting the farmstead, enhancing the beauty of the surroundings and increasing the fertility of the land. The

advantages of planting trees to meet special needs have to be properly explained to students. The importance of Vanmahotsava as a moment to catch the imagination of the urban and rural community needs to be stressed.

It is advisable that elementary facts regarding agriculture, soil conservation, forests etc. should be brought to the notice of students, and, for that purpose articles of interest should be included in textbooks on general Science, languages, Geography etc. to be published by State Education Departments.

(b) The welfare of a nation rests on the health of its population, especially of the youth and children of the country. "The children of today are the leaders and statemen of to-morrow". Unless we take active measures to improve the health status of children in the country, we will not be able to change the picture of the present state of health of the nation. One can gauge how depressing is this picture when one realises the large rejections on health grounds during the current recruitment to the army. It is a trite axiom that the child is father of man. It only stands to reason that unless we improve the health of our children we cannot expect a generation to be robust and hardy. In the context of the present emergency the problem acquires a new urgency.

Children form a sizeable and very important section of the population in India. The age group 0-9 years alone accounts for about 30 per cent of total population. There are about 2.5 crore children attending the primary schools only. A very high percentage of children all over the country suffer from malnutrition and communicable diseases. These lower the efficiency and productive capacity of the nation. Effective measures need to be taken to raise the standard of health of the children. To enable all the children to have scientific health information, develop desirable health practices and make full use of existing facilities, it is essential to have the teaching of health as a compulsory and vital subject in all the schools. To do this, it is necessary to train all the teachers in the teaching of health.

In the last few years, some preliminary work in this field has been done by the Ministries of Health and Education. Syllabi on health education for age-groups 6-11, 11-14 and 14-17 and for teacher training (B.Ed. and Elementary Teacher Training) have been prepared and may be seen in Annexure XV. Besides a one-month training course for primary school teachers from the Union Territory of Delhi was organised as an experimental measure and a follow-up to find out its effectiveness has been done. It is felt that a stage has now been reached when it would be possible to introduce the programme in all teacher training institutions in the country.

To begin with, a programme for training of the future teachers in the teaching of health may be developed and at a later stage, when it is feasible in-service training of the existing teachers may be taken up.

There are nearly 2,000 teacher training institutions (secondary and elementary) in the country. If, at least, two teacher-educators from each of these teacher training institutions are trained in the teaching of health, health education and nutrition, these teacher training institutions will be able to take care of preservice training in the subject and through these, nearly 300,000 teachers who undergo training every year in these institutions, would automatically be trained in the subject. This would make it possible for the Government to introduce and generalise a programme of health and nutrition education in all the schools in the country. A scheme for the training of School teachers in Health activities and also scheme on Health and Nutrition Education may be seen at Annexure XV.

In order to develop a programme of school health education in the country, educational materials are needed for teachers and students, and there are hardly any material worth the name available in India at present. Thus, provision needs to be made for the production of following types of materials :

1. Guide Books for teachers for elementary and secondary schools and teacher training institutions both B.Ed. and Elementary.
2. Training Manuals for teacher educators.
3. Textbooks for schools.
4. Reference materials for teachers.
5. Reference materials for students.
6. Educational aids.

School health education is the joint responsibility of both the Health and Education Departments. The Health Department has to give the technical knowhow and the Education Department has to utilise this technical knowhow for developing a comprehensive health education programme in schools. As such, this calls for joint planning and coordination between the Health and Education Departments, at the National, State, District and local levels.

There is a provision for a Health Education Organisation at the National and State levels in the Health Department. These are : Central Health Education Bureau at the National level and Health Education Bureaux at the State level. In each of these bureaux, there is a section dealing with the Student Health Education. The Health and Education Departments may coordinate the work in school health education through these sections at the Central and State levels.

The coordinated effort of the Education and Health Department should be directed towards implementing the proposals of training at least two teacher educators from each of the 200 teacher training institutions proposed to be working by the end of the Fourth Plan

period. Towards this end immediate steps need be taken by the Central and the State Governments for training the staff of the State Institutes of Education and State Health Education Bureaux. The programme of developing and production of textbooks for different classes in schools, guide books for teachers for teaching health and nutrition education to students and training manuals for teacher educators and educational aids will have to be initiated as an advance action for implementing Student Health Education Programme in the Fourth Five Year Plan successfully.

ANNEXURE XV

CENTRAL HEALTH EDUCATION BUREAU

(School Health Education Division)

A Scheme for the Training of School Teachers in Health Activities

The welfare of a nation rests on the health of its population, especially of the youth and children of the country. "The children of today are the leaders and statesmen of tomorrow". Unless we take active measures to improve the health status of children in the country, we will not be able to change the picture of the present state of health of the nation. One can gauge how depressing is this picture when one realises the large rejections on health grounds during the current recruitment to the army. It is a trite axiom that the child is father of man. It only stands to reason that unless we improve the health of our children we cannot expect a generation to be robust and hardy. In the context of the present emergency the problem acquires a new urgency.

Children form a sizeable and very important section of the population in India. The age-group 0-9 years alone accounts for about 30 per cent of the total population. There are about 2.5 crore children attending the primary schools only. A very high percentage of children all over the country suffer from malnutrition and communicable diseases. These lower the efficiency and productive capacity of the nation. Effective measures need to be taken to raise the standard of health of the children. To enable all the children to have scientific health information, develop desirable health practices and make full use of existing facilities, it is essential to have the teaching of health as a compulsory and vital subject in all the schools. To do this, it is necessary to train all the teachers in the teaching of health.

In the few years, some preliminary work in this field has been done by the Ministries of Health and Education. Syllabi on health education for age-groups 6-11, 11-14, and 14-17 and for teacher training (B.Ed. and Elementary Teacher Training) have been prepared. Besides, a one-month training course for primary school teachers from the Union Territory of Delhi was organised as an experimental measure and a follow-up to find out its effectiveness is being done. It is felt that a stage has now been reached when it would be possible to introduce the programme in all teacher training institutions in the country.

To begin with, a programme for training of the future teachers in the teaching of health may be developed and at a later stage, when it is feasible, in-service training of the existing teachers may be taken up. This scheme is being developed to lay emphasis on the former.

There are nearly 2,000 teacher training institutions in the country. If, at least, two teacher-educators from each of these teacher training institutions are trained in the teaching of health, health education and nutrition, these teacher training institutions will be able to take care of pre-service training in the subject and through these, nearly 300,000 teachers who undergo training every year in these institutions, would automatically be trained in the subject. This would make it possible for the Government to introduce and generalise a programme of health and nutrition education in all the schools in the country.

This scheme envisages training at three levels :

1. At the Central level,
2. At the State level, and
3. In Teacher Training Institutions.

At the Central level, the Central Health Education Bureau, D.G.H.S., Ministry of Health, Government of India, will take the responsibility of training the staff in charge of training at the State level who will be working in the Student Health Education Units of the State Health Education Bureaux. The States where the State Health Education Bureaux have not been sufficiently developed, the possibility of locating the training programme in the State Institutes of Education or Home Science Colleges may be considered. At the State level, training staff from the Student Health Education Units of the State Health Education Bureaux will take the responsibility of training teacher-educators from the teacher training institutions in the respective States. At the Teacher Training Institute level, the teacher-educators trained at the State level will give pre-service training in health and nutrition education to all the teacher trainees in their respective institutions. The programme under this training scheme may be started in the last two years of the Third Five Year Plan and continued in the Fourth Five Year Plan.

The Ministry of Health may take a major responsibility in planning and conducting training and the Ministry of Education may assist the Ministry of Health in the training programme and take the responsibility of supervision of health teaching in Teacher Training Institutions and Schools and follow-up work in this connection.

Target to be :

- (a) Establishment of a Teacher Training Unit in the Student Health Education Unit of each State Health Education Bureau.
- (b) Orientation of the staff (including the staff responsible for teacher training) of the Student Health Education Unit of each State Health Education Bureau.
- (c) Training of two teacher-educators from each Teacher Training Institution in the country and the supervisory staff from State Education Departments.

- (d) Carry out pre-service training in health education in each Teacher Training Institution.
- (e) In-service training of at least one teacher from each school in the Union Territory of Delhi.
- (f) Production of educational materials for teachers and school children.
- (g) The approximate number to be trained are :

Central level	120+32 for the last 3 days only.
State level	4,000+ Supervisory & Staff in Education Depts.
In Teacher Training Institutions teachers to be annually trained	300,000
In-service training of teachers from Union Territory of Delhi	1,700 (one teacher from each of the 170 schools)

Stage I—Central Level

The targets are :

1. Orientation and opportunity for planning for education and health personnel in position to give leadership and guidance in Health Education work in teacher training and in schools.
2. Carry out in-service training in health education of staff in-charge of training in Health Education at State level.
3. To do in-service (extension) training for teachers from schools from the Union Territory of Delhi.
4. Centre may provide continued assistance to States through annual conferences, supply of typed material, consultation visits and travelling seminars.

Purposes

1. To orient personnel to need for training of teachers in health education.
2. To develop plans for training to be done at State and Teacher Training Institution levels.
3. To hold technical seminars for selected personnel who will be responsible for directing and guiding the training work.

Proposals

1. Organise Four Seminars in Delhi at the Central Health Education Bureau or some other suitable place. Four States and an appropriate number of Union Territories to be covered in each seminar. Duration of seminar is to be 30 days. Approximate number attending each Seminar is 30 and 8 for 3 days only. (The staff attending the Seminar will get familiar with their respective State Health and Education Departments and their programmes before coming for training at the Central level).
2. Each Seminar to have two phases :

(a) Phase I

Holding of a technical seminar for the staff who will take responsibility of training of teacher-educators at the State level. Different types of training will be imparted to different categories of staff, *e.g.*, doctors, nurses and teachers. The following may be taken into consideration when planning the programme for the seminar :

1. Growth and Development ; Personal Hygiene.
2. Nutrition and Applied Nutrition programme.
3. Environment.
4. Control of Communicable Diseases.
5. Mental Health.
6. Family Life Education.
7. School Health Programme.
8. Methods of Programme Planning and Teaching.

(b) Phase II

The second phase is to last for 3 days at the end of the seminar to be attended by both administrative and technical personnel. During this phase, plans will be made for the training work to be done at the State level and in Teacher Training Institutions.

Such plans may include : How to implement the scheme.

Personnel to attend from each State :

1. Staff in charge of teacher training in the Student Health Education Units from the State Health Education Bureaux, *viz.*,
 - Senior Teacher
 - Doctor
 - Nutritionist
 - Teacher
 - Health Educator (Nursing)
 - Health Educator (Sanitation)
2. In-charge, Student Health Education Unit.
3. Officer in charge, Elementary Education for, at least, the last 3 days.
4. Deputy Director of Public Health for, at least, the last 3 days.

NOTE.—Union Territories adjacent to the States may send their representatives.

Requirements**A. Pay of officers**

	1961-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-7
1. Doctor (425—25—950— 150 (non-practi- sing allowance).	7,956	3,318	8,680	9,042	9,404	9,766	10,128
2. Nutritionist (400—900)	5,904	6,273	6,642	7,011	7,230	7,660	8,090
3. Health Educator (Instructional ma- terial) (400—900).	5,904	6,273	6,642	7,011	7,230	7,660	8,090
4. Public Health Nurse (210—10— 320).	3,460	3,608	3,757	3,905	4,053	4,201	4,349
TOTAL	23,224	24,472	25,721	26,969	27,917	29,287	30,657

Grand Total Rs. 1,88,247

B. Expenditure on four courses*Expenditure on one course*

	Rs.
Equipment (materials)	2,500
Contingencies	1,000
T. A. @ Rs. 3.00 per head for 38	14,100
D. A. @ Rs. 10 per head per day for 30 persons for 30 days	9,000
D. A. @ Rs. 12.50 P. per head per day for 8 persons for 3 days	300
TOTAL	26,900

Expenditure on four courses will be : Rs. 1,07,600

C. Provision for Hostel facilities

	For the first year	Total till the end of IV Plan (i.e. 7 years)
Rent Rs. 1200 p.m.	14,400	1,00,800
Furniture	5,000	5,000
Crockery & Utensils	1,000	1,000
Furnishing material	500	500

Staff for the Hostel

1. Warden—pay Rs. 200 p. m.	2,400	16,800
2. Cook—pay Rs. 80 p. m.	960	6,720
3. Asst. Cook—pay Rs. 70 p. m.	840	5,880
4. Bearer—pay Rs. 70 p. m.	840	5,880
5. Chowkidar—pay Rs. 70 p. m.	840	5,880
6. Sweeper—pay Rs. 70 p. m.	840	5,880
GRAND TOTAL		1,54,340

D. Expenditure on in-service training of teachers from Union Territory of Delhi.

Training to be given to at least one teacher from each of the 1700 schools in the Union Territory of Delhi.

No. of teacher to be trained	1,700
No. of courses to be conducted when 30 teachers participate in each course	57

Expenditure

(i) Stipend @ Rs. 3 per day per head for 30 days for 1700 teachers	Rs.	1,53,000
(ii) Contingency and materials @ Rs. 300 per course for 57 courses	.	17,100
TOTAL	.	1,70,100

E. Assistance to States

I. Annual Conferences

	Rs.
(i) T. A. for 40 people from States & Union Territories @ Rs. 300 per head	12,000
(ii) D. A. for 40 people @ Rs. 15 per day per head for 5 days	3,000
(iii) Contingency	500
Expenditure on one conference	15,500
Expenditure on seven conferences for the last two years of the III Plan and IV Plan	1,08,500

II. Travelling Seminar

For 20 people from States and Union Territories for 3 weeks duration.	Rs.
(i) T. A. for 20 people @ Rs. 350 per head (approximate mileage to be covered 2000)	7,000
(ii) D. A. for 20 people @ Rs. 10 per day per head for 21 days	4,200
(iii) Contingency	200
Expenditure on one seminar	11,400
Expenditure on seven seminars	79,800

III. Consultation Visits

To provide guidance and assistance for the training programme conducted at the State level. The staff from the Central level will have to visit the States.

Expenditure of visit per year	Rs.	3,000
Expenditure of visit for seven years		21,000
Total expenditure on assistance to States		2,09,300

Total Expenditure at Central Level

	Rs.
1. Pay of Officers	1,88,247
2. Expenditure on four courses	1,07,600
3. Provision for Hostel facilities	1,54,340
4. Expenditure on in-service training of teachers from Union Territory of Delhi	1,70,100
5. Expenditure for assistance to States	2,09,300
GRAND TOTAL	8,29,587

Stage II—State Level

1. State level seminars, similar in plan to those proposed for the Centre may be organised to train at least two teacher-educators from each teacher training institution in the State and the adjoining Union Territories and the supervisory staff of the Education Department. Modifications may be made in accordance with State needs.
2. Duration of each training may be 6 weeks and the number of trainees for each course may be 30-35. Annually, there may be five courses in each State.
3. Education Officer in charge of Elementary Education and Deputy Director of Public Health may serve as Joint Organisers and participate in planning the programme. The staff of the Student Health Education Unit of each State Health Education Bureau is to plan the programme and see that the seminars are conducted. In between the training courses, the staff may take up the following :

follow-up studies ;

production of materials ;

studies and evaluation ;

refresher experience of teaching in teacher training institutions and schools and participation in the activities of the Health Department ;

assistance to teacher training institutions ;

planning and arranging for seminars and conferences ;

visits to teacher training institutions. .

4. Conferences at State level may be organised annually for effective implementation of the scheme.
5. Consultation services may be provided by the staff of the Student Health Education Units to the Teacher Training Institutions through visits.

Requirements

A. Establishment

The establishment at the State level is given in the statement at the following page.

A. ESTABLISHMENT

Sl. No.	Designation	Scale of Pay	1961-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.	Senior Teacher	Rs. 500-30-1,200	6,000	6,360	6,720	7,080	7,440	7,900	8,160
2.	Doctor	Rs. 500-30-1,000	6,000	6,360	6,720	7,080	7,440	7,800	8,160
3.	Nutritionist	Rs. 350-25-800	5,520	5,820	6,120	6,420	6,720	7,020	7,320
4.	Teacher (Primary School)	Rs. 350-25-800	5,520	5,820	6,120	6,420	6,720	7,020	7,320
5.	Health Educator (Nursing)	Rs. 210-350	3,120	3,240	3,360	3,480	3,600	3,720	3,840
6.	Health Educator (Sanitation)	Rs. 210-350	3,120	3,240	3,360	3,480	3,600	3,720	3,840
7.	Typist	Rs. 60-130	1,200	1,236	1,272	1,308	1,344	1,380	1,416
8.	Upper Division Clerk	Rs. 80-220	1,380	1,440	1,500	1,560	1,620	1,680	1,740
9.	Peons (4)	Rs. 30-1-35	2,880	2,904	2,928	2,952	2,976	3,000	3,024
10.	Driver	R. 60-75	1,200	1,236	1,272	1,308	1,344	1,380	1,416
	TOTAL		35,910	37,656	39,372	40,928	42,504	44,520	46,236
	GRAND TOTAL		2,87,456						

B. Facilities & Equipment

Facilities and equipment for each Student Health Education Unit in the State Health Education Bureau are given below :

	1st year 1964-65	Till the end of IV Plan (1970-71)
	Rs.	Rs.
1. Class rooms—Rent Rs. 200 p. m.	2,400	16,800
2. Equipment and teaching aids	5,000	5,000
3. Library	2,500	2,500
4. One Jeep Traveller Wagon (12 seats)	24,000	24,000
5. Maintenance of Jeep Traveller Wagon (12 seats)	2,000	14,000
6. Equipment for health services for schools :		
(a) Rural areas	2,500	2,500
(b) Urban areas	2,500	2,500

C. Hostel

(i) Rent of building for the hostel @ Rs. 400 p. m.	4,800	33,600
(ii) Furniture, etc., for the hostel @ Rs. 250 per student for 30 trainees	7,500	7,500
(iii) Staff for the hostel		
1. Warden—pay Rs. 100 p. m.	1,200	8,400
2. Part-time Clerk @ Rs. 25 p. m.	300	2,100
3. Cook—pay Rs. 80 p. m.	960	6,720
4. Bearer—pay Rs. 70 p. m.	840	5,880
5. Chowkidar—pay Rs. 70 p. m.	840	5,880
6. Sweeper—pay Rs. 70 p. m.	840	5,880
Total		1,43,260

D. Expenditure on Courses

Expenditure per course (duration 6 weeks)

	Rs.
1. Equipment	1,000
2. Educational aids	500
3. Contingencies	1,000
4. T. A. & D. A. @ Rs. 300 per head for 30 trainees for a period of 6 weeks	9,000
Total	11,500
Expenditure for five courses in a year.	57,500
Expenditure for training courses for six years (1965-66 to the end of Fourth Plan)	3,45,000

E. Assistance to Teacher Training Institutions

I. Annual Conferences

One Seminar may be conducted annually in each State in which representatives of Teacher Training Institutes from where personnel have been trained in the previous years, may participate. The Seminar may aim at finding ways and means for introduction of teaching health and nutrition education in Teacher Training Institutions and Schools.

T. A. for 30 people @ Rs. 50 per head	1,500
D. A. for 30 people @ Rs. 6 per day per head for 5 days	900
Contingency	100
	<hr/>
TOTAL	2,500
	<hr/>
Expenditure on seven Seminars.	17,500
	<hr/>

II. Consultation services through visits to teacher training institutions by the staff responsible for training in health and nutrition education at the State level.

Expenditure on visits in one year in one State	1,000
Expenditure on visits in seven years	7,000
Total expenditure on assistance to Teacher Training Institutes	24,500

Total expenditure at the State level

Expenditure of one State :

Establishment	2,87,456
Facilities & equipments, Hostel, etc.	1,43,260
Expenditure on the courses	3,45,000
Expenditure on assistance to Teacher Training Institutes	24,500
	<hr/>
TOTAL	8,00,216
	<hr/>

Expenditure on the 16 States	8,00,216 × 16
	Rs. 1,28,03,456
	<hr/>

Stage III—Teacher Training Institute Level

It is presumed that each Teacher Training Institution has a safe water supply, sanitary facilities for disposal of human excreta and rubbish, equipment used in general education such as projectors, and space for garden for growing vegetables and fruits, room for medical examination and a kitchen in the hostel or institute premises. For effective teaching of health and nutrition education, some more facilities and equipment would be needed. So, provision needs to be made for additional equipment such as models, charts, health films and filmstrips, books, first-aid kit, scales with attachment for measuring height, equipment for gardening and a sanitary kitchen.

	Rs.
1. Equipment for each Teacher Training Institution	2,500
Equipment for 2,000 Teacher Training Institutions	50,00,000

Production of Educational Materials At Central and State Levels

(a) Production of a guide book for teachers in all languages of about 100 pages, at an approximate cost of Rs. 2 per copy. Total No. of copies required is 10,00,000	20,00,000
(b) 5 Text-books for Grades 1 to 5 in all languages at an approximate cost of Rs. 2 per set. Total No. of sets required is 1,00,00,000	2,00,00,000
Total	2,20,00,000

Grand-Total Expenditure of the Teacher Training Scheme

	Rs.
Stage I—Central Level	8,29,587
Stage II—State Level	1,28,03,456
Stage III—Teacher Training Institutions	50,00,00
Production of Educational Materials	2,20,00,00
Grand Total	4,06,33,043

Health Education—Teacher Training

(Syllabus)

Topics to be included :

- I. The health education programme in schools and the role of the teacher in the school health programme including curriculum planning.
- II. THE HEALTHY CHILD (This may be studied in "growth and development" study).
 - A. How child grows and develops and how the body functions (elementary physiology and anatomy).
 - B. Physiological and psychological changes which take place during his development.
 - C. His natural interests at different developmental levels.
 - D. His nutritional requirements.
 - E. Special health needs at various stages of development.
 - F. Recognition of signs of illness, malnourishment and deviation from "normal" development.
- III. Understanding of general education principles and procedures and ability to apply those to the health education programme. (This may be taken in general teacher training).
- IV. Understanding of the social and cultural factors (beliefs, customs, habits, values, superstitions, traditions, etc.) and how they affect health and disease (This may be covered in social studies or general teacher training).
- V. Understanding of the major personal and community health problems (and needs in the village, State, Nation, World, the chief causes for these problems, some things which may be done to solve them and especially the things which the school can do. Some examples of health problems are :
 - A. Nutritions—
 1. Extent of the problem (or need).
 2. Signs of good nutrition.
 3. Food requirements for the body (refer to II-D above).
 4. Nutritive values of local foods.
 5. Some knowledge of the selection of foods and the preparation of wholesome meals.
 6. Effects of malnutrition.
 7. Ways to improve nutrition.
 8. Ways to improve ill-balanced diet of the masses to more or less the standard without increase in cost realising the constituent elements of diet available from cheap foodstuffs.
 9. The importance of food sanitation in promotion of health and prevention of disease.

B. Communicable Diseases

Understands the part played by micro-organisms in the cause of disease.

How diseases spread from person to person.

Ways to prevent common communicable disease in his community; diseases such as the following :

1. Smallpox.
2. Tuberculosis.
3. Malaria.
4. Filariasis.
5. Cholera.
6. Diarrhoea and dysenteries.
7. Conjunctivitis.
8. Trachoma.
9. Scabies.
10. Leprosy.
11. V. D.
12. Hookworm.
13. Intestinal worms.
14. Diphtheria.
15. Mumps.
16. Influenza.
17. Measles.
18. Whooping cough.
19. Colds.

What part can school have in control ?

NOTE 1.—If the teacher trainee has taken a basic health study earlier in his college career, much less time may be required in learning the facts about disease during his teacher training course.

NOTE 2.—See copies of the draft syllabus (or copies of more detailed syllabi if they are available in the different States) for suggestions as to what the child should know and do at different stages of development :-6-11, 11-14, 14-17.

C. Sanitation

Understanding of the relationship of environmental sanitation to health with particular application to safe water supply, food handling, fly control, cleanliness of school and home, disposal of night soil, disposal of other kinds of refuse.

D. Personal Health (personal cleanliness, or personal hygiene)

1. Habits which the child should practise to promote health and prevent disease.
2. Facts he should know.
3. Habits and attitudes teacher should have.

E. Mental Health and Psychological

1. Signs of mental health.
2. Ways to promote mental health.
3. Body functions in relation to mental health.
 - (a) Ductless glands.
4. Signs of mental (emotionally) troubles.

F. Family Life Education Including Sex Education

Information significant to the development of wholesome family life. Understanding human reproduction, knowledge of the Government National Family Planning Scheme.

G.1. Safety:—

- (a) Knows causes of accidents.
- (b) Understands how accidents may be avoided or prevented.

G. 2. First Aid :—

- (a) Knows and can apply first aid and emergency care measures.
- (b) Has knowledge of treatments for minor ills.

H. Sleep, rest, exercise, posture, fatigue, recreation.

I. Vision, hearing, etc.

J. Dental.

K. Infant and child care.

VI. Health education through health services :

Teachers should know :

- A. What services are available in that community.
- B. What services are available to the children in that particular school and how these can be best used.
- C. What constitutes good health appraisal of the school child and the teacher's part in health appraisal including :
 - 1. Conducting the morning inspection (teachers should keep themselves healthy and clean having healthy habits).
 - 2. Keeping records of findings for follow-up of defective cases.
 - 3. Measuring height of children and taking their weight (if scales are available).
 - 4. Checking vision (if practical).
 - 5. Observing vision practices of children.
 - 6. Reporting findings to appropriate persons (parents, doctor, nurse, health centre staff, etc.)
 - 7. Being present at medical examination of children by doctor when conducted in the school (if possible and practical).
 - 8. Using findings from the examination to do health guidance and health teaching.
 - 9. Talking with child in appropriate manner to help him carry out the recommendations of the doctor, etc.
 - 10. Having conference with the parents when needed and making arrangements about the child's condition and what can be done to improve it, and encouraging parent to take action.
- D. The part the staff members of the health centre (or other service staff doctor, Nurse, lady health visitor, vaccinator, health inspector) will have in the appraisal of the child's health.
- E. The role of community agencies such as Red Cross, other voluntary health organisations etc. may take in promoting and assisting with health work in the schools.
- F. The teacher should know something of the various health schemes in the Government
 - 1. B.C.G. Campaign to control and prevent T. B.
 - 2. National Malaria Eradication Programme.
 - 3. National Filariasis Control Programme.

4. Yaws control programme in tribal areas.
5. National Smallpox and Cholera Eradication Project.
6. School Health Services.
7. Community Health Services through Primary Health Centre.
8. UNICEF skim milk feeding programme through MCH and Schools.
9. Family Planning Health Services.
10. Nutrition Health Services through Health Organisations and FAO/UNICEF assisted expanded nutrition programme.
11. Rural water supply and school Sanitation Programme.
12. School Health Education Programme.

G. Teacher trainees may be taken to the nearest Primary Health Centre or Rural Health Centre to see actual demonstrations in consultation with staff of Centre.

H. Signs and symptoms of ill health, malnutrition or defects. The teacher needs to have some specific directions as to the symptoms which show that something may be wrong with the child's health. Knowledge of these would be of help to the teachers in their morning inspections and at other times during the day, especially during the physical training activities for identifying those children who need some attention.

I. The administrator's (or teacher in one-teacher school) part in arranging medical services for the children.

- (a) will medical officer come to the school ?
- (b) will children be taken to the health centre ?
- (c) will a public health nurse (lady health visitor or other nursing worker) visit the school in the interest of the health of the children ? Or will teacher take all this work ?
Whatever plan is to be used at that particular school, the administrator (or teacher) should assume his part in the planning of the services as to
 - (1) time the services are to be given ?
 - (2) where in the school the services will be conducted ?
 - (3) whether will parents be notified to be present and who will notify them ?
 - (4) who will follow up the cases.

VII. Healthful School Environment

A. How the environment can promote health and growth of children ?

B. How the environment may adversely affect the growth and health of children, causing diseases and illnesses ?

C. Important items in the school environment which can affect growth, health, posture, efficiency etc.

- | | |
|--|---|
| 1. The school site. | 8. protection against cold, damp, wind. |
| 2. building. | 9. condition of floor (where children sit). |
| 3. equipment and furniture. | 10. location of blackboard (as to light). |
| 4. water supply. | 11. school mid-day meals. |
| 5. latrines, urinals, disposal of refuse. | 12. general cleanliness of environment |
| 6. play areas ; size, condition lack of play area etc. | 13. beautification. |
| 7. ventilation, lighting. | |

D. Teacher's health and his health practices and how these affect health of children.

1. Influence of home environment on health of child and how school may influence home practices.

F. Effects of teaching methods on child health.

1. examination.
2. long study vs. short study hours with intervals.
3. home tasks.
4. school hours and activities according to different ages.

G. The administrator's part (or teacher in a one-teacher school) in maintaining and improving the environment.

1. cleanliness of building and surroundings: gives guidance to teachers, students, Sweepers, etc.
2. maintenance and repair.
3. guidance, secured from proper health authorities, when new construction is to be undertaken.

VIII. The importance of health teaching in the Primary (Basic) Middle, and Secondary Schools and the planning for the health education programme in the school(s) where the teacher trainee will be working.

A. Primary schools

1. Setting goals :—

- (a) What the children in each class should know and do.
- (b) the amount of time to be spent on the health teaching.
- (c) the examination requirement etc.

2. School-wide campaign-type activities. For example, suppose the faculty decides to set the goal to get every child to have a vaccination (or re-vaccination where needed) against smallpox. Each teacher (or class) would need know (a) that the campaign is to be carried out, (b) his part in the total educational programme about smallpox, (c) the vaccination scheme, etc.

3. Selecting the health committee in the school and deciding the responsibilities of this committee.

NOTE : The syllabus (the draft syllabus from Central Ministry or the syllabus in use in the State) for the primary school may be used as a basis for planning details of the programme for the primary school classes.

B. Secondary Schools.

1. Setting goals
 - (a) What the student in different classes should *know and do*
 - (b) will health be taught as a separate subject or will all of the health be included in other subjects, if so, what subjects and what health topics in each subject
 - (c) which teacher or teachers will teach the health topics
 - (d) what part will all the other teachers have in the health education programme.
 - (e) what examination (if any) will be held in the health study ? etc. etc.

2. Selecting the health committee in the school and outlining the responsibilities of the committee.

NOTE : The syllabus for the secondary school may be used as a basis for planning the details of the health programme for the secondary school.

C. Some administrative responsibilities.

1. Will each teacher use the health syllabus as it is or will he be expected to expand or adapt it to suit that particular group of children and local conditions ?
2. How will the administrator secure the appropriate materials for the teachers ? Are materials available from the central education or health office ? Does each teacher have these materials at hand ? What about textbooks with health content ?

3. Will proper arrangements be made for physical education and for health aspect of it?
4. Will a parent-teacher association be organised and who will be responsible for organising?

IX. Assessment or Evaluation

- A. Fix up a baseline first and then formulate the goal
 - B. Review goals set early in the school term.
 - C. Determine how much has been accomplished towards these goals
 - D. Review present health needs and disease problems of the children
 - E. Decide what needs to be done next to solve these problems.
 - F. Plan a programme of action.
- } Find out the reason
} for nonfulfilment of
} any goal.

X. How to teach to motivate students to learn and to do these things set as goals.

A. Methods to consider

1. Lectures.
2. demonstrations.
3. committee work.
4. visitation and observation.
5. story telling.
6. field trips.
7. group discussion.
8. art work.
9. bulletin board display.
10. drama.
11. puppet plays.
12. visiting health clinics.
13. having doctor visit class.
14. making models.
15. panel discussion.
16. exhibitions.
17. film demonstrations.
18. model health clinic.
19. developing school magazine.
20. sanitary and Health Boards in each school.
21. projects in village.
22. maintain student health study record.
23. surveys.
24. case studies.
25. scientific approach (problem solving)
26. body exhibitions.
27. laboratory methods.
28. making charts and diagrams.
29. essay competitions.
30. health projects.
31. supervised study.
32. health squads.
33. doing practicals.
 - (a) keeping water safe.
 - (b) disinfecting well.

- (c) constructing compost pit.
- (d) sweeping floor.
- (e) keeping refuse in basket.
- (f) regular using latrines and urinals.
- (g) trimming nails.
- (h) cleaning teeth.
- (i) washing hands etc.

- 34. Demonstration of vaccination (primary and re-vaccination), inoculation. DDT spraying, leprosy treatment.
- 35. health weeks.
- 36. safety weeks.
- 37. parent teacher activities for bringing home and school closer together.
- 38. carry out practices in schools attached to training colleges.

B. Planning the Teaching Activity.

Teaching approaches, teaching activities, (or whatever terms in use to designate way the teacher chooses to have material presented) should be well planned, choosing appropriate teaching aids to facilitate the teaching.

- 1. For example, when teaching about malaria, a visit may be planned around where mosquitos live and breed.
 - (a) Students may make a survey in cooperation with health personnel to locate breeding places.
 - (b) Information may be secured by students as to how these places may be improved to prevent mosquito breeding.
 - (c) Decision be made as to what part students can take.
- 2. When teaching about the use of D.D.T. in control of malaria, discussion about this may be given. And a demonstration arranged to show how house is to be cleared of furnishings, D.D.T. put on, etc.
- 3. Appropriate teaching aids may be selected.

(a) text books.	(g) flannelgraph.
(b) flash cards.	(h) puppets.
(c) charts.	(i) blackboard.
(d) posters.	(j) leaflets, pamphlets,
(e) films.	(k) real objects or actual situations.
(f) filmstrips, slides.	

XI. Reference list for use by the teacher trainees.

- A. Library materials.
- B. Textbooks.
- C. Current material : periodicals, pamphlets, leaflets, posters etc. on health subjects
- D. Teacher guides.
- E. Visual aids.
- F. Audio-visual aids.

XII. The teacher-in-training should have ample opportunity to :

- A. Observe health work and workers.
- B. Work with health leaders.
- C. Try out some practical health activities with students in primary and or secondary schools under the capable supervision of teachers with experience.

Draft Syllabus for Health Education for Ages 6--11

THINGS FOR THE CHILD TO KNOW

(Health knowledge)

I. Personal Hygiene

Child should know—

(1) that cleanliness of persons and clothing is desirable for appearance, good feeling, health promotion.

(2) that hands are to be washed after toilet use and before handling food.

3.(a) that cleanliness helps protect against disease and makes child more attractive.

(b) that clothes need to be washed daily to keep clean and attractive. If daily washing is not possible, they may be :

(1) sunned and brushed.

(2) Clothes worn near to the skin (under clothes) washed. (wash in evening, wear next day is best where there is only one set of clothing). May wear some old clothing during the night.

(c) that he must bathe.

4. (a) To clean teeth on both sides

(b) to use clean water to clean teeth

(c) to clean teeth, he may

(1) wash his mouth

(2) use twig from tree as
Neem twigs

THINGS FOR THE CHILD TO DO

(Health habits and practices)

Child—

(1) Learns to appreciate clean feeling and clean looks.

2. Washes hands after toilet use, before handling food, etc.

3. (a) Washes hands when they are dirty looking to prevent soiling books, clothing, etc.

b. Takes bath daily or as often as possible to be attractive to others and to have good feeling of freshness. Has clean clothes daily, if practical.

4.(a) Cleans teeth every morning and immediately after food, if possible, to take away food particles, to prevent decay and to make teeth more attractive.

(b) Uses clean water for cleaning teeth.

(c) Uses own finger (when clean) appropriate tree twig or brush.

Banyan twigs

Soft twig

Kiker twig

daian

- (d) that he should not use pin or other hard substance for cleaning teeth as that might injure or harm the gums. (d) Does not use pin, or earth, or gritty powder.
- (e) that tooth powder, paste or other material may be used to assist in cleaning teeth. (e) May make own tooth powder as desired using salt and charred paddy husks, or some other suitable ingredients. A prepared tooth powder may be purchased, if desired.
5. To turn head away and cover mouth and nose when coughing, or sneezing. 5. Covers coughs and sneezes to protect others using one of following ways or combination of them :
- (a) using handkerchief.
- (b) using clean cloth.
- (c) with head bent forward.
- (d) Turn face away from other person and cover mouth and nose with hands held together and in front of face and nose.
6. a.(1) That spitting is a dirty habit (2) that cultured and educated people do not spit in improper places. 6 (a) Does not spit as a general habit. If necessary to spit, then spits, only in safe places as suggested here :
- (b) that spitting can help spread disease.
- (c) where to spit in case it seems necessary. (1) spittoons provided for the purpose.
- (2) In *sigree* (*angiti* containing red hot coals).
- (3) In dust bins.
- (4) Use cloth or paper which can be disposed of.
- (5) Special containers, with disinfectant or dust at bottom, etc.
- (6) In handkerchief to be washed.
- 7 How to care for own clothing in ways appropriate to his age. 7. Helps to take care of own clothing and keeps it clean.

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| <p>8. Which are the appropriate places for bathing in his community or home.</p> <p>9. that eyes, ears, nose, mouth need special care and protection.</p> <p>10. that nails should be trimmed and kept clean.</p> <p>11. that hair should be clean and free from dirt and disease.</p> <p>12. that footwear provides some protection against injury and diseases.</p> <p>13. that protection is needed against heat, cold, rain, etc.</p> | <p>8. Bathes in those places designated as appropriate in order to protect the water supply, etc.</p> <p>9.(a) keeps 'dirty' fingers and all objects out of mouth, ears, eyes etc.</p> <p>(b) seeks medical services if anything is wrong.</p> <p>10. Keeps nails trimmed short and clean.</p> <p>11. Washes hair as needed. Combs hair daily.</p> <p>12. Wears shoes in order to protect his feet in best way.</p> <p>13. Takes care of himself in cold rainy or hot weather according to knowledge and with resources available to him.</p> |
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II. Environmental Hygiene

(Healthful School Living)

Child should know

Child—

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| <p>1. (a) that safe water is needed</p> <p>(b) How to keep water clean and safe for drinking.</p> <p>(1) Protect the source :</p> <p>no washing of utensils or clothing in drinking water source.</p> <p>no bathing in drinking water sources.</p> <p>not to obey call of nature near water supply.</p> <p>(2) Keep water in pots and covered :</p> <p>Keep covered.</p> <p>replace lid after use.</p> <p>use laddle or cup with long handle to take water from pot, or <i>ghurrah</i>.</p> <p>Keep hand out of water in pot. when a cup has been used by a person, do not put into pot again until it has been cleaned.</p> | <p>(a) Drinks only safe water.</p> <p>(b) Helps to keep drinking water clean and safe.</p> |
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(3) Use boiled water;

(4) Treat water by :

Using bleaching powder or other suitable chemical.

Filtering.

(c) That water in well can be treated to kill (or take away) the germs which cause illness. The Panchayat, the health officials, or some other qualified person may do this :

Bleaching powder or other suitable disinfectant may be used.

(d) Protected wells keep water safe for drinking.

(e) If water is not protected or treated, it may be boiled before taking.

2. (a) that sanitary latrines and urinals or other similar facility for depositing body wastes are essential to good health.

(c) Assists in purifying water in accordance with age, if directed by elders.

(d) Helps to keep the well protected

(1) no bathing or washing in or near it.

(2) no latrines usage near the well.

(3) Stores water in safe manner to keep it safe for drinking.

(e) Assists in boiling water, as needed, in accordance with directions from elders.

2. (a) uses latrines and urinals as directed by teacher, parents or other leaders.

(b) Helps to keep latrines clean and in attractive condition.

(c) Uses proper latrines for defecation. Do not use fields, streets, ponds or streams. When there is no latrine available to the child at time of need, he may be instructed as follows :

(1) Defecate in pits :

(a) dig trench.

(b) use an out-of-the way place

(c) carry a "Khurpi" to fields to dig trench .

(d) cover night soil with earth.

- (2) Do not defecate :
- (a) on banks of river or stream.
 - (b) in rivers or streams.
 - (c) near tank or other water supply.
 - (d) in streets, roads, or lanes.
 - (e) near inhabited places as playgrounds, etc.
3. (a) that home, streets, play area, school should be clean to be safer, more beautiful and help to keep child healthy. 3 (a) Puts trash in dust bin, pit or other appropriate place.
- (b) that dust blowing into the classroom may cause discomfort by irritation of eyes, throat. (b) Helps clean up trash which has been around thrown by thoughtless people etc.
- (c) dust should be removed daily for cleanliness and health. (c) Helps to keep 'cleaning' implements (apparatus) handy : broomsticks, basket, buckets, longstick with palm leaves for cleaning cobwebs, etc. (cleaning apparatus may vary from one locality to another).
- (d) that each person should do his part to keep surroundings clean. (d) Serves in housekeeping committee or clean-up committee to help keep building and grounds clean. Sweeps and dusts classroom daily to keep it clean and tidy. Takes part in decorating. Sprinkles water as needed to keep down dust before sweeping and at other times.
- e) that the cleaning work may be more effective when responsibilities are planned.)e) One group may sweep path to school, another group picks up paper bits, leaves, etc. Girls decorate front of school with 'kolam' (design drawing with white powder) or other appropriate decoration.
- f) that hands, face, feet need cleaning after doing cleaning work. (f) wash hands, face, feet after doing cleaning work :
- (1) At least wash hands, do not accept food or drink until it is done.
 - (2) Provide water, give instruction.

- (3) Water can be stored for this purpose.
- (4) If no water at school, children may be taken to well or river.
- (5) Stress washing immediately upon arrival at home.
4. that proper ventilation and lighting are needed in his school, home or other places for work, play, living etc.
4. Makes best use of light and ventilation facilities available to him.

III. Control of Diseases

Child should know :

Child —

1. that safe water can help keep him free from certain diseases (see section on environmental hygiene for additional suggestions).
1. (a) Drinks only safe water. (tubes well, boiled, filtered, treated. etc.)
- (b) that water must be kept clean .
- (b) Helps to protect the water supply by : keeping dirt and rubbish out of the drinking water, bringing water for drinking and stores it in a safe way in a safe place.
- (2) that sanitary latrine is important to health (see environmental hygiene).
- (2) (a) Uses sanitary latrine.
(b) Helps to keep the latrine clean and attractive.
3. (a) that diseases are caused by germs. These germs can be spread by discharges from the sick person to a well person through water, food, air, by flies, mosquitoes, rats, dogs, etc.
3. (a) Learns, according to age of understanding, how certain diseases are caused. He does those things which he knows will help to prevent the diseases to himself or to others.
- (b) that flies can carry filth (with germs in it) to food. Children have seen flies on food and also seen flies on filth (faces). Food should be covered to protect it from flies.
- (b) Stores food where flies cannot get to it.
- (c) that flies breed in uncovered cattle dung heaps and other such places.
- (c) Helps collect cattle dung, put into compost pit, cover with earth, etc.
4. (a) that the mosquito carried the malaria or filaria parasite (germ) from the sick person to the well person.
- (a) Protects himself from mosquitoes.

- (b) that mosquitoes live and breed in water. (b) **Helps to make a once-a-week check at least about the compound or village to find and prevent mosquito breeding places.**
- (c) Avoids contact with any of the other disease carriers.
5. that certain diseases can be prevented by immunisations : 5. Gets immunisations as advised.
Smallpox, diphtheria, cholera, T.B., etc. **Learns about immunisations available from the local health services.**
6. that general causes of illness are : 6. Assists in the conducting of National Health Schemes :
infection (germs)
excessive exposure to heat, cold, etc.
indiscretion in eating and drinking.
lack of certain essential food elements.
uncleanliness (unclean habits).
Smallpox eradication as guided by teachers and parents and others as appropriate.
7. the elementary facts about certain diseases prevailing in the area : 7. **Learns some information about common diseases in accordance with age and other conditions :**
malaria, TB, leprosy, smallpox, diphtheria, whooping cough, influenza, cholera, typhoid, dysenteries, diarrhoea, hookworm, round worm. (a) at age six stress general habits to promote health and prevent disease.
(b) By 11 years may know more about cause, transmission, and some specific ways to prevent the disease.

IV. *Food and Nutrition*

Child should know —

Child —

1. that food makes him grow . 1. Eats food available to him (provided by parents, teachers, etc.) which he has learned will help him grow and be healthy.
2. (a) that food should be clean and free from germs. 2. (a) Helps to keep food clean.
- (b) that flies can cause food to be unsafe for eating. Flies bring germs from sick man's discharges (faces, spit) to food of well person. (b) covers food to keep flies away.
- (c) that food should be covered to protect it against flies. (c) covers mid-day meal at school.

- (d) that the child should wash hands before handling food and after using toilet. (d) handles food with clean hands.
- (e) that food hawkers do not always keep food clean and safe from germs. (e) does not buy food from hawkers as that food is not always, properly protected against dirt, flies. Also that some hawkers do not practice good personal hygiene.

Child develops the practice of buying from authorised food sellers.

Requests that any food sold to him be properly wrapped.

3. that the body needs a variety of foods (nutrients). 3. Learns to eat many different kinds of food if available.
4. which foods (produced and/or used in his community) contain the most nutrients needed by his body for : energy, growth, and protection. He may learn to know foods especially good for energy, growth, protection. 4. Eats foods good for him (Milk, etc.) and available in his community. Energy giving foods, protective goods, and foods for growth and body building. Learns to like these foods.

For *Energy giving* : Cereals, potatoes, gur and other sweets, oils, ghee, butter and bananas.

For *growth or body building* : Milk, pulses, legumes, meat, nuts, eggs, and fish.

For *Protection* : green leafy vegetables, other fresh vegetables, fruits (fresh and dried).

But he should begin to learn that most foods include some nutrients for more than one group. Learns which of the common foods grown locally are most valuable to his growth, protection and for energy.

5. that fresh vegetables and fruits are good for him. 5. Eats clean and fresh vegetables and fruits.
6. that too many sweets may not be good for his growth. 6. Refrains from buying and eating too many sweets and other foods of limited nutritive value.
7. the correct eating habits for his age group and community customs. 7. Practices correct and hygienic eating habits :
(a) regular hours

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| | (b) no hurry, no worry while eating |
| | (c) proper chewing |
| | (d) cheerful disposition |
| | (e) limited eating between meals |
| | (f) no overeating. |
| 8. the desirable foods for special occasions (festivals, etc.) fasting practices for his group and the health implications. | 8. Helps keep food for festivals clean and attractive. |
| 9. (a) that kitchen gardens can produce food to make him grow. | 9. Takes his part in making kitchen garden at home and vegetable garden at school. |
| (b) that it is important to help with the work in the kitchen garden. | |
| 10. how to serve food properly . | 10. Takes turn in helping to serve food in accordance with family and community customs. |
| 11. the best food for different seasons : hot, cold, etc. | 11. Eats food suitable to his needs for different seasons. |

V. Health Conditions in Town Village

Child should know.—

Child —

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|---|--|
| 1. (a) about his own village or town . | 1. (a) Learns the source of (show the teacher) the drinking water. |
| (b) some of the people who help to keep his village (or town) safe and healthy. | (b) Takes pride in his own village or town. |
| | (c) Can locate the health centre (If there is one). |
| | (d) Can locate other health facilities in the village : dispensaries, hospitals, private doctors, dentists, etc. |
| | (e) Can name some of the people in his village who help to keep it clean and safe : Health Inspector, Sweeper, traffic man, etc. |

- (f) Can tell something about the work of each.
Panchayat and its chairman
Chowkidar, patel
doctor
vaccinator, health inspector
health visitor, auxiliary
nurse, midwife, nurse
village level worker
sweeper
2. (a) that the village water supply should be clean. 2. (a) helps keep the drinking water safe and clean.
(b) that wells and tanks can be polluted by excreta and filth falling into the well seeping through the ground, or from water dripping back into the well, by improper bathing, washing of the clothes or the cooking utensils near the well. (b) bathes and washes clothes away from the well.
- (c) Deposits excreta in sanitary latrine or away from the drinking water, and in safe condition.
3. the student may see section on 'Environmental Sanitation' for suggestion relating to village sanitation.

VI. Growth

Child should know :

1. that healthy children grow
2. how to give some measurements of his growth (How to tell that he is growing)
3. Knows elementary facts about his body and its functions (anatomy and physiology). Learns to know what the following are where located in body, and a little about the function of each :

Class One . Parts of body .

Child :

1. Practices those things which make him grow.
 2. Takes notice of his growth :
(a) measuring height (teacher or parent assists, if needed).
(b) weighs self if scales are at hand.
 3. Does things which will promote good body functioning.
- Hands, arms, feet, legs, head, face, eyes, ears, nose, mouth, teeth, hair, body.

- Class Three** . Parts of body . knees, ankle, nails, skin, gums, toe-fingers, heel, tongue, neck, bones, muscles.
- Class Four** . Parts of body . chest, chin, red blood, heart, stomach, intestines, jaws, tonsils, adenoids, ear-drum, throat, eyeball, shoulder, brain.
- Class Five** . In classes 1-4 only a brief introduction may be given to parts of body—In class 5, the study of parts and functions may be more detailed as basis for later understanding. To the list studied in previous classes the following may be added : heart, lungs, liver, large and small intestines, cells. In 5th class, the study may include :
- (1) General understanding of skeleton.
 - (2) General knowledge of how muscles work.
 - (3) Functions of skin and perspiration.
 - (4) Respiration.
 - (5) Circulation.
 - (6) Kidneys and excretion.
 - (7) Brain and nervous system
 - (8) The five senses: seeing, hearing, feeling, smelling, touching.
 - (9) About the teeth: Six year molar, first or temporary teeth, permanent teeth.

4. That growth may be hampered by diseases, lack of food, etc. 4. Does things to promote growth

VII. Rest, Sleep, Exercise Postures

Child should know—

1. that rest and sleep are needed to feel good and for growth. Amount of sleep needed for his age.
2. that comfort during sleep and rest is desirable and usually more healthful.

Child—

1. (a) Rests when tired.
(b) Sleeps at proper time.
(c) Goes to bed when advised by parents and teachers.
2. seeks the best conditions available to him for sleeping . . as to :
 - ventilation
 - place for sleeping
 - clothing
 - covering

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| 3. that exercise helps to make his muscles strong, and helps to make make him grow. | 3. (a) takes part in games suitable to his age group and community interest.
(b) takes part in some games or exercises to test his strength and measure his improvement in skill. |
| 4. that good posture is attractive | 4. "stands tall and sits tall" for good posture. |
| 5. that it is desirable to have a balance between work and play. | 5. helps with work in accordance with his age, strength, skill, etc. |
| 6. the safe places to play at school, in community, at home. | 6. Plays at safe places to avoid accidents to self and others. |

VIII. *Caring for animals*

Child should know —

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| 1. that some animals can help him. | 1. Is kind to the animals in the village, those which help him and help other people. |
| 2. that some animals may harm him | 2. Avoids those animals which may harm him. |
| 3. that animals need his protection. The animal may need to be kept in a safe place. | 3. (a) cares for his pets, also for farm animals.
(b) helps keep animals clean and free from insects. |
| 4. that animals have diseases. Some of those diseases may harm people. | 4. Keeps away from sick animals. |

Child —

IX. *Safety and First-Aid*

Child should know—

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| 1. Elementary rules for safety :
(a) plays in safe places.
(b) avoids harmful animals.
(c) stays at safe distance from fire and river, etc.
(d) walks on safe side of road, street, lane.
(e) avoids rash driving (of cycle)
(f) takes care in handling electrical equipment.
(g) the safety practices to use of knife, scissors, in running, jumping, throwing. | 1. Observes rules of safety in playing and working... as listed in "things for child to know". |
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Child—

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| 2. Simple first-aid measures : | 2. carries out first-aid measures according to his knowledge. |
| (a) to notify someone if accident does occur. | (a) notifies adult or older child in case of accident. |
| (b) how to extinguish fire | (b) if clothing catches fire, he rolls on ground (over and over) to smother the fire. Does <i>not</i> run. |
| (c) how to give attention to cut, bruise, thorn pricks, insect bites. | (c) (1) Cut-keeps clean, (dirt or dirty material away from cut).
(2) Bruise....(ask doctor).
(3) Thorn pricks-keep clean.
(4) Insect bites (ask doctor). |
| (d) what things not to do | (d) Avoids doing those things which may make accident worse. |
| (e) that blisters are not to be broken | (e) Cares the blister to keep it from getting broken. |

X. Health Organisations

Child should know—

Child—

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| 1. that people work together to do things for the health of the people in the community. | 1. Takes part in activities according to some of the following : |
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Classes 1-2 (in school only)

- (a) clean-up of school surroundings.
- (b) Health clubs, Health squads, Junior Red Cross.

Classes 3-4

- (a) clean-up campaigns.
- (b) Clean-up Committee.
- (c) Scouts, Health Club, Girl Guides
- (d) Junior Red Cross.
- (e) Safety-First Squad.

Classes 5

- (a) Clean-up Committees.
- (b) General sanitation work at School.
- (c) Gardening and social services in school.

- (d) Physical Education. Social Organisations.
 - (e) Balkanji Bari and such other organisations suited to the group.
 - (f) Watch community work and join after 12 years old as appropriate. Gradually taking part.
 - (g) Festivals, exhibitions and health department work.
 - (h) Cleaning latrines, disinfecting water supply and first aid.
2. Works with classmates to let others know what health practices are being carried out in his school. This could be done by inviting parents to school, writing stories to take home, or telling parents at home.

XI. Family Life Education Including Sex Education

Child should know—

1. that his family is important to him for protection, love, physical necessities, fun, etc. and that every member of his family is important.
2. Proper conduct for his or her own sex at his (her) age.
3. Proper conduct toward older people and toward younger people.
4. Knows proper social customs for his age, sex, family and community group.
5. That his teacher will help him to get answers to some of the questions about his own development.
6. Understand in a general way how plants and animals reproduce their kind.

Child—

1. appreciates his family and takes part in family activities of work, play, worship, etc.
2. Conducts himself (herself) according to accepted standards and in an acceptable way towards the opposite sex.
3. Conducts himself in proper manner toward older and younger people.
4. Carries out appropriate social customs.
5. When he needs information about his own development, goes to teacher, parents or other qualified source.

Draft Syllabus for Health Education for Ages 11-14

THINGS FOR THE STUDENT TO KNOW

(Health knowledge)

I. Personal Health

Knows the facts appropriate to his age.

1. (Reviews the learnings for ages 6-11).

2. Learns a little of the "why wash hands, cover coughs, control spit".

3. Knows that good personal hygiene is a mark of some distinction

4. Knows that eyes need protection against dust, germs, etc

5. Knows that sharp objects, insects etc. should be kept out of ears, eyes, nose.

6. Knows diseases which harm eyes, (trachoma, for example) cause, prevention and cure.

7. Learns the proper care for his nose, how to breathe, etc.

8. Learns information about his teeth :
temporary teeth
permanent teeth
how to keep teeth clean and attractive.

9. Knows that teeth are hard but they can be injured.

II. Environmental Hygiene (Healthful Living)

1. Reviews information for ages 6-11.

2. That light and air are needed in his house.

THINGS FOR THE STUDENT TO DO

(Health habits and practices)

1. Continues the health practices suggested for ages 6-11.

2. Develops health habits in accordance with knowledge.

3. Keeps himself well-groomed.

4. (a) Protects eyes from dirty fingers, insects, etc. which might cause diseases.

(b) Uses whatever test is available to check his vision : for example the Snellen Chart.

5. Protects ears by keeping sharp objects, insects, etc. out of them.

6. Seeks treatment for an eye trouble which may develop.

7. Wears glasses if advised by medical adviser and they are available to him.

8. Brushes or cleans teeth after eating according to directions.

9. Protects his teeth from harm by not biting objects too hard, etc.

1. Continues the health-practices suggested for ages 6-11.

2. Helps to keep proper light and ventilation for his own house.

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| <p>houses are built in certain directions (to wind and light)</p> <p>4. Why certain materials are used for building houses.</p> <p>5. That his own house and surroundings should be kept clean to be safe, attractive and beautiful.</p> <p>6. That it is his civic duty to help keep a safe and sanitary environment.</p> | <p>3. Observes the way different houses are built.</p> <p>4. Observes use of building materials in different houses.</p> <p>5. Helps to keep his own house and surroundings clean.</p> <p>6. Performs his civic duty in keeping surrounding safe and sanitary.</p> |
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III. Control of Communicable Diseases

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|--|---|
| <p>1. Reviews learnings for ages 6-11</p> <p>2. Expands his knowledge as to the causes and control of diseases. . . .</p> <p>malaria
cholera
tuberculosis
smallpox
typhoid
dysenteries, etc.</p> <p>3. Knows some of the "common ailments", their causes, and preventions.</p> | <p>1. Continues to emphasize practices listed for ages 6-11.</p> <p>2. Keeps his immunizations up-to-date (in so far as facilities are available).</p> <p>3. Follows procedures to prevent and control diseases in accordance with knowledge acquired.</p> <p>Takes part in any school or community activities to help prevent or control diseases.</p> |
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IV. Food and Nutrition

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| <p>1. Has elementary knowledge about nutrition. (Reviews learnings for ages 6-11).</p> <p>2. Learns which foods in his community help to :</p> <p>build strong body
make good teeth and bones
give energy
keep skin, eyes, gums etc. in good condition.</p> <p>3. Knows that he needs extra amount of food during the fast growing period.</p> | <p>1. Continues to emphasize practices listed for ages 6-11.</p> <p>2. Eats those foods needed to build a strong body and keep it in good condition if they are available to him.</p> <p>3. Eats a good supply of wholesome foods before eating too many sweets or other less nutritious foods.</p> |
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| <p>4. Understands the meaning of balanced diet and knows how to select a balanced diet.</p> | <p>4. (a) Selects foods to make a balanced diet (if given any choice)</p> |
| | <p>4. (b) Uses one of the plans available to him to calculate the nutritive value of goods consumed:</p> <p>(i) Wheel of Six Groups ?</p> <p>(ii) Green and yellow vegetables.</p> <p>(iii) Food value chart.</p> |
| <p>5. Knows that foods are classified as :
fats
carbohydrates
proteins
and that his body needs some of each class. Has some knowledge about these.</p> | <p>5. Helps make and tend the kitchen garden at home or at school.</p> |
| <p>6. Knows the value of a kitchen garden.</p> | <p>6. Helps gather, prepare, store, or sell the vegetables from the kitchen garden.</p> |
| <p>7. Knows appropriate "manners" in relation to serving and eating food.</p> | <p>7. Practices manners appropriate to his age, family, community, groups.</p> |

V. Health Conditions in Village, Town or Country

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| <p>1. Reviews learnings listed for ages 6-11.</p> | <p>1. Continues the practices listed for ages 6-11.</p> |
| <p>2. Knows that certain sanitary standards must be maintained in order to protect the health of the people. He knows the special ones for his town or village.</p> | <p>2. Does his part to maintain the standards of cleanliness, protection of the water supply, etc. for his town or village.</p> |

VI. Growth

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| <p>1. Reviews learnings for ages 6-11.</p> | <p>1. Continues the practices listed for ages 6-11.</p> |
| <p>2. Knows that growth is usually irregular during this stage of development.</p> | <p>2. Can give evidences that he is growing ?</p> |
| <p>3. Knows that most girls grow faster than boys at this age.</p> | <p>3. Develops a good attitude toward his own growth even though he may be developing very rapidly or quite slowly.</p> |

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| <p>4. Knows that growth is usually rapid during this period of his life.</p> | <p>4. Gives attention to those health habits which may help his growth :
proper rest
proper exercises
proper nutrition, cleanliness,
immunizations</p> |
| <p>5. Reviews information about body and its functions as given for classes 1-5. In addition learns the following :</p> <p>(a) Heart, its parts and function</p> <p>(b) Circulatory systems, some of the parts (veins, arteries, capillaries, etc.), and functions.</p> <p>(c) Glands :
 dial glands</p> <p>(d) Excretory system, parts and importance to body functions.</p> <p>(e) Elementary knowledge of nervous system.</p> <p>(f) Parts of eye and seeing.</p> <p>(g) Parts of tooth, kinds of teeth, and their functions.</p> | <p>5. Does those things which promote growth and help his body function well.</p> |
| <p>6. Learns elementary facts about needs of young children, and how to care for young children.</p> | <p>6. When caring for young children, uses knowledge learned to do this in best way.</p> |
| <p>7. That medical inspection (check-up, etc.) is an important procedure in checking on growth and health.</p> | <p>7. Takes advantage of opportunities to have medical check-up to assess growth and health status.</p> |

VII. Rest, Sleep, Exercise, Posture, Leisure Activities

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| <p>1. Reviews learnings for ages 6-11</p> | <p>1. Continues the practices listed for ages 6-11.</p> |
| <p>2. Knows the amount of sleep needed for his age.</p> | <p>2. Sleeps the number of hours advised for him, if possible.</p> |
| <p>3. Knows good posture and breathing exercises.</p> | <p>3. Demonstrates good posture while sitting and standing.</p> |
| <p>4. Learns new games and exercises to strengthen muscles and keep body in good tone.</p> | <p>4. (a) Takes part in appropriate games and exercises.
(b) Shows good sportsmanship in games and sports.</p> |
| <p>5. Knows many kinds of leisure activities, games sports, crafts, music, hobbies.</p> | <p>5. Carries on some worthwhile activity of his own choosing during leisure hours.</p> |

VIII. Caring for Animals

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| 1. Reviews the learnings for ages 6 to 11. | 1. Continues the practices listed for ages 6-11. |
| 2. Knows that animals need protection from fast-moving traffic. | 2. How to keep animals (cow, buffalo, etc.) out of heavily travelled roads. |
| 3. Knows which animals may harm him and how. | 3. Avoid dangerous animals. |
| 4. Knows what diseases may be passed to him from animals. | 4. Carries out practices which will prevent catching diseases from animals. |
| 5. Knows what to do in case he is hurt by an animal : for example, snake bite. | 5. Carries out good first aid measures as needed. |
| 6. Knows the meaning of "prevention of cruelty to animal". | 6. Is kind to appropriate animals. |

IX. Safety, First Aid, Home Nursing

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|---|---|
| 1. Review learnings for ages 6-11 | 1. Continues to stress those habits for ages 6-11 as appropriate. |
| 2. Learns safety rules needed, for
cycle safety
safe swimming
safety with electricity
safety for camping and hiking | 2. Practises the safety rules which he has learned. |
| 3. Learns what to do in case of accident. | 3. Acts in emergencies in accordance with prior instructions and teachings. |
| 4. Learns elementary facts about caring for sick person in the home. | 4. Helps take care of members of family when ill. |

X. Health Organisations

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|---|---|
| 1. Reviews learnings for ages 6-11. | 1. Continues those practices listed for ages 6-11. |
| 2. Knows the work of the village Panchayat with regard to health. | 2. Cooperates with the village Panchayat. |
| 3. Knows the functions of the village Health committee. | 3. Cooperates with the village health committee. |
| 4. Knows something of the functions of the Government Health Organizations in his village or town (Primary Health Centre, Hospital, etc.) | 4. Carries out recommendations of the Government Health Services. |
| 5. Learns something about the voluntary organizations in his village or town which are working to improve health. | 5. Takes appropriate part in the work of voluntary groups. |

XI. Family Life Education including Sex Education

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|---|---|
| <ol style="list-style-type: none"> 1. Reviews learnings for ages 6-11. 2. Knows the elementary facts about how he came into being and how he (she) developed into a boy, or a girl of his/her present age. 3. Learns something about the body changes soon to take place (or now taking place) and proper care of the body during this period : (Body functions to be expected are : menstruations for girls, seminal emissions for boys and voice changes and a growth of public hair for both) 4. Knows that the Government has Family Planning Scheme. | <ol style="list-style-type: none"> 1. Continues practices listed for ages 6-11 as appropriate. 2. Shows a mature attitude toward others of his own sex and of the opposite sex. 3. (a) Develops a good mental attitude toward the maturing processes.
(b) Practices good personal hygiene.
(c) Conducts himself (herself) in wholesome manner toward members of opposite sex and in accordance with accepted standards for his family and community group. |
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XII. Mental Health

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| <ol style="list-style-type: none"> 1. Knows that good mental health is important. 2. Acquires some elementary knowledge about mental health and makes a mentally healthy person (so far as is known at present). | <p>Takes part in activities which are believed to contribute toward good mental health.</p> |
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XIII. Pioneers in Health

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|---|---|
| <ol style="list-style-type: none"> 1. Learns names of some people who have contributed significantly to the health of the people :
in India
from other countries
of the world. | <ol style="list-style-type: none"> 1. Appreciates the contributions of these people to modern life. 2. Follows the advice of these leaders in so far as advised at present. |
|---|---|

Draft Syllabus for Health Education Ages 14-17 (Tentative Draft)

THINGS FOR THE STUDENT TO KNOW

(Health knowledge)

I. Personal Health (Hygiene)

1. Reviews learning for ages 6 to 11, and 11 to 14.
2. Knows that personal hygiene is an important factor is being accepted into some groups.
3. Knows that he may influence younger children to develop good hygiene practices.
4. Learns what diseases can be spread by lack of the proper hygiene practices :
 - (a) lack of handwashing.
 - (b) spitting.
 - (c) improper control of excreta.
 - (d) coughing too near others etc.
5. Learns that child, youth, adult older person each has certain health needs and personal hygiene requirements.
6. Increases his knowledge about the eyes, ears, nose, throat, teeth etc.
 - (a) What is needed to keep them healthy.
 - (b) What diseases can attack each.
7. Knows where to get treatment if eyes, ears, nose, throat, or teeth need care.

THINGS FOR THE STUDENT TO DO

(Health Practices & Habits)

1. Continues to practise those health practices listed for age groups 6-11, and 11-14 as needed.
2. Takes responsibility for his own personal hygiene habits and does the things he knows will benefit him and his 'community'.
3. Helps brothers and sisters to develop good hygiene practices.
4. Recognizes the signs of health and the signs of disease in himself and others. Carries out good hygiene practices to prevent diseases.
5. Carries out practices to meet his own health needs and to meet his personal hygiene requirements.
6. Does those things needed to keep eyes, ears, nose, throat, teeth in good health.
7. Seeks help, when needed, for these special organs.

II. Environmental Hygiene

1. Reviews learnings for ages 6 to 11 and 11 to 14.
1. Continues to stress those practices listed for age group 6-11, and 11-14 as applicable.

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| <p>2. Knows what are good standards of cleanliness and what is the proper use of each of : ditches, nullahs, rivers, open spaces, recreational grounds, water supply, latrines, refuse pits, with regard to health promotion.</p> | <p>2(a) Makes survey of the conditions of things listed under No. 2 in the column "things for student to know".</p> <p>(b) Decides (with the help of teacher, parent or other adult leader) what can be done to improve conditions(if needed) of any of the situations, found in the above survey.</p> <p>(c) Takes his part in making any of these changes and takes part in keeping them in good condition.</p> |
| <p>3. Learns additional information about a good site for the house and what are some conditions which make a comfortable house health, :
kitchen
veranda
toilet (latrine)
direction of air
direction of light
outlet for water
throwing of garbage
furniture</p> | <p>3. Helps to keep own home in best condition possible.</p> |
| <p>4. Learns additional information about what makes a good school environment.</p> | <p>4. Helps to make survey of school environment to see how well it comes up to good standard of cleanliness.</p> |

III. Control of Communicable Diseases

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| <p>1. Reviews the learnings for ages 6-11, and 11-14.</p> | <p>1. Gives emphasis to practices listed for ages 6-11, and 11-14 as applicable.</p> |
| <p>2. Knows the seasons of the year when certain diseases usually occur and why.</p> | <p>2. Does some research (asks questions of health authorities) to determine why certain diseases occur at certain seasons.</p> |
| <p>3. Knows the leading causes of deaths in India..... 1st, 2nd, 3rd.....</p> | <p>3. Finds out which diseases cause most sickness and deaths in his section of country (village, town, State).</p> |

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|---|--|
| 4. Increases his knowledge about the diseases, causes, prevention, cure, etc. | 4. Does those things which will help to control leading communicable diseases...in so far as is possible. |
| 5. Knows the place of home nursing in the prevention of disease. | 5. Assists in taking care of sick persons at home, if needed, and using hygienic methods in order to prevent the spreading of communicable diseases. |
| 6. Becomes informed about longevity in India as compared to other countries of the world. | 6. Practices those things which will promote long and healthy life. |
| 7. Has a clear understanding of how germs cause diseases. | 7. Works to prevent diseases caused by germs. |

IV. Food and Nutrition

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|--|--|
| 1. Reviews the learnings for age groups 6-11, and 11-14. | 1. Continues to emphasise those practices listed for ages 6-11 and 11-14 as applicable. |
| 2.(a) Knows how to plan a quiet suitable for himself using local, inexpensive foods. | 2. (a) Eats foods he knows he needs (in so far as possible). |
| (b) Knows what constitutes a good diet (balanced diet). | (b) Chooses a balanced diet. |
| 3. Learns to make dietary survey with some degree of skill, especially a survey of his own food intake over a period of days. | 3. Makes several dietary surveys on himself, other members of his family, or others as directed. |
| 4.(a) Knows the chief food values in most of the foods in his community. | 4 (a) Uses local foods in sufficient quantity to bring about diets in balance (if anything was needed to balance them: Vitamin, Minerals, Protein, etc. |
| 4(b) Knows the value of vitamins, minerals, and other food nutrients. | (b) Calculates the food value of the diets surveyed in(3) above. |
| 5(a) Learns how to prepare food for sick person...especially what foods are most suitable. Follows directions of doctor if one has been in attendance. | 5. (a) Serves food to sick person in a very attractive manner. |
| | (b) Keeps dishes and other serving utensils used in serving sick person separate from those used by others in the family. Washes them separately and thoroughly. |

6. Studies scientific information about foods in relation to "beliefs of people".
7. Knows about the nutritional deficiencies in India as found through research studies and surveys.
8. Knows about some of the Government and Voluntary schemes to improve nutrition of people : M.P.F., School lunch, farming, gardens, etc.

V. Health Conditions in Village, Town and Country

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Reviews learnings for ages 6-11, and 11-14. 2. Learns more about the health conditions in his own village or town (good, bad, improving, getting worse, etc.). 3. Learns about the health conditions in different industries or kinds of work . . . and what the owner (employee) does to promote health among the workers :
clean surroundings.
safe water.
sanitary latrines.
safe food.
good ventilation. 4. Knows about the main health scheme of the Government (Central) and his own State Government and what each scheme is attempting to do for the people. | <ol style="list-style-type: none"> 1. Continues these practices listed for ages 6-11, and 11-14 as needed. 2. Lists specific things (with teacher's guidance) which can be done in his village to improve health conditions. If practical the teacher may ask the workers at the health centre to give basic information about conditions in the village or town. 3. Finds out about these in his village. 4. Student does his part to carry out the Government health schemes aimed at improving conditions in his village, town, country. For example, student can help to interpret the need for these, to his own family, neighbours, etc. |
|--|--|
- (a) Primary Health Centre.
 - (b) Malaria Eradication.
 - (c) Smallpox Eradication.
 - (d) Family Planning.

- (e) Leprosy Control.
- (f) T.B. Control.
- (g) Water Supply and Sanitation.
- (h) Nutrition Improvement.
- (i) School Health Education.

VI. Growth

- | | |
|--|--|
| <p>1. Reviews learnings for ages 6-11 and 11-14.</p> | <p>1. Emphasises the practices listed for age groups 6-11 and 11-14 which are applicable to ages 14-17.</p> |
| <p>2. Knows about the characteristics of growth for his own age group :
for boys
for girls
and for general needs.</p> | <p>2. Does things to promote best growth.</p> |
| <p>3. Learns elementary knowledge about the development of children and some of their special needs . . . especially their nutritional needs and how to protect them against the communicable diseases.</p> | <p>3. Assists with the care of young children in the home applying the information which he has learned in his health study at school.</p> |
| <p>4. Reviews the facts about body and its functions suggested for ages 6-11 and 11-14. The following may be taken up in this age group :</p> <ul style="list-style-type: none"> (a) "adolescent growth spurt" (b) Heredity, as related to body build and characteristics. (c) Glands and their effect on growth. (d) Nervous system : its parts and functions. (e) Hormones. (f) Blood and how it helps fight disease. (g) Lymphatic system and function. (h) Excretory system : parts and functions. (i) Reproductive system. | <p>4. Does those things which will promote growth and efficiency of body.</p> |
| <p>5. Knows value of medical check-up (inspection, etc.)</p> | <p>5. Gets medical check-up when available to him and as needed.</p> |

VII. Rest, Sleep, Exercise, Posture, Leisure-time Activities

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|---|---|
| 1. Reviews learnings for ages 6-11 and 11-14. | 1. Continues the practices listed for ages 6-11, and 11-14 as applicable. |
| 2. Knows what games and exercises are suitable for him (her). | 2. Takes part in games and activities suitable for him and enjoyed by him (if possible). |
| 3. (a). Knows the value of sleep and rest to himself . | 3. Gets the amount of sleep needed if possible. |
| (b). Knows the amount of sleep he needs for his age, activity, etc. | |
| 4. Girls know what exercises are suitable during menstruation. | 4. Girls practice games and exercises during menstruation in accordance with recommendations and personal guidance. |

VIII. Caring for Animals

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|--|---|
| 1. Reviews learnings for ages 6-11 and 11-14. | 1. Continues to emphasize those practices listed for ages 6-11 and 11-14 as needed. |
| 2(a). Learns more about diseases passed from animals to humans. | 2. Does those things which will prevent diseases passing from animals to humans. |
| (b). Knows how to prevent diseases being passed from animals to humans or from animals to animals. | |
| 3. That animals need kind treatment to give best service to man. | 3. Treats animals kindly. |

IX. Safety, First Aid and Home Nursing

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| 1. Reviews things listed for ages 6-11 and 11-14. | 1. Continues the health practices listed for earlier ages if practical for this age group. |
| 2. Learns accident facts including; accidents due to different causes deaths in his State from different accidents. | 2. Does things to prevent the kind of accidents which have been occurring. |
| 3(a). Learns safety rules | 3(a). Obeys the safety rules in so far as possible. |
| (b). Learns safest ways to do things; travelling (on foot or on cycle).
to do his work.
uild a fire.
play games. | (b). Does things the safest way in so far as is practical . |

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|--|---|
| <p>4. Knows first aid measures for certain injuries.</p> | <p>4. Applies first aid measures in accordance with instructions learned.</p> |
| <p>5. Learns how to care for patient in the home :</p> <p>to carry out doctor's orders.</p> <p>to make the patient comfortable, change his clothing, give bath, change bed, etc.</p> <p>to protect patient against other diseases and to isolate him from people.</p> <p>to dispose of body wastes in same manner.</p> | <p>5. Assists with caring for sick persons in the home.</p> |
| <p>6. Knows to keep poison and other harmful substances out of reach of small children.</p> | <p>6. Helps to keep medicine and poison out of reach of small children.</p> |

X. Health Organisations

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|--|--|
| <p>1. Reviews learnings for ages 6-11 and 11-14.</p> | <p>1. Continues practices listed for ages 6-11 and 11-14 as applicable.</p> |
| <p>2. Learns more details about the work of the</p> <p>Village Panchayat</p> <p>Health Committee</p> <p>Govt. health services</p> <p>Private doctors, etc.</p> | <p>2. Works with organizations (official or voluntary) which are working to improve community.</p> |
| <p>3. Learns what voluntary health organisations are represented in his community and what each is doing to improve the health of the people.</p> | <p>3. Serves on committee, if called upon.</p> |

XI. Family Life Education Including Sex Education

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|---|---|
| <p>1. Reviews information listed for ages 6-11 and 11-14.</p> | <p>1. Continues practices listed for ages 11-14 as practical.</p> |
| <p>2. Learns some of the responsibilities which must be undertaken by Parents :</p> <p>by father.</p> <p>by mother.</p> | <p>2. Appreciates his own parents.</p> |

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|--|--|
| <p>3. Learns more about how the child comes into being (reproduction) and develops, and about child's need for :</p> <p>(a) love.
(b) food.
(c) protection.
(d) protection against accidents and diseases.</p> | <p>3 (a). Takes his proper place in his own family in accordance with the prevailing customs, helping other members of family to meet their health needs.</p> <p>(b). Shows respect for other members of the family and members of the opposite sex.</p> |
| <p>4. Learns about the Family Planning Scheme of the Central Health Ministry and why this scheme has been undertaken by the Government.</p> | <p>4. Appreciates the work of the Government in trying to improve family life.</p> |
| <p>5. Learns some of the legal information regarding marriage, adoption, support of children, etc.</p> | |
| <p>6. Knows the proper personal hygiene practices needed and proper clothing for his age and sex, especially menstrual hygiene for girls.</p> | <p>6. Practices proper personal hygiene.</p> |
| <p>7. Knows some of the diseases which may affect the reproductive organs.</p> | <p>7. Seeks medical attention according to need.</p> |

XII. Mental Health

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|---|--|
| <p>1. Reviews learnings for ages 11-14</p> | <p>1. Continues to emphasise the practices listed for ages 11-14.</p> |
| <p>2. Expands his knowledge about good mental hygiene.</p> | <p>2. (a). Practices good mental health measures: those things known to promote good health in general.</p> <p>(b). Appreciates new discoveries in mental health which are made available through scientific research. Uses the knowledge to promote good mental health.</p> |
| <p>3. Learns a little about mental illness and how they may be prevented.</p> | <p>3. If opportunity is available, works to prevent mental illness.</p> |
| <p>4. Knows what facilities, if any, are available for promotion of good mental health and treatment of mental illness.</p> | <p>4. Appreciates any efforts by Government or private agencies to promote mental health and treat mental illness.</p> |

XIII. Pioneers in Health

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| <p>1. List persons (in addition to those listed for age-group 11-14) who have had an important part in health development :</p> <p>(a) in India.</p> <p>(b) in other countries.</p> | <p>1. Learns why each person is listed in this important group.</p> |
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(Or this section may be listed under each section—for example, under communicable disease control we may have a statement—“persons who have done outstanding work in this area”).

APPENDIX 'L'

MEMORANDUM ON

Item No. 14:—Corrupt Practices in the Educational Institutions.

- (a) Corrupt practices in the educational world.

(Inter-University Board of India)

- (b) Ban on the use of notes, guides and short-cuts in educational institutions.

(Government of Punjab)

(a) Corrupt practices in the educational world.

It has become quite common in many parts of the country for private managements of schools and colleges to take large sums of money as initial payment before a student is admitted. This is particularly noticed in the case of many private medical and engineering colleges. I am told that even in the arts and science colleges such fees are levied. I have also been informed that many schools and colleges receive what is euphemistically described as 'donations' from teachers as an inducement to employment. It is necessary for those responsible for the educational system of our country to remember that this method of raising funds for educational institutions has a corrupting influence on the whole moral tone of the institution. Sometimes private parties offer to establish schools and colleges not because they desire to serve society through education, but because education is good business. The declining tone of our public morality and the low standards of social behaviour which we see around us are related to the fact that even what we call temples of learning have been corrupted by unprincipled and avaricious men.

(b) Ban on the use of notes, guides and short-cuts in educational institutions.

Feeling is growing that the standards in education are deteriorating and one major cause of this is that the students do not care to seek knowledge through reading good text books. On the other hand, they resort to the use of notes, short-cuts and keys, with the result that their comprehension is very much superficial. This is an issue which deserves to be taken up by the Central Advisory Board of Education and steps should be taken, so that the students are saved from temptation of short-cuts to knowledge.

The question of banning the use of notes, guides and short-cuts is an All India Problem. It is an all-India malady. Moreover, any unilateral action by a single State for banning the use of these short-cuts by legislation will not solve the problem, as keys, notes and shortcuts will still be smuggled in from the neighbouring States. In addition to the legislative measures on all-India basis, Central Advisory Board of Education is requested to devise other measures by which the use of notes and guides is regarded as an unsocial act. The Teachers and Parents can play a vital role in eradicating this evil.

Teachers' Organizations and Parents-Teachers' Associations can make a valuable contribution by discouraging the use of short-cuts and notes. The University and the Educational Institutions can also render a great service in discouraging the use of guides and notes. Teachers, Lecturers and Professors working in the University and Educational Institutions can be debarred from writing notes and guides. Similarly publishers of such notes and guides and short-cuts can be debarred from getting gainful work from the Universities and educational institutions of various State. Such measures, if taken on all-India basis, will contribute to the eradication of this great malady.

APPENDIX 'M'

MEMORANDUM ON

Item No. 15.— The effect of Transfer of Administration of Educational Institutions to Panchayats.

(Government of Uttar Pradesh)

The note sent in April 1963 by the Government of Uttar Pradesh on this subject put up for the Board's consideration may be seen at Annexure XVI.

2. It may be mentioned that this matter was considered recently by the 38th All-India Educational Conference held at Baroda in December 1963, which adopted the following resolution :

“After the introduction of Panchayat Raj, it has been decided to transfer the responsibility of primary education to panchayat committees and councils. Party politics is in operation in the elections. Even in the administration, panchayat system has not proved its efficiency. The difficulties of the teachers have increased in those states where the responsibility of primary education has been transferred to such samitis. Therefore this conference requests the Union Government not to make the panchayat samitis responsible for primary education until its efficiency is proved.

3. According to information available in the Education Ministry, the administration of Elementary Education has been transferred to Panchayat Raj or local self governing institutions in the States of Assam, Gujarat, Madras, Uttar Pradesh, Rajasthan and Orissa. State Governments of Mysore, Kerala, Nagaland, Madhya Pradesh, Bihar and Punjab have not transferred Elementary Education to Panchayat Raj institutions.

4. Comments of the Ministry of Community Development and Panchayats may be seen at Annexure XVII.

ANNEXURE XVI

Note Sent by the Government of Uttar Pradesh

With the establishment of Panchayat Raj institutions in different parts of the country a question which has to be considered is the extent to which authority in the matter of elementary education is to be delegated to such bodies.

(2) Decentralised authority in this sphere implies (a) authority over the elementary school teachers including the power for transfer, punishment and recording of entries and (b) authority over the supervisory staff of such teachers. Government of India in the Ministry of Community Development, it is understood, view that in both these matters authority should be transferred to a large extent to Panchayat Committee at the N.E.S. Block levels. While there are bound to be local adaptations it is necessary that there should be a broad general uniformity in the approach to this question in all the States. It would, therefore, be useful if (a) the position prevailing at present in different States in this respect, and (b) the changes, if any, which are contemplated in the near future, are taken into account and an all-India objective laid down for guidance of the State Education Departments.

3. The position in Uttar Pradesh may be given as an illustration. Elementary Education in rural areas has so far been entrusted to elected District Boards. These bodies invested a certain quantum of their revenues for provision of primary education. This was supplemented by grants given to the Boards from the Government which varied according to the financial condition of different Boards. The Chairman of the Board was a non-official. He had under him a gazetted officer of the Education Department designated as Deputy Inspector of Schools who assisted and advised the Board in all matters pertaining to organisation, inspection and maintenance of proper standards, in the elementary schools. The Chairman had appointing and punishing authority over the teachers. The District Boards have now been reconstituted and designated as Zila Parishads (District Councils). The Deputy Inspector of Schools, aided by a number of Sub-Deputy Inspectors, assists the President of the Zila Parishad in carrying out the responsibility of the Board in respect of elementary education. There have now been constituted Panchayat Committees in charge of the area comprising one N.E.S. Block below the district level. These Block Committees function through a non-official Block Pramukh and Block Development Officer working as the executive officer of the Committee. These N.E.S. Blocks are run at the State level under the charge of the Community Development Department. It is being pressed that the entire working of elementary education should be transferred to these Block Committees for administrative purposes.

4. The proposal, *inter alia*, has the following implications :

(1) Power of transfer of teachers of elementary schools which so far vested in the Zila Parishads at the district level, be delegated to the Block Committees.

(2) The authority for making entries in the character rolls of the teachers and the Head Masters be delegated to the Block-Committees.

(3) The Sub-Deputy Inspectors of Schools, who have so far been working under the supervision of Deputy Inspector of Schools attached to the Zila Parishad at the District headquarters be shifted to the Block Headquarters. These officers should work under the supervision of the Block Development Officers who will have the power to regulate their programme and to make entries in the character rolls.

5. This proposal appears to have some advantages. These may be recapitulated :—

(1) The Block Committees are in close touch with the needs and requirements of the village population. They would be able to mobilise greater support and raise resources for educational purposes.

(2) The Committees will be in a better position to watch the working of the elementary schools. Immediate action would be taken by the Committee if any teacher is found negligent in work.

(3) The Sub-Deputy Inspector of Schools would be able to do more effective touring and keep closer touch with the villages if their Headquarters are shifted from the District level to the Block level.

6. On the other hand, the proposal has disadvantages, e.g.

(a) Broad policy decisions in respect of elementary education will have to be taken at the level of the Government of India in the Ministry of Education for coordinating the quantitative and qualitative progress all over the country. These are at present communicated to the State Government in the Education Department. After such processing, as may be necessary, these are conveyed to the district levels and from this level to the remotest village school through the agency of these Inspecting Officers functioning at the District Headquarters under the control of a senior officer of the Education Department. When these inspecting officers are shifted to the Block Headquarters and are placed under the control of the Block Development Officer, this channel of transmission of directional policy matters from the District Headquarters to the village schools is likely to be hampered. The Block Development Officer is pre-occupied with matters other than education and is not in a position to appreciate the detailed execution of educational instructions. The effect of this may be that at the block level, the educational administration may not be fully responsive to the required policy directions in this sphere of education. A pilot experiment carried out in one Revenue Division of the State showed that once the Inspecting Officers of the Education Department are placed under the charge of the Block Development Organisation there is a strong temptation on their part to divert the services of these officers for purposes other than that of education.

(b) Against the advantage of a local authority close to the teacher being empowered to take disciplinary or semi-disciplinary action promptly as in the case of a transfer there would be greater disadvantage if local considerations which colour village functionalism and personal prejudices of members of Panchayat Committees determine such transfers. It has been urged that the distant authority exercised at

present by the Adhyaksh of Zila Parishads in the matters of transfer is necessary for the morale and status of the teacher. In Uttar Pradesh the power of the President itself has been limited to transfers within 15% of the total cadre of the teachers. Further, even these orders are to be passed after consultation with the District Inspector of Schools. In short, it appears necessary to ensure that the teachers have a certain degree of freedom from fear of being transferred or punished on account of extraneous considerations if they are to discharge their duties properly.

(c) It is agreed on all hands that village communities should be actively associated with such schools and that they should have a positive role in the provision and improvement of facilities for elementary education. This association can, however, be secured by establishment of village advisory committees which may associate with the schools for mobilising local enthusiasm and resources for promotion of school activities including provision for mid-day meals. This, by and large, is already being done. This association has not, however, necessarily implied decentralization of administrative authority to such bodies for the running of the schools. As regards the association of the Panchayat Committees at the Block level, one view is that the character of their association may, as far as possible be one of advice and assistance with administrative authority limited to Coordination.

7. The Conference is requested to consider these and other aspects and decide as to what should be the guiding trend in delegation of authority in the sphere of elementary education to Panchayat Raj institutions.

ANNEXURE XVII

Comments of Ministry of Community Development and Cooperation on Transfer of Primary Education to Local Bodies.

In so far as this Ministry is aware, "primary education" including management of primary schools and control of teachers has been transferred to the Panchayati Raj bodies in 7 States, *Viz.* Andhra Pradesh, Gujarat, Madras, Maharashtra, Orissa and Rajasthan and Uttar Pradesh. In Mysore the State Level Committee on Panchayat Raj has recommended *inter-alia* that 'primary education' should be entrusted to Panchayat Raj bodies. In the remaining two States where Panchayat Raj has been introduced *viz.* Assam and Punjab the primary schools are administered by the Government though the Panchayats and Panchayat Samitis have been entrusted with functions of a promotional nature. As regards secondary education, only in Andhra Pradesh and Maharashtra, this subject has been transferred to Zila Parishads.

2. A few months ago, "The Times of India" (Delhi Education, 23-5-1964) carried a news item on the demand voiced by the Rajasthan School Teachers' Association that primary school Teachers on the payrolls of Panchayat organisations should be transferred to the State Government Service because of the high handed behaviour of Sarpanches and Pradhans. The newspaper further observed that "even in a progressive state like Maharashtra the Primary Teachers' Federation had urged the State Government to take over the management of Schools from Panchayat bodies." On a reference made by this Ministry to these two State Governments, Rajasthan Government have stated that after the transfer of primary education to Panchayat Raj institutions, there has been definite improvement in the attendance of Teachers as also in the enrolment of students and that some Panchayat Samitis have made a good contribution towards the strengthening of primary schools by way of contributing equipment and buildings. Recently, a State Level Study Team on Panchayat Raj appointed by Rajasthan Government under the chairmanship of Shri Sadiq Ali, M.P. studied *inter-alia* the question of Education *vis-a-vis* Panchayati Raj bodies in detail and come to this conclusion that "there has been discernible improvement in the working of primary schools, after Panchayati Raj bodies took them over, in respect of enrolment of Students, attendance of teachers as well as students and of effective supervision. The local Panches and Sarpanches and other leaders have taken good interest in the enrolment drives organised by the department." The Rajasthan Government propose to take action in the light of the remedial measures suggested by Sadiq Ali Team.

3. The Maharashtra Government feels that universal compulsory Primary Education upto 14 years is so huge and complicated an undertaking and its national significance is so great that the task must be attempted jointly by the Central, State and Local authorities. They

also feel that it would be a retrograde step to withdraw primary education from the control of Zila Parishads. They have further expressed the fear that if Government takes over the control, the local community will not cooperate enthusiastically. It has been stated that in so far as Maharashtra State is concerned, the resentment was mostly with regard to indiscriminate, irregular and untimely transfers of primary teachers and that the Government have issued directives to the Chief Executive Officers for avoiding such frequent transfers.

4. It may be mentioned in this context that the Santhanam Study Team on Panchayati Raj Finances, which examined *inter-alia*, the question of financing elementary education by the Panchayat Raj bodies has observed :

“Elementary education, natural and essential function of the Panchayat Raj, should be transferred to Samiti or Zila Parishad. Its mutual day to day management may vest in a Board set up by Samiti or Parishad in which not only members of that body but also others with special knowledge and experience in the proper development of education should find a place.”

5. Even before the advent of Panchayat Raj primary education was administered by local bodies in many States, e.g. by District Boards in Andhra Pradesh, Madras, Orissa and Uttar Pradesh, District School Boards in Gujarat, District Boards, Janapada Sabhas and Municipal Corporations in Maharashtra. The Panchayat Raj institutions which have replaced these Boards are expected to shoulder increasingly more and more functions and duties in almost all spheres of development and social welfare. In these circumstances, this Ministry feels that it would not be desirable at this stage to take a retrograde step by retransferring primary education to State Governments. Instead, a better course would be to evolve appropriate safeguards to ensure that the staff working under these bodies is not subjected to political or group pressures and that no undue hardships are caused to them. The problems of the School teachers cannot be looked at in isolation. Another significant factor which cannot be overlooked is the existence of various and different patterns of Panchayat Raj, the extent and manner of decentralisation and delegation of powers to the Panchayat Raj bodies varies considerably from State to State. In view of this, it is primarily for the State Government to consider the problems arising from the implementation of Panchayat Raj and to take suitable easures.

APPENDIX 'N'

MEMORANDUM ON

Item No. 16 : Improvement in the economic and social status of school teachers of government and aided schools.

(Ministry of Education)

Improvement in the standard of education depends mostly on the competence of the teacher—his educational attainments and his professional and personal qualities. Therefore, in order to attract the right type of persons to the teaching profession and to retain those who are already in it, it is necessary to provide for the teachers adequate emoluments and suitable retiring benefits and other conditions of service. Accordingly, schemes for improvement of emoluments and service conditions of teachers have been included in all the 5-year Plans. In the Third Plan there is a scheme in the State Sector under which 50% Central assistance is available to State Governments for expenditure incurred on schemes for the improvement of emoluments of teachers. As a result of these measures, there has been an upward revision of pay-scales in most States. However, in a few States emoluments of teachers are still inadequate and need improvement. The emoluments admissible to primary teachers, middle school teachers, graduates and post-graduate trained teachers in different States may be seen in Annexures XVIII to XXII.

2. The Teachers' Organisations have been pressing for several demands. Some of the important ones are :

- (a) Uniform pay scales should be introduced in all secondary schools throughout the country.
- (b) Teachers, particularly those working in private schools, should be given security of service.
- (c) Pension scheme should be introduced for non-government school teachers.

3. *Uniformity of pay-scales and service conditions*

(a) It is felt that it would be difficult to introduce at the secondary stage a uniform scale of pay all over the country, as the States have different salary structures for their employees. The question of suggesting the adoption of a minimum salary scale was also considered, and it was felt that this would not be feasible.

For improving the emoluments of teachers in both government and non-government schools the Government of India has been assisting the State Governments on 50:50 basis. The question of continuing this assistance in the Fourth Plan is also under consideration.

(b) At present there is disparity in some States between the emoluments of teachers working in Government and non-Government schools. There is, however, no justification for continuing this discrimination. The Government of India have already brought this

to the notice of State Governments and have emphasised that since both categories of teachers do the same kind of work there is hardly any justification for a difference in their emoluments and other conditions of service.

This subject was also considered at the Conference of State Education Ministers held in April, 1964. The Conference came to the conclusion that :

“It is necessary to do away with the disparity between the emoluments and service conditions of teachers serving under different managements such as in government schools, in local authority schools and in private schools where such disparity exists at present.

Other facilities to be provided to teachers should include the following :

- (i) free education for their children ;
- (ii) Triple benefit (e.g. pension, provident fund and insurance);
and
- (iii) Quarters for women teachers—specially in rural areas.”

In regard to the Union Territories, the Ministry of Education is already considering the question of introducing uniform scales of pay of teachers in all the Territories.

4. *Security of service of teachers and old-age benefits*

The attention of State Governments has been drawn to the general sense of insecurity of service amongst teachers of non-government aided schools and they have been requested to take special steps to inspire confidence and self-respect in the entire teaching profession. The State Governments have also been advised to introduce the triple benefit scheme for the non-government school teachers. This scheme provides for contributory provident fund, insurance and pension. It was first introduced in Madras State several years ago. The Secondary Education Commission recommended that this scheme should be adopted all over the country. The States of Andhra Pradesh, Kerala and Mysore have more or less accepted the Madras scheme. Bihar has accepted the scheme in principle and is expected to implement it shortly. Uttar Pradesh has also accepted the scheme and is to implement it from 1st October, 1964. The Government of Orissa are considering the scheme. In Maharashtra, the State Government have introduced with effect from 1-4-1962 a new pension scheme for primary school teachers in lieu of contributory provident fund scheme. In the other States while the non-government secondary school teachers are entitled to benefit of contributory provident fund, there is no provision of pensionary benefits.

5. *Other benefits to teachers*

The question of providing free education to teachers' children has also been under consideration of the Central and the State Governments. Government of India has made education free for all school teachers upto secondary stage in all the Union Territories. A few States like Madras and West Bengal have made education free for

children of primary and secondary teachers upto the higher secondary classes. In Jammu & Kashmir education is free upto the post-graduate level. In other States concessions of varying degrees are available to teachers. A statement at Annexure XXI showing the position in the different States is there. It is felt that education upto the secondary stage should be free for teachers' children.

At the university stage the Government of India have a scheme for awarding scholarships exclusively to the children of school teachers. The number of scholarships is however, small and not all the meritorious children of teachers benefit by these scholarships. It is, therefore, felt that the States may also introduce similar schemes for giving encouragement to bright children of teachers.

6. In the Fourth Plan certain schemes have been proposed for improving the social and economic condition of teachers, namely :

- (1) Improvement in salary scales of existing teachers ;
- (2) Parity in the scales of pay of government and aided school teachers ;
- (3) Providing essential amenities to teachers like residential quarters, free education to teachers' children and free medical aid.

7. To accord public recognition to primary and secondary school teachers who have rendered meritorious service, a scheme of National Awards for teachers was instituted in 1958-59 and it is being continued during the Third Plan. This year forty seven primary and forty four secondary school teachers have been selected for awards. Some of the State Governments have also instituted State Awards for Teachers.

8. To promote the welfare of teachers generally and to alleviate distress among teachers and their dependents in indigent circumstances, a National Foundation for Teachers' Welfare was also set up under the Chairmanship of the Union Education Minister. The 5th day of September is observed every year as Teachers' Day for the purpose of raising funds for the Foundation and creating national consciousness for the welfare of the teaching profession.

9. In recent months there has been an abnormal rise in prices of essential commodities and this has caused widespread distress in the teaching community. The State Governments are no doubt alive to this problem and will do all in their power to relieve hardship. It is, however, suggested that in addition to the measures which may be taken to neutralize the effect of rising costs, early steps may be taken as suggested below by all States to bring a sense of security to the profession :

- (a) The age of retirement should be raised to 60 in all government and non-government schools ;
- (b) The triple-benefit scheme should be introduced for all teachers working in non-government schools ;
- (c) Free education upto secondary stage should be provided to children of all school teachers; and
- (d) Scholarships for higher studies may be provided in the case of very bright children of school teachers.

ANNEXURE XVIII

Statement showing the Emoluments of Primary Teachers in the States.

Minimum Qualifications : Matriculation (or Equivalent) and trained

State	Scale of Pay Rs.	Dearness Allowance Rs.
Andhra Pradesh	80-4-100-5-150	10
Assam	55-1-70-2½-75	11 or 12
Bihar	50-2-70-2-90 (for Govt. Schools) 50-2-70-2-90 (for Local Body Schools)	
Gujarat	56-1½-65-2½-70 SG 70-3-100 (for 15% posts)	45
Jammu & Kashmir	70-5-120-8-160	..
Kerala	40-4-60-5-120	39 & 38
Madhya Pradesh	90-2½-100-4-140-5-170 (starting pay Rs. 95)	10—15
Madras	90-4-110-3-140	15
Maharashtra	56-1½-65-2½-70 SG. 70-3-100	45
Mysore	80-150	10
Orissa	100-4-120-5-130-EB-5-155 (for Govt. Schools) 100-4-120-5-130-EB-5-150 (for Local Body Schools)	10 10
Punjab	(i) 120-5-135(SG-15% posts) (ii) 60-4-80-5-100-5-120 (85% posts)	40—45
Rajasthan	75-4-95-5-105-EB-5-130-EB-5-160	10—20
Uttar Pradesh	50-1-53-EB-1-60-EB-1-65 (for Govt. Schools) 50-1-55-EB-1-60 (for Local body Schools)	35 17
West Bengal	80-2-100-3-130-4-150 (for Basic Schools) 80-1-90-2-110-3-125 (for other schools)	Nil Nil
Andaman & Nicobar Islands.	118-4-170-EB-5-200-EB-5-225	10—20
Delhi	118-4-170-EB-5-200-EB-5-225	10
Laccadive, Minicoy and Amindivi Islands.	118-4-170-EB-5-200-EB-5-225	10

ANNEXURE XIX

Scales of Pay of Teachers in Middle Schools

State	Category of Teachers	Scales of Pay	
1	2	3	
1. Andhra Pradesh	Asstt. Teacher	80-4-100-5-150	Govt./Local Boards/ Private Bodies.
<i>M. E. SCHOOLS</i>			
2. Assam	Asstt. Teacher (Matric & Trained or Intermediate)	75-4-115-EB-4-135-5-140	Govt. /Basic Education Board Private Bodies
	Matriculate	60-4-80-EB-4-100-5-125	} As for M. E.
	Middle & Normal Trained	60-2-80-EB-4-110	
	Asstt. Teacher (Matric & Trained).	75-4-115-EB-4-135-5-150	
	Middle & Trained	60-1-70-2½-75	
	Asstt. Teacher (Matric & Guru Trained)	55-1-70-2½-75	
	Middle or Guru Trained	50-1-65	
	Middle	40-1-60	
3. Bihar	Asstt. Teacher (Matric & Trained)	50-2-70-EB-2-90	Government.
	(Middle & Trained)	45-2-55-EB-2-75	
	Intermediate & Trained or Graduate	70-3-85-EB-4-105-2-115	Local Boards/ Private Bodies.
	Asstt. Teacher (Matric & Trained or Intermediate)	50-2-70-EB-2-90	
	Middle & Trained	45-2-55-EB-2-75	
	Matric	45-2-55-EB-2-75	
4. Gujarat	Asstt. Teacher	120-5-170-EB-8-250-EB-10-300	Local Boards/ Private Bodies.
5. Jammu and Kashmir	Asstt. Teacher (Trained Graduate)	100-5-150-EB-10-250	Government.
	Graduate	70-5-120-8-160 (Starting pay Rs. 85).	
6. Madhya Pradesh	Asstt. Teacher (Trained Graduate)	150-150-5-160-6-190-EB-6-220-10-240-EB-12½-290.	Government.
	Matric	90-2½-100-EB-4-140-EB-5-170.	
	Middle & Trained	90-2½-100-EB-4-140-EV-5-170.	

1	2	3	
7. Madras	Asstt. Teacher. (Passed B.A. & B.T., B.Sc.) Passed Matric Trained Matric	(i) 225-10-275-15-375 (Selection Grade Private Schools) (ii) 225-10-275-15-350 (Govt. Local Boards Schools). (iii) 140-5-180-10-250. 90-4-110-3-140 Rs. 90 fixed	Government.
8. Maharashtra	Asstt. Teacher (Matric & Trained) Do Matriculate	(i) 60-60-3-84-84-EB-4-120 (Men). (ii) 70-70-3-94-94-EB-4-130 (Women). 61-3-85-EB-4-125-5-140 <i>Marathawada</i> 54-2-56-2½-81-EB-3½-98½	Government.
		<i>Vidarbha</i>	
	Middle Trained	(i) 45-2½-50-2-60-EB-2-80 (ii) 50-3-80-EB-2½-100 for women.	
	Asstt. Teacher M.A. (2nd class and B.T. trained)	150-7x-240-EB-10-350	Local Boards Private Bodies.
	Trained Graduate.	120-5-170-EB-8-250-EB-10-300.	
	Trained Graduate.	110-4-170-EB-6-200.	
	Graduate	100 fixed.	
	Matric & Trained	70-3-100-EB-4-140-5-150	
	Matric	65 fixed.	
9. Mysore	Asstt. Teacher. Passed Matric & Trained. Passed Middle Trained Passed Middle	80-3-110-4-130-5-150 70-2-80-3-110 65-1-70-2-90	Government.
10. Nagaland	Asstt. Teacher. Trained Graduate. Matric & Trained/Intermediate Passed Matric Middle & Normal trained	125-7½-155-9-245-EB-10-275. 75-3-105-EB-4-125 60-4-80-EB-4-100-EB-5-125. 60-2-80-EB-2½-100.	Govt. Basic Education School Boards.
11. Orisa	Asst. Teacher (Trained Graduate). Inter. & Trained or Graduate. Matric & Trained Inter.. Matric Middle & Trained	175-10-255-EB-15-300 110-5-130-6-160-EB-10-200 100-4-120-5-130-EB-5-150 80-3-115-EB-5-125. 70-1-79-2-85	Local Boards Private Bodies/

1	2	3
12. Punjab	Asstt. Teacher (Matric/ Middle & S.V.or S.T. Matric & Trained J.V. J.T. or J.S.T.	(i) 140-10-190-10-220 (Selection Grade) (ii) 120-7 $\frac{1}{2}$ -165-10-175 (Selection Grade). (iii) 60-4-80/5-100/5-120 60-4-80/5-100/5/-120
13. Rajasthan	Asstt. Teacher (Matric & Trained). Middle & Trained	(i) 100-5-130(Selection Grade). (ii) 75-4-95-5-105-EB-5- 130-EB-5-160 (Starting Salary Rs. 91 for Trained Teachers). 75-4-95-5-105-EB-5-130-EB- 5-160.
Bombay		
	Asstt. Teacher (Trained Matric & Trained Matric Middle & Trained	74-4-114-EB-4-130-6-160 56-2-76-EB-2-80-4-120 (Starting salary Rs.64 for passed Inter.). 50-3/2-56. Rajasthan 50-2-60-EB-3-75.
	Asstt. Teacher (Trained Graduate).	Ajmer Rs. 100-5-150-8-190-EB- 10-250 Bombay Rs. 80-5-130-EB-6-160- 8-200
		Madhya Bharat Rs. 60-100
		Bombay Rs. 74-4-114-EB-4-130- 6-160
	Graduate	Madhya Bharat Rs. 60-80
	Inter. & Trained	Rajasthan Rs. 70-4-90-EB-5-140
		Ajmer Rs. 80-5-120-EB-8-200- 10/2-220

1	2	3	
	Matric & Trained	<p>Rajasthan</p> <p>(i) Rs. 100-5-130</p> <p>(ii) Rs. 60-4-80-EB-5-100-5-130</p> <p>Ajmer</p> <p>Rs. 68-4-120-EB-5-170</p> <p>Bombay</p> <p>Rs. 56-2-76-EB-2-80-4-120</p> <p>Madhya Bharat</p> <p>Rs. 40-60</p>	
	Matric	<p>Rajasthan</p> <p>Rs. 50-4-70-5-80</p> <p>Madhya Bharat</p> <p>Rs. 30-50</p>	
	Middle & Trained	<p>Rajasthan</p> <p>Rs. 50-2-60-EB-3-75</p> <p>Madhya Bharat</p> <p>Rs. 30-40</p>	
14. Uttar Pradesh	Asstt. Teacher Matric & Trained.	Rs. 60-4-80-EB-5-120	Government.
	Middle & J.T.C. Trained.	Rs. 60-4-80-EB-5-120 (for existing employees only).	
	Middle & Trained.	<p>(i) Rs. 50-2-60-EB-3-75</p> <p>(ii) Rs. 45-2-65-EB-3-80</p> <p>(iii) Rs. 45-2-65-EB-3-80-4-100</p> <p>(iv) Rs. 40-1-45-EB-1-50-EB-1-55</p> <p>(v) Rs. 35-2-45-EB-2-60</p> <p>(iv) Rs. 35-2-45-EB-2-60</p> <p>(vii) Rs. 25-1-30-EB-1-40-EB-1-45</p>	
	Middle	Rs. 20-1-25	
	Asstt. Teacher Matric & Trained.	Rs. 66-3-96-EB-4-116	Local Board's.
	Middle & Trained H.T.C.	Rs. 46-2-56-EB-3-71	

1	2	3	
	Asstt. Teacher Trained Graduate	Rs. 120-6-168-EB-9-240-10-300	} Private Bodies. Old Anglo-Hindustani Schools.
	Inter. & C.T.	Rs. 75-5-110-EB-6-140-EB-7-168-8-200	
	Matric & Trained.	Rs. 60-3-90-EB-5-120	
	Matric & Trained.	Rs. 45-2-65-EB-3-80	
	Middle pass & Trained.	Rs. 40-2-50-EB-3-65	
15. West Bengal	Asstt. Teacher Intermediate.	West Bengal Rs. 125-3-140-4-200	Government.
	Matric & Trained.	Bihar Rs. 50-2-70-EB-2-90	
	Middle & Trained.	Rs. 45-2-55-EB-2-75	
16. Andaman & Nicobar Islands	Asstt. Teacher Matric & Trained.	Rs. 118-4-170-EB-5-200-EB-5-225	Government.
	Matric	Rs. 110-3-131-4-155-EB-4-175-5-180	
	Middle & Trained.	Rs. 100-3-130-EB-3-142	
	Middle Pass.	Rs. 80-1-85-EB-2-95	
17. Delhi	Asstt. Teacher	Rs. 160-8-256-EB-8-280-10-300	Govt./Local Boards/Private Bodies.
19. Laccadive, Minicoy and Amindivi Islands.	Asstt. Teacher	Rs. 118-4-170-EB-5-200-EB-5-225	Government.

ANNEXURE XX

Pay-Scales of Trained-Graduate Assistant Teacher

State	Scale of pay	Dearness Allowance	
1. Andhra . . .	Rs. 130-5-135-7½-200-10-250	less than Rs. 150 Rs. 150-300	Rs. 15 p.m. Rs. 26 p.m.
2. Assam . . .	Rs. 150-300 plus 2 advance increments for Honours Graduates.	less than Rs. 150 Rs. 150-300	Rs. 10 p.m. Rs. 20 p.m.
3. Bihar . . .	Rs. 150-10-230-EB-15-350 (Senior scale) Govt. Schools	Rs. 100-200	25% Maximum Rs. 60
	Rs. 100-5-130-EB-6-190 (Junior Scale) Govt. Schools	Rs. 200-300	20% Maximum Rs. 60
	Rs. 100-5-125-EB-4-145-EB-3-175 (Non-Govt. Schools)	Rs. 16-20 p.m. plus Rs. 5 per head	
4. Gujarat . . .	Rs. 120-5-170-EB-8-250-EB-10-300	Rs. 65 upto Rs. 200 and Rs. 70 above Rs. 200.	
5. Jammu & Kashmir.	Rs. 80-8-200	Rs. 40	
6. Kerala . . .	Rs. 150-250 Grade I	Rs. 100-199—Rs. 15 excluding D. P	
	Rs. 80-165 Grade II	Rs. 200 —Rs. 10 Rs. 201-325—20% subject to a minimum of Rs. 47 including D.P.	
7. Madhya Pradesh	Rs. 150-150-5-160-6-190-EB-6-220-10-240-240-EB-12½-290 (plus 2 advance increments).	Rs. 10-15 p.m.	
8. Madras . . .	Rs. 140-5-180-10-250	Rs. 10-20 p.m.	
9. Maharashtra . . .	Rs. 120-5-170-EB-8-250-EB-10-300	Rs. 50-60 p.m.	
10. Mysore . . .	Rs. 130-5-150-8-190-10-250	Below 150—Rs. 15 Rs. 150-299—Rs. 27-50	
11. Nagaland . . .	Rs. 125-7½-155-9-245-EB-10-275	17½% of pay	
12. Orissa . . .	Rs. 185-10-235-15-250-EB-15-325 (Govt. Schools)	Below Rs. 150	
	Rs. 175-10-255-EB-15-300 (Non-Govt. Schools)	Rs. 150-299	Rs. 20

State	Scale of pay	Dearness Allowance
13. Punjab	Rs. 110-8-190-10-250 (Govt. Schools). (There is no uniformity of pay scales in Non-Govt. institutions).	Rs. 40—Rs. 60 p.m.
14. Rajasthan	Rs. 115-5-155-10-165-EB-10-235-250 (Rs. 140 for trained graduate).	Rs. 10—Rs. 20 p.m.
15. Uttar Pradesh	Rs. 120-8-200-EB-10-300	Rs. 40-45 for Govt. Schools and Rs. 20 for Non-Govt. Schools.
16. West Bengal	Govt. Schools—Information not available Rs. 160-7-223-8-295 (Non-Govt. Schools Graduates with distinction will start with two advance increments).	..
17. Delhi	Rs. 170-10-290-EB-15-380	Same as for Government servants <i>i.e.</i> Rs. 20-42 p.m.
18. Andaman & Nicobar Islands.	..	Rs. 20-40
19. Laccadive, Minicoy & Amindivi Islands.	..	Central rates <i>i.e.</i> Rs. 20-42 p.m.

ANNEXURE XXI

Pay-scales of Post-graduate trained teachers

State	Scale of pay Rs.	Dearness Allowance Rs.
1. Andhra Pradesh	Rs. 160-7½-210-10-300-15-375	Less than 150 = 15 p.m. from 150 to 300 = 26 p.m.
2. Assam	(i) Rs. 170-300 + 2 advance increments.	Rs. 101-250 = 20% in Hills and 17% in plains.
	(ii) Rs. 175-17-230-I.L-15-310-EB-15-430-20-450 with higher start of Rs. 220 for Higher Secondary Schools.	Above 250 = 17½% in hills and plain *
3. Bihar	(i) Rs. 150-10-230-EB-15-350-20-400-25-450-30-500-35-550-40-600-45-650-50-700-55-750-60-800-65-850-70-900-75-950-80-1000-85-1050-90-1100-95-1150-100-1200-105-1250-110-1300-115-1350-120-1400-125-1450-130-1500-135-1550-140-1600-145-1650-150-1700-155-1750-160-1800-165-1850-170-1900-175-1950-180-2000-185-2050-190-2100-195-2150-200-2200-205-2250-210-2300-215-2350-220-2400-225-2450-230-2500-235-2550-240-2600-245-2650-250-2700-255-2750-260-2800-265-2850-270-2900-275-2950-280-3000-285-3050-290-3100-295-3150-300-3200-305-3250-310-3300-315-3350-320-3400-325-3450-330-3500-335-3550-340-3600-345-3650-350-3700-355-3750-360-3800-365-3850-370-3900-375-3950-380-4000-385-4050-390-4100-395-4150-400-4200-405-4250-410-4300-415-4350-420-4400-425-4450-430-4500-435-4550-440-4600-445-4650-450-4700-455-4750-460-4800-465-4850-470-4900-475-4950-480-5000-485-5050-490-5100-495-5150-500-5200-505-5250-510-5300-515-5350-520-5400-525-5450-530-5500-535-5550-540-5600-545-5650-550-5700-555-5750-560-5800-565-5850-570-5900-575-5950-580-6000-585-6050-590-6100-595-6150-600-6200-605-6250-610-6300-615-6350-620-6400-625-6450-630-6500-635-6550-640-6600-645-6650-650-6700-655-6750-660-6800-665-6850-670-6900-675-6950-680-7000-685-7050-690-7100-695-7150-700-7200-705-7250-710-7300-715-7350-720-7400-725-7450-730-7500-735-7550-740-7600-745-7650-750-7700-755-7750-760-7800-765-7850-770-7900-775-7950-780-8000-785-8050-790-8100-795-8150-800-8200-805-8250-810-8300-815-8350-820-8400-825-8450-830-8500-835-8550-840-8600-845-8650-850-8700-855-8750-860-8800-865-8850-870-8900-875-8950-880-9000-885-9050-890-9100-895-9150-900-9200-905-9250-910-9300-915-9350-920-9400-925-9450-930-9500-935-9550-940-9600-945-9650-950-9700-955-9750-960-9800-965-9850-970-9900-975-9950-980-10000-985-10050-990-10100-995-10150-1000-10200-1005-10250-1010-10300-1015-10350-1020-10400-1025-10450-1030-10500-1035-10550-1040-10600-1045-10650-1050-10700-1055-10750-1060-10800-1065-10850-1070-10900-1075-10950-1080-11000-1085-11050-1090-11100-1095-11150-1100-11200-1105-11250-1110-11300-1115-11350-1120-11400-1125-11450-1130-11500-1135-11550-1140-11600-1145-11650-1150-11700-1155-11750-1160-11800-1165-11850-1170-11900-1175-11950-1180-12000-1185-12050-1190-12100-1195-12150-1200-12200-1205-12250-1210-12300-1215-12350-1220-12400-1225-12450-1230-12500-1235-12550-1240-12600-1245-12650-1250-12700-1255-12750-1260-12800-1265-12850-1270-12900-1275-12950-1280-13000-1285-13050-1290-13100-1295-13150-1300-13200-1305-13250-1310-13300-1315-13350-1320-13400-1325-13450-1330-13500-1335-13550-1340-13600-1345-13650-1350-13700-1355-13750-1360-13800-1365-13850-1370-13900-1375-13950-1380-14000-1385-14050-1390-14100-1395-14150-1400-14200-1405-14250-1410-14300-1415-14350-1420-14400-1425-14450-1430-14500-1435-14550-1440-14600-1445-14650-1450-14700-1455-14750-1460-14800-1465-14850-1470-14900-1475-14950-1480-15000-1485-15050-1490-15100-1495-15150-1500-15200-1505-15250-1510-15300-1515-15350-1520-15400-1525-15450-1530-15500-1535-15550-1540-15600-1545-15650-1550-15700-1555-15750-1560-15800-1565-15850-1570-15900-1575-15950-1580-16000-1585-16050-1590-16100-1595-16150-1600-16200-1605-16250-1610-16300-1615-16350-1620-16400-1625-16450-1630-16500-1635-16550-1640-16600-1645-16650-1650-16700-1655-16750-1660-16800-1665-16850-1670-16900-1675-16950-1680-17000-1685-17050-1690-17100-1695-17150-1700-17200-1705-17250-1710-17300-1715-17350-1720-17400-1725-17450-1730-17500-1735-17550-1740-17600-1745-17650-1750-17700-1755-17750-1760-17800-1765-17850-1770-17900-1775-17950-1780-18000-1785-18050-1790-18100-1795-18150-1800-18200-1805-18250-1810-18300-1815-18350-1820-18400-1825-18450-1830-18500-1835-18550-1840-18600-1845-18650-1850-18700-1855-18750-1860-18800-1865-18850-1870-18900-1875-18950-1880-19000-1885-19050-1890-19100-1895-19150-1900-19200-1905-19250-1910-19300-1915-19350-1920-19400-1925-19450-1930-19500-1935-19550-1940-19600-1945-19650-1950-19700-1955-19750-1960-19800-1965-19850-1970-19900-1975-19950-1980-20000-1985-20050-1990-20100-1995-20150-2000-20200-2005-20250-2010-20300-2015-20350-2020-20400-2025-20450-2030-20500-2035-20550-2040-20600-2045-20650-2050-20700-2055-20750-2060-20800-2065-20850-2070-20900-2075-20950-2080-21000-2085-21050-2090-21100-2095-21150-2100-21200-2105-21250-2110-21300-2115-21350-2120-21400-2125-21450-2130-21500-2135-21550-2140-21600-2145-21650-2150-21700-2155-21750-2160-21800-2165-21850-2170-21900-2175-21950-2180-22000-2185-22050-2190-22100-2195-22150-2200-22200-2205-22250-2210-22300-2215-22350-2220-22400-2225-22450-2230-22500-2235-22550-2240-22600-2245-22650-2250-22700-2255-22750-2260-22800-2265-22850-2270-22900-2275-22950-2280-23000-2285-23050-2290-23100-2295-23150-2300-23200-2305-23250-2310-23300-2315-23350-2320-23400-2325-23450-2330-23500-2335-23550-2340-23600-2345-23650-2350-23700-2355-23750-2360-23800-2365-23850-2370-23900-2375-23950-2380-24000-2385-24050-2390-24100-2395-24150-2400-24200-2405-24250-2410-24300-2415-24350-2420-24400-2425-24450-2430-24500-2435-24550-2440-24600-2445-24650-2450-24700-2455-24750-2460-24800-2465-24850-2470-24900-2475-24950-2480-25000-2485-25050-2490-25100-2495-25150-2500-25200-2505-25250-2510-25300-2515-25350-2520-25400-2525-25450-2530-25500-2535-25550-2540-25600-2545-25650-2550-25700-2555-25750-2560-25800-2565-25850-2570-25900-2575-25950-2580-26000-2585-26050-2590-26100-2595-26150-2600-26200-2605-26250-2610-26300-2615-26350-2620-26400-2625-26450-2630-26500-2635-26550-2640-26600-2645-26650-2650-26700-2655-26750-2660-26800-2665-26850-2670-26900-2675-26950-2680-27000-2685-27050-2690-27100-2695-27150-2700-27200-2705-27250-2710-27300-2715-27350-2720-27400-2725-27450-2730-27500-2735-27550-2740-27600-2745-27650-2750-27700-2755-27750-2760-27800-2765-27850-2770-27900-2775-27950-2780-28000-2785-28050-2790-28100-2795-28150-2800-28200-2805-28250-2810-28300-2815-28350-2820-28400-2825-28450-2830-28500-2835-28550-2840-28600-2845-28650-2850-28700-2855-28750-2860-28800-2865-28850-2870-28900-2875-28950-2880-29000-2885-29050-2890-29100-2895-29150-2900-29200-2905-29250-2910-29300-2915-29350-2920-29400-2925-29450-2930-29500-2935-29550-2940-29600-2945-29650-2950-29700-2955-29750-2960-29800-2965-29850-2970-29900-2975-29950-2980-30000-2985-30050-2990-30100-2995-30150-3000-30200-3005-30250-3010-30300-3015-30350-3020-30400-3025-30450-3030-30500-3035-30550-3040-30600-3045-30650-3050-30700-3055-30750-3060-30800-3065-30850-3070-30900-3075-30950-3080-31000-3085-31050-3090-31100-3095-31150-3100-31200-3105-31250-3110-31300-3115-31350-3120-31400-3125-31450-3130-31500-3135-31550-3140-31600-3145-31650-3150-31700-3155-31750-3160-31800-3165-31850-3170-31900-3175-31950-3180-32000-3185-32050-3190-32100-3195-32150-3200-32200-3205-32250-3210-32300-3215-32350-3220-32400-3225-32450-3230-32500-3235-32550-3240-32600-3245-32650-3250-32700-3255-32750-3260-32800-3265-32850-3270-32900-3275-32950-3280-33000-3285-33050-3290-33100-3295-33150-3300-33200-3305-33250-3310-33300-3315-33350-3320-33400-3325-33450-3330-33500-3335-33550-3340-33600-3345-33650-3350-33700-3355-33750-3360-33800-3365-33850-3370-33900-3375-33950-3380-34000-3385-34050-3390-34100-3395-34150-3400-34200-3405-34250-3410-34300-3415-34350-3420-34400-3425-34450-3430-34500-3435-34550-3440-34600-3445-34650-3450-34700-3455-34750-3460-34800-3465-34850-3470-34900-3475-34950-3480-35000-3485-35050-3490-35100-3495-35150-3500-35200-3505-35250-3510-35300-3515-35350-3520-35400-3525-35450-3530-35500-3535-35550-3540-35600-3545-35650-3550-35700-3555-35750-3560-35800-3565-35850-3570-35900-3575-35950-3580-36000-3585-36050-3590-36100-3595-36150-3600-36200-3605-36250-3610-36300-3615-36350-3620-36400-3625-36450-3630-36500-3635-36550-3640-36600-3645-36650-3650-36700-3655-36750-3660-36800-3665-36850-3670-36900-3675-36950-3680-37000-3685-37050-3690-37100-3695-37150-3700-37200-3705-37250-3710-37300-3715-37350-3720-37400-3725-37450-3730-37500-3735-37550-3740-37600-3745-37650-3750-37700-3755-37750-3760-37800-3765-37850-3770-37900-3775-37950-3780-38000-3785-38050-3790-38100-3795-38150-3800-38200-3805-38250-3810-38300-3815-38350-3820-38400-3825-38450-3830-38500-3835-38550-3840-38600-3845-38650-3850-38700-3855-38750-3860-38800-3865-38850-3870-38900-3875-38950-3880-39000-3885-39050-3890-39100-3895-39150-3900-39200-3905-39250-3910-39300-3915-39350-3920-39400-3925-39450-3930-39500-3935-39550-3940-39600-3945-39650-3950-39700-3955-39750-3960-39800-3965-39850-3970-39900-3975-39950-4000-40000-4005-40050-4010-40100-4015-40150-4020-40200-4025-40250-4030-40300-4035-40350-4040-40400-4045-40450-4050-40500-4055-40550-4060-40600-4065-40650-4070-40700-4075-40750-4080-40800-4085-40850-4090-40900-4095-40950-4100-41000-4105-41050-4110-41100-4115-41150-4120-41200-4125-41250-4130-41300-4135-41350-4140-41400-4145-41450-4150-41500-4155-41550-4160-41600-4165-41650-4170-41700-4175-41750-4180-41800-4185-41850-4190-41900-4195-41950-4200-42000-4205-42050-4210-42100-4215-42150-4220-42200-4225-42250-4230-42300-4235-42350-4240-42400-4245-42450-4250-42500-4255-42550-4260-42600-4265-42650-4270-42700-4275-42750-4280-42800-4285-42850-4290-42900-4295-42950-4300-43000-4305-43050-4310-43100-4315-43150-4320-43200-4325-43250-4330-43300-4335-43350-4340-43400-4345-43450-4350-43500-4355-43550-4360-43600-4365-43650-4370-43700-4375-43750-4380-43800-4385-43850-4390-43900-4395-43950-4400-44000-4405-44050-4410-44100-4415-44150-4420-44200-4425-44250-4430-44300-4435-44350-4440-44400-4445-44450-4450-44500-4455-44550-4460-44600-4465-44650-4470-44700-4475-44750-4480-44800-4485-44850-4490-44900-4495-44950-4500-45000-4505-45050-4510-45100-4515-45150-4520-45200-4525-45250-4530-45300-4535-45350-4540-45400-4545-45450-4550-45500-4555-45550-4560-45600-4565-45650-4570-45700-4575-45750-4580-45800-4585-45850-4590-45900-4595-45950-4600-46000-4605-46050-4610-46100-4615-46150-4620-46200-4625-46250-4630-46300-4635-46350-4640-46400-4645-46450-4650-46500-4655-46550-4660-46600-4665-46650-4670-46700-4675-46750-4680-46800-4685-46850-4690-46900-4695-46950-4700-47000-4705-47050-4710-47100-4715-47150-4720-47200-4725-47250-4730-47300-4735-47350-4740-47400-4745-47450-4750-47500-4755-47550-4760-47600-4765-47650-4770-47700-4775-47750-4780-47800-4785-47850-4790-47900-4795-47950-4800-48000-4805-48050-4810-48100-4815-48150-4820-48200-4825-48250-4830-48300-4835-48350-4840-48400-4845-48450-4850-48500-4855-48550-4860-48600-4865-48650-4870-48700-4875-48750-4880-48800-4885-48850-4890-48900-4895-48950-4900-49000-4905-49050-4910-49100-4915-49150-4920-49200-4925-49250-4930-49300-4935-49350-4940-49400-4945-49450-4950-49500-4955-49550-4960-49600-4965-49650-4970-49700-4975-49750-4980-49800-4985-49850-4990-49900-4995-49950-5000-50000-5005-50050-5010-50100-5015-50150-5020-50200-5025-50250-5030-50300-5035-50350-5040-50400-5045-50450-5050-50500-5055-50550-5060-50600-5065-50650-5070-50700-5075-50750-5080-50800-5085-50850-5090-50900-5095-50950-5100-51000-5105-51050-5110-51100-5115-51150-5120-51200-5125-51250-5130-51300-5135-51350-5140-51400-5145-51450-5150-51500-5155-51550-5160-51600-5165-51650-5170-51700-5175-51750-5180-51800-5185-51850-5190-51900-5195-51950-5200-52000-5205-52050-5210-52100-5215-52150-5220-52200-5225-52250-5230-52300-5235-52350-5240-52400-5245-52450-5250-52500-5255-52550-5260-52600-5265-52650-5270-52700-5275-52750-5280-52800-5285-52850-5290-52900-5295-52950-5300-53000-5305-53050-5310-53100-5315-53150-5320-53200-5325-53250-5330-53300-5335-53350-5340-53400-5345-53450-5350-53500-5355-53550-5360-53600-5365-53650-5370-53700-5375-53750-5380-53800-5385-53850-5390-53900-5395-53950-5400-54000-5405-54050-5410-54100-5415-54150-5420-54200-5425-54250-5430-54300-5435-54350-5440-54400-5445-54450-5450-54500-5455-54550-5460-54600-5465-54650-5470-54700-5475-54750-5480-54800-5485-54850-5490-54900-5495-54950-5500-55000-5505-55050-5510-55100-5515-55150-5520-55200-5525-55250-5530-55300-5535-55350-5540-55400-5545-55450-5550-55500-5555-55550-5560-55600-5565-55650-5570-55700-5575-55750-5580-55800-5585-55850-5590-55900-5595-55950-5600-56000-5605-56050-5610-56100-5615-56150-5620-56200-5625-56250-5630-56300-5635-56350-564	

State	Scale of Pay	Dearness Allowance
8. Madras . . .	Rs. 90-4-110-3-140 Secondary grade Teachers.	Rs. 10
9. Maharashtra . . .	Rs. 150-7½-240-EB-10-350	Rs. 55
10. Mysore . . .	(i) Rs. 130-5-150-8-190-10-250.	Below Rs. 150—15
	(ii) Rs. 200-10-320-15-350 (selection grade).	Rs. 150 to below 300—27-50
11. Nagaland . . .	Rs. 150-7½-180-9-270-EB-10-300.	Rs. 17% of pay.
12. Orissa . . .	Rs. 230-15-320-EB-20-440-EB-25-540	Below Rs. 150—10 Rs. 150 and above but below 300—20.
13. Punjab . . .	Rs. 250-10-300	Rs. 60
14. Rajasthan . . .	Rs. 225-10-275-EB-10-285-15-435-25-485	Below Rs. 150—10 Rs. 150-300—20.
15. Uttar Pradesh . . .	(i) Rs. 200-10-250-EB-10-310-EB-14-450.	Government Intermediate Colleges.—45
	(ii) Rs. 175-10-215-EB-15-350.	Private Intermediate Colleges.—20
16. West Bengal . . .	Rs. 210-10-450 (Trained teachers with second class Master's degree will start with two advance increments).	Private School—N.A.
17. Andaman & Nicobar Islands.	Rs. 250-10-290-15-380-EB-15-470.	Government School—Rs. 20-10
18. Delhi . . .	Rs. 250-10-90-EB-380-EB-15-470.	Same as for Central Government employees.
Laccadive, Minicoy and Amindive Islands	Rs. 170-10-290-EB-15-360	Same as for Central Government employees.

ANNEXURE XXII

Statement showing fee concession given to the children of teachers in different states and union territories

1. ANDHRA PRADESH

Education upto 8th class is free for all children. Children of non-gezzetted employees of the State Governments including teachers and also the children of all teachers employed in aided schools, are allowed half fee concession in classes IX to XII.

All girl students in Government Local authorities and other aided High School studying in IX to XII classes will be granted exemption from payment of fees from 1964-65 irrespective of caste, community, creed or the financial status of their parents which applies to daughters of school teachers also.

2. ASSAM

The secondary school teachers in Government Middle and High Schools drawing salaries not above Rs. 100 p.m. are allowed to educate one child free and others at half the rate of schooling fee in the school in which they are employed. The children of teachers serving in Middle and L.P. schools under the control of the School Boards in the State are also entitled to free education upto class VI in Government Schools only.

3. BIHAR

Education is free upto class V. Teachers in Government employ drawing salaries not exceeding Rs. 65 p.m. are permitted to get enrolled in the school in which they are employed one son free and one son at half the usual rate of fees. Managing Committees of secondary schools are free to allow free education to children of Primary school teachers provided they do not include such amounts towards compensation for loss of fee income. If however, a female teacher's salary is Rs. 60 or less her child will get full concession in all Government schools.

4. GUJARAT

Education is free upto standard VII. Children of parents whose yearly income does not exceed Rs. 90 are given free education at all stages. Children of parents with yearly income not exceeding Rs. 1,200 are given free education upto secondary level. Half free-ship is given upto S.S.C. to children of parents whose yearly income is between Rs. 1,200 and Rs. 1,800 and who have four or more children studying in Secondary or higher institutions. No special concession is given to teacher's children.

5. JAMMU & KASHMIR

Education is free from Primary to Post-graduate level for all students including teacher's children and no tuition fee is charged.

6. KERALA

Education is free for all pupils upto and including VIII Standard. Pupils belonging to Scheduled Castes and Scheduled Tribes and other eligible communities including Kudumbis and Christian converts from among them are exempted from payment of all fees for two years in each class in Standards IX and X. Pupils belonging to other Backward Communities and Christian converts from them are allowed exemption from all fees except game fees in Standard IX and X subject to the annual income limit of Rs. 900 of their parents. Children of teachers of Government Schools and N.G.Os. in receipt of pay not exceeding Rs. 300 p.m. are allowed half fee concession throughout the State. Children of elementary school teachers employed in Government and Aided Schools in Malabar area are given full fee concession.

7. MADHYA PRADESH

Education is free upto Class VIII for children studying in Government and local body schools. The following fee concessions are given in different regions of the State :

(i) *Former State of Madhya Pradesh*

Education is free for all children upto the age of 14. Children of teachers in recognised schools receiving pay less than Rs. 100 p.m. are exempted from payment of fees upto high school standard. Half fee concession upto high school stage is also extended to children of teachers whose pay ranges from Rs. 100 to Rs. 200 p.m.

(ii) *Madhya Bharat*

Education is free upto middle standard. Children of teachers serving in the Education Department receive half fee concession if they draw less than Rs. 100 p.m.

(ii) *Vindhya Pradesh*

Education is free upto the middle standard. Free education is also given to children/wards of persons who do not pay income tax or agricultural tax.

(iv) *Bhopal*

Education is free upto the middle standard. Free education is also given to children/wards of persons having income less than Rs. 100 p.m.

8. MADRAS

Children of all teachers employed in aided elementary and secondary schools drawing a pay not exceeding Rs. 400 p.m. are granted full tuition fee concession in all classes upto and inclusive of XI standard (S.S.L.C.).

9. MAHARASHTRA

Education is free in all Public Primary Schools and children of persons whose annual income is Rs. 1,200 or less receive free education upto collegiate, professional, technical etc. level. Children of teachers studying in non-Government secondary schools are given

free studentships in schools where their parents are employed. Children of Primary school mistresses are allowed free studentships till the completion of the secondary education provided their income along with that of their husbands does not exceed Rs. 100 p.m. In the Vidarbha area education is free for all children between the ages of 6 and 14 years. All recognised schools give full fee concession to children of teachers whose pay is upto Rs. 100 p.m. and half fee concession to children of teachers whose pay is between Rs. 100 and Rs. 200 p.m. In Marathwada region the Government teachers drawing salaries not exceeding Rs. 50 p.m. can get their children enrolled as free scholars in the schools in which they are employed.

10. MYSORE

Education upto the standard VII is free in all schools owned by Government and by District and Municipal School Board. Secondary education is also given free to children of all persons in the State whose income from all resources does not exceed Rs. 2,400 per annum.

11. ORISSA

Primary education is free except that tuition fee is charged from students of classes IV and V of high schools. No special concession is given to children of teachers.

12. PUNJAB

The State Government have recently decided that the fee concession given to economically backward class should cover all sections including teachers. This implies that the children of teachers studying in Secondary classes whose parents/guardians income is Rs. 1,000 per annum or below shall be entitled to freeship as contemplated in the free education policy of the State Government.

Previously, however, one child of a teacher employed in a recognised school whose income did not exceed Rs. 100 p.m. was exempted from the payment of tuition fee and any other child of the same teacher was entitled to half fee concession. But now the girls will enjoy full fee concession in the case of such parents who earn an income upto Rs. 3,000 per annum and boys half fee concession upto that limit.

13. RAJASTHAN

Education is free upto VIII class in all Government schools. It is free at all stages in Government institutions for the children of all Government school teachers in receipt of pay upto Rs. 320 p.m. This concession has been extended to teachers whose services have been transferred to Panchayat Samitis.

14. UTTAR PRADESH

Education is free upto class VI. Wards of the teachers employed in Government institutions drawing less than Rs. 200 p.m. are exempted from payment of fees in the institution in which they are working. Similar concession is given by manager of the aided institutions to the staff serving in their institutions.

15. WEST BENGAL

Children of teachers of all recognised Primary and Secondary schools are given free tuition from class I to XI.

16. ANDAMAN & NICOBAR ISLANDS

Education is free at all stages in these islands.

17. DELHI

Education upto class VIII is free for all children. The children of teachers receiving a basic salary upto Rs. 100 get the following concession in class IX, X and XI :

- (a) The first child is given full fee concession.
- (b) The other children are given half-freeship.

18. HIMACHAL PRADESH

Education is free upto the middle stage—Class VIII in Government schools for all students and free throughout the school stage for scheduled Tribes/castes. One child of teachers whose total emoluments do not exceed Rs. 100 p.m. is exempted from the payment of total tuition fee and any other child of such a teacher is allowed half fee concession.

19. LACCADIVE, MINICOY & AMINDIVE ISLANDS

Education is free at all stages in these islands.

20. MANIPUR

Education is free upto class VIII (upto the age of 14). In other classes, children of teachers enjoy fee concessions as in Assam State.

21. N.E.F.A.

Children of teachers are exempted from payment of fees upto matriculate stage.

22. PONDICHERRY

(i) In Government schools coaching students for French Certificates/Diplomas, education is free for all students.

(ii) In Government schools coaching students for S.S.L.C. examination, education is free upto III Form and free upto VI Form for all girl students only. Children of Government teachers recruited before merger are exempted from payment of fees in Government schools coaching for Matriculation. Children of Government teachers recruited after merger, if they draw less than Rs. 300 p.m. are exempted from payment of fees upto VI Form in all schools in the State. Full fee concession are granted to all pupils studying upto and inclusive of XI standard in public and private schools, provided the income of their parents from all sources does not exceed Rs. 1,200 per annum.

23. TRIPURA

Education upto class VIII is free in all recognised schools. All Government employees whose pay does not exceed Rs. 100 p.m. are exempted from payment of tuition fees of their children in Government schools and Colleges. Children of teachers working in Non-Government aided Secondary Schools are given tuition free of charges if studying in schools where their parents are employed. Students belonging to Scheduled Tribes, Scheduled Castes and Other Backward Classes are exempted from payment of tuition fees in all secondary schools and colleges. Girl students enjoy free education upto Secondary stage in all Government High/Higher Secondary Schools.

24. NAGALAND

Education is free upto Matriculation for all Children including teachers' children if annual income of parents does not exceed Rs. 3,600.

25. DADRA AND NAGAR HAVELI

There is free education from primary to secondary level i.e., I—VII Primary and VIII—XI secondary for all students including teachers' children.

26. GOA, DAMAN AND DIU

Education is free at the primary level for all students including children of school teachers. No other concessions are given to the children of the teachers.

APPENDIX 'O'

MEMORANDUM ON

Item No. 17 : Setting up of an Educational Development Corporation.

(Ministry of Education)

In connection with the formulation of the Fourth Plan, it has been suggested, *inter alia*, that an Educational Development Corporation should be set up which may administer the provident fund of teachers, implement the Triple Benefit Scheme, utilise assistance which may be available, and assist in raising finances for meeting capital expenditure for school buildings etc. A note giving details of the proposal prepared by Shri S. Natarajan, Director of Projects, SITU Council of Educational Research may be seen at Annexure XXIII.

2. Copies of the note were forwarded to State Governments for eliciting their views. Only two State Governments (Rajasthan and West Bengal) have communicated their views. Copies of these may be seen at Annexure XXIV. The Governments of Assam, Madras and Uttar Pradesh have stated that they are examining the matter. It is understood that the Maharashtra Government have already initiated an arrangement for giving loans for capital expenditure from the accumulated provident fund collections of teachers. The Maharashtra Government are being requested to give a detailed note on the working of the scheme.

3. The matter is placed before the Board for its consideration and recommendation.

ANNEXURE XXIII

Education Development Corporation for Administering Triple benefit scheme and financing Education.

The Mudaliar Commission Report on Secondary Education has recommended the adoption of a Triple Benefit Scheme for teachers in all schools. The Scheme envisages a life insurance if death of a teacher takes place while in service; a provident fund or gratuity being a lump sum to be paid to a teacher on his reaching an age of superannuation; and a pension for his life. The Madras State is the first to institute a scheme on these lines. The features of the Madras scheme are :

- (1) every teacher should insure his or her life for an amount not lower than the minimum fixed by the State Government for each category of teachers in elementary and secondary schools ;
- (2) a provident fund scheme where the teacher contributes 6% of his salary every month. The management and the Government contributing an equal amount;
- (3) a pension ranging from Rs. 20 to about Rs. 70 (not exceeding 25% of the average salary of the teacher). On the teacher fulfilling certain conditions regarding age of retirement and number of years of service, the teachers are allowed to utilize the provident fund contribution for paying the premium on the insurance policy. Some of the other South Indian States are reported to have decided upon introducing a pension scheme while all States have accepted the Triple Benefit Scheme in principle. Perhaps, what frightens them is an estimate of the great cost involved.

All teachers in aided and local body schools in all States and Union Territories are subscribing to the Provident Fund Scheme. Teachers in Government schools have a Pension Scheme as all other Government employees have. They also subscribe for a provident fund which is non-contributory.

The contributory provident fund applicable to teachers in non-Government schools is usually deposited in the Post Office Savings Bank account in the name of the individual teacher and carries the usual Post Office rate of interest of 2 to 2½%. Permission has been accorded to teachers to make periodical withdrawal from the Savings Bank account to be invested in Post Office Cash Certificates with the approval and sanction of the controlling authority. Not many teachers seem to take advantage of this provision because of the rather cumbrous procedure involved. Hence, the teachers get only the low rate of interest allowed by the Post Office and this effectively reduces the benefit which the teachers would otherwise get.

Local authorities, however, merge the provident fund contributions of their employees in their general funds and allow the deposits an interest of 4 or $4\frac{1}{2}\%$. Government also allows $4\frac{1}{2}\%$ interest to the provident fund deposits of its own employees. It may also be mentioned here that in the employees provident fund scheme applicable to all workers in factories and industrial establishments an interest of $4\frac{1}{2}\%$ is guaranteed. It is only teachers in aided schools that get the lower rate of interest. It is, therefore, suggested that the rate of interest and provident fund for teachers under all managements be uniformly fixed at $4\frac{1}{2}\%$. The authorities of the Post Office seem to feel that they could not make any differential treatment in regard to the deposits relating to the provident fund accounts of teachers in aided schools.

It is, therefore, suggested that the present practice of having provident fund deposits of teachers in aided schools be taken away from the postal department and that a separate Provident Fund Administration Unit or an Education Development Corporation be set up in each State which can handle the provident funds deposits of all the teachers under all managements. If the deposits could be assured an interest of $4\frac{1}{2}\%$ then it will be seen that on an annual deposit of Rs. 75 by a teacher at the rate of $6\frac{1}{4}\%$ on his monthly salary of Rs. 100 he would have contributed in 30 years Rs. 2,250. Corresponding contribution from the management and the Government would be another Rs. 2,250. Total Rs. 4,500. This amount at the end of 30 years at $4\frac{1}{2}\%$ interest would total upto Rs. 12,000. This may enable the administration to provide a lump sum payment inclusive of health and accident equivalent to 24 or 36 months' salary, a gratuity equivalent to 60 months' salary and life pension of half his average monthly salary. The trend everywhere is for increasing the savings. The factory workers are now required to contribute 8% and a similar permission is given to other employees. If the teachers are required to contribute 8- $\frac{2}{3}\%$, then the amount of benefit which the teacher will be getting could be increased. These figures may be examined actuarially and decided upon.

It may, however, be asked whether it would be a feasible proposition to provide a $4\frac{1}{2}\%$ rate of interest. When all other provident funds are getting that there is no reason why teachers should be denied this. However, this problem can be looked in the context of the programme of educational development in the country.

Expansion of education and improvement of educational facilities require large sums of money and all development programmes are held up because the Government is unable to provide the necessary funds. Expenditure on capital items like building and equipment could not be met adequately from current revenues and if the Government is to keep pace with the rate of progress that it is stimulating and that is necessary for the development of the country then other sources should be found for meeting this heavy capital expenditure. It may be necessary to create a fund for the purpose of financing educational development. It is suggested that the provident fund of teachers now in the post office could be used as such a fund and its administration may be entrusted to an Educational Development Corporation to be set up by the Government. The capital of this Corporation may be 51% Government and 49%

teachers where every teacher takes a share of a nominal value of Re. 1. The accumulated provident fund of teachers from the Post Office Savings Bank and in other accounts could be transferred to this Corporation for administration. The Corporation may also be authorised to make the monthly collection on provident fund deposits. The Corporation may be empowered to issue school bonds or debentures of moderate denomination of Rs. 50, 100, 250, 500 and 1,000. This Corporation may advance money to educational institutions and to the authorities controlling them for the purposes of development and improvement and these loans could be on a long term basis repayable in 40 years at the rate of 6% per annum. As there are a large number of institutions, elementary and secondary and as all these institutions are controlled by the State Government through the grant of financial assistance for maintenance, the loans will be secured and the repayment will be guaranteed. This will make available to all administration in charge of education immediately a very sizeable sum for embarking upon their development programmes in respect of capital expenditure and also provide them every year a sizeable sum for continuing this developmental work. This will certainly bring the Corporation an interest yield of 6% out of which they can pay the teachers $4\frac{1}{2}\%$ interest on their provident fund and the margin of $1\frac{1}{2}\%$ would be more than sufficient to cover administrative expenses.

In this connection it should be noted that many non-Government institutions depend, to a large extent, on public charity and philanthropy for capital expenditure in regard to building and equipment. This is not always readily available nor is it very generous and in the years to come it may decrease considerably. However, among the citizens there is a growing desire to help the cause of education and this desire can be capitalized by the issue of school bonds of moderate denominations which would enable the middle class people to contribute. The contribution will not be donation but it will be a loan adequately secured and with a guaranteed rate of interest. This would be a means of stimulating, to a considerable extent, public support to education.

ANNEXURE XXIV

Educational Development Corporation—views of the State Governments

RAJASTHAN

The bulk of the Primary School Teachers in Rajasthan are either :

- (1) Government employees, or
- (2) Panchayat Samiti employees.

A very negligible proportion alone relates to employees of private schools (there are no Municipal Schools in Rajasthan). The Government employees have the benefits of pension, compulsory insurance and optional provident fund. In respect of the employees the Government is not in favour of introducing compulsory provident fund since they may not be able to bear the burden.

The Panchayat Samiti Teachers also have similar benefits. However, the Government of India had recently held that the State Government Rules requiring compulsory insurance with the State Insurance Department is *ultra vires* since the State Insurance Department cannot insure Panchayat Samiti employees. It has been decided to introduce compulsory non-contributory provident fund but allow exemption to the extent that premium is being paid on an old State Insurance policy or a new Life Insurance Corporation Policy. The Government are of the opinion that no further benefit is possible in respect of these two categories of employees.

As regards employees of private schools there is in existence already a compulsory provident fund scheme. The institutions' contribution is 6¼% on the Teachers' Day and since this is one of the admissible items of expenditure the institution gets proportionate grant-in-aid from the Government also. The Teachers' share is also 6¼% of their pay. The Government is not in favour of extending pensionary benefits to these employees for the simple fact that there is no regular organised system of registration or certification of Teachers of private schools. These Teachers usually change their employers, frequently finding their way into government service. It will be difficult to properly administer the pension scheme for such employees. A committee of the government is going into the general question of instituting a provident fund for all private employees not only of the Educational Department but of other Departments as well.

WEST BENGAL

A Development Corporation is generally justified when long term loans are to be extended to concerns requiring large initial expenditure but likely to earn good profits in the future. The interest charges and amortisation instalments are paid out of the profits earned. It will be undesirable to extend this principle and procedure to the financing of educational development. Most of the

borrowing institutions will not be able to earn enough surpluses to be able to service the loans. If the debts are to be serviced out of maintenance grants received from government, the ultimate responsibility for the loans will fall on government. And if government will not meet the debt charges, the Development Corporation is likely to be saddled with unrealisable loans on the one hand and with substantial liabilities to the depositors on the other. Government will then have to come to the rescue.

The State Government therefore are not in favour of the proposal of forming an Educational Development Corporation.

APPENDIX 'P'

MEMORANDUM ON

Item No. 18 : Measures for Emotional Integration—Pledge to be taken by all the students.

(Ministry of Education)

In many countries of the world, school children begin the day's work with mass singing of the national anthem and taking of a pledge of loyalty to their country. Reverence for the national flag is also inculcated and the correct manner of saluting, hoisting and lowering the flag is taught to pupils as a part of their training in citizenship.

2. In 1954, the Union Ministry of Education advised the State Governments to direct educational institutions to teach the pupils the singing of the National Anthem and the history and significance of the National Flag. It was suggested that the hoisting and salutation of the Flag should be practised as a part of school routine. In subsequent communications to the State Governments, it was emphasized that the National Anthem must be sung correctly both in regard to the words of the Anthem and its tune. For this purpose, the standardized vocal version of the Anthem prepared by the Ministry of Information & Broadcasting and approved by the late Prime Minister (Shri Jawaharlal Nehru) was to serve as the model. The Government of India also announced the award of prizes for singing of the Anthem in each State. Reports received from States show that these suggestions are being followed in all schools.

3. On the subject of pledge to be taken by students the Emotional Integration Committee made following observations and recommendations :

"In addition to this daily meeting, the school assembly could also meet twice a year when the headmaster speaks to the children on any topic dealing with the unity and oneness of the country. On that day, children take a pledge of loyalty to India. Opinions vary regarding the usefulness or effectiveness of a pledge. Some maintain that it keeps the student conscious of his duty and obligations, others consider it a meaningless routine. We would here like to add that the Pledge drawn up by us in the Preliminary Report was intended only as a model for an all India Pledge. Used in the proper spirit, it will have a salutary effect on children. We have suggested its being taken once at the beginning of each term to avoid its becoming mere routine and thereby lapsing into mechanical repetition. The taking of the Pledge should be a solemn and dignified occasion preceded by a flag hoisting ceremony and followed by the singing of the National Anthem. It should be a proud moment in the child's life at school."

The form of pledge suggested by them was as under :

“India is my country, all Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and
treat every one with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion. In their
well-being and prosperity alone lies my happiness.”

The State Governments have been requested to implement this
recommendation of the Committee.

4. In the context of the Emergency, this matter was again considered at a meeting of the Public Relations Committee of the National Defence Council in September, 1963. The Committee endorsed the opinion of the Emotional Integration Committee that the pledge should be taken on two or three important occasions each year so that it might not become a mere routine.

5. The main doubt in respect of the utility of a daily pledge is based on the fear that the solemnity appropriate to the occasion may not be expected in a daily function. On the other hand, a pledge taken once or twice a year may not have the same impact on the young minds as a daily pledge taken with due ceremony and dignity. In the present situation obtaining in the country it is felt that a pledge emphasizing the unity of the country and inspiring the students to a sense of devotion towards the nation should be taken every day in the morning assembly. As has been mentioned, such pledges are taken in other countries also and we should adopt safeguards against the pledge becoming a meaningless routine.

The Central Advisory Board of Education may consider this matter and advise whether a daily pledge should be taken. They may also like to indicate whether the pledge should be in the form suggested by the Emotional Integration Committee or in some other form.

APPENDIX 'Q'

MEMORANDUM ON

Item No. 19: Scheme of Vijnan Mandirs.

(Ministry of Education)

We have at present 50 Vijnan Mandirs. Particulars of the places in which these are located are given in Annexure XXV.

The Vijnan Mandirs were set up with a view to stimulating interest in science amongst people in rural areas and also to help them to an intelligent appreciation of the scientific principles underlying problems of vital interest affecting their daily life. Obviously if the Vijnan Mandirs have to fulfil the object for which they are intended, there should be a large number of Vijnan Mandirs in the country.

With this in view, it was planned that by the end of the Third Five Year Plan period, there should be 320 Vijnan Mandirs so that there is at least one Vijnan Mandir in each District. Unfortunately, however, there are no signs of even this target being achieved. There were 38 Vijnan Mandirs at the end of the Second Five Year Plan period and thereafter upto the end of 1962-63 only 11 additional Vijnan Mandirs were set up.

One of the reasons for the slow progress in the setting up of larger number of Vijnan Mandirs is that suitable accommodation and other facilities, which were to be provided by the State Govts., did not become available. A Committee appointed by the Government. (Balwantrai Mehta Committee) to go into the question of Vijnan Mandirs in detail expressed a view that it would improve matters if the Vijnan Mandirs were placed under the administrative control of the State Governments. In pursuance of this recommendation, the administrative control of Vijnan Mandirs was accordingly transferred to the State Governments in the beginning of 1963-64, in consultation with Chief Ministers.

It was hoped that with the transfer of administrative control of Vijnan Mandirs to the State Governments, a larger number of Vijnan Mandirs would be set up more rapidly and they will also fulfill the objects for which they are intended to a fuller extent. Unfortunately not much progress has been made in regard to the establishment of more Vijnan Mandirs. So far as we are aware, only one Vijnan Mandir in Mysore State has been set up since the administrative control of Vijnan Mandirs was transferred to the State Governments.

In transferring the administrative control of Vijnan Mandirs to the State Governments, we agreed to continue to meet the entire expenditure in respect of the then existing Vijnan Mandirs and also offered to meet the entire recurring and 75% of the non-recurring expenditure in respect of any new Vijnan Mandirs which might be

set up by the State Governments during the Third Plan period. Even this has not weighed with the State Governments for as stated above, no proposals have so far been received for the setting up of new Vijnan Mandirs except the one in Mysore State, and one in Orissa.

The sanctioned staff of each Vijnan Mandir includes one Vijnan Mandir Officer and one Assistant Vijnan Officer both of whom are scientists. The Vijnan Mandirs were equipped for undertaking simple analysis of soil, water, food, etc. and facilities existed in the Vijnan Mandirs for identification of common pests and insects, and for imparting of education on sanitation and public health. In some Vijnan Mandirs, facilities were also available for pathological examination of common human diseases and deficiencies. A reading room with literature on popular scientific topics and a science museum containing specimens of local flora and fauna and rocks and minerals available in the neighbourhood and rural science clubs were also attached to each Vijnan Mandir. We are not aware whether and, if so, to what extent there has been any improvement in the functioning of the Vijnan Mandirs since their administrative control was transferred to the State Governments.

The fact that there has been little increase in the number of Vijnan Mandirs since the administrative control was transferred to the State Governments, inspite of the financial burden which the Central Government agreed to bear, shows that the scheme of Vijnan Mandirs has not received due attention. Vijnan Mandirs can play an important role in making the country scientific minded and we have to give adequate thought as to how best advantage can be taken of these institutions for fulfilling the objective.

The Board is therefore requested to go into the question and let us have the benefit of their advice in the matter generally and particularly on the following points :

- (1) steps which should be taken to ensure that larger number of Vijnan Mandirs are set up as rapidly as possible to achieve the planned target of 320 Vijnan Mandirs by the end of the Third Five Year Plan.
- (2) what steps should be taken to ensure that the Vijnan Mandirs fulfil in a better manner the objective for which these are intended.
- (3) whether the Vijnan Mandirs can be fitted in into the scheme of science education, specially with regard to the teaching of science in rural areas, with a view to interesting not only the students but also the whole rural population in the areas in the meaning and significance of science.

ANNEXURE XXV

List of Vijnan Mandirs

- ANDHRA PRADESH 1. Amadalavalasa, Distt. Srikakulam
2. Kapileswarapuram, Dist. East Godavari
3. Vicarabad, Distt. Hyderabad
4. Kodur, District. Cuddapah
- ASSAM 1. Dimoria, Distt. Kamrup
2. Hailakandi, Distt. Cachar
- BIHAR 1. Haveli-Kharagpur, Distt. Monghyr
2. Ormanjhi, District Ranchi
3. Vaishali, District Muzaffarpur
4. Pusa, Distt. Darbhanga
- DELHI 1. Najafgarh, Delhi
- GUJARAT 1. Shapur, District Junagadh
2. Valod, District Surat
- HIMACHAL PRADESH 1. Sundernagar (Sundernagar-2) Bhojpur,
Distt. Mandi
- JAMMU AND KASHMIR 1. Ranbirsingh Pura, District Jammu
- KERALA 1. Chengannur, Distt. Alleppey
2. Ramavarmapuram Pudur, Distt. Palghat
3. Tirur, Distt. Kozhikode
- MADHYA PRADESH 1. Nowgong, District Chattarpur
2. Sehore, Distt. Sehore
- MADRAS 1. Ariyagoundampatti, Distt. Salem
2. Sri Ramakrishna Mission Vidyalaya,
Distt. Coimbatore
3. S.V. Nagram, Distt. North Arcot
4. T. Kallupatti, Distt. Madurai
5. Korukathi, Distt. Thanjavour
6. Valavanur, Distt. South Arcot

MAHARASHTRA	1. Amravati (Shivajinagar), Distt. Amravati
MYSORE	1. Devarayasamudram, Distt. Kolar 2. Mayasandra, Distt. Tumkur 3. Moodbidri, Distt. South Kanara 4. Konanur, Distt. Hassan 5. Shiralkoppa, Distt. Shimoga 6. Ilkal, Distt. Bijapur
ORISSA	1. Angul, Distt. Dhenkanal 2. Bhadrak, Distt. Balasore 3. Hinjlicut Distt. Ganjam
PUNJAB	1. Nilokheri, Distt. Karnal
RAJASTHAN	1. Dabek, Distt. Udaipur 2. Pisangan, Distt. Ajmer 3. Sardarshahr, Distt. Churu 4. Sumerpur, Distt. Pali
UTTAR PRADESH	1. Masauli, Distt. Barabanki 2. Bachhrawan, Distt. Rae Bareilly 3. Ratsand, Distt. Balia 4. Pitaura, Distt. Farukhabad
WEST BENGAL	1. Barsul, Distt. Burdwan 2. Ergoda, Dist. Midnaporet 3. Itachuna, Distt. Hooghly 4. Haroa, Distt. 24-Parganas 5. Jhilimili, Distt. Bankura

APPENDIX 'R'

MEMORANDUM ON

Item No. 20 : To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.

(Ministry of Education)

PART I

ACTION TAKEN BY THE GOVERNMENT OF INDIA

Item No. 5 : Appraisal of Compulsory Education Programmes and allocation of funds for them.

Recommendation

The Board considered the difficulties which had arisen in the implementation of the Compulsory Education Programmes due to lack of funds. The Chairman informed the Board that the Planning Commission had agreed in principle to providing an additional allotment of Rs. 10 crores for these programmes during the remaining years of the current Plan, of which Rs. 2 crores would be provided during 1963-64 outside the annual Plan ceilings of the States. There was full agreement that if the demand for additional enrolment was to be met and adequate qualitative standards maintained, it was essential that the additional funds should be provided throughout the Plan period over and above the Central and the States' Plan ceilings.

In view of the increased enrolment at all stages of education the Board recommended review of education plan in order to provide adequate resources over and above the State and Central allocations to meet the demand for additional enrolment and for maintaining adequate qualitative standards.

Action Taken

The Government of India considered the question of giving accelerated Central assistance to State Governments during 1963-64 for programmes of primary education and Central assistance amounting to Rs. 1,72,76,500 has been made available to the State Governments for appointment of additional teachers. This assistance has been given on the usual pattern *viz.* 50% of the expenditure to be borne by the State Governments and has been offered only in respect of those teachers who would be appointed over and above the provisions made in the Annual Plans for 1963-64. The allocation of funds to different State Governments under this Scheme is as under :—

(a) Andhra Pradesh.	15.06 lakhs
(b) Bihar . . .	20.00 ,,
(c) Gujarat . . .	15.00 lakhs
(d) Madras . . .	21,91,210
(e) Maharashtra . . .	8,73,500
(f) Mysore . . .	8.00 lakhs
(g) Orissa . . .	3.80 lakhs
(h) Rajasthan . . .	4.55 lakhs
(i) Uttar Pradesh . . .	50,53,790
(j) West Bengal . . .	25.17 lakhs

Item No. 6 : Introduction of productive labour in schools and colleges*Recommendation*

* * * * *

The Board approved the proposal to introduce productive labour in schools and colleges and recommended that a committee under the Chairmanship of Shri Pratap Singh Kairon, Chief Minister of Punjab, should be set up to work out a detailed scheme of practical character for implementation.

Action Taken

The Committee has not completed its work so far.

Item No. 7 : To consider the report of the Expert Committee appointed by the Government to work out details of the Scheme of Correspondence Courses and Evening Colleges.*Recommendation*

* * * * *

The Board noted the experiment of Correspondence Courses and Evening Colleges and while accepting the report of the Expert Committee it made the following recommendations :—

- (i) The need for expanding the Scheme to provide for more Evening Colleges should be borne in mind;
- (ii) Central assistance should be given for five years instead of upto the end of the Third Plan only; and
- (iii) A scheme for part-time courses should also be formulated by the Union Ministry of Education.

Action Taken

The recommendation made at (i) has been noted. The recommendation made at (ii) will be taken note of at the appropriate time. As regards the recommendation made at (iii), it may be stated that Evening Colleges are in themselves institutions designed to encourage part-time study of those who are employed during the day time. The Expert Committee has recommended that the Evening Colleges should undertake the teaching of Librarianship and new subjects such as Shorthand, Typing and fine arts of Music, Painting, Drama and Dance. As such, it is not considered necessary to formulate another scheme for part-time courses.

Item No. 8 : Integrated programme of National Discipline, Physical Education and other allied schemes.*Recommendation*

* * * * *

The Board recommended expansion of the N. C. C. at the college stage on a priority basis.

Action Taken

N. C. C. training has been made compulsory for all able bodied male students in the universities. However, for women students the training is optional. The universities and colleges approved under the U. G. C. Act are assisted to the extent of Rs. 2,400 each for the construction of a permanent shooting range

for practice with 303 rifles. A small committee, as desired by the University Grants Commission in their meeting held on 7-8-1963, is being appointed to enquire how the scheme of N. C. C. training is being implemented, including its impact on teaching, discipline etc. in the universities.

Item No. 9 : To consider the need to plan for adult literacy and for increase of tempo of work.

Recommendation

* * * * *

(a) The Board recommended that literacy campaign should have high priority and its tempo should be effectively increased. There should be adequate allocation of financial resources for the purpose.

(b) In the interest of effective implementation of literacy and Social Education programmes, they should be placed under the technical and administrative control of the Education Departments of the State Governments and Union Territories.

(c) The State Governments and Union Territories should take immediate steps to prepare plans for literacy, follow-up and continuation programmes, covering the field of adult education, and enlist the services of students and teachers in carrying them out.

(d) The support of voluntary agencies should be mobilised on and extensive scale in Adult Education Movement.

Action Taken

(a) Efforts were made for augmenting the financial resources of the State Governments, by Central assistance. It was difficult for the Planning Commission to find any significant amount for adult literacy due to National Emergency. However, efforts are still being continued to provide funds for the purpose.

(b) to (d) These points have been duly noted and impressed upon the State Governments etc. through this Ministry's various circular letters on adult literacy and education programmes issued to them from time to time. The Education Minister wrote a letter to all the Chief Ministers of States etc. and copy endorsed to the Education Ministers wherein *inter alia* he pointed out :

1. "I am sure you will agree with the State Education Ministers' Conference and with me also, that the programme of Social Education including Adult Literacy cannot be effective unless the Education Departments of the State Governments and the Union Territories accept in its entirety the responsibility for carrying out the Adult Education programme.

2. While preparing Annual Plan Budgets for Social Education it may be necessary to pool all the resources available for the purpose with the Education

Departments, the Development Departments and other Departments. It is advisable to have such pooled resources under the control of the Education Departments.....”

(e) It is desirable to establish a National Council for Social Education for the country.

(e) It has been decided to drop the proposal for the establishment of National Council for Social Education for the country.

Item No. 10 : To consider the need for development of comprehensive agricultural education pattern coordinated with the national education structure of the country.

Recommendation

* * * * *

During the course of the discussion, members suggested that multipurpose schools with agricultural stream should be strengthened and encouragement should be given to rural schools to introduce agriculture. It was also suggested that there should be no distinction between rural and urban areas and all students passing out of multipurpose schools with agriculture as one of their subjects should be able to go for higher education.

Action Taken

The recommendation has been noted and kept in view while framing proposals for the Fourth Plan.

Item No. 12 : Working days in secondary schools in India.

Recommendation

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The Board recommended that the minimum number of working days in secondary schools should not be less than 220 in a year with a minimum of 1200 hours for instructional work.

Action Taken

The recommendation has been brought to the notice of all State Governments and Union Territories for implementation.

Item No. 13 : Consideration of the report of the progress of implementation of important Plan schemes during 1961-63.

Recommendation

* * * * *

With regard to the Ministry's scheme regarding "Low-Priced Re-Publication of Foreign Educational Standard Works", Dr. C.B. Singh drew attention of the Board to the high cost of standard medical textbooks imported from abroad. He desired that the Ministry of Education may explore the possibility of bringing

Action Taken

The Director General of Health Services was requested for a list of Standard Medical Textbooks (in the U.S.A. and U.K.) imported from abroad which are considered useful for undergraduate and post-graduate medical students in India.

out cheap editions of these textbooks also in collaboration with foreign authors and publishers.

The Chairman agreed to consider the proposal in consultation with the University Grants Commission and suggested that the Medical Council of India might give to the Ministry a list of such books.

Subsequently, Dr. C. B. Singh informed this Ministry that he had also written to the Secretary, Medical Council of India for a list of such standard Medical textbooks as they deemed necessary. On receipt of this letter, this Ministry again approached the Director General of Health Services requesting them to get the suggestions from the Medical Council and pass them on to this Ministry.

No reply has come as yet from the Director General of Health Services. On receipt of these suggestions, the matter will be taken up with the United States Information Service or U.K. High Commission, as the case may be, for considering the publication of the books.

Supplementary Item IV : Failures in Examinations.

Recommendation

* * * * *

The Central Advisory Board of Education resolved that

- (a) The authorities concerned should accelerate their efforts for eliminating this wastage through speedy improvements in the teaching and learning processes, the creation of conditions for harder and more concentrated work, and the better utilization of school programmes and amenities ;
- (b) The Examining Bodies should introduce as quickly as possible the various measures for reforming the examination system recommended by the Ministry of Education ; and
- (c) The appropriate authorities should take immediate steps for reorganizing the school examination system in order to reduce wastage without lowering the standards.

The Board further resolved that in order to effect the reorganization of the schools final examination on the lines

Action Taken

The following steps are being taken in the Directorate of Extension Programmes for Secondary Education for the speedy improvement in the teaching and learning processes:

- (a) Each Extension Centre has been instructed to concentrate its efforts on 5 to 10 schools within its area with a view to bringing about total school improvement. In this programme attention is focussed on the class-room teaching and learning. Recently a Seminar of about 50 Headmasters of West Bengal was held. Only those schools which have chalked out a programme of school improvement with the assistance of Extension Centres were invited. The Principals identified problems and areas in classroom teaching in their schools requiring close attention. Plans have been prepared for intensive work in these areas identified by Headmasters.

indicated above, a meeting of the chairman and secretaries of School Examination Boards should be convened at an early date. This body should examine the problems involved, formulate concrete measures for action and discharge on a continuing basis the general responsibilities for implementing this reform.

As regards the reform of examination at the University level, the Board recommended that the matter should be referred to the University Grants Commission.

- (b) In the field of Examination reform the Examination Unit has taken up intensive work with three Boards of Secondary Education. Under this programme, Training Courses for the paper-setters and the prospective paper-setters are being organized as it is felt that a very urgent need at present is to improve the quality of questions set at the examinations. Already three such training courses have been organized and more follow-up seminars for the participants of these training courses will be organized.

The University Grants Commission have reported the following :

(1) The problem of student wastage due to a relatively high proportion of failures at university examinations is a serious and urgent problem which has been engaging the attention of the University Grants Commission. The Chairman dealt with this problem in his address at the Vice-Chancellors' Conference held on 28th to 29th October, 1961 in New Delhi. A number of studies to examine the causes of intellectual wastage in the country have been made by the universities. A reference in this connection is invited to the following :

- (i) Wastage in college education. Arts students' Arthvijnana Volume 2, No. 1 by A.G. Deshmukh and A.R. Kamat (1960)
- (ii) Wastage in College Education; Science Students' Arthavijnana Volume 2, No. 2 by A. G. Deshmukh and A.R. Kamat (1960)

- (iii) Stagnation in college Education by A.G. Deshmukh and A.R., Kamat Arthavijanana Volume 2, No.3(1960).
- (iv) The Report of Enquiry into occurrence of Wastage and Stagnation amongst University students, by Mrs. I.V. Bhanot, Department of Statistics, M.S. University of Baroda.
- (v) A statistical analysis of failure at the pre-degree examination of Poona University (1960).

(2) The Commission has approved in principle a research scheme of the Kerala University to undertake a study of the 'role of personality and intellectual factors in academic achievement'. The object of the scheme is to examine the relationship between academic achievement and factors such as intelligence, aptitude, interest etc. It will also examine the problem of student wastage and stagnation in Kerala.

(3) The problem of failure in examinations and consequent wastage was also considered by the Committee on Contents of Education and Coordination of Research of the Vice-Chancellors' Conference held in New Delhi on October 11-13, 1962 vide additional item No. 5. In the view of the Committee, the remedy lies in the improvement of the machinery of education, careful admission, better facilities for training and appointment of sufficient number of good teachers. The question was also considered by the 'Examination Reform' Committee of the University Grants Commission. The report has been circulated to the Universities for comments in the first instance.

The following universities have sent their views so far :—

Agra, Allahabad, Annamalai, Calcutta, Delhi, Indira Kala Sangit Vishwa Vidyalaya, Jadavpur, Kerala, Kurukshetra, M. S. University of Baroda, Osmania, Patna, Roorkee, S.V. Vidyapeeth, Sri Venkateswara, Varanaseya Sanskrit Vishwavidyalaya and Indian School of International Studies. The Universities are in general agreement with the recommendations made by the Committee. The report is under consideration by the following 9 universities :

Bombay, Burdwan, Indian Institute of Science, Bangalore, Jabalpur, Nagpur, Poona, Rajasthan, Uttar Pradesh, Agricultural and Viswa-Bharati.

The Vice-Chancellors at their Conference held in New Delhi from 11th to 13th October, 1962 accepted recommendations No. 2-7 and 9 made in the 'Report of Examination Reform'. As regards the other recommendations, the Vice-Chancellors have made the following observations :

Recommendation No. 1 :

The recommendation regarding the introduction of two additional papers at the school leaving examination may not be workable. The best method of assessing candidates may be based on examination result and personal interview.

Recommendation No. 3 :

There is need for changing the present system of awarding marks. Candidates getting a third class at M.A./M.Sc. may be given another chance.

Recommendation No. 10 :

Delay in examination results is not due to administrative slackness but caused by examiners. A beginning should be made to have assessment done by internal examiners.

*Supplementary Item V : **Setting up of residential schools for super-intelligent children.****Recommendation**Action Taken*

* * *

The Board recommended that the resolution be referred to the Standing Committee on Secondary Education.

The special tasks assigned to the Standing Committee of the Central Advisory Board of Education on Secondary Education in June, 1962, were withdrawn. Hence the resolution was not considered by the Committee.

*Supplementary Item No. VI : **Women's Education.****Recommendation**Action Taken*

The Board recommended that the resolution be referred to the Standing Committee on Primary Education.

The Standing Committee was later dissolved.

PART II

ACTION TAKEN BY THE STATE GOVERNMENTS AND UNION TERRITORIES

Item No. 5 : **Appraisal of Compulsory Education Programmes and allocation of funds for them.**

Recommendation

The Board considered the difficulties which had arisen in the implementation of the Compulsory Education Programmes due to lack of funds. The Chairman informed the Board that the Planning Commission had agreed in principle to providing an additional allotment of Rs. 10 crores for these programmes during the remaining years of the current Plan, of which Rs. 2 crores would be provided during 1963-64 outside the annual Plan ceiling of the States. There was full agreement that if the demand for additional enrolment was to be met and adequate qualitative standards maintained, it was essential that the additional funds should be provided throughout the Plan period over and above the Central and the States' Plan ceilings.

In view of the increased enrolment at all stages of education the Board recommended review of education plan in order to provide adequate resources over and above the State and Central allocations to meet the demand for additional enrolment and for maintaining adequate qualitative standards.

Action Taken

ANDHRA PRADESH

No action is called for at State level at present.

ASSAM

The additional requirement of funds for meeting the demand for additional enrolment and for maintaining adequate qualitative standard is communicated to the Government of India from time to time.

GUJARAT

The State Government is aware of the increased enrolment of students at all stages. The education plan will be reviewed whenever necessary.

KERALA

The State Government endorses the recommendation.

MADHYA PRADESH

There is already much emphasis on the compulsory education programme but financial handicaps are there. Attempts are now being made to meet the increasing enrolment by providing more work to the existing teachers. Additional teachers are necessary for successful implementation of the programme.

MYSORE

The scheme of compulsory primary education has been introduced from August, 1961. The additional enrolment is expected to go beyond the estimated target of 10 lakh children during the Third Plan. There are about 3,282 school-less villages of all kinds. It is, therefore, necessary to open schools in these villages. Additional staff will also be necessary. According to the present programme, provision has been made for the appointment of 16,800 teachers during the Third Five Year Plan costing Rs. 234.5 lakhs as against the requirement of Rs. 923.02 lakhs. This heavy amount could not be accommodated within the plan ceiling. The State Government, therefore, suggests that the entire cost of the compulsory primary education scheme may be treated outside the plan ceiling earning 100% aid.

ORISSA

Steps have already been taken to appoint 1,900 primary school teachers during the current year inspite of the fact that provision on this account was dropped from the original budget due to national emergency.

PUNJAB

The scheme cannot be properly implemented unless additional funds are made available by the Government of India for which a request has already been made.

UTTAR PRADESH

The compulsory education programme has been adopted for boys between the age group 6—11 years in 26 selected rural areas. In the urban areas compulsory primary education for boys of the age group 6—11 has been extended to the whole area of 95 municipalities out of 139 and that for girls to the whole areas of 8

municipalities and selected area of 2 municipalities. No tuition fee is charged in the schools under this scheme and also in class VI of Senior Basic Schools. Besides this, a scheme of universal primary education has been adopted under the Third Five Year Plan. The programme of expansion includes the opening of 23,870 new Junior Basic Schools to provide for universal education for all children of 6—11 group within walking distance of every child. The programme also includes the appointment of 13,000 additional teachers in the existing and new Junior Basic Schools in the rural areas. This will cover 82% boys and 43% girls in the age group 5—11 years or a combined percentage of 63%. Enrolment drives were also organised for taking in more girls in particular and about 8 lacs additional children were enrolled in 1961-62. As a result of this the teacher pupil ratio of 1 : 40 has been disturbed and this is now being managed through the introduction of double shift system in classes I and II so that financial resources of the State may be conserved for further expansion of education.

WEST BENGAL

The State Government are awaiting the decision of the Government of India on this recommendation.

Item No. 6 : Introduction of productive labour in schools and colleges.

Recommendation

The Board approved the proposal to introduce productive labour in schools and colleges and recommended that a committee under the chairmanship of Shri Pratap Singh Kairon, Chief Minister of Punjab, should be set up to work out a detailed scheme of practical character for implementation.

Action Taken

GUJARAT

This Government has accepted in principle that whenever a new secondary school is opened, particularly in rural areas, it should be a post-basic school and the management bodies of such schools are exhorted to open post-basic schools rather than an ordinary secondary school.

KERALA

Productive labour has been introduced in upper primary and high schools by introducing craft education as per the recommendations of the Secondary Education Commission. The finished articles produced in schools under craft education are being auctioned. This gives the students a bias towards productive labour.

ORISSA

Shramdan by students is organised from time to time by some schools under proper guidance of teachers. Campus Work Projects have also been started in some of the high schools. The different products of arts and crafts that are produced by students are sold to public and the money so realised is generally utilized in Welfare projects.

WEST BENGAL

The State Government agree in principle with regard to the introduction of productive labour in schools and colleges and hope that the implementation of the scheme will begin in the Fourth Plan period.

DADRA & NAGAR HAVELI

Craft-spinning, weaving and carpentry is introduced in the primary schools.

Item No. 7 : To consider the report of the Expert Committee appointed by the Government to work out details of the Scheme of Correspondence Courses and Evening Colleges.

Recommendation

The Board noted the experiment of Correspondence Courses and Evening Colleges and while accepting the report of the Expert Committee it made the following recommendations :—

- (i) The need for expanding the Scheme to provide for more Evening Colleges should be borne in mind;

Action Taken

ANDHRA PRADESH

The State Government have already started evening courses in seven colleges. The need for expanding the scheme in Government colleges will be considered later. The State requests for the extension of Central assistance for five years.

ASSAM

- (ii) Central assistance should be given for five years instead of upto the end of the Third Plan only; and
- (iii) A scheme for part-time courses should also be formulated by the Union Ministry of Education.

Although there is only one evening college in the State, most of the well-established colleges have their evening sections. Some of them, including the only Government College, provide facilities for science courses in the evening.

GUJARAT

The Government had made efforts in the past in this direction and various college authorities as well as universities were approached for opening evening colleges and starting correspondence courses. But the response was not encouraging. Every year 10 to 15 new day colleges are being opened and the needs of higher education are met by these day colleges.

KERALA

Part-time evening classes of A.M.I.E. in three engineering colleges and part-time diploma courses in four polytechnics have already been started. An evening college for arts courses has also been started from the current academic year.

ORISSA

Two evening colleges were started with effect from the Session 1962-63. Two more evening colleges have been started during 1963-64.

PUNJAB

The recommendation has been noted.

UTTAR PRADESH

Accepted. The pattern of evening colleges should be on the lines of working men's colleges as provided in the statutes of Agra University.

WEST BENGAL

Noted.

LACCADIVE MINICOY AND AMINDIVE ISLANDS

The Territory has no colleges and hence the question of introducing correspondence courses and evening colleges does not arise.

PONDICHERRY

Noted. The proposal to open evening college is included in the draft Fourth Plan.

TRIPURA

No evening college is proposed to be started in the Territory.

Item No. 8: Integrated programme of National Discipline, Physical Education and other allied schemes.

Recommendation

The Board recommended expansion of the N.C.C. at the College stage on a priority basis.

The Board welcomed the integrated programme of N.D.S. and Physical Education which incorporates the best features of the existing programme at the school level and recommended that in-service training of teachers for this work should be carried out expeditiously. The Board further desired that suitable books should be prepared centrally for the integrated scheme.

The Board also recommended that an Advisory Board should be set up to formulate general policies and programmes for the administration of the integrated scheme.

The Board recommended that the N.D.S. Instructors should be under the administrative control of the Headmasters of the schools in which they work. The Board expressed the view that N.C.C. (Junior) might be expanded if funds permitted.

Action Taken

ANDHRA PRADESH

The suggestion is under examination.

ASSAM

N.C.C. has been made compulsory in the colleges. N.C.C. (Junior) A.C.C. have also been expanded in the secondary schools. From 1963 the integrated programme of National Discipline Scheme and Physical Education has been introduced in some secondary schools in the State. The programme will be expanded gradually.

KERALA

The State Government have generally accepted the expansion of National Discipline Scheme. The suggestion of the Board to bring the N.D.S. Instructors under the control of the respective Headmasters is endorsed.

MADHYA PRADESH

No further extension of N.C.C. (Junior) could be made this year due to lack of funds. To implement the integrated programme of physical education and N.D.S., it is necessary that N.D.S. Instructors are placed under the administrative control of the State Education Departments. The N.D.S. Instructors who have low academic and professional qualifications should be required to undergo such minimum academic and professional courses as are essential for physical education teachers. They should also be required to attend condensed course in physical education on the pattern of N.D.S. courses for physical education teachers.

MADRAS

The programme adopted in this State is as under :

Standards I to VII—National Discipline Scheme;

Standards IX to XI—A.C.C.

For selected boys in
Standards X & XI—N.C.C. (Junior.)

There would be no compulsion for A.C.C. or N.C.C. in the schools

At the college level, N.C.C. is compulsory for boys studying in the first three years including the P.U.C.

In the case of girls there will be no compulsion but each women's college is expected to have at least one Unit.

The expansion of N.C.C. (Junior) has been deferred for lack of funds. The Government are awaiting the decision of the Government of India in the Defence and Education Ministries for a co-ordinated programme for the future.

MAHARASHTRA

The State Government have already decided to raise an additional strength of N.C.C. Rifle Cadets. As per the Government of India's instructions only the N.C.C. Rifles are to be extended during the current year. Therefore, no new raisings are made both in Junior and Senior Divisions of N.C.C. The emergency scheme of Physical Education and N.D.S. has also been accepted and will be introduced gradually subject to the availability of trained teachers.

MYSORE

Recently N.C.C. has been made compulsory in colleges and a separate directorate has been formed for this purpose. The Junior Division will be strengthened from 1963-64. The question of incorporating A.C.C. with N.D.S. is under consideration. Teachers are being deputed for in-service training. It is accepted that the N.D.S. Instructors should be under the administrative control of Headmasters of the schools concerned.

ORISSA

Due emphasis is being given to the National Discipline Scheme. Some Physical Education teachers have already received training under the training centres set up by the Ministry of Education. The scheme will be implemented in full as soon as sufficient number of teachers have been trained.

PUNJAB

N.C.C. training is compulsory for able-bodied male under-graduate students in all the colleges. Details of the scheme to extend the training to all able-bodied under-graduate girl students are being worked out. The students at the high/higher secondary level who are not covered by N.C.C. are also being given military training

under the Elementary Military Training Scheme. In-service P.T.Is. are being deputed for training under the institutes set up by the Government of India.

At present the N.D.S. Instructors are under the control of their own organisation. This diarchical set up undermines discipline and should be changed at once.

UTTAR PRADESH

In the wake of national emergency the programme of N.C.C. has already been considerably expanded during 1962-63. The military training has been made compulsory from July, 1963, for students of degree classes. The integrated programme of physical education and national discipline scheme had been accepted.

The N.D.S. Instructors already work under the administrative control of the Principal or Headmaster of the school in which they work.

WEST BENGAL

The State Government agree with the Board and favour the expansion of N.C.C. at the college stage and wish to accord the highest priority. They also agree that the N.C.C. (Junior) may also expand at the higher secondary stage, if funds permit.

DADRA & NAGAR HAVELI

The introduction of N.C.C. in the high schools of the territory is under consideration.

GOA, DAMAN & DIU

The schemes are being implemented.

HIMACHAL PRADESH

The training of in-service physical training instructors in National Discipline Scheme is almost complete and the last batches are

undergoing training. The integrated programme of physical education/national discipline scheme recommended by the Board will be examined for implementation as soon as it is received.

LACCADIVE, MINICOY AND AMINDIVE ISLANDS

The Territory have no college or higher secondary schools. In the two high schools, steps have been taken to organise N.C.C. (Naval) Units. Two N.C.C. (Army) Units will also be organised shortly. Highest priority has been given to physical education activities. Physical training instructors and physical education teachers have been appointed in all senior basic schools and high schools. Steps have also been taken to give in-service training to the physical training instructors and physical education teachers under the National Discipline Scheme.

PONDICHERRY

N.C.C. activities have been considerably expanded to cover more schools and colleges in the territory. Two senior divisions of N.C.C. have been raised and one senior division Girls' Troops has also been started in the arts college. N.C.C. (Junior Division) Units have been raised in six high schools. N.C.C. headquarter has been newly set up to carry out the N.C.C. programme expeditiously.

National Discipline Scheme is also being introduced. 18 in service physical education teachers have already undergone training. Some more teachers are proposed to be deputed for this course this year.

The National Discipline Scheme Instructors are under the administrative control of the Headmasters of the schools in which they work.

TRIPURA

The expansion of the N.C.C. at the college stage has already been undertaken.

Item No. 9 : To consider the need to plan for adult literacy and for increase of tempo of work.

*Recommendation**Action Taken*

(a) The Board recommended that literacy campaign should have high priority and its tempo should be effectively increased. There should be adequate allocation of financial resources for the purpose.

ANDHRA PRADESH

The matter is under examination.

ASSAM

(b) In the interest of effective implementation of literacy and Social Education programmes, they should be placed under the technical and administrative control of the Education Departments of the State Governments and Union Territories.

In addition to the normal adult education programme consisting of literacy centres, post-literacy centres, community centres and rural libraries, a scheme has been launched this year for intensive literacy drive in four Development Blocks on the lines of "Gram Shiksha Mahim" of Maharashtra State.

(c) The State Governments and Union Territories should take immediate steps to prepare plans for literacy, follow-up and continuation programmes, covering the field of adult education and enlist the services of students and teachers in carrying them out.

KERALA

The recommendation is accepted in principle. The Social Education campaign in this State is keeping full tempo. Inspection of work in line with the suggestions will be taken for implementation in stages. As suggested, the financial resources should be augmented by adequate Central assistance.

(d) The support of voluntary agencies should be mobilised on an extensive scale in Adult Education movement.

MADRAS

A provision of Rs. 20 lacs has been made in the Third Plan for expansion of adult literacy work.

(e) It is desirable to establish a National Council for Social Education for the country.

MAHARASHTRA

The State Government has realised the acuteness of the problem and has decided to eradicate illiteracy among adults in the age group 14-50 within the shortest possible time. Due priority to the social education campaign has been given in the Third Plan and a provision of Rs. 50] lacs has been made for this scheme. In order to achieve the object with the

minimum cost, the State Government has started a scheme known as "Gram Shiksha Mohim" with effect from April, 1961. It is proposed to literate 50 lakh adults by the end of the Third Plan under the scheme. No remuneration is given to the social education workers but only token grants at the nominal rate of 15 Paisa per adult are given to the village Panchayats. The non-recurring expenditure is expected to be provided by the Panchayats.

The Government is, however, finding it difficult to provide necessary money for increasing the tempo of the adult literacy work and has, therefore, proposed that this scheme be treated as a Centrally sponsored scheme with 100% Central assistance.

An appeal is also made to the people on suitable occasions to make "Vidya dan" and to eradicate the evil of illiteracy as early as possible.

MYSORE

Accepted. Plans for literacy work in the Third Plan have been prepared and sent to the Government of India.

ORISSA

A comprehensive scheme for accelerating progress of adult literacy programme prepared by the State is intended to cover the remaining period of the Third Plan. The State Government, however, suggests that the entire money for the scheme be provided by the Centre outside the Plan ceiling. This scheme aims at achieving the underlying objective. The State Government is making full use of audio-visual education with the object of eradicating social prejudices and social evils. Voluntary agencies are run to take up this programme. A few agencies are doing the work within their own resources.

The establishment for a National Council for Social Education is keenly felt. The Council should have branches in different States.

PUNJAB

The State Government have increased the tempo of adult literacy during 1962-63 and 1963-64. In addition to the normal scheme, 3 Pilot Projects of Adult Literacy were started in some of the districts of Punjab and additional funds were provided for these projects. The Government has fully accepted the responsibility for the implementation of the social education programme through its agencies of Circle Social Education Officers and the Social Education Squads functioning under these officers. A comprehensive scheme is under preparation.

As regards part (c) of the recommendation, pre-planning and follow up are essential features of this programme. Steps will be taken to implement these suggestions.

The recommendation (d) is endorsed.

UTTAR PRADESH

Necessary instructions are issued to utilise summer vacations of teachers and students for literacy programmes.

The recommendation (d) is accepted.

WEST BENGAL

The State Government agree with the recommendation. The main difficulty in the way of effective implementation of the literacy and social education programme has been due to inadequate funds provided in the Third Plan. If necessary funds are forthcoming, the State Government would do their utmost for increasing the tempo of work in this field.

DADRA & NAGAR HAVELI

The Plan of social education is being carried out by Block Development Officer.

GOA, DAMAN & DIU

The Territory has taken similar action as is being done in the State of Maharashtra.

HIMACHAL PRADESH

Steps have already been taken to increase the tempo of adult literacy. The amount provided for the purpose is too inadequate to meet the expenditure for solving this huge problem of adult literacy. The scheme in this connection has been prepared and sent to the Government of India for approval.

As regards (b), the adult literacy programme is being implemented jointly by the Education Department and the Development Department, while social education programme is being run by the Development Department. The question regarding the implementation of the literacy and social education programmes by the Education Department is under consideration.

L. M. & A. ISLANDS

Social Education Centres have been organized and adult literacy classes are conducted in almost all islands. The literacy and social education programmes are conducted under the supervision of the Education Department through the teachers outside their normal hours of duties.

PONDICHERRY

(a) Accepted.

(b) Accepted. The Community Development Department is now in-charge of implementation of adult literacy and social education programme.

(c) A scheme for the expansion of adult literacy programme has already been drawn up, but it is not being implemented for lack of financial provision.

(d) It is being done.

TRIPURA

(a) Noted.

(b) This has been taken up.

(c) Plan has already been submitted.

(d) There is no such voluntary organisation in the Territory.

(e) This may be considered in due course.

Item No. 12: Working days in secondary schools in India.

Recommendation

Action Taken

The Board recommended that the minimum number of working days in secondary schools should not be less than 220 in a year with a minimum of 1,200 hours for instructional work.

ANDHRA PRADESH

Orders have been issued increasing the number of working days from 200 to 220, with the minimum of 1,200 hours of instructional work from the next academic year.

ASSAM

The recommendation has been accepted by the State Board of Secondary Education and the minimum working days and the working hour have been laid down in the Board's rule for giving recognition to schools.

GUJARAT

The matter is under consideration.

KERALA

The schools in Kerala are having 200 working days with 1,000 hours of instructional work. A proposal to raise the working hours is under consideration.

MADHYA PRADESH

This is already in practice in the State.

MADRAS

The number of working days in the secondary schools in this State is 200. The Government do not consider it necessary to increase the number of working days from 200 to 220 in a year since any increase is likely to effect the efficiency of the teachers and also will involve extra expenditure.

MAHARASHTRA

According to the existing orders the schools are required to work for not less than 230 days. The total working hours in an academic year come to about 116. As these orders were issued in October, 1962, no change is called for at this stage.

MYSORE

At present the secondary schools work for 200 days in the year putting in about 1,100 hours work. The question of increasing this to 220 days and 1,200 hours will be considered.

ORISSA

The number of working days in the high schools is 231 and in the M.E. schools it is 247. The State Government not consider necessary to make any change in the existing schedule.

PUNJAB

The number of working days for educational institutions are 245 including the days set apart for examination. This works out at 222 days of actual teaching with 1,264 hours of instructional work.

UTTAR PRADESH

The State Government agree with the recommendation of the

Board and have accordingly decided to have 220 minimum working days in higher secondary schools with effect from July, 1964, but the minimum number of instructional work will be kept at 1,130 hours instead of 1,200 hours as suggested by the Board. It is not possible to increase the average teaching hours further.

WEST BENGAL

The State Government accepts the recommendation of the Board.

The minimum number of working hours in the secondary stage is now 900.

DADRA & NAGAR HAVELI

The working days in secondary schools are not less than 220.

GOA, DAMAN & DIU

From this academic year the secondary schools work for 220 days with a minimum of 1,200 hours.

HIMACHAL PRADESH

The working days in schools are more or less 220 days and the working hours come to about 176. These days, however, include days in connection with the examinations.

L. M. & A. ISLANDS

The minimum number of working days in primary and secondary schools has been raised from 210 to 220 from the academic year 1963-64.

PONDICHERRY

1,200 hours of work is in vogue in secondary schools in this Administration.

TRIPURA

The working days as well as hours for instructional work in secondary schools are being increased.

*Supplementary Item No. IV : Failures in Examinations.**Recommendation**Action Taken*

The Central Advisory Board of Education resolved that :

- (i) The authorities concerned should accelerate their efforts for eliminating this wastage through speedy improvements in the teaching and learning processes, the creation of conditions for harder and more concentrated work, and the better utilization of school programmes and amenities;
- (ii) The examining Bodies should introduce as quickly as possible the various measures for reforming the examination system recommended by the Ministry of Education ; and
- (iii) The appropriate authorities should take immediate steps for reorganizing the school examination system in order to reduce wastage without lowering the standards.

The Board further resolved that in order to effect the reorganisation of the school final examination on the lines indicated above, a meeting of the Chairmen and Secretaries of School Examination Boards should be convened at an early date. This body should examine the problems involved, formulate concrete measures for action and discharge on a continuing basis the general responsibilities for implementing this reform.

As regards the reform of examination at the University level, the Board recommended that the matter should be referred to the University Grants Commission

ANDHRA PRADESH

The State Evaluation Unit has been started in this State since February, 1963, to bring about an examination reform.

Workshops of valuation approach for improving the teaching and learning processes are being conducted at the Extension Services Centres of the State.

GUJARAT

Upto pre-S. S. C. class due weightage is given to the internal assessment in deciding annual promotion. The objective methods of assessment are also adopted.

At the university level also due weightage is given to the internal assessment at the final examination.

S. S. C. Examination Board has also made reorientation in the method of drawing the question papers of the S.S.C. Examination.

KERALA

An Evaluation Unit has already been set up and action for reforming the system of examination and for formulating steps to prevent wastage on account of defective system of examination has been started.

MAHARASHTRA

The matter is under consideration.

MYSORE

New types are introduced in the question papers of S. S. L. C. Public Examination in some of the compulsory subjects only to the extent of 10%. It is intended to raise this percentage to 15% in due course.

The system of giving due weightage to the tests and class records has been introduced for VIII and IX Standards. An Evaluation Unit has been established recently to construct test materials and to standardise them. The cumulative records have been introduced and the assessment of the activities at the school tests is also recorded in the certificate.

It is proposed to give some weightage to the internal assessment at the public examination also in due course.

ORISSA

No action is required to be taken at present by the State Government.

PUNJAB

The State Government is in full agreement with the resolution. They have taken the following steps in this regard—

- (1) Reorganisation of the Inspectorate and making the District Education Officers as the overall incharge of School Education upto the Higher Secondary School level in order to provide better supervision and control.
- (2) Increasing the number of school hours;
- (3) Introducing internal assessment and making it a part of the final assessment for the high and Higher Secondary School examination;
- (4) Introducing the system of awarding punishments to teachers for poor performance as calculated on the basis of poor examination results of the classes taught by them;

- (5) Extending facilities of in-service training provided by the Extension Services Department of the Training Colleges; and
- (6) It is proposed to set up an Evaluation Unit in the State for bringing reform in the examination system.

UTTAR PRADESH

The State Government is devising methods to improve the situation within the limits of available finance and personnel. The growing percentage of examination failures is currently a consequence of a number of socio-economic factors which depress the level of pupil attainment. While examination reforms can, within the limits, improve examination results, the major direction of advance will have to be towards provision of adequately equipped educational institutions including competent teachers. The State Government are taking necessary action on the lines suggested by the Board.

WEST BENGAL

The State Government accepts generally the recommendations of the Board. These are being brought to the notice of the authorities concerned.

DADRA & NAGAR HAVELI

The Examination System in vogue in the neighbouring State of Gujarat is being followed by this Territory.

HIMACHAL PRADESH

Necessary steps are already being taken in this behalf.

LACCADIVE, MINICOY & AMINDIVE ISLANDS

Regular periodical tests are conducted and special coaching is being given to students who are found weak in particular subject

PONDICHERRY

The recommendations are accepted. Constant efforts are made to eliminate wastage through failures.

TRIPURA

Steps are being taken for proper utilization of school programmes and amenities so that the wastage is gradually eliminated.

It is for the Examination Boards to take action.

Agreed.