

**PROCEEDINGS**  
of the  
**Twenty-Eighth Meeting**  
of the  
**CENTRAL ADVISORY BOARD OF**  
**EDUCATION**



**MINISTRY OF EDUCATION**  
**GOVERNMENT OF INDIA**  
**1961**

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|--------------------------------------|---------------|
| 7. Shri C. Subramaniam               | Madras        |
| 8. Shri D. S. Desai                  | Maharashtra   |
| 9. Shri Anna Rao Ganamukhi           | Mysore        |
| 10. Dr. H. K. Mahtab                 | Orissa        |
| 11. Shri A. N. Vidyalkar             | Punjab        |
| 12. Shri M. L. Sukhadia              | Rajasthan     |
| 13. Acharya Jugal Kishore            | Uttar Pradesh |
| 14. Shri Rai Harendra Nath Chaudhuri | West Bengal   |

**Secretary of the Board**

Shri R. R. Singh, Joint Educational Adviser, Ministry of Education

**Present by Special Invitation**

1. Shri Yadvendra Singh, Maharaja of Patiala
2. Dr. A. N. Khosla, Member, Planning Commission
3. Shri Shriman Narayan, Member, Planning Commission
4. Dr. V. S. Krishna, Chairman, University Grants Commission
5. Shrimati Durgabai Deshmukh, Chairman, Central Social Welfare Board and Chairman, National Committee on Women's Education.

The following members were unable to attend :

1. Smt. Hansa Mehta
2. Shri S. R. Das
3. Smt. Rukmini Devi Arundale
4. Smt. Zarina Currimbhoy
5. Rear-Admiral B. A. Samson
6. Dr. K. S. Krishnan
7. Shri A. A. A. Fyzee
8. Dr. A. L. Mudaliar
9. Dr. T. Sen
10. Shri H. K. Desai, Education Minister, Gujarat

(The list of State Deputy Education Ministers, officers from the State Governments, Union Territories and Government of India who attended the meeting is at Annexure I).

2. The session marked the 25th anniversary of the Central Advisory Board of Education which was established in 1935 and whose first meeting was held on 19th December of that year. Special features marking this occasion were the publication of a Silver Jubilee Souvenir volume, the performance of a ballet based on the songs of Tagore by the Children's Little Theatre, Calcutta, a luncheon to the members of the Board by the Vice-President of India and an address to the plenary session on January 17 by the Prime Minister, Shri Jawaharlal Nehru.

3. Welcoming the members, the Chairman pointed out the special significance of the session. It marked the Silver Jubilee Anniversary of the Board and was held on the eve of the Third Five-Year Plan, which was to launch the largest concerted drive for the expansion of education ever undertaken in a comparable period of time. The Chairman introduced the new members of the Board and recorded appreciation of the services rendered by those who had ceased to be members. He paid a

special tribute to Dr. C. D. Deshmukh who had played a very important role in the Central Advisory Board of Education and as Chairman of the University Grants Commission. The Chairman made a brief survey of the progress in the various fields of education after independence. His full speech is given below :

“It is my great pleasure and privilege to extend to you a most cordial welcome to the twenty-eighth session of the Central Advisory Board of Education. This meeting has a special significance for us. It marks the Silver Anniversary of the Board which has established itself as an important deliberative body for the formulation of national policies and programmes in the field of education. We also meet on the eve of the Third Five-Year Plan which launches the largest concerted drive for the expansion of education ever undertaken in a comparable period of time.

“A central advisory board of education was originally set up in 1921, but was wound up two years later for reasons of financial stringency, providing an apt illustration of the apathy and indifference of the then Government towards education. The present Board was established in 1935 and has been meeting annually except in 1937 and 1939 when there were no meetings, and in 1938, 1943 and 1950 when it met twice each year. During its existence of a quarter of a century, the Board has had distinguished chairmen like Shri Girja Shankar Bajpai, Shri Jagdish Prasad, Sir Maurice Gwyer, Shri C. Rajagopalachari, Shri B. G. Kher and Maulana Abul Kalam Azad, and there have been hardly any major questions of educational policy on which it has not had the occasion of giving its considered and authoritative advice. Three of the members of the original Board—our revered Vice-President, Dr. Radhakrishnan, Rajkumari Amrit Kaur and Dr. Paranjpaye—are still with us lending support to the cause of education. The Souvenir Volume which has been prepared by the Ministry to signalize the occasion and which is now in your hands, bears eloquent testimony to the Board’s record of service during two and a half decades.

“The activities of the Board may be roughly divided into three periods, the first of which culminated in 1944 with the adoption of the Post-War Plan of Educational Development, otherwise known as the Sargent Report. This was the first landmark in educational planning on a national scale. The second period, covering the years 1945 to 1950, was an era of transition both in the political and the educational spheres. India gained her independence and the princely States were integrated with the country. Education became a State subject although in the formulation of broad educational policies and programmes, the Centre and the States have acted in joint partnership. The jurisdiction of the Board previously limited to the British India now covered the country as a whole, and as the Board assumed new responsibilities it became the highest forum in the field of education. The third phase which began with 1951, and coeval with the two five-year plans has been the formulation of a new pattern of national education accompanied by far-reaching reforms at the secondary and the university levels. It will thus be seen that the Board has rendered signal service in the evolution of a national pattern of education in India and therefore deserves our sincere gratitude.

“The Silver Jubilee of the Board coincides with the launching of the Third Five-Year Plan. It will not be out of place to make a brief reference to the educational developments in our country since the

commencement of the Constitution in 1950 and also to the problems which are proposed to be tackled in the Third Five-Year Plan.

“An outstanding feature of educational development in the post-independence period is an unprecedented rate of expansion. This is particularly significant at the primary stage in regard to the number of primary schools as well as the enrolment in the age-group of 6—14. According to the Educational Survey, we have eight lakhs of habitations in rural areas and for all their needs, we had only about two lakhs primary schools in 1949-50. By the end of the Third Plan, the number of schools is expected to increase to four lakhs and a primary school will be provided within easy walking distance from the home of every child. The total enrolment in the age-group of 6—11 in 1949-50 and 181.93 lakhs or 41.5 per cent of the total population in the age-group. This had increased to 251.67 lakhs or 50.8 per cent at the end of the First Plan and is expected to rise to 340 lakhs or 60 per cent by the end of this year. In the Third Plan, a further intensive effort for expansion is proposed to be made and the enrolment in the age-group 6—11 is expected to rise to 510 lakhs or 80 per cent by 1965-66. In the age-group of 11—14, the total enrolment in 1949-50 was 28.44 lakhs or 11.9 per cent of the total population in the age-group. At the end of the First Plan, this rose to 42.93 lakhs or 16.7 per cent. It is expected to rise to 62 lakhs or 22.8 per cent at the end of the Second Plan and to 100 lakhs or 30 per cent at the end of the Third Plan. Taking the age-group of 6—14 as a whole the enrolment which was 210.37 lakhs or 31 per cent of the total population in the age-group in 1949-50 rose to 394.60 lakhs or 39 per cent in 1955-56 and is expected to rise to 402 lakhs or 49 per cent in 1960-61 and to 610 lakhs or 63 per cent in 1965-66. It is true that we have not been able to implement the directive of the Constitution to introduce universal education in the age-group of 6—14 by 1960. But it must be remembered that the total additional enrolment at this stage during the last ten years is almost equal to the enrolment made during the preceding 150 years. If the enrolment in the Third Plan is taken into consideration, the expansion in the fifteen years between 1950 and 1965 will be about twice the expansion in the 150 years between 1800 and 1950. This is no mean achievement, in spite of the fact that it falls short of our aspirations.

“An even greater expansion is noticeable in the field of secondary education. The number of secondary schools was 6,682 in 1949-50. It increased to 10,838 at the end of the First Plan and is expected to increase to 14,000 at the end of the Second Plan and to about 18,000 at the end of the Third. The enrolment in the age-group of 14—17 was 10.86 lakhs, or 4.9 per cent of the total population in the age-group, in 1949-50. It rose to 19.95 lakhs or 8.4 per cent at the end of the First Plan and is expected to rise to 31.6 lakhs or 12.1 per cent at the end of the Second Plan and to 46.6 lakhs or 15.6 per cent at the end of the Third. The number of secondary schools has more than doubled in the last ten years and the increase of enrolment between 1950 and 1965 will be about three and a half times the total enrolment in 1950. Considering the fact that the Sargent Plan had suggested a target of 20 per cent enrolment in this age-group to be reached in a period of 40 years it is gratifying to note that we shall reach an enrolment of about 16 per cent in 15 years only.

“At the university stage also, the facilities for general education have expanded very greatly. In 1949-50, the total enrolment in universities and colleges of general education was 3.71 lakhs which increased to 7.16

lakhs at the end of the First Plan. It is expected to increase to 10.00 lakhs at the end of the Second Plan and to 14 lakhs at the end of the Third. It will thus be seen that the enrolment in colleges of general education has trebled during the last ten years and that the increase between 1950 and 1965 would be about four times the total enrolment during the preceding 90 years.

“The expansion that has taken place in primary and secondary stages will be generally welcomed since in the age-group of 6—14 we are committed to the provision of universal education and consequently the enrolment of every additional child takes us one step nearer the goal. Even in the age-group of 14—17, we are still far from the stage when it would be necessary to curb expansion, especially in view of the fact that education in this age-group also is now being made compulsory in the progressive countries of the world. While I concede that the expansion in general education at the university stage is creating some problems today and that some method of selective admissions has to be adopted, we must remember that the enrolment at the university stage also is still much below the level already reached in many western countries. Some expansion at this stage is inevitable to meet the requirements of our growing national economy.

“In the field of technical education, which is now being looked after by the Ministry of Scientific Research and Cultural Affairs, the gains have been not less spectacular. In 1947, there were only 38 institutions for degree courses in engineering and technology (with an admission capacity of 2,940 students) and only 53 institutions for diploma courses (with an admission capacity of 2,670 students). In 1960, the number of institutions increased to 97 for degree courses (with an intake of 13,500 students) and to 130 for diploma courses (with an intake of 25,290 students). Thus a four-fold expansion at the degree level was achieved in the space of about twelve years. During the Third Plan, the admission capacity at the degree level is proposed to be increased still further to 20,000 students and at the diploma stage, to 40,000 students. Prior to 1947, facilities for post-graduate studies and research in engineering were extremely limited. Today, a large number of centres have been developed and more than 500 places have been made available for advanced training in a wide range of subjects. A higher technological institute was established in 1951 at Kharagpur. It has since grown into a national institution of advanced engineering with a student enrolment of nearly 2,000 and three similar institutions have been established at Bombay, Madras and Kanpur. The development of technical education has not only weaned a very large number of students from the pursuit of purely academic studies but has also been of immense help in our programme of industrialisation.

“I should now like to turn your attention to some of the significant programmes and projects which the Ministry proposes to take during the Third Five-Year Plan.

“In the field of primary education, while our emphasis at present has necessarily to be on expansion, it is quite obvious that the claims of quality cannot be ignored for long. Even at the level of mere quantitative expansion, there are problems of wastage and stagnation and the lapse into illiteracy which have to be studied carefully. The introduction of universal, compulsory primary education raises several social, financial and administrative problems for which solutions have to be found. Experimentation and research are also indicated on the production of attractive



textbooks, on the supply of free books and writing materials to the needy children, on the organisation of welfare programmes for children and on continuation of education outside the school. To meet these urgent needs, it has been decided to set up pilot projects for intensive development of primary education in 30 selected community development blocks at the rate of two projects for each State. The selected block will be attached to a teacher training institute for primary teachers, preferably with a graduate training centre also associated with it. This institution will be developed on experimental lines, and will have three wings devoted to research, experimentation on the topics indicated above and extension work to cover all the primary schools in the neighbourhood which will be converted to the Basic pattern. In addition an effort will also be made at these institutions to find ways and means of teaching science properly at the elementary and the middle stages. It is sincerely hoped that this scheme will generate enough experience and training to help us to enrich the programme of elementary education in the Fourth and the Fifth Plans.

“The emphasis on the expansion of primary education in the Third Plan has somewhat limited the scope of secondary education, and has confined the schemes to meeting the minimum claims of additional enrolment and the provision of certain essential items designed to improve quality. There are, however, three programmes in this area to which I would like to invite your special attention.

“One of the most important Central schemes in the Third Plan is the establishment of four regional colleges to train teachers for the practical streams of the multipurpose schools. It will be recalled that the Secondary Education Commission advocated the diversification of curriculum at the secondary stage to make this education terminal and to do away with its total subservience to college and university. The multipurpose idea caught on, giving us at the end of this Plan about 1800 schools, more than fulfilling the targets we had set for ourselves. Enquiries have, however, revealed that some of these schools lack suitably qualified teachers, and teachers in practical streams like agriculture and technology have hardly received any training at all. To meet these deficiencies, it has been decided to set up four regional colleges with an intake capacity of 200 per institution to train teachers for technology, agriculture, science, commerce, home science, fine arts and crafts. In addition, these colleges will also organise in-service programmes in guidance and educational administration. Each college will have a demonstration multipurpose school attached to it, which will offer instruction in all the streams.

“Another scheme designed to strengthen the multipurpose schools is the provision of whole-time guidance counsellors in all institutions which offer four electives or more. In all other high or higher secondary schools, it is proposed to get a teacher released from part of his teaching load and to make him perform the duties of a career master. The large-scale training programme required under the scheme will be undertaken by the Central Bureau of Educational and Vocational Guidance, working in conjunction with the State Bureaus. Assistance from the officers of the Employment Exchange will also be taken where necessary.

“It will be recalled that one of the major areas for emphasis in the Third Five-Year Plan for education is the teaching of science at all levels. In the case of secondary schools which feed the universities and technological institutions, it has been ensured that science of the elective standard

is available in nearly 40 per cent of the total number, while general science or its equivalent is taught in all the schools of most of the States and in a substantial number of schools in the remaining States. Since an integrated course in general science is still a novelty for this country, it has been decided to set up a special agency at the Centre for this purpose. It will impart two courses a year for the lecturers of training colleges and for senior masters of science from the schools, in the methodology of teaching this subject; and it will also concern itself with such problems as the teaching of elective science, the organisation of science curriculum into integrated units, the assessment of existing textbooks and the preparation of suitable teaching aids, and the development of better teaching methods and evaluation techniques. )

“The Board would recall that in 1958, we launched a major project of examination reform which was to be completed in a period of ten years. During the two years of its existence, the Central Evaluation Unit has done much useful spade work. It has organised over 200 workshops to orientate about 7,000 teachers in the significance of the new approach and another 90 advanced level workshops involving more than 1500 selected teachers to prepare pools of test materials in specified subjects. This test material, screened, tried out and carefully sifted, is now ready in the shape of 1,000 illustrative test items to be used by the various examining boards. Through extensive and intensive work, the Central Unit has also introduced the basic principles of the reform to over one third of the training colleges in the country. It is hoped that very soon, the new evaluation approach will find a place in the B. Ed. curriculum.

“However, it is obvious that a reform of this tremendous magnitude cannot be brought about unless State Governments carry a large part of the burden themselves. It is imperative that State Evaluation Units should be established without further delay for which Central assistance is available during the Third Plan. The new form of testing is going to be introduced in the external examinations of 1962 in a phased manner, and it is my hope that by the end of the Third Plan, it may be possible to introduce a substantial element of objective-based tests in the examination system. This would necessitate a major reform in our teaching practices as well as in syllabus construction.

“The question of restricting admission to our colleges and universities has been repeatedly discussed during the last few years both in the Board and elsewhere and I have no desire to discuss it here again. It is the considered view of the Government that as far as higher education is concerned the limited resources at our disposal can be best utilised for national purposes by improving its quality. It would, however, be unfair and unjust to deny for all time every chance of academic improvement to those who for economic reasons could not pursue their educational careers further in the normal manner. The Government of India have considered this matter carefully and have decided to launch in the Third Plan a scheme of correspondence courses and evening colleges.

“These courses have been organised in various countries according to their needs. In Australia, for example, they cover all stages of education and at the university level, correspondence courses have been in operation for more than half a century. In the U.S.S.R. about a million students get both professional and liberal education through correspondence courses. In the U.S.A. about a million and a half are being educated and trained

through home study lessons and correspondence courses. For those who cannot attend day and full-time institutions because of necessity to earn a living, or for those who live away from places where colleges and universities are located, or for those whose abilities and achievement do not merit admission in regular day-time institutions but who can nevertheless profit from higher education if it is slower-paced and adapted to their learning tempo, correspondence courses and evening colleges will meet a real need.

"I am aware of the widely prevalent fear that correspondence courses would lead to a lowering of standards at a level where our main concern at present is to improve standards. Experience in other countries, however, shows that where proper precautions have been taken and suitable preparations made, the results have not at all been unsatisfactory. We propose to make a modest beginning by providing this facility to 60,000 students, of which 40,000 will be expected to join the evening colleges and 20,000 receive instruction through correspondence courses. Of the total number, 10,000 seats will be reserved for science students at the evening colleges, while 50,000 will take advantage of courses in arts. The scheme is expected to cover 10 universities and 100 colleges spread over the country and in order to ensure good academic standards, it is proposed to make the same teachers who would be teaching the relevant classes in the day-time institutions responsible for correspondence courses.

"If the provision of evening colleges and correspondence courses is a democratic expansion of opportunity for those who cannot get higher education through the normal channels, the contemplated extension of the National Scholarships Scheme is designed to ensure that no brilliant student in the country is prevented on grounds of poverty alone from pursuing higher education.

"You will recall that during the Second Plan we had a scheme for awarding 200 scholarships a year to outstanding students on the basis of their matriculation results. The scheme was a success in its limited application but it was felt that in a country of the size of India, with its wide incidence of poverty, the number of scholarships was much too small and could touch only the fringe of the problem. It was also realised that while the scheme sought to encourage talent immediately after matriculation, it could not assist the brilliant but poor students who came up at the intermediate and the B.A. stages. In the light of this experience it is now proposed to offer 1500 scholarships per year during the Third Five-Year Plan, for students of outstanding merit at the conclusion of the school-leaving, the intermediate and the B.A. stages. The amount of scholarship has also been increased and now ranges from Rs. 75 to Rs. 200 per month. In addition, the scholarship-holders will be given allowances for travelling and for buying books. A new feature of the scheme is the provision of a counselling service to help, guide and watch the progress of the selected scholars.

"In order to improve the health and physical fitness of our people, the Ministry launched last year a National Physical Efficiency Drive based on precise and carefully graded physical fitness tests. From the reports received so far, it appears that the Drive was a considerable success and it helped to arouse the enthusiasm of the people in seeking high standards of physical efficiency and achievement. I would, however, like to emphasise that the National Physical Efficiency Drive has to be implemented as

a continuous process, and must be designed as a national movement sustained by vigorous action at the local level.

"In order to improve the quality of games and sports in our educational institutions, a National Institute of Sports is being set up at Patiala for providing specialised training to coaches in different fields. This, together with the National Coaching Scheme, which seeks to make available to educational institutions and sports organisations the services of a large number of highly trained coaches, will tone up the standards of achievement in our country and will place them upon a secure foundation.

"In order to discharge the responsibilities vested in the Union Government by Article 351 of the Constitution and to promote the effective use of the scientific and technical terminology evolved by the Ministry of Education, it has been decided to initiate a large-scale project of translating and preparing standard textbooks and reference books on science, technology and the humanities. The work will be done partly by the Ministry through its own Translation Bureau, which is proposed to be set up shortly, and partly with the cooperation of the universities and other academic bodies. A list of 300 standard works has already been drawn up in consultation with various experts and through the co-ordination committees which have been set up or are going to be set up at the State headquarters; these works will be distributed to appropriate agencies to ensure speedy translation. The Ministry has also undertaken the programme of production of popular literature with the assistance of the publishers.

"A Standing Commission is being set up to review, coordinate and further the evolution of scientific terminology. The Commission will also bring out texts and other books in regional languages to popularise the scientific terminology.

"In drawing your attention to these impressive advances in education during the post-independence period and significant proposals for the Third Five-Year Plan I should not be misunderstood as striking a note of complacency. The Government are fully aware of many shortcomings and failures in our educational system and the most strenuous efforts will be needed to enable us to catch up with the more advanced countries. There is, however, no justification for the wholesale condemnation of the educational system as is being indulged in by many people at present.

"The fall in standards about which there is so much of talk these days is by no means a post-independence problem. It was first raised by Lord Curzon in 1901 who felt that the policy of the Education Commission of 1882 had led to a good deal of uncontrolled expansion. But at that time, 'standards' meant mainly a student's capacity to read, speak and write English. Even while this cry was on, the Hartog Committee raised its voice in 1928 and warned the country against the "falling standards' at all stages. This committee was interested in showing that education had been adversely affected by its transfer to Indian control in 1921. The cry of falling standards was maintained right up to 1947 and was constantly used as an argument to slow down the pace of expansion for which the people pressed. Since the attainment of independence, the criticism of prevalent standards has been intensified still further. Ever since the turn of the present century, therefore we have been talking of a fall in standards and talking with greater frequency and vehemence as the years pass by. Even at the convocation addresses of the universities which are really meant to inspire the young men and women who are about to enter life, they are

at times made to feel that they are not good enough. The kind of unhelpful, and sweepingly unconstructive criticism which we are having today has done not a little to demoralise the teaching profession and the student community.

“A little closer examination of the problem will reveal that the educational system is gradually being geared to meet the demands of the society. The need for adaptation is not an argument for condemning a system; on the other hand it should assist in the nation’s dynamic growth. At the primary stage, there is every indication to show that the standards have risen, although they are still far from satisfactory. The remuneration of primary teachers has been considerably improved and their minimum qualifications have been raised. In 1947-48 only 8 per cent of the primary teachers were matriculates; today, that percentage has risen to 40 and most of the new recruitment is at the matriculation level. The percentage of trained teachers was about 40 in 1947. It is now about 60 and will reach 75 in 1965-66. The syllabi have been improved and better teaching methods have been adopted. The school is now much closer to the community and the work done in States like Madras or Rajasthan shows how the whole programme has been vitalised and has brought a new life to the villages. Even stagnation and wastage, though large, are less than what they were ten years ago.

“At the secondary and university stages also, several steps have been taken which will undoubtedly make an impact on the educational system. Diversification of courses, expansion and improvement of teacher training facilities, introduction of guidance and counselling services—all these measures are intended to improve the standards in education at the secondary stage. Efforts made by the University Grants Commission towards the improvement of libraries and laboratories, development of postgraduate studies and research, improvement of salary scales of teachers, organisation of tutorials and seminars and extension of hostel and other facilities are bound to bear fruit in course of time. Educational reforms do not yield quick results. They require patient and persistent efforts of several generations.

“There is one distressing aspect of our life which is at present beyond our control. On account of lack of adequate employment opportunities, our secondary schools and colleges have to admit a large number of young persons who go to these institutions not because they are fit for it, not even because they are keen to pursue higher studies, but only because they have nowhere else to go to. It is with reference to this group of students only that the cry of falling standards may have relevance. But however justified it may be in this limited context, it is not proper that it should be magnified to cover the entire educational system and to ignore the splendid work that an ever-increasing band of good teachers and institutions are doing all over the country. I refuse to believe that we, as a nation, have been degenerating at an ever-increasing pace. On the other hand, there is every evidence to show that the products of our universities are showing considerable ability and leadership in all walks of life. We have every reason to feel proud of the contribution which our young men are making in administration, defence services, research laboratories, factories, industrial plants, trade, commerce and other professions.

“The Government do not, however, wish to shut their eyes and ears to the widespread criticism which is prevalent at present. Standards in

education are amenable to measurement in an objective fashion and research and scientific investigations into the problem should give us a better understanding of the problem, a clearer insight into its causes, and a better grasp of the methods of reducing the evil. The Ministry of Education, therefore, propose, in collaboration with the State Governments, to set up in Evaluation and Research Organisation at the Centre and a Bureau of Evaluation and Research in each State. The responsibility of the Central organisation will be to develop scientific and objective techniques for assessing schemes of educational development, to apply these techniques to selected schemes in order to ascertain their significance, to pool organisational experience, specially with reference to the efficient use of resources, and to present a co-ordinated view of important educational programmes for the country as a whole. The Government are also proposing to set up a National Council of Educational Research to co-ordinate the educational research done by various institutions in the country and also to make a careful study of all the problems related to standards, selection, and testing procedures.

“I am afraid, ladies and gentlemen, I have taxed your patience too long, but I thought I should place before you some of the important educational projects which are now engaging our attention. The progress and prosperity of our country undoubtedly depends upon a sound system of education and a good system of education cannot be achieved without dedicated toil, patient thought and fruitful co-operation among all the agencies involved in the task of educational reconstruction. The difficulties we have to face in reaching our objectives are both numerous and formidable but I have no doubt that this Board, representing as it does the collective wisdom and experience of the educationists in the country, will rise equal to the occasion in the future as it has undoubtedly done in the last quarter of a century.”

Addressing the Board, the Prime Minister observed :

“Dr. Shrimali and friends, I am coming almost straight from the Palam airfield where I just reached a little while ago from Bombay. Yesterday in Bombay I participated in a function which I described as one of historic significance. It was the inauguration of two atomic energy reactors, particularly the one big Canada-India reactor. That was a symbol for use of something vitally new finding roots in India because atomic energy as it exists, is used for good purposes and bad, in various countries and we have been playing about with it.

“It might be said that this new reactor has been well established in India. Now, atomic energy, apart from its valuable qualities, is a symbol of an age which inevitably is creeping in upon the world. It started creeping in upon the world with a disastrous bang some fifteen years ago and is creeping in for good or for ill. It is a symbol of the age of science that is descending upon one whether one likes it or not.

“Now standing there, inaugurating this reactor I was made to think on certain lines—and perhaps I might repeat that here. It was a curious coincidence, certainly not deliberately sought after, that this tremendous symbol of the new age, this huge reactor that has been put up there at Trombay near Bombay, almost looks directly at Elephanta caves with a little bit of sea in between. They face each other, not only the very new facing the very old, but something else too. No man or woman who is at all sensitive and who has gone to Elephanta has come away without having

seen power, power in cold stone, power which was represented by that cold stone. I met some of the atomic scientists who had come from various parts of the world, and they were rather overwhelmed by the *Trimurti* there, by the power they saw there and it was, therefore, inevitable for my mind to turn to these utterly different types of power confronting each other and feeling that both were essential, not in a limited sense for the world today. When I say that, I am not thinking in terms of any particular religion or any such thing but some kind of spiritual power, and I felt that that was necessary even as atomic power was necessary and essential; some kind of spiritual approach to these problems was necessary to balance that. I do not know if this has anything to do with your problems here. But I thought I would put it to you because it seems to me that the future of the world depends upon science and, well, a measure of spirituality. Neither by itself is enough in this world of ours.

“Now you are dealing with education at all stages. It seems to me rather odd that any person should imagine that a country can make progress in any direction without the greatest emphasis being laid on education. I know that people who cannot be called educated by any stretch of imagination manage to succeed in life, at any rate, from the point of view of making money. But I hope that the ideal of society that we have before us is not just the capacity to make money. Something else is necessary, not only necessary but essential, and no society can last on that basis of just making money. Even where money-making is given a high place, there are other factors that balance that. Now when you think about education, you must necessarily think of some kind of goal towards which you are going, some picture of the future. I do not know whether you have any such thing or whether you have even the time to think of such things or merely think of the day's troubles. Everything, every worthwhile scheme, aims at something and certainly education, which is a process of building up the individual, the group and the society, must aim at something. If the aim is getting through examinations or getting some kinds of jobs after that, well I do not criticise that aim, but only the aim might go a little further than that. That is not good enough. Even if a boy has ambition, I do not object to that but that ambition should be made of sterner stuff than merely becoming clerks in office or having some such jobs or even higher jobs. So, what is your aim in having education? The aim must be correlated to the kind of society you envisage. What kind of society is envisaged by us? There are all kinds of ideologies and arguments. We need not go into them, but there must be some purpose and some definite picture of that society. Our Constitution itself has laid down some broad picture and our Parliament has gone a little further in that direction. Without going into small details, it has given a broad picture of the pattern of society which is called socialistic. In effect, however people may argue, that is the inevitable trend all over the world. We say we are aiming at a socialist pattern and yet oddly enough, as a matter of fact, we are not socialistic as some big capitalist countries in the world are. These are just words and we please ourselves by saying them. It is not socialism. And other societies which are definitely capitalist have got perhaps more socialisation than what we have. What I mean by this is that it is an inevitable trend; people with little minds argue and get excited about this. The old or the present kind of society is out-of-date, it may carry on; it does carry on, but more and more a socialist society takes its place, and that is inevitable. That does not mean that the

socialist society will appear in its pure shape. Well, there is no such thing as a pure society.

"Anyhow, the problems before us in India are very important but still limited, in the sense that many of the problems come up before other parts of the world, the more prosperous parts. We have not even reached that stage, to have those problems. We may discuss them theoretically. Our problems are, in the first place, to give the minimum necessities of life to every individual in India—food, clothing, housing, education and health—and I would beg of you to always think of every problem that is before you from the point of view of the four hundred million people living in India. Do not forget that; that is basic. We are not thinking in terms of a selected crowd here or a selected crowd there. And broadly speaking, you have to think of a measure of equality of opportunity for the people, because it is quite absurd to talk of socialism—that is a big thing—if there is not even equality of opportunity. What does that term 'equality of opportunity' mean? It means not what a person inherits from his father or others; that may help or not. Probably the tendency would be that if he inherits too much, he is a fool and he will remain a fool, that is to say, there will be no incentive for him to do anything. He will only sponge on somebody, his own family property or somebody else's. It is not a good thing for any individual to be able to sponge on society in this way. The real capital that you can provide to an individual is education, the capacity to do things, some effort to do things. Therefore, equality of opportunity means, first of all, the opportunity to study, to learn, to get education and profit by it, to the best of one's ability. Every body is not equal. I must distinguish it by saying that every body is not born equal. There are fools as also wise men. It is absurd to say that if the fools count in larger numbers, they become wise. But equality of opportunity is entirely a different thing. Then those who have the capacity, take advantage of it and can go ahead. Of course, when I say 'education', I do not mean just reading, writing and all that, but the capacity to do things in the modern world in a hundred or a thousand ways. And this leads you inevitably to the spread of education to all in the country. That, of course, ought to be done at the initial stages, and the initial stages, it is now recognised, begin from birth, not from the age of your primary schools but from the age of pre-primary school. That is highly important. Whether you can do it or not is entirely a different matter, but that is now recognised to be the most vital age for a child, not of course for his education, not that way, but conditioning the child or child care or whatever it is called.

"Then primary education is supposed to be free and compulsory. What then, after that? Even at that stage we get into difficulties. What is the good of asking the child to go to school if he has not got enough to eat? Immediately you come across some other problems. You know, in the State of Madras they made an experiment which was remarkably successful, about mid-day meals, etc. to all children at the primary stage—I am not sure about the secondary stage—with the help of the people. The State spends relatively little. Every child gets a mid-day meal, and a good meal, and that has made a tremendous difference to the quality of the child and to the quality of what he learns. Then they have gone a step further. They have given and they are giving some kind of clothing too, may be a school uniform or whatever it is. All these things form part of education. The other day, I went to a school in my own district in



Allahabad. A small building, a nice building had been put up but the children that came there were in rags. I could not concentrate on anything, seeing the kind of clothing they were wearing or not wearing. All these are aids to education. Education is not a book or reading a book or imbibing a lesson. The school should provide mid-day meal. How that is to be done is for you to consider. There should be a uniform, a simple uniform or clothing. It has a tremendous effect on the minds, the uniformity of clothing and on discipline and cleanliness. Whatever the quality of it may be, that is for you to determine. What afterwards? Obviously at the present moment, the opportunities are limited, the higher up you go. That has to be remedied. You might have seen stress being laid on it now, recently, specially and previously also. At the Congress session at Bhavnagar this was mentioned in a resolution and I think that probably the Planning Commission will also put this in their final draft—that boys and girls of merit should not have their educational careers stopped for lack of opportunities or finance. That is a simple statement to make but it carries us very far. It means that the State, of course till such time at a distant future when we are much more prosperous, when education is more or less free and all that, till then, I feel the boy or girl of merit must be provided through the State with opportunities of carrying on the later stages of education, and which are very costly stages—technical training, medical training and all that. It is not a question of giving a small fee but really making that boy or girl fully capable of profiting by that training. We should be doing that all over India.

“Who is a boy or girl of merit? It should be an automatic choice, not a personal choice. It means a large number but if we do that, it would release an enormous reservoir of energy. I have no doubt that there is a vast number of boys and girls who cannot make good today because of lack of opportunity. So all these things come up, which are not merely a question of the type of textbooks and other books. It is also important for you of course to consider as to how much science and how much other things a boy should read. Naturally, in this age of science, I think science should be begun at a very early stage, simple science of course.

“Education is the greatest liberating force. The basic problem before us in India is to bring an element of modernity in our lives, in our social lives, in our individual lives. It is not an easy matter but the easiest way to do it is the mere process of education, whatever it may be. The biggest revolution that is happening in India today is the vast number of people going to the schools, specially girls, and the girls going back to the homes are a greater revolutionary factor than boys.

“I have just said various odd things to you which may or may not be relevant. Now I shall say something else which is still less relevant. That is this. I watch little boys and girls going to schools here carrying a bundle of books, tiny tots of seven or eight, with four or five books and wobbling along. That is absurd. Do you ever see that kind of thing in Europe? I do not think so. Why? They all carry their books in ruck-sacks. It is a cheap little bag. Even here, they carry bags. They carry it on one side and on the other, their tiffin-carrier. It is absurd. They should be carried, as is done everywhere, in cheap little canvas ruck-sacks on their shoulders. Normally it is not a question of money really, because they can be made very cheaply. It is a little canvas bag of various sizes. The point is, there

should be two little straps on the two shoulders and then both hands are free. It is essential for the child that the weight is properly put on the back and the mere fact of finding the weight there makes a child straighten itself. It pulls it back, this tendency of the child to straighten his back. These are small things which are important. I think this Advisory Board of Education with eminent experts may think of high matters but it is important as to how a child carries books to the school. I think it can easily be done to start with in cities, etc. The parents ought to do it. I do not mean to say that if our school-masters or others give a push to this, this will not happen. Of course somebody should produce them cheaply. They can be produced quite cheaply of various sizes. For the rest I would repeat again the vital importance, basic importance, of education in all our planning. It is true that you are limited by our resources. You cannot do everything, however important it may be, and the rest of the Plan is meant to produce the resources. The two are tied up. It is no good saying that one must be done without the other. Yet, I come back to the fact that possibly education, proper education, is the most important thing of all."

5. There was a general discussion after the presidential address. It was felt by the members that the standing committees should give more time for the detailed consideration of the various problems placed before the Board. For this purpose, these committees may meet more than once, if possible, and their recommendations should be in the hands of the members at least a month before the meeting of the Board. In constituting the standing committees the choice and interest of the members may be kept in view.

6. The Board then considered the different items of the Agenda (Annexure II) in the light of the Memoranda (Agenda and Memoranda was circulated to the members at the time of the meeting; only the items of the Agenda have been reproduced in Annexure II) prepared for this purpose and the recommendations of the standing committees (Annexure IV). The following resolutions were adopted at the final session :—

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

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

1. Col. B. H. Zaidi
2. Shri E. W. Aryanayakam
3. Shri T. S. Avinashilingam Chettiar
4. Dr. Sushila Nayar
5. Shrimati Laxmi Bai Sangam
6. Shri Raghubar Dayal Mishra
7. Shri Frank Anthony

The Board extended its welcome to the following new members :

1. Shri S. R. Das
2. Dr. D. S. Kothari
3. Prof. T. M. Advani
4. Smt. Indira Gandhi

5. Smt. Renu Chakravartty
6. Shri Harish Chandra Mathur
7. Shri K. V. Ramakrishna Reddy

ITEM No. 2 : To report that the proceedings of the 27th meeting of the Central Advisory Board of Education held at New Delhi in February, 1960, were confirmed by circulation to members and the copies were sent to State Governments and the Union Territory Administrations etc.

The Board noted that the proceedings of the 27th meeting of the Central Advisory Board of Education held at New Delhi in February, 1960, were circulated to the members, State Governments and Union Territories etc.

ITEM No. 3 : To place before the Board the Silver Jubilee Souvenir volume of the Central Advisory Board of Education

The Board noted that the Silver Jubilee Souvenir volume of the Central Advisory Board of Education was published and distributed to the participants.

ITEM No. 4 : Central and Centrally sponsored schemes of the Ministry of Education

The Board considered the Central and Centrally sponsored schemes in the Third Five-Year Plan of the Ministry of Education and approved them in the light of the standing committees' reports thereon and subject to the following recommendations :—

#### PRE-PRIMARY EDUCATION

(i) The Board emphasises the need for greater attention being given to the provision of schemes in the Third Five-Year Plan for pre-primary education and designed to promote the total development of the child, and recommends that the Central and the State Governments should allocate resources in their Plans to enable a comprehensive programme in this field to be developed and implemented in a coordinated manner. Every assistance and encouragement should be given to voluntary organisations in the promotion of this programme, and it is also necessary that the Centre should assume a greater measure of responsibility for the training of personnel required for the programme.

#### SPECIAL PROGRAMME FOR WOMEN'S EDUCATION

(ii) Considering the crucial importance of girls' education in the successful implementation of the programme of universal and free primary education, the Board strongly recommends that the special programme for women's education should be promoted as a Centrally sponsored scheme and accordingly funds should be allocated for the purpose. This is necessary for effective implementation which in the view of the Board cannot be ensured only through the earmarking of the funds in the State Plans. It is further recommended that grants for the construction of hostels for girls in the elementary and secondary schools should be provided in the Centrally sponsored sector on a larger scale and the pattern of assistance should be same as was prescribed for this scheme in the Second Plan.

### PRIMARY EDUCATION

(iii) The Board recommends that adequate measures should be taken to ensure that during the course of the Third Plan all training institutions for primary teachers should become Basic training institutions, an integrated syllabus covering the entire field of primary education is introduced in all primary schools and that all teachers and primary schools are oriented to the Basic pattern on the lines of the recommendations of the Allahabad Seminar.

(iv) Steps should be taken by the Central and State Governments to arrange the supply of textbooks and writing material free or at low cost to the primary school children and for this purpose, the responsibility for the preparation, printing and publication of textbooks should, if necessary, be assumed by the State.

### SECONDARY EDUCATION

(v) As the scheme of junior technical schools was only of an experimental nature and as the scheme is linked up with the technical stream of the multipurpose schools as well as with the establishment of industrial schools, the results of the experiment may be placed before the Board for consideration before any further expansion of the junior technical schools is contemplated.

(vi) The number of extension centres should be increased so that each training college in the country ultimately becomes an extension centre. If this is not immediately possible, at least 50 new extension centres should be opened in the Third Plan.

### HIGHER EDUCATION

(vii) The Board agreed with the recommendations and suggestions of the Standing Committee on Higher Education.

In regard to the scheme for National Institutes for Women, the Board decided that the report of the committee set up in this regard may be awaited.

### SOCIAL EDUCATION

(viii) The Board approved in principle the recommendations of the Social Education Committee. In regard to the suggestion for a library cess, the Board was of the view that each State Government may decide the matter in the light of the local conditions. Voluntary organisations running institutions for the handicapped should be given assistance on a more liberal scale.

#### ITEM No. 5 : Scheme of Correspondence Courses and Evening Colleges

The Board approved in principle the scheme of evening colleges providing arts, science and professional courses of the same standard as those in the day colleges and recommended that a small committee should work out the details. For the correspondence courses the Board suggested further detailed studies by a small committee before a firm decision could be taken.

#### ITEM No. 6 : Institution of Diplomas in Modern Indian Languages in Indian universities

The Board approved in principle the institution of diplomas in modern Indian languages in the universities.

**ITEM NO. 7 : Metric system in the educational syllabi**

The Board recommended the introduction of the metric system into the textbooks at all stages of education.

**ITEM NO. 8 : Medium of instruction in universities**

The Board approved the recommendations of the Standing Committee.

With regard to the question of reviewing the present policy relating to the media of instruction, it was decided that the matter be referred to another session of the Board. It was also suggested by the Chairman that if necessary the Board may be called to discuss this question.

**ITEM NO. 9 : National Physical Efficiency Drive**

The Board recommended:

(a) that the Central Government should continue to give Rs. 300 per centre to enable the State Governments to establish a large number of centres to provide adequate facilities for the National Physical Efficiency Drive;

(b) that special attention should be paid to encourage non-school-going youth to undergo the National Physical Efficiency Tests in larger numbers. For this purpose, it was recommended that some amount should be spent on publicising the Scheme among the non-student youth; and

(c) that steps should also be taken to popularise the Scheme among women, both school-going and non-school-going. Special facilities to train women desirous of participating should also be made available through women's clubs or girls' schools, etc.

**ITEM NO. 10 : Reform in examination system**

The Board emphasised the need of reform in the examination system for internal as well as external assessment of the students and noted the measures taken by the Government of India in this direction.

**ITEM NO. 11 : Exchange of professors and lecturers amongst universities and colleges**

The Board considered it desirable to encourage the exchange of professors and other members of the teaching staff amongst the universities and colleges.

**ITEM NO. 12 : Inter-State contact of officers**

The Board recommended that the Scheme may be tried for a period of three years on an experimental basis.

**ITEM NO. 13 : To consider the present condition and management of private aided schools**

The Board noted with satisfaction that the policy of the Government was to encourage private organisations in the development of educational institutions. To eliminate the malpractices prevalent in some privately managed schools, the Board recommended that the State should take adequate steps to ensure that such schools are properly managed and that the teachers are paid their full salaries regularly. If necessary, a system of direct payment to the teachers may be considered for this purpose. It was felt that grant-in-aid rules for assistance to private schools should be liberalised as far as possible.

**ITEM NO. 14 : To consider the question of placing the State Governments' share of assistance on the development schemes formulated by the University Grants Commission, at the disposal of the Commission**

Since the State Governments were not agreeable to place the State Governments' share of assistance on the development schemes formulated by the University Grants Commission at the disposal of the Commission, the Board left this question open for the State Governments and the University Grants Commission to decide.

**ITEM NO. 15 : To report action taken on important recommendations of the Central Advisory Board of Education during the first two Plan periods viz. 1951—60**

The Board noted the action taken on its important recommendations during the first two Plan periods.

**SUPPLEMENTARY ITEMS : Adoption of international form of numerals (Indian) for all purposes**

The Board decided that the international form of Indian numerals should be adopted for all educational purposes.

7. The session terminated with a vote of thanks to the Chairman. It was decided that the venue of the next meeting of the Board may be fixed in consultation with the State Governments.

## ANNEXURE I

### LIST OF STATE DEPUTY EDUCATION MINISTERS AND OTHER OFFICERS WHO ATTENDED THE 28TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

#### STATE GOVERNMENTS

##### **Andhra Pradesh**

1. Shri J. P. L. Gwyun, Education Secretary
2. Shri N. Ram Lal, Director of Public Instruction

##### **Assam**

1. Shri R. Das, Deputy Education Minister
2. Shri L. Sharma, Education Secretary
3. Shri G. C. S. Barooa, Additional Director of Public Instruction

##### **Bihar**

1. Shri K. K. Singh, Deputy Education Minister
2. Shri Saran Singh, Education Secretary
3. Shri S. Sahay, Additional Education Secretary
4. Shri K. Ahmed, Director of Public Instruction

##### **Gujarat**

1. Shri M. D. Rajpal, Director of Education

##### **Jammu & Kashmir**

1. Shri R. C. Raina, Education Secretary
2. Shri G. A. Mukhtar, Director of Education

##### **Kerala**

1. Shri P. K. Abdulla, Education Secretary
2. Shri C. T. Philip, Director, Bureau of Educational Research and Services

##### **Madhya Pradesh**

1. Shri Vasant Rao Wichey, Deputy Education Minister
2. Shri L. C. Gupta, Education Secretary
3. Shri S. P. Varma, Director of Public Instruction

##### **Madras**

1. Shri K. Srinivasan, Education Secretary
2. Shri N. D. Sundaraviveelu, Director of Public Instruction

##### **Maharashtra**

1. Shrimati N. R. Bhonsle, Deputy Education Minister
2. Dr. A. G. Pawar, Director of Education

**Mysore**

1. Shrimati Grace Tucker, Deputy Education Minister
2. Shri A. C. Deve Gowda, Director of Public Instruction

**Orissa**

1. Shri Parmodh Singh, Education Secretary
2. Shri B. C. Das, Director of Public Instruction

**Punjab**

1. Shri Yash Pal, Deputy Education Minister
2. Shri I. M. Verma, Director of Public Instruction
3. Shri J. D. Sharma, Deputy Secretary (Education)

**Rajasthan**

1. Shri Vishnu Dutta Sharma, Education Secretary
2. Shri J. S. Mehta, Director of Primary and Secondary Education

**Uttar Pradesh**

1. Shri C. N. Chak, Director of Education
2. Shri K. N. Malaviya, Deputy Secretary
3. Shri L. N. Saklani, Deputy Secretary
4. Shri L. P. Singh, Under Secretary

**West Bengal**

1. Dr. D. M. Sen, Education Secretary

UNION TERRITORY ADMINISTRATIONS

**Himachal Pradesh**

Shri K. L. Sethi, Director of Education

**Delhi**

Shri B. D. Bhatt, Director of Education

**Manipur**

Shri S. D. Bahuguna, Director of Education

**Tripura**

Shri S. K. Chaudhuri, Director of Education

PLANNING COMMISSION

1. Shri K. L. Joshi, Director, Education (H)
2. Shri D. P. Nayar, Director (SE)

UNION MINISTRY OF EDUCATION

1. Shri R. P. Naik, I.C.S., Joint Secretary



2. Shri J. P. Naik, Adviser (Primary Education)
3. Shri N. D. J. Rao, Deputy Secretary
4. Dr. P. D. Shukla, Deputy Educational Adviser
5. Shri R. K. Kapur, Deputy Educational Adviser
6. Shri P. N. Natu, Deputy Secretary
7. Dr. Vikram Singh, Assistant Educational Adviser

## ANNEXURE II

### CENTRAL ADVISORY BOARD OF EDUCATION

28th Session—January 16 & 17, 1961

*The Standing Committees of the Board met on the 14th and  
15th January, 1961*

#### A G E N D A

1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome new members.
2. To report that the proceedings of the 27th meeting of the Central Advisory Board of Education held at New Delhi in February, 1960 were confirmed by circulation to members and the copies were sent to State Governments and the Union Territory Administrations etc.
3. To place before the Board the Silver Jubilee Souvenir volume of the Central Advisory Board of Education.
4. Central and Centrally sponsored schemes of the Ministry of Education.  
(MINISTRY OF EDUCATION)  
(Appendix A)
5. Scheme of Correspondence Courses and Evening Colleges.  
(MINISTRY OF EDUCATION)  
(Appendix B)
6. Institution of diplomas in modern Indian languages in Indian universities.  
(GOVERNMENT OF RAJASTHAN)  
(Appendix C)
7. Metric system in the educational syllabi.  
(MINISTRY OF COMMERCE AND INDUSTRY)  
(Appendix D)
8. Medium of instruction in universities.  
(SHRI H. C. MATHUR, MEMBER, CABE)  
(Appendix E)
9. National Physical Efficiency Drive.  
(MINISTRY OF EDUCATION)  
(Appendix F)
10. Reform in examination system.  
(GOVERNMENT OF RAJASTHAN)  
AND  
(MINISTRY OF EDUCATION)  
(Appendix G)
11. Exchange of professors and lecturers amongst universities and colleges.  
(GOVERNMENT OF RAJASTHAN)  
(Appendix H)

12. Inter-State contact of officers.

(GOVERNMENT OF RAJASTHAN)  
(Appendix I)

13. To consider the present condition and management of private aided schools.

(MINISTRY OF EDUCATION)  
(Appendix J)

14. To consider the question of placing the State Governments' share of assistance on the development schemes formulated by the University Grants Commission, at the disposal of the Commission.

(MINISTRY OF EDUCATION)  
(Appendix K)

15. To report action taken on important recommendations of the Central Advisory Board of Education during the first two Plan periods, viz., 1951-1960.

(MINISTRY OF EDUCATION)  
(Appendix L)

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

**SUPPLEMENTARY ITEM OF AGENDA**

Adoption of international form of numerals (Indian) for all purposes.

(GOVERNMENT OF MADRAS)  
AND  
(MINISTRY OF EDUCATION)  
(Appendix M)

## ANNEXURE III

### List of Outgoing Members

1. Col. B.H. Zaidi	Nominated
2. Shri E.W. Aryanayakam	Nominated
3. Shri T.S. Avinashilingam Chettiar	Nominated
4. Dr. Sushila Nayar	Nominated
5. Shrimati Laxmi Bai Sangam	Lok Sabha
6. Shri Raghubar Dayal Mishra	Lok Sabha
7. Shri Frank Anthony	Lok Sabha

### List of New Members

1. Shri S.R. Das	Nominated
2. Dr. D.S. Kothari	Nominated
3. Prof. T.M. Advani	Nominated
4. Shrimati Indira Gandhi	Nominated
5. Shrimati Renu Chakravartty	Lok Sabha
6. Shri Harish Chandra Mathur	Lok Sabha
7. Shri K.V. Ramakrishna Reddy	Lok Sabha

## ANNEXURE IV

### RECOMMENDATIONS OF THE STANDING COMMITTEES OF THE CENTRAL ADVISORY BOARD OF EDUCATION WHICH MET ON JANUARY 14-15, 1961, AT VIGYAN BHAVAN, NEW DELHI, TO CONSIDER THE RELEVANT ITEMS OF THE BOARD'S AGENDA

#### PRIMARY AND PRE-PRIMARY EDUCATION COMMITTEE

The items on the agenda were discussed and the following recommendations were unanimously made:

##### **Programme of Compulsory Primary Education in the Third Plan**

(As a special case, the Ministry of Education asked for the views of this committee)

(i) The Committee was distressed to note that the target of enrolment in the age-group of 6-11 was set at 76.6 per cent in the finalised State Plans. It strongly felt that the original target of 80 per cent enrolment in this age-group was the very minimum necessary and recommended that it should not be lowered on any account. In particular, it appealed to all the less advanced States to make every effort to reach the prescribed targets (i.e. an over-all target of 70 per cent and that of 50 per cent for girls).

(ii) With the necessary emphasis on expansion, the Plan does not show an adequate progress of qualitative improvement as inherent in the Basic education system. The Committee, therefore, recommends that three important aspects of the problem must be emphasised in order to adjust the needs of expansion with those of qualitative improvement, viz., (a) all training institutions for primary teachers should become Basic training institutions; (b) an integrated syllabus covering the entire field of primary education should be introduced in all primary schools without any distinction; and (c) all teachers and schools should be oriented to the Basic pattern on the lines of the recommendations of the Allahabad Seminar. The Committee is of opinion that these three programmes should be simultaneously and intensively pursued and completed during the Third Five-Year Plan so that a major step would have been taken to improve the quality of primary schools consistent with the expansion visualised. The Committee further strongly recommends that the funds to implement this vital programme and specially item (c), should be specifically earmarked.

(iii) The Committee desires to point out that the main task of expansion in the Third Plan is the enrolment of girls and recommends that this programme should be emphasised very strongly and that vigorous efforts should be made to popularise co-education and to increase the number of women teachers in rural areas. From this point of view, it would be necessary to earmark the funds meant for the education of the girls in the State sector and, in the Central sector, to run pilot projects of intensive development of girls' education in the less advanced States.

(iv) The Committee recommends that special attention should be paid to the development of education among the tribal people through such measures as intensive propaganda, provision of inducements like free supply of books and writing materials, clothing (where necessary) and mid-day meals. It would also be necessary to develop special types of schools

like *ashram* schools for these people. The expansion of peripatetic schools ought also to be tried during the initial stages for the purpose of inculcating in tribal children, the habit of attending schools. The Committee feels that it is of the highest importance that adequate funds for this purpose should be provided in the State and Central Plans and that the targets, programmes, financial provisions and achievements in this field should be shown separately in all Plans.

(v) The Committee recommends that special efforts should be made to enlist the support of the local community for expanding and improving education at this stage and in particular for such programmes as construction of school buildings, provision of equipment, supply of free books, writing materials and clothing and provision of mid-day meals.

(vi) The Committee emphasises the need to work out a concrete programme for the free supply of textbooks and writing materials to children and suggests that a quick national survey should be carried out in this matter as suggested in the working paper and a scheme based on the findings of the survey should be prepared at an early date.

(vii) The Committee also recommends that all State Governments should bring their legislation on compulsory education up-to-date on the lines of the model legislation circulated by the Government of India.

### **Free Supply of Textbooks to Poor and Needy Children**

(As a special case, the Ministry of Education asked for the views of this committee.)

This is already covered by the recommendation (vi) above under "Programme of Compulsory Primary Education in the Third Plan."

#### ITEM NO. 4 OF THE AGENDA

### **Central and Centrally Sponsored Schemes in Primary and Pre-Primary Education.**

*(Memorandum at Appendix A)*

The Committee approves of these schemes subject to the following observations and recommendations:

(i) Paragraphs (a) & (b) on page 3 of the Memorandum should be deleted and replaced by recommendation (ii) above under "Programmes of Compulsory Primary Education in the Third Plan".

(ii) One of the main objects of the Third Plan should be to eliminate the dichotomy between primary and Basic schools by the conversion of all schools into "Basic-oriented schools" through the adoption of the three measures suggested in recommendation (ii) above under "Programme of Compulsory Primary Education in the Third Plan".

(iii) A pilot project for the intensive development of girls' education in the less advanced states should be included in the State sector as suggested in recommendation (iii) above under "Programmes of Compulsory Primary Education in the Third Plan".

(iv) The Committee strongly recommends that some provision should be made in the Third Plan for the development of pre-primary education. In view of the limited finances, the Committee recommends that the organisation of pre-primary schools should be left to private enterprise which should be suitably assisted and that the direct enterprise of the State should

be to plan and implement appropriate schemes for the training of pre-primary education.

## SECONDARY EDUCATION COMMITTEE

### ITEM NO. 4 OF THE AGENDA

#### Central and Centrally Sponsored Schemes

*(Memorandum at Appendix A)*

The Standing Committee carefully considered the memorandum on Central and Centrally sponsored schemes of the Ministry of Education and recommend its acceptance subject to the following comments:

(i) **RESEARCH PROJECTS.**

There should be a larger provision for research projects, by adjustment if necessary, if the requirements of the country as a whole, are to be met.

(ii) **PROMOTION OF INTER-STATE UNDERSTANDING.**

(a) While approving the programme as detailed under this head, they recommend that camps for teachers and educational officers from different States of India should also be included in the scheme.

(b) The State Governments should take adequate steps to ensure provision of secondary education for children of linguistic minorities through their mother tongue so that they do not feel handicapped in any manner for being outside their own State. Attention in this connection is invited to the Madras formula of 30 pupils for all the five standards of the primary school and 45 pupils for all the three classes of the high school as the minimum enrolment for granting this facility.

(iii) **CENTRAL INSTITUTE OF SCIENCE**

The Institute should more appropriately be called the Central Institute of Science Education. Similar facilities should also be provided for tackling problems relating to social studies. The provision made in the Third Plan for this Institute also appears to be inadequate.

(iv) **ESTABLISHMENT OF NEW EXTENSION SERVICE CENTRES**

The target should be to provide every training college in the country with an extension department. If, however, this is not practicable during the Third Plan, at least 50 new centres should be established, and consequently the provision should also be augmented.

(v) **EDUCATIONAL AND VOCATIONAL GUIDANCE PROGRAMMES**

Higher priority should be accorded to the provision of a career master for every secondary school.

(vi) **LOANS FOR CONSTRUCTION OF HOSTELS**

The Committee noted that no provision is being made in the Central sector in this connection. They, however, felt that for the improvement and expansion of secondary education in rural areas, subsidized hostels are essential, especially for girls. It is also recommended that, wherever necessary, adjustments should be made in the State Plan for this purpose.

(vii) **STRENGTHENING OF MULTIPURPOSE SCHOOLS**

The Committee recognised that in the case of a few States the Plans were finalised on the assumption that the strengthening of multipurpose schools would be a Central responsibility. Since this is not going to be

the case, it is felt that the provision of Rupees one crore is not adequate for this purpose.

ITEM No. 7 OF THE AGENDA

**Metric System in the Educational Syllabi**

*(Memorandum at Appendix D)*

The Committee noted that the metric system has already been introduced in the syllabuses and textbooks in most of the States. They recommend that a systematic attempt should be made by State Governments to introduce revised curriculum and revised textbooks in this connection.

ITEM No. 10 OF THE AGENDA

**Reform in Examination System**

*(Memorandum at Appendix G)*

The Committee accept the programme of examination reform as enunciated in the note and recommend that State evaluation units, where not yet established, should be set up as quickly as possible.

As for the setting up of a committee consisting of a small group of competent educationists, the Standing Committee recognise the need for setting up such a body to review education at various stages in order to integrate them.

ITEM No. 13 OF THE AGENDA

**To Consider the Present Condition and Management of Private Aided Schools**

*(Memorandum at Appendix J)*

With a view to eliminating the malpractices prevalent in some privately managed schools, it is recommended that the States should take adequate steps to ensure full payment of the salaries due to the teachers, adopting a system of direct payment, if necessary.

Fees should be levied only at approved rates. No other levies should be made without the prior approval of the Director of Education.

**HIGHER EDUCATION COMMITTEE**

The recommendations made by the Committee on Higher Education on the items allotted to it are as under:

ITEM No. 4 OF THE AGENDA

**Central and Centrally Sponsored Schemes of the Ministry of Education**

*(Memorandum at Appendix A)*

The Committee notes the various Central and Centrally sponsored schemes with the following remarks:

(i) **CORRESPONDENCE COURSES AND EVENING COLLEGES.**

(Please refer to the recommendations under item No. 5 below.)

(ii) **RURAL HIGHER EDUCATION**

The postgraduate courses should be started only in selected subjects to avoid duplication with universities.

(iii) **EDUCATIONAL CONFERENCES, EXCHANGE OF PROFESSORS AND EDUCATIONAL DELEGATIONS**

The Committee hopes that the provision of Rupees three lakhs is only a token provision and would be increased in accordance with the requirements.



**(iv) ASSISTANCE FOR PUBLICATION OF UNIVERSITY TEXTBOOKS.**

The Committee strongly approves the progress already made in the Scheme to make available to Indian students at cheaper prices the English and American books on higher education. It, however, emphasizes the need for sufficient funds being placed with the universities for building up adequate libraries for teachers and students including textbook libraries containing sufficient number of copies of each textbook.

**(v) NATIONAL INSTITUTES FOR WOMEN**

The Committee feels that it may be better to encourage the existing universities to afford facilities for higher education of the type proposed in these Institutes. It is feared that otherwise these Institutes may be only duplicating the work already being done by the various universities and institutes and that if they are set up as independent institutions they may be weaker centres of education than the universities.

**(vi) SCHEME OF LOANS TO AFFILIATED COLLEGES FOR THE CONSTRUCTION OF HOSTELS**

The Committee emphasizes the need for providing more residential facilities, particularly for girls, and welcomes the present scheme of loans to supplement the scheme of grants of the University Grants Commission for the same purpose.

**(vii) SCHEME OF LOANS FOR THE CONSTRUCTION OF HOSTELS IN BIG CITIES**

The Committee appreciates the need for starting the proposed scheme, but recommends that the available money should be used to give grants instead of loans and that the basis of these grants should be the same as the U.G.C. scheme of grants to affiliated colleges for their hostels. The Committee further hopes that the funds provided under the Scheme will be increased if more requests are received from accredited voluntary organisations which propose to provide hostel service on no-profit basis. The Committee further recommends the need for encouraging, particularly in big cities, day hostels on the same basis as has been done in the city of Calcutta on a limited scale.

## ITEM NO. 5 OF THE AGENDA

**Scheme of Correspondence Courses and Evening Colleges***(Memorandum at Appendix B)***EVENING COLLEGES**

The Committee appreciates the Scheme as formulated by the Education Ministry and emphasizes the following elements for its implementation:

- (i) Quality and standard of education should be the same as in the day colleges.
- (ii) The cost per capita (running expenses) should be provided in each evening college on par with that in the corresponding day college.
- (iii) The duration of the degree course in an evening college should be longer than that in a day college and for science courses it should be longer than that for arts students.
- (iv) The students of evening colleges should sit in the same examination as those of the day colleges and be awarded the same degree.

## CORRESPONDENCE COURSES

The Committee welcomes the proposal, but recommends that these courses should be treated at this stage as an experiment in higher education. As such, the Committee emphasizes a cautious approach in the matter. It also recommends exchange of experiences between the Ministry of Education under this scheme with the Ministry of Scientific Research and Cultural Affairs under their scheme of correspondence courses for technical education if they also start such a scheme.

## ITEM NO. 6 OF THE AGENDA

**Institution of Diplomas in Modern Indian Languages in Indian Universities***(Memorandum at Appendix C)*

The Committee approves the proposal.

## ITEM NO. 8 OF THE AGENDA

**Medium of Instruction in Universities***(Memorandum at Appendix E)*

With the objective of changing the medium of instruction from English to regional languages in Indian universities without adversely affecting the standards of higher education, the Committee reiterates the need for necessary preparations by each university and State Government before introducing the change. These preparations should include producing textbooks and other literature of a high standard and of sufficient variety in the regional languages concerned as also the preparation of university and college teachers to be able to teach through the regional languages.

## ITEM NO. 11 OF THE AGENDA

**Exchange of Professors and Lecturers amongst Universities and Colleges***(Memorandum at Appendix H)*

The Committee finds it desirable to encourage the exchange of professors and other members of teaching staff amongst the universities and colleges, but feels that there are practical difficulties which have so far stood in the way. The Committee understands that the U.G.C. is already taking steps to promote this idea.

## ITEM NO. 14 OF THE AGENDA

**The Question of Placing the State Governments' Share of Assistance on the Development Schemes Formulated by the U.G.C., at the Disposal of the Commission***(Memorandum at Appendix K)*

After considerable discussion, the Committee does not find itself in a position to make any recommendation on the proposal.

## SOCIAL EDUCATION COMMITTEE

The report of the Ministry of Education on the important recommendations of the Central Advisory Board of Education during the first two Plan periods, viz. 1951-60, was noted.

## ITEM NO. 4 OF THE AGENDA

**Central and Centrally Sponsored Schemes of the Ministry of Education***(Memorandum at Appendix A)*

### SOCIAL EDUCATION AND LIBRARIES

The Committee considered the various Central and Centrally sponsored schemes for social education and library service in the Third Five-Year Plan and generally noted them. The Committee makes the following specific recommendations in this connection:

#### (a) CONCEPT AND COORDINATION OF SOCIAL EDUCATION

Having considered the reports of the State Governments on social education, the Committee notes that some State Governments had not put into effect the recommendations of the 26th Meeting of the Central Advisory Board of Education that the entire planning and coordination of social education work should be the responsibility of the State Education Department. In some States, the social education organisers are still continuing in the Development Departments and have not been placed under Education Departments. This has resulted in a sort of diarchy and has retarded the progress of social education programme. It has also noticed that because of this dual control, the district social education organisers are not able to function effectively. This Committee is of the opinion that social education organisers should be immediately brought under Education Departments of State Governments and that planning of social education programmes and control of the personnel should vest in the State Departments of Education. The Committee is further of the view that such State Governments as have not yet appointed district social education organisers for each district should take immediate steps to recruit the personnel. It is also desirable to have the social education and library programmes of the whole State under a separate officer of a fairly senior status, working directly under the Director of Education.

#### (b) INADEQUATE PROVISION OF FUNDS

The Committee notes with concern the inadequate provision made for social education in the Third Five-Year Plan. The Committee is convinced that the amount of money which will be spent on primary education as also on other development schemes will be largely infructuous unless adequate provision is made for social education. The Committee, therefore, recommends that the Planning Commission should reconsider the matter and provide more funds for social education in the Third Five-Year Plan, in order that the urgent need for social education in the country is properly met.

#### (c) PROPER UTILISATION OF FUNDS FOR SOCIAL EDUCATION

With regard to the existing limited funds, the Committee strongly urges that in view of the increasing population of adult illiterates,

- (i) greater attention should be given to the spread of literacy among adults and provision of library and reading room services, as a follow-up measure for maintaining literacy, and
- (ii) the funds provided in the block budget and under other heads for social education should be exclusively used for social education and not diverted for other purposes.

#### (d) TRAINING OF SOCIAL EDUCATION ORGANISERS

With regard to the recommendation of the 26th meeting of the Board, in connection with the social education organisers' training centres, the Committee feels that an early decision should be taken in the interest of the satisfactory promotion of social education in the field.

**(c) REPORT OF THE LIBRARY COMMITTEE.**

The Committee considered the report of the Library Committee and while generally endorsing the suggestions made therein, recommends the following specific measures:

- (i) In order to find adequate funds for library services, the State Governments may examine the possibilities of imposing a special library cess similar to what has been successfully done in Madras and Andhra Pradesh.
- (ii) Central and State Governments may enact legislation for organisation and maintenance of public libraries on the lines recommended by the Library Committee.
- (iii) In the light of the 25-year library plan, proposed by the Library Committee, the State Governments may consider the preparation of a suitable long-term plan for the development of library service in the States.
- (iv) Progressive measures should be taken to realise the objective to have free libraries.

**(f) ADULT, SCHOOLS**

The Committee feels that it is necessary to provide educational facilities for adults up to the secondary stage. It, therefore, recommends that institutions which conduct evening or night classes for adults should be supported by State Governments and all educational institutions should be encouraged to take up this type of work.

**(g) ASSISTANCE TO VOLUNTARY ORGANISATIONS**

The Committee recommends that as large a provision as possible should be made both in the Central and State sectors for assistance to voluntary organisations in the field of social education. The Committee further feels that procedural difficulties should be minimised and complicated financial rules should be simplified as far as possible in order to avoid delays in the sanction of such assistance to voluntary organisations.

**(h) ASSOCIATION OF VOLUNTARY ORGANISATIONS**

The Committee considers it necessary that representatives of voluntary organisations in the field of social education should be actively associated in the promotion of social education programmes at all levels.

**(i) ALL-INDIA COUNCIL OF SOCIAL EDUCATION**

The Committee recommends that the Ministry of Education should set up an All-India Council of Social Education.

**EDUCATION OF THE HANDICAPPED**

The Committee considered the various Central and Centrally sponsored schemes for the education, etc. of the handicapped and generally noted them. The Committee makes the following specific recommendations in this connection:

**(a) EDUCATION AND WELFARE ACTIVITIES AT THE STATE LEVEL**

The Committee strongly urges that all welfare activities relating to the welfare of women, children, handicapped, scheduled castes, scheduled tribes etc. should generally be the responsibility of one Department in each State. All educational programmes under various welfare schemes should

be planned and executed in consultation and collaboration with the State Education Departments so that educational standards may be maintained and duplication of efforts may be avoided.

**(b) FREE AND COMPULSORY EDUCATION OF HANDICAPPED CHILDREN**

The Committee wishes to invite the specific attention of the State Governments to the fact that Article 45 of the Constitution applies to all children including the handicapped. As such, the programme of compulsory and free primary education should also cover handicapped children, and necessary provision should be made from the total funds for primary education, for providing free and compulsory education to the handicapped children, in special schools wherever necessary.

**(c) SALARIES OF TEACHERS IN SPECIAL SCHOOLS FOR THE HANDICAPPED**

The Committee feels that teaching in schools for the handicapped is more arduous and calls for more specialised knowledge than teaching in ordinary schools. The Committee, therefore, recommends that, in order to attract competent persons to the teaching profession in institutions for the handicapped, the teachers in such institutions should be given at least five advance increments in the scales of pay, which should not be less than scales for teachers with similar qualifications in comparable institutions for normal children, and, in addition, should also be given a suitable special allowance.

**(d) SCHOLARSHIPS FOR HANDICAPPED CHILDREN**

In view of the need to promote education of handicapped children, so that they may become useful members of society, the Committee recommends that State Governments should make a liberal provision for award of scholarships to the blind, the deaf-mute and the orthopaedically handicapped children, at least up to the secondary school stage and for vocational and technical training.

## GENERAL PURPOSES COMMITTEE

### ITEM No. 4 OF THE AGENDA

#### Central and Centrally Sponsored schemes of the Ministry of Education

*(Memorandum at Appendix A)*

#### PHYSICAL EDUCATION AND RECREATION, SPORTS AND YOUTH WELFARE ACTIVITIES

#### 36. DEVELOPMENT OF LAKSHMIBAI COLLEGE OF PHYSICAL EDUCATION, GWALIOR.

In regard to physical education and recreation, sports and youth welfare activities, the Committee is generally in agreement with the provisions and progress made in respect of implementation of the schemes. The Committee, however, recommends that :

(i) Admission to diploma courses in physical education should be open to under-graduates also, S.L.C. being considered adequate for admission with a view (a) to avoid wastage of time and resources over graduation, and (b) to remove over-emphasis on degrees as minimum qualifications for any specialised courses.

(ii) Teachers (a) holding certificates in physical education, (b) or with five years' or more practical experience of teaching in physical education

should be allowed to appear for diploma course as external students, the latter without undergoing actual training course.

(iii) Vacation courses for diploma and certificate in physical education split into three or four parts, should be instituted with a view to giving an opportunity to persons interested in physical education under five years' employment, to pass these courses in parts.

#### **37. STRENGTHENING PRIVATE PHYSICAL EDUCATION TRAINING INSTITUTIONS**

While the Committee approves the system of giving grants to private institutions of physical education, it emphasises that the new institutions started by State Governments, for similar purposes, should also be given similar grants.

#### **38 PROMOTION OF RESEARCH IN SPECIAL BRANCHES OF PHYSICAL EDUCATION, INCLUDING YOGA AND RECREATION**

As therapeutical claims are made in *yogic* exercises, it is desirable and necessary to enlist the co-operation of the Health Ministry with regard to finance as it is already giving expert technical advice.

Regarding *pilot projects for promotion of recreational activities*, it is felt that adequate attention does not appear to have been paid to the provision of facilities for recreational activities for the non-school-going children. It is, therefore, recommended that during vacations recreational centres should be organised in schools to provide facilities to the non-school-going children up to the age of 14. These centres should be sufficiently publicised to attract the non-school-going children, who should be encouraged to take advantage of the facilities.

#### **39. SEMINARS ON PHYSICAL EDUCATION AND RECREATION & 57. STUDENTS' TOURS**

The Committee feels that the real educative value of such seminars and tours undertaken by children from one State to another for emotional integration purposes can be fully utilised by them only if the teachers in charge of such tours discuss and emphasise the special objects of such tours and seminars.

#### **40. NATIONAL PHYSICAL EFFICIENCY DRIVE**

The Committee after considering the paper recommends :

(a) that the Central Government should continue to give Rs. 300 per centre to enable the State Governments to establish a large number of centres to provide adequate facilities for the National Physical Efficiency Drive;

(b) that special attention should be paid to encourage non-school-going youth to undergo the National Physical Efficiency Tests in larger numbers; for this purpose, it is recommended that some amount should be spent on publicising the Scheme among the non-student youth; and

(c) that steps should also be taken to popularise the Scheme among women, both school-going and non-school-going. Special facilities to train women desirous of participating in the drive should also be made available through women's clubs or girls' schools, etc.

#### **41. IMPLEMENTATION OF SYLLABUSES OF PHYSICAL EDUCATION AND HEALTH EDUCATION**

No comments.

**42. NATIONAL DISCIPLINE SCHEME****59. BAL BHAVAN**

The Committee strongly recommends that these two schemes which serve the basic needs of children and which have contributed substantially and effectively in the moulding of character of children—future hope of India—should receive very high priority in the matter of allocation of funds. If necessary, funds from some of the other schemes which are meant for youth organisations may be diverted towards the two schemes so as to enable them to accelerate their expansion programme.

**SPORTS AND GAMES****43. NATIONAL INSTITUTE OF SPORTS AND NATIONAL COACHING SCHEME**

In regard to the National Institute of Sports and National Coaching Scheme, it is suggested that the foreign coaches employed at the Institute may be asked to tour other parts of the country for two or three weeks during a year for the benefit of local talent. On the basis of experience of the National Institute of Sports and National Coaching Scheme, other regional institutes on similar lines may be started later.

**44. GRANTS TO NATIONAL SPORTS FEDERATIONS**

No comments.

**45. ASSISTANCE FOR CONSTRUCTION OF STADIA AND UTILITY STADIA**

No comments.

**46. DEVELOPMENT OF THE OLYMPIC VILLAGE IN DELHI**

No comments.

**YOUTH WELFARE ACTIVITIES****47. LABOUR AND SOCIAL SERVICE CAMPS**

No comments.

**48. CAMPUS WORK PROJECTS**

The Committee approves the progress made under the Scheme. It is, however, mentioned that a number of applications which were called from various States had not been considered for grant due to the limitations put on the allocation of grants. The result was that the enthusiasm of the institutions whose applications had been rejected was dampened. It is, therefore, recommended that State-wise approximate allocation of grants be prescribed to avoid frustration. The Government should review the system of allocation of grants from this point of view.

**49. SCOUTING AND GUIDING**

No comments.

**50. YOUTH HOSTELS****51. YOUTH WELFARE BOARDS AND COMMITTEES****52. NON-STUDENT YOUTH CLUBS AND CENTRES****53. HOLIDAY CAMPS****54. CAMP SITES****55. YOUTH FESTIVALS**

No comments.

**56. YOUTH LEADERSHIP AND DRAMATIC CAMPS.**

It is suggested that although it may not be necessary to hold similar camps for the benefit of teachers in charge of children at school level, brochures bringing out suggestions for welfare and recreational measures should be compiled and published by the Ministry of Education to serve as guides for the furtherance of welfare work at school level.

**57. STUDENTS' TOURS**

Comments on this scheme are covered vide scheme No. 39 above.

**58. NATIONAL YOUTH CENTRE**

No comments.

**59. BAL BHAVAN.**

Comments on this scheme are covered vide scheme No. 42 above.

**60. NATIONAL CHILDREN'S MUSEUM**

No comments.

**61. CHILDREN'S MUSEUM.**

No comments.

**PROPAGATION OF HINDI AND SANSKRIT**

**62. PRODUCTION OF LITERATURE FOR ENRICHMENT OF HINDI****63. GRANTS FOR PROMOTION AND PROPAGATION OF HINDI****64. TRAINING OF TEACHERS IN HINDI AND PRODUCTION OF TEACHING MATERIAL****65. ESTABLISHMENT OF A STANDING COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY****66. APPOINTMENT OF HINDI TEACHERS****67. GRANTS TO NON-HINDI SPEAKING STATES FOR PROMOTION OF HINDI****68. REVISION OF PAY SCALES OF HINDI TEACHERS****69. GRANTS TO VOLUNTARY SANSKRIT ORGANISATIONS****70. PRODUCTION OF SANSKRIT LITERATURE.****71. SCHOLARSHIP SCHEME FOR ENCOURAGING RESEARCH IN SANSKRIT****72. DEVELOPMENT OF GURUKULAS****73. MODERNISATION OF SANSKRIT PATHASALAS****74. PREPARATION OF DICTIONARIES****75. ESTABLISHMENT OF A CENTRAL SANSKRIT INSTITUTE****76. IMPLEMENTATION OF OTHER RECOMMENDATIONS OF THE CENTRAL SANSKRIT COMMISSION****77. GRANTS TO STATE GOVERNMENTS****78. PROVIDING FACILITIES FOR THE TEACHING OF SANSKRIT IN SECONDARY SCHOOLS**

The Committee approves the various schemes for the promotion of Hindi. In regard to allotment of translation work, the Committee recommends that this work should be given as a part-time employment to house-wives, who are duly qualified and competent to undertake such part-time work, with a view to giving them an opportunity to use their



academic attainments. Applications for this may be invited after wide publicity through newspapers.

#### SCHOLARSHIPS

79. **COMMONWEALTH SCHOLARSHIPS/FELLOWSHIPS SCHEME**
80. **FULLY-PAID OVERSEAS SCHOLARSHIPS.**
81. **INDO-GERMAN INDUSTRIAL CO-OPERATION SCHEME—FELLOWSHIPS TO GERMAN NATIONALS**
82. **NATIONAL SCHOLARSHIPS SCHEME FOR OUTSTANDING STUDENTS (POST-MATRIC EDUCATION)**
83. **SCHOLARSHIPS FOR HIGHER STUDIES IN HINDI FOR PERSONS OF NON-HINDI SPEAKING AREAS**
84. **SPECIAL SCHOLARSHIPS SCHEME FOR MERITORIOUS WARDS OF PRIMARY/SECONDARY SCHOOL TEACHERS FOR POST-MATRIC STUDIES**

Having generally approved the various schemes for award of scholarships, the Committee specially recommends that a separate scheme should be evolved to grant scholarships for children belonging to economically backward classes i.e. parents' income limit restricted to Rs. 1200 per year, on par with the schemes for children of Scheduled Castes, Scheduled Tribes and Backward Classes.

#### ITEM NO. 9 OF THE AGENDA

##### **National Physical Efficiency Drive**

*(Memorandum at Appendix F)*

(Please see recommendation under scheme 40 above under item No. 4, viz., "Central and Centrally sponsored schemes of the Ministry of Education".)

#### ITEM NO. 12 OF THE AGENDA

##### **Inter-State Contact of Officers.**

*(Memorandum at Appendix I)*

It is recommended that the scheme may be tried for a period of three years on an experimental basis.

#### SUPPLEMENTARY ITEM OF THE AGENDA

##### **Adoption of International form of numerals (Indian) for all purposes**

*(Memorandum at Appendix M)*

The Committee discussed the note received from the Madras State Government and expresses agreement with it. The Committee is of the opinion that the State Governments may, however, be given the option to use international numerals along with the regional language numerals in publications brought out by them, as they deem fit. Early implementation of this decision is desirable.

## APPENDIX A

### MEMORANDUM

on

#### ITEM 4 : **Central and Centrally Sponsored Schemes Included in the Third Five-Year Plan**

The general approach in the formulation of the Central and Centrally sponsored schemes has been determined by the assumption that ordinarily all development schemes executed by the State Governments would form part of the Plans of the States and that the schemes for the Central sector should be designed for certain specific areas and fields of activity.

The technical distinction between a Central Scheme and a Centrally Sponsored Scheme arises from the nature of the agency which will implement the scheme in detail. The execution of a Centrally sponsored scheme, within the framework of its approved design, will be through the State authorities, the financial assistance for the purpose, according to the pattern that may be agreed upon, being provided by the Central Ministry to the State Government over and above the normal ceiling of the State Plans. The technical distinction apart, the Ministry's general approach in formulating the Central schemes and the Centrally sponsored schemes is that even though the responsibility for the detailed execution of a Central scheme would lie with the Central Ministry, its implementation will be carried on in close association with the State authorities so that the programme of educational development may be viewed in its essential character as an integrated whole.

The outlay that may be allocated for the schemes of the Central and Centrally sponsored sector would cover the schemes for the development of universities and colleges, block grants for which are placed at the disposal of the University Grants Commission. The schemes of the University Grants Commission have not been included in these papers as they are in the process of formulation in the discussions currently being held between the Commission and the individual universities. In these notes, therefore, a reference to the Central and Centrally sponsored schemes may be construed as covering the schemes of the Central Ministry.

The proposed schemes are divisible into two broad categories: (a) schemes which were undertaken in the Second Plan and which are to be continued in the Third Plan as a developmental programme—continuing schemes; and (b) new schemes that are proposed to be taken up in the Third Plan. The following are the broad principles that have guided the formulation of these schemes:

(i) Research, pilot projects, experimental activities, designed to build up a body of knowledge and experience on which all educational effort can draw;

(ii) Development of national institutes, including regional institutes, designed for educational research and training mainly at the highest professional level;

(iii) Training programmes and provision of services in sectors of vital educational and national importance; and

(iv) Provision of special services, for example, scholarships, programme of education of the handicapped, development of Hindi and Sanskrit, etc.

The paragraphs that follow explain in broad outline the manner in which the above principles have been applied to individual sectors.

### **Elementary and Basic Education**

The dominant programme in the Third Five-Year Plan of Education is provision of free and universal primary education and introduction of compulsion in as large an area of the country as possible. The resources for this task have been provided in the State Plans. The expansion programme as it gets under way will throw up a number of problems—educational and administrative—attention to which has to be given from now on. Some of these are:

(a) With the primary emphasis on expansion, the progress of Basic education during the Third Plan will be of a limited order. In the Fourth and the subsequent Plans the main problem will be to adjust the Basic system of education to universal enrolment which would represent a wider range of abilities and social and mental difference. The demands that universal enrolment will make on the Basic system of education will have to be carefully studied and assessed during the next five years so that it may be possible in the subsequent Plans to have appropriate schemes for the expansion of Basic education in the context of universal enrolment.

(b) The expansion programme is conceived mainly in terms of the traditional subject content and methods of teaching. There are certain foundational subjects which have now to be introduced in the pattern of elementary education, such as science and health education. Suitable studies and experiments will have to be developed during the next five years so that guidance may be given to the State authorities in due course for the changes that may be found necessary.

(c) The problem of wastage and stagnation at the primary stage needs to be systematically studied and tackled. Limited though the existing enrolment is, wastage as well as stagnation is colossal. When enrolment becomes universal and children from families not used to think in terms of schools are brought in, the wastage will be even higher. If universal education is to be effective this problem will need to be solved on a satisfactory basis.

(d) The educational administrative personnel in the States has been used to a system of limited primary education. The problem of universal enrolment calls for a reorientation of administrative attitudes based on a correct appreciation of the problems involved therein. It would, therefore, be necessary for training courses to be organised at all levels to reorient the educational administrators.

(e) The continued deficiency of suitable reading material for children has to be rectified and experimental work has to be done for the important problems of a free supply of textbooks to children in primary schools.

In formulating the schemes for the Central sector attention has been given to the measures that would be necessary for dealing with the above

problems. The pilot project scheme for intensive educational development is designed to provide conditions where the effect of total education at the elementary stage can be studied, analysed and a body of experience built up. The pilot project will link up the training institutions with the schools in the area and the programme will turn on the central theme of providing the Basic system of education in the context of universal enrolment, with a greater range of crafts and educational content.

The research in the problems of elementary and Basic education will be promoted through the scheme of financial assistance for such projects.

The scheme for special training programmes and seminars contemplates the training of key educational administrators from the States who in turn will organise similar seminars and workshops at the State, district and taluk levels. Assistance to voluntary organisations working in the field of elementary education will be given to encourage experiments and try out new ideas.

The scheme, first started in the Second Five-Year Plan, for production of literature for children will be continued and expanded.

### **Secondary Education**

Secondary education though occupying a strategic position in the total education system continues to be the weakest link and the irresistible claim of expansion without a corresponding pace in qualitative improvement has done little to improve the position. The backlog of improvements that are essential and desirable is accumulating.

In the context of the industrial and economic development of the country secondary education has to meet a pattern of national requirements which is substantially different from that of the past. The numerical increase and the expanding pace of education are bringing pupils into the secondary schools who represent a very much wider and more varied range of abilities and aptitudes. Programmes of secondary education have, therefore, to meet not only the requirements of qualitative improvement within the existing framework but also prepare the experience and expertise required for the changes in social and economic pattern that are taking place.

The specific problems to which attention has been given in the schemes proposed for the Central sector are as follows:

- (a) Institutional development for undertaking and promoting operative research in problems of secondary education;
- (b) Training of key personnel in those subjects in which there is a deficiency and which are of vital importance for the larger plans of development—science, technical and other practical subjects;
- (c) Evolving improved methods in teacher education and carrying them forward into schools and the State training colleges;
- (d) Reform in the examination and evaluation system to reduce the colossal waste that takes place at present;
- (e) Vocational and educational guidance of the students so that their education may be more closely related to their abilities and aptitudes and to the employment opportunities;

- (f) Diversification of the curriculum to cater for a larger range of social needs;
- (g) Promoting a national outlook amongst the students; and
- (h) To promote experiments in the secondary education.

The programme of operative research, training, evolving improved practices and providing the Central organisation for dissemination of improved practices is an integrated whole. This is proposed to be undertaken by developing the existing Central institutes and establishing new institutes. The Institutes and the developmental outlay provided for this will be confined to build up a National Institute of Education for educational research and training at the highest professional level. In addition four regional training institutes will be established for the training of teachers of science, technical and other subjects in the multipurpose schools.

For carrying forward the improved teaching practices to the training colleges and schools, the existing organisation of extension centres will be maintained and developed.

The programme of examination reform envisages a Central unit for the construction of test material, etc., and State units for training teachers in the new concept of evaluation and standardising the tests to the local conditions.

The programme of educational and vocational guidance provides for the Central unit to train up the key personnel for the States, strengthening the State bureaux, training whole-time counsellors at the Centre and training part-time counsellors in the State bureaux.

A programme of particular importance is the strengthening of the existing multipurpose schools in the States. The development of multipurpose education has suffered because of the lack of teachers in important subjects such as technical, scientific, agriculture, fine arts, etc. This deficiency will be made good by the establishment of four regional training colleges but if the schools where the trainees will go out after training are not strengthened to provide the type of conditions which are necessary for multipurpose education the benefits of the training programme would remain largely unutilised. It is, therefore, necessary that some of the existing multipurpose schools should be strengthened so that this reform which has already made some headway may be set on the right lines in the very beginning.

### **University and Higher Education**

In the field of university and higher education, the Ministry of Education has provided for the schemes which require a measure of central coordination, assistance and guidance for the improvement of standards and expansion of educational facilities. The need has also made itself felt of providing suitable assistance to institutions of higher education, other than universities, which have helped in the development of higher education within the framework of the Indian tradition, and through significant experiments in the field.

With this point of view, the following schemes have been provided in the Third Five-Year Plan:—

- (i) Correspondence Courses and Evening Colleges;
- (ii) Rural Higher Education;

- (iii) Assistance to All-India Institutions of Higher Education and the Inter-University Board;
- (iv) Educational Conferences, Exchange of Professors and Educational Delegations;
- (v) Assistance to Publication of University Textbooks;
- (vi) National Institute for Women;
- (vii) Loans for Hostels in Big Cities.

### **Physical Education and Recreation**

Physical education has to be looked upon as an essential part of the larger process of education. Although the importance of physical education has been accepted in the past in theory, no practical steps were taken to give it an integral place in general education. Even the First Five-Year Plan carried no provision for physical education. It was only at the beginning of the Second Plan that serious thought was given to the subject and the realization began to grow that the general level of national fitness would go on deteriorating unless physical education receives greater emphasis in the programme of developing human resources than it has secured heretofore. In formulating the schemes for the Central sector account has been taken of the fact that unless the momentum that has slowly gathered during the course of the Second Plan is sustained and carried forward, the benefits which would accrue from current and past investments in the programme would be irrecoverably lost.

The schemes for the Central sector are designed to fulfil the following objectives:—

- (a) Provision of training facilities for key personnel of which there is an acute shortage in the country;
- (b) Strengthening the training institutions with a view to equipping them better for supplying the physical education teachers in the schools;
- (c) Promoting operative research in those subject-areas which are of particular importance in the promotion of physical education in the context of the conditions in the country; and
- (d) Undertaking such activities as would quicken greater awareness of the need for physical efficiency.

The objective of training key personnel is intended to be secured through the scheme for the development of Lakshmbai College of Physical Education, Gwalior and grants-in-aid and organization of seminars on physical education. Provision has also been made for research in special branches of physical education and particular attention has been given to the development of *yoga* and research in those aspects of *yoga* which have a direct bearing on physical education.

An improved syllabus for the training colleges has been evolved and necessary provision made for organizing special courses to enable the training colleges to implement the syllabus. To promote greater awareness of the need of physical fitness, a scheme for intensifying the National Physical Efficiency Drive has been included in the Plan.

In the promotion of physical education, in the larger sense of the term, the National Discipline Scheme has won a unique place for itself. By the

end of the current year it would cover 7.92 lakhs children, and provision is envisaged for its further expansion.

### **Promotion of Sports and Games**

India's position in the world of sports has been relatively low and has been constantly suffering a visible and progressive decline. The spectacular success in the field of sports which certain countries have achieved in recent years has been possible through a well-planned and comprehensive effort and is born of the recognition that high standards in sports are the result of special training and a widespread network of facilities which serve to draw in the youths in all age-groups and quicken their enthusiasm.

In formulating the schemes for the Central sector it has been considered carefully whether a particular scheme can be put in the States sector and only those schemes are proposed for the Central sector which if not retained in it would go altogether unattended. In the Second Plan, provision of playfields was a Centrally sponsored scheme. The Centre also gave assistance for the supply of equipment to educational institutions. These schemes have now been left to the States.

The Central schemes are intended to secure the following objectives:

- (a) Provision for regular supply of trained coaches; planned coaching is the key to success in sports;
- (b) Assistance to all-India sports organisations to enable them to hold championships and participate in international events; and
- (c) To encourage utility stadia through which alone it would be possible in due course to have a network of stadia facilities in all parts of the country.

In addition to the above, it is necessary that we should take in hand some preparation for the time when India may be in a position to hold international events.

### **Youth Welfare Activities**

The schemes for youth welfare activities were initiated in the Second Plan and are to be carried forward in the Third Plan to sustain the momentum that has been gathered and to secure the following objectives :

(a) For children below 11, to provide opportunities for creative self-expression. For this purpose a Bal Bhavan and a National Children's Museum are to be established in Delhi which will serve as a model to the States. A pilot project for giving assistance for children's museum in other parts of the country is also to be undertaken.

(b) To cultivate in the youth desirable attitudes towards manual labour. In the schemes for Labour and Social Service Camps young men and women participate in constructive works of community benefit. In the scheme for Campus Work Projects they contribute their voluntary manual labour for building up assets for the institutions to which they belong.

(c) Provision of opportunities for young men and women from various parts of the country to meet on a common forum.

(d) Development of leadership qualities and creative talent.

(e) Promoting habits of outdoor activities in the youth through youth clubs, youth hostels and holiday camps.

### **Development and Propagation of Hindi and Sanskrit**

It is well known that the Constitution has laid it down as the duty of the Union to develop and enrich the Hindi language as also to promote its spread. The work pertaining to Hindi is, therefore, to be carried on in the Third Five-Year Plan period in all these three aspects. In the meantime, an Official Language Commission had been appointed and its recommendations were later considered by the Committee of Parliament on Official Language which submitted its report to the President. The President subsequently issued a directive in this behalf and the work will now be carried out in accordance with the Directive of the President.

For the development of Hindi the major activity is that of review, evolution and coordination of scientific terminology pertaining to science and technology on the one hand, and the humanities, social sciences and administration on the other. The Commission for Scientific and Technical Terminology is being established to carry out the work pertaining to scientific and technical terminology. Similarly a Review and Coordination Committee is being set up for work pertaining to non-scientific terminology. The core of this effort would be to standardise all terminology and its publication in the form of technical and general dictionaries. Besides this, allied projects connected with the development of Hindi such as preparation of thesaurus, books of usage and books pertaining to grammar, etc. would be taken up.

At the same time activities pertaining to its enrichment will also be continued, chief of which would be production of literature to bring the terminology evolved into actual use. These activities will have several aspects such as preparation and translation of standard works and textbooks, preparation of encyclopaedias pertaining to various subjects and translation of manuals and other official literature.

It is also proposed to take up production of popular literature on diverse topics of current interest. The scheme may be taken up in co-operation with the publishers and other suitable agencies.

Propagation of Hindi will be pursued vigorously during the Third Five-Year Plan period. The agencies engaged in this work will be suitably assisted and utilised. Ancillary activities in this field would be establishment of Hindi teachers' training colleges, award of scholarships, arrangement of lecture tours and seminars, preparation and publication of polyglot readers, etc.

The programme pertaining to promotion of Sanskrit in all its aspects will be undertaken in the light of the recommendations made by the Sanskrit Commission. Following the recommendations of the Commission, the Central Sanskrit Board has already been set up to advise Government on various aspects pertaining to the propagation of Sanskrit and several other recommendations of the Commission are being taken up for implementation including the one for the establishment of a Central Sanskrit Institute.

### **Scholarships**

The scholarships schemes at present in force will continue to be operated and borne on the normal budget. The schemes included in the Third Five-Year Plan in the Central sector are those which involve either an expansion of an existing scheme or the undertaking of a new one.



The main project is the National Scholarships scheme which is aimed at providing special assistance to gifted students so that they may have the opportunities that their abilities require for full development. It arises from the concept that outstanding ability is a national asset and should be promoted as such. It would have been desirable to select students of outstanding merit at different age-levels but since this may not be feasible at this stage owing to limitation of resources it is proposed that, to begin with, the selection should take place at the post-matric stage. For pre-matric age-groups the existing scheme for awarding scholarships for education in residential schools would be expanded to serve as a supporting programme. The National Scholarships scheme is not only designed for giving financial assistance but also for providing special guidance to the national scholars and organisation of vacation and other courses for them so that their all-round development may be facilitated.

### **Social Education**

In the Third Five-Year Plan, the important schemes initiated in the Second Five-Year Plan will be continued. Besides, projects of demonstrational value in the field of social education will be initiated.

In the continuing schemes, there are two types: the training schemes and the scheme for assistance to voluntary educational organisations. In the training schemes, only the key personnel in the field of social education are being trained through the National Fundamental Education Centre and librarians in the new field of public libraries and other special libraries through the Institute of Library Science, Delhi University.

The Report of the Advisory Committee for Libraries had recommended initiating a 25-year plan for the development of libraries from the Third Five-Year Plan. Unfortunately enough money for doing this in the Third Plan is not available. It is, therefore, considered desirable to have a demonstration project in Delhi. The Delhi Public Library being already there, it is proposed to make this a central library around which will be developed a system of branch and mobile libraries serving different parts of the city.

A Workers' Social Education Institute at Indore has been set up during the Second Five-Year Plan. This is a pilot project in the field of workers' education and will be continued in the Third Plan.

There is also need for providing opportunities for exchange of experience and ideas between the social education workers and also the librarians in the country. Provision is being made to start this work in the Third Five-Year Plan.

### **Audio-Visual Education**

Audio-visual aids form an important aspect of education which is not yet well organised in India. To develop this field the Ministry of Education set up in March, 1959 the National Institute of Audio-Visual Education. The Institute has started short-term training courses for teachers in audio-visual education. It has also undertaken production of non-projected aids on a small scale. The Institute will be further developed during the Third Plan as a part of the National Institute of Education so as to function as a full-fledged training, production and research centre and also serve as a clearing house for information on audio-visual education.

## **Education of the Handicapped**

The primary purpose of the schemes for the education and welfare of the handicapped included in the Third Plan is to make a beginning with the development of a comprehensive system of services for the physically and mentally handicapped. Although persons suffering from a variety of physical and mental limitations need special services, an attempt has been made initially to develop services for the blind, the deaf, the orthopaedically and mentally handicapped.

Educational institutions for the handicapped have existed in this country for nearly 70 years, but these institutions have, to a very large extent, failed to provide training in the light of employment opportunities and till recently no concerted effort was made to place trained handicapped persons in suitable occupations. The main emphasis during the Third Plan period is on developing institutions which would provide education and training which could eventually culminate in remunerative employment and the complete integration of the handicapped into the normal community. With this end in view, the Model School for Blind Children, the Women's Section of the Training Centre for the Adult Blind, the Central Braille Press and the Workshop for the Manufacture of Braille Appliances,—at Dehra Dun—are to be expanded. The establishment of a School for Mentally Deficient Children, a Training Centre for the Adult Deaf and a National Braille Library are also envisaged.

Considerable emphasis will be laid on the provision of employment opportunities. For this purpose it is proposed to have, at least, one Special Employment Office for the Physically Handicapped in each State and the Union Territory of Delhi by the end of the Third Plan. The main function of this office will be to attempt to place blind, deaf and orthopaedically handicapped persons in suitable occupations.

## **Evaluation and Research Programmes**

The need has made itself felt more and more pressingly to have an organisation which will carry out continuous appraisal of various educational programmes. For this purpose it is proposed to have a Central Unit in the Ministry which will, in association with the representatives of the State Governments and eminent non-official educators, develop scientific and objective techniques of assessment and undertake appraisal of the various educational programmes.

For appraisal of State schemes it is proposed that each State Government should set up a State Unit with appropriate staff which would carry on the assessment programme and also undertake special research studies.

A brief description of the various schemes included in the Union Education Ministry's Plan follows.

### *Central and Centrally Sponsored Schemes Included in the Third Five-Year Plan*

#### **A. ELEMENTARY AND BASIC EDUCATION**

##### **(a) CENTRAL SCHEMES**

#### **1. National Institute of Basic Education**

The National Institute of Basic Education was set up in February 1956 under the First Five-Year Plan to:

- (i) conduct research in problems of Basic education at the national level;

- (ii) act as a clearing house for all information concerning Basic education;
- (iii) impart advanced training to inspectors, administrators and other higher level personnel in the field of Basic education; and
- (iv) publish Basic education literature.

The Institute has been continued during the Second Plan. By the end of 1960-61, the Institute would have completed 13 research projects and published a number of pamphlets including the *Buniyadi Talim*, a quarterly magazine devoted to Basic education. During the last two years, it has also organised four training programmes for the field personnel. During the Third Plan the normal activities of the Institute will be continued. A provision of Rs. 3 lakhs for developmental expenditure on further projects of research, production of guide books, establishment of a psycho-metric unit and experiments in crafts has been made in the Plan. In addition, a sum of Rs. 7 lakhs is required for the construction of a new building for the Institute. The total provision for the scheme is, therefore, Rs. 10 lakhs.

## 2. Production of Literature for Children

The scheme consists of the following sub-schemes:

- (i) Annual Competitions for Children's books;
- (ii) Production of Children's Books on All-India Basis;
- (iii) Organisation of *Sahitya Rachanalarayas*;
- (iv) Assistance to Voluntary Organisations for Production of Literature for Children.

A brief description of each of these schemes is given below :

### (i) ANNUAL COMPETITIONS FOR CHILDREN'S BOOKS

The Ministry of Education is organising annual competitions for children's literature since 1954, under which a number of prizes are awarded to best books in all the Indian languages. This has stimulated the efforts to produce children's books to a considerable extent and has helped in developing reading tastes among children. The scheme also enabled the Government of India to purchase 2,000 copies of the prize-winning books for free distribution to school libraries, children's centres, etc.

The scheme will be continued during the Third Plan. Thirty prizes—15 of Rs. 1,000 each and 15 of Rs. 500 each—will be awarded annually. Two thousand copies of each of the prize-winning books will also be purchased.

A provision of Rs. 5 lakhs has been made for the scheme.

### (ii) PRODUCTION OF CHILDREN'S BOOKS ON ALL-INDIA BASIS

The main difficulty in producing good books for children in India is that the total number of copies sold is very limited. A good children's book containing beautiful pictures can be prepared economically only if a minimum of 50,000 copies are sold. The price would become reasonable only when more than one lakh copies are sold. But in several Indian languages, the copies sold are very few—two to five thousand—and in no language are more than 25,000 copies sold. The only way to overcome this difficulty, is to prepare children's books in such a way that the pictorial part of it can be printed for 50,000 or even a lakh of copies. The

language part of it will then be superimposed separately for each language. If this can be done, the price of the books could be brought down.

The physical target for the Third Five-Year Plan is ten books or two books each year. The total cost of the scheme would be Rs. 5 lakhs.

#### (iii) ORGANISATION OF SAHITYA RACHANALAYAS

During the Second Five-Year Plan, a scheme for organising *Sahitya Rachanalayas* was implemented. The object of a *Sahitya Rachanalaya* is to bring together authors, writers and publishers interested in producing books for children and to help them to prepare and produce better books. The scheme has been working very satisfactorily and it is proposed to continue it during the Third Five-Year Plan.

In all 30 *Rachanalayas* (six every year) will be organised. A provision of Rs. 3 lakhs has been made for this purpose.

#### (iv) ASSISTANCE TO VOLUNTARY ORGANISATIONS FOR THE PRODUCTION OF LITERATURE

During the Second Plan period, proposals have been received from the individuals and voluntary organisations for assistance for production of worthwhile literature for children. A provision of Rs. 2 lakhs has, accordingly, been made in the Third Plan for assisting such organisations in this work. Assistance will be given at 50 per cent of the cost of production or Rs. 5000 per publication whichever is less. The physical target for the Third Five-Year Plan is production of 40 books (eight books annually).

The total provision for all the schemes is Rs. 15 lakhs.

### 3. Assistance to Voluntary Organisations

Under the First Five-Year Plan, the Ministry had initiated a scheme of giving grants to voluntary educational organisations working in the field of pre-primary and Basic education. The scheme is continuing in the Second Plan. It is expected that during this period grants totalling Rs. 19 lakhs would have been paid to about 70 institutions.

A new scheme was also initiated in the Second Plan for giving grants to voluntary organisations/State Governments for the establishment/improvement of post-Basic schools to enable the students passing out of senior Basic schools to continue their secondary education along Basic lines. By the end of the Second Plan seven institutions would have received grants totalling Rs. 3 lakhs under the scheme.

Since the pattern of financial assistance under the two schemes is the same, a single scheme has been included in the Third Plan with a total provision of Rs. 25 lakhs.

### 4. Seminars and Special Training Programmes

#### SEMINARS

In connection with the implementation of the programme of free and compulsory primary education, a large number of practical problems concerning planning, publicity, teacher training, etc., will invariably arise. These problems can be best solved by seminars which will provide the necessary forum for exchange of ideas and experiences. It is also envisaged that during the Third Five-Year Plan research work, educational experiments and evaluation of development programmes will be undertaken on an adequate scale throughout the country. Participation of persons in

charge of such work in the proposed seminars will be to the advantage of all concerned.

In all 25 seminars (five annually) will be organised. The estimated cost of the scheme works out at Rs. 2.5 lakhs.

#### SPECIAL TRAINING PROGRAMMES

During the First and Second Five-Year Plans, the State Governments have planned and given effect to a large number of development programmes in different sectors of education. In course of these processes they had to face numerous problems of planning, organisation and implementation and had to evolve solutions for them as best as they could, but the significant experience of each State in all these matters was not sufficiently known to the other States grappling with similar difficulties and problems. It is essential that this significant information should be made available to the persons dealing with these problems in different States. Very often educational officers in one State are quite ignorant about the administrative practices of the other States in India. The object of this scheme is to advance this cause by encouraging the visits of important officials in the States to one another.

It is proposed that about 15 officers from each State would visit other States during each year of the Plan. Each visit would be of two to six weeks' duration. A provision of Rs. 7.5 lakhs has been made for this purpose.

The total provision required for this scheme is, therefore, Rs. 10 lakhs.

#### **5. Grants-in-aid for Approved Research Projects in Elementary and Basic Education**

A scheme for giving grants-in-aid for approved research projects in secondary education was started in 1953-54. It has worked very well during the last eight years. It is now proposed to expand the scope of the scheme to cover research in problems of elementary and Basic education under the scheme.

The main purpose of grants-in-aid for staff, equipment and contingencies will be given to any educational institution which has the necessary competent staff for the purpose.

A sum of Rs. 15 lakhs has been provided for the scheme.

#### **6. Programmes of Emotional Integration**

There is a great need today to develop programmes which would bring about emotional integration between the different peoples of the country and to strengthen the sense of common nationhood. This will have to be a very important programme of educational development and will have to be worked out through all primary and secondary schools in the country. Unfortunately, very little is being done in this direction at present. It is, therefore, proposed to take up this important programme intensively, though on an experimental basis, during the Third Five-Year Plan.

The Education Ministers' Conference held in November, 1960 has also recommended that a high-powered committee should be set up to prepare a programme for emotional integration and the development of the concept of common nationhood. The report of this committee would also be of great assistance in this task.

The programme will be attempted in four directions:

- (a) Selecting a few experimental schools—both primary and secondary—in all parts of the country where such programmes would be attempted by enthusiastic and competent teachers by giving them small financial assistance for the purpose;
- (b) Strengthening the organization of such programmes in the teacher training institutions—both at the primary and secondary level—in order to inculcate the idea in the minds of teachers;
- (c) Preparing books for children for implementing the programme at the primary, middle and secondary stages; and
- (d) preparing books for teachers for the implementation of the programme at various stages.

A provision of Rs. 15 lakhs has been made for the scheme.

### **7. Institute for the Training of Education Administrators**

In the Tenth General Conference of Unesco held at Paris in 1958, India moved a resolution that Unesco should undertake a study of primary education in Asia with a view to developing a major project therein. This resolution was accepted by the General Conference. Accordingly, survey of primary education in Asia was carried out in 1958-59 and a meeting of the member-States in the Asian region was held at Karachi in December, 1959 to study the findings of the survey. This meeting proposed a 20-year programme for the development of free and universal compulsory education in Asia and suggested a certain programme of action for the Unesco.

One of the important items in the programme suggested at the Karachi meeting for Unesco is the organisation of a regional centre for the training of educational planners, administrators and supervisors for the countries in the Asian region. Unesco is prepared to have the centre in India. The centre will undertake research in the technique of educational planning, administration, and supervision to place the results at the disposal of member-States, and will assist member-States, upon request, in organising educational planning services and in holding national training courses.

The centre, which is expected to be established about August, 1961, will include three experts provided by Unesco. The host country is expected to provide the director, as well as necessary additional professional, administrative, clerical and ministerial staff, building of facilities for teaching and hostel, furniture, fittings, office and library equipment and stationery, etc. The main advantage of this centre would be that it would enable the country to establish close liaison with other countries of the Asian region.

A provision of Rs. 25 lakhs has been made for the centre in the Third Five-Year Plan.

### **8. Pilot Project for the Distribution of Free Textbooks in Primary Schools**

Under a scheme of compulsory primary education, it is the responsibility of the State to provide free books and writing materials to all needy children. In fact, in all advanced countries of the West, the State provides free textbooks and writing materials to all children liable to compulsory attendance.

It is necessary to run a pilot project for this purpose with the following objects, amongst others :

- (a) To produce cheap and durable textbooks;
- (b) To prolong the life of textbooks as greatly as possible; and
- (c) Supply of free books to needy children.

Unesco is prepared to assist a project of this nature. It has promised that it would obtain a gift of a printing press from West Germany for this purpose. The West German Government is also prepared to make the services of its technicians available for the purpose of setting up the press and training our personnel. Unesco has further promised to secure gifts of paper.

It is proposed to set up this unit at a suitable place under the Government of India and to run a pilot project for supply of free textbooks to children in primary schools in all the Union Territories. To begin with, the project will be limited to books in Hindi only and, later on, the preparation of books in the tribal languages may also be undertaken.

The press would be run on a commercial basis. In other words, the books produced by it would be supplied to the Administrations of the Union Territories and to such State Governments as need them, on payment.

A sum of Rs. 10 lakhs has been made for the scheme.

(b) CENTRALLY SPONSORED SCHEMES

**9. Pilot Projects for Intensive Development of Primary Education in Selected Blocks**

As early as 1944, the Sargent Report recommended the intensive development of education in selected areas. Such experimental pilot projects are obviously of great help in gaining the necessary experience required for the generalisation of the scheme of universal compulsory primary education in the Fourth and later Plans. It is, therefore, proposed that 30 community development blocks be selected in the country as a whole—two in each State, and a pilot project for intensive development be launched in them during the Third Five-Year Plan.

The pilot projects now proposed may be described as “multipurpose” pilot projects. The following would be the main programmes, among others, which would be developed in these selected blocks during the Third Five-Year Plan :

(a) The selected block will have a central teacher training institution for primary teachers, preferably with a graduate Basic training centre also attached. This institution will be developed as an experimental teacher training institution having three wings—research, experimental work in the training of teachers with a view to evolving better methods of teaching, and extension services to all the primary schools in the neighbourhood. One of the major objective of this project would, therefore, be to develop experimental training institutions (with research and extension wings) at the primary level.

(b) As is well known, the teaching of science in primary school is very weak. Some experiments to improve this teaching were undertaken in the Second Five-Year Plan. In the light of the experience gained and in order to cover further ground, an intensive experiment

in developing the teaching of science on proper lines in the primary and middle schools of the selected blocks will also be undertaken. To conduct an advisory service for the schools in the neighbourhood in the teaching of science would, therefore, be one of the important programmes to be carried out by the teacher training institutions selected under item (a) above.

(c) The decision to introduce universal compulsory primary education in the age-group of 6-11 and to enforce it rigorously during the Third Five-Year Plan raises several new administrative, social and financial problems which need investigation and study. Intensive experimental work would be done in these blocks from this point of view and it is hoped that the results obtained would be of great value in developing the experiment all over the country.

(d) There is hardly any research work being done at present in problems of primary education. Particularly, problems of wastage and stagnation, lapse into illiteracy, etc., have to be studied. It is hoped that research work will be undertaken in the different facets of these and allied problems in all these selected blocks.

(e) Another group of problems on which experimental and research work will have to be done refers to supply of free books and writing materials to poor and needy children, increasing the duration of life of every school textbook, mobilising community effort, reduction of wastage and stagnation, organisation of continuation education, organising programmes of child welfare outside the school and also programmes of adult education on an intensive scale, etc. Work on these problems also will be organised in all these selected blocks.

(f) Finally, attempts will also be made in the selected blocks to develop a programme of Basic education in the context of the decision to introduce universal and compulsory primary education. As the first step in this direction, all the schools in the selected block would be converted to the Basic pattern and both research and experimental work will be done on the modifications that might be necessary in order to make this programme effective in the new set-up.

It will thus be seen that the object of this pilot project is to try to work out an intensive programme of Basic education in the context of the introduction of compulsory attendance and also to bring about an all-sided educational development for adults and for children in the age-group 6-14 in the areas selected. It is only through such intensive efforts that the necessary training and experience to generalise the programme in the Fourth and later Plans would be available.

The administrative machinery created for the project would be as follows:

(i) A training institution situated in the block would be selected as the pivotal institution for this project. It will have a section for training Basic teachers for primary and middle schools and preferably a graduate Basic training centre also.

(ii) The principal of this institution would be carefully selected and it is proposed to give him a special allowance for the extra work and



responsibility involved. In addition, he will have the following assistance:

- (a) A chief coordinator for extension services;
- (b) An assistant coordinator for teaching of science (he will also have to be in charge of some other programmes);
- (c) A second assistant coordinator for Basic education; and
- (d) A third assistant coordinator for research.

Besides, grants-in-aid would also be provided for the provision of advisory services, for organising the inservice training of teachers, and for small assistance to schools in the neighbourhood to improve their teaching techniques, etc. Where the training institution has some deficiency for undertaking a programme of this type, the necessary funds will also be provided to the institution for making up the deficiency concerned. For example, if the training institution does not have a laboratory, grants-in-aid will be provided to equip it with a laboratory, and so on.

The scheme is estimated to cost Rs. 120 lakhs.

## **B. SECONDARY EDUCATION**

### (a) CENTRAL SCHEMES

#### **10. Expansion of the Directorate of Extension Programmes for Secondary Education**

In order to implement the various recommendations of the Secondary Education Commission for re-organising secondary education, the Government of India set up in 1955 the All-India Council for Secondary Education with both executive and advisory functions. In April, 1959 the Council was re-constituted as an advisory body with the executive functions being given to the Directorate of Extension Programmes for Secondary Education. The programmes of the Directorate are aimed at those areas in the secondary education in which there are grave deficiencies in quality such as science education, curriculum construction, etc. The Directorate has, therefore, been engaged in organisation of inservice programmes for secondary school teachers, improvement of science teaching, studies in curricular revisions, encouragement of experimentation in secondary schools, and problems relating to the higher secondary and multipurpose pattern.

It provides the expertise for the various programmes, prepares instructional material, organises seminars and follow-up workshops for the key personnel in the related areas and helps the designing and establishment of experimental projects.

In order to carry out the above activities effectively the work of the Directorate will have to be sustained and considerably expanded during the Third Plan. A provision of Rs. 60 lakhs has been made for this purpose.

#### **11. Maintenance of Existing Extension Services Centres**

One of the outstanding projects introduced during the Second Five-Year Plan in the field of secondary education was the introduction of regular inservice training programme for secondary school teachers through the establishment of extension services centres in selected training colleges. The scheme started with 24 centres for a period of three years and went

off so well that it was enlarged to include another 30 extension centres. It is now recognized all over the country that this project has done more good to secondary education than any other single scheme. These 54 centres within themselves have covered nearly one-fifth of the country's high and higher secondary schools.

The scheme is being continued in the Third Five-Year Plan. A provision of Rs. 66 lakhs has been made for this purpose.

### **12. Development of Central Institute of English, Hyderabad**

For improving the standard of English in the country, an institution known as the Central Institute of English, Hyderabad has been established with effect from the 17th November, 1958 in collaboration with the British Council who have provided the services of their officers (on payment basis) for the institution and the Ford Foundation who have given a grant of \$ 605,000 for the purpose. The Institute is intended to conduct research and to train teachers of training colleges in the improved techniques of teaching English as a foreign language. During the Third Plan, the Institute will be strengthened and its training programme expanded. The total provision for the scheme is Rs. 35 lakhs. This includes Rs. 12 lakhs for the construction of a building for the Institute.

### **13. Grant-in-aid for Approved Research Projects**

The object of the scheme is to provide assistance to State Governments and educational institutions to carry out research on problems relating to secondary education. During the last eight years 52 projects have been sponsored under the scheme.

It is proposed to expand the work of this scheme during the Third Five-Year Plan in view of its outstanding results and a provision of Rs. 12 lakhs has been made for this purpose.

### **14. Assistance to Voluntary Educational Organisations**

The aim of the scheme is to afford financial assistance to those voluntary organisations which are working in the field of secondary education. They have been doing valuable work in developing experimental lines but their main handicap is the inadequacy of financial resources available to them. As against this, they have proved their capacity (a) to enlist the services of devoted educators, (b) to tap private financial resources to some extent for the development of education, and (c) to work out educational experiments.

Such organisations can play a vital part in the reconstruction of education if their three principal assets are developed to the full. The scheme "Assistance to Voluntary Educational Organisations" is designed to help partly in overcoming the financial handicap in the initial stage.

The scheme has been successfully implemented during the Second Plan. A provision of Rs. 40 lakhs has been made for its implementation during the Third Plan.

### **15. Promotion of Inter-State Understanding**

The purpose of this scheme is to promote in students a wider appreciation of the cultural and emotional unity of the country. Selected students from different States are brought together so that they learn about the contribution that each State has made towards the enrichment of the nation.

The programme also includes the distribution of descriptive brochures to various regions in India, encouraging pen-friendship movement in schools, publication of a book on the history of India with special reference to the cultural unity of the country, instituting essay competitions, encouraging classroom projects on the life, customs and cultural activities of the people in other States and the institution of prizes to writers of books on the subject. The scheme has made a modest beginning in the Second Plan. Copies of the guide book on "West Bengal and Assam" have been distributed to the secondary schools in the southern States and it is proposed to distribute copies of a brochure on "South India" to secondary schools in northern States. In order to ensure that teachers use these booklets to obtain the maximum benefit, guide notes are being prepared and distributed along with the booklets. During 1959-60, the first rally of secondary school students selected from different States and Centrally Administered Areas was held in Delhi on the occasion of the Republic Day Celebrations, in implementation of this scheme. The second rally under this scheme is being organised in January, 1961.

It is proposed to continue the scheme in the Third Plan. A provision of Rs. 5 lakhs has been made for this purpose.

#### **16. Promotion of Gandhian Philosophy**

The scheme is designed to stimulate deeper appreciation and better knowledge amongst students of Gandhiji's ideals and philosophy. During the Second Plan, lectures on Gandhiji's teachings have been arranged in five States and one Union Administration. Two books on his thoughts and experiments on education have also been published. In addition, a Unesco publication "All Men are Brothers" has been distributed to secondary schools to popularise Gandhiji's thoughts. The scheme will be continued during the Third Plan. The main programmes to be implemented are:

- (i) Lectures by Kumari Gandhi in the remaining ten States and Union Administrations.
- (ii) Lectures in various universities by eminent authorities on Gandhiji's life and thought.
- (iii) Supply of a set of books on Gandhiji to libraries of schools, colleges and universities.
- (iv) Collaboration with non-official organisations by providing financial and other assistance.

The total estimated cost of the programmes is Rs. 5 lakhs.

#### **17. Establishment of Regional Training Colleges for Teacher Education in Technical, Scientific and Other Practical Subjects in Multipurpose Schools**

One of the most important recommendations made by the Secondary Education Commission and accepted by the Government of India is the diversification of courses at the secondary level and the introduction of a vocational bias in education leading to the establishment of multipurpose schools. The scheme has gone forward at a fast pace during the First and Second Plans and about 1,800 schools have already been converted into the new multipurpose pattern. It has, however, been found that this increase represented largely a quantitative development and the qualitative aspects need urgent attention. One of the weaknesses of the multipurpose

schools was the non-availability of qualified teachers for the practical streams and this was the outcome of the non-existence of suitable facilities for training such teachers. It is, accordingly, proposed to establish four regional teacher training colleges for meeting the needs of the multipurpose schools. Each of these training colleges will have a demonstration multipurpose school attached to it which will serve as a practising institution for the trainees who attend the training college.

These colleges will train about 200 teachers each year in various practical subjects of the multipurpose schools, such as, technology, science, agriculture, commerce, fine arts, home science and crafts (industrial arts). In addition, inservice programme in educational administration and guidance will be organised. Certain pilot projects in organising three-year training programme in special courses such as technology, general science and industrial arts will also be undertaken.

The scheme also includes training of lecturers in technology, agriculture, commerce and industrial arts in the U.S.A. for staffing the four colleges, as well as to constitute an advisory unit in the Directorate of Extension Programmes for Secondary Education and obtaining the services of 20 technicians for the headquarters and the four colleges.

A provision of Rs. 384 lakhs has been made for the scheme.

### **18. Development of the Central Institute of Education, Delhi**

In implementing the programme of secondary education during the subsequent Plans it is necessary to establish a control agency of high calibre which will give thought and study to the whole range of problems that is brought to the fore at all stages. The Central Institute of Education has to be developed and considerably strengthened to enable it to discharge its functions in regard to research, training of high-level educational personnel and evolving improved methods of teacher education.

For this purpose it is proposed to expand the Central Institute and establish or strengthen the following departments:

- (i) Department of Social and Philosophical Foundations of Education
- (ii) Department of Psychology
- (iii) Department of Measurement, Evaluation and Statistics
- (iv) Department of Educational Administration
- (v) Department of Curriculum and Textbook Development
- (vi) Department of Educational and Vocational Guidance and
- (vii) Department of Instruction.

The Institute is at present cramped into a building which offers no room to accommodate the expanding activities. It would, therefore, be essential to provide additional accommodation for the Institute for the expanded programme. A demonstration school will also be attached to the Institute.

The estimated cost of the scheme is Rs. 65 lakhs.

### **19. Establishment of a Central Institute of Science**

General science is a new subject in the secondary school curriculum and there is no provision at present either in the degree colleges or in the

teacher training colleges to teach the content or the methodology of the subject. Our science teachers are, therefore, not adequately prepared for the special demands of this subject. The teaching of elective science is also of the traditional type untouched by the changes that have taken place in the content of subject-matter and the methodology. A programme has to be developed for the short-term and long-term requirements which would cover training of key personnel, organisation of science curriculum into integrated units, assessment of the existing textbooks, preparation of model books, evolving better methods of teaching science at each stage and the appropriate technique of evaluation.

It is, accordingly, proposed to establish a Central Institute of Science during the Third Five-Year Plan. This institute will be of a residential character, will have laboratories for different branches and will be staffed with specialists. Three—to four-month courses will be offered for lecturers of training colleges and for senior masters of science from the various high and higher secondary schools. Each course may take about 60 to 80 candidates and two such courses would be organised in a year. The staff would consist of a director, a professor and six readers, one each for teaching physics, chemistry, botany, geology, physiology and mathematics and other necessary complement in lecturers, administrators and laboratory assistants and such other administrative staff as is necessary.

The Institute will also function as a research centre for developing a suitable curriculum for science for the middle and secondary school stages and will undertake the preparation of reading material such as textbooks, reference books and information bulletins for classes VI to XI.

The estimated cost of the project is Rs. 30 lakhs.

## **20. Establishment of New Extension Services Centres**

The extension services project has proved very successful as a dynamic agency of inservice training to secondary school teachers and it would have been desirable to extend the scheme to at least 50 more training colleges in the Third Plan, ten centres being developed every year. Of the 168 training colleges in the country, 21 are sections in arts colleges and about seven are special institutions for home science, defectives, Anglo-Indians etc. The establishment of these 50 new extension services centres would, therefore, have brought nearly 75 per cent of the training colleges under the project. About 2,500 additional secondary schools would have been covered by the activities of the new centres. In view, however, of the limitation of resources, the expansion has to be limited to the number required for evening out regional disparities in the distribution of the existing centres. For this purpose 25 new centres would be required. During the Third Plan, the main emphasis in the extension programme will be on improving the teaching of scientific subjects.

A provision of Rs. 32 lakhs has been made for the scheme.

## **21. Examination Reform**

One of the important recommendations of the Secondary Education Commission was reform in the examination system with a view, inter alia, to reduce the element of subjectivity and to relate the examinations to the goals of education. The scheme was taken in hand by the All-India Council for Secondary Education in 1958, after elaborate discussions with

the secretaries of the boards of secondary education etc. With the assistance of the Ford Foundation about a dozen evaluation officers were sent abroad for specialized training in the techniques of examination reform and a Central Evaluation Unit is working at the moment in the Directorate of Extension Programmes for Secondary Education. A Ford Foundation grant of \$ 105,217 is available for meeting the expenditure of the Evaluation Unit. Another grant of \$ 115,000 has also been recently received for the purpose from the Ford Foundation.

The field of work lies both at the Centre and in the States. At the Centre, the existing unit has to be developed and strengthened both to assist in the establishment, organisation and training of State units and for preparing test materials and conducting orientation and other workshops. At the State level, the State evaluation units have to work out programmes for bringing in their entire school system into the ambit of this reform. The All-India Council for Secondary Education has repeatedly endorsed the necessity of this programme being strengthened and the Central Advisory Board of Education has also recommended the establishment of State evaluation units. A ten-year programme for bringing about the reform has been drawn up.

#### (a) EXPANSION OF THE CENTRAL EVALUATION UNIT

During the Third Plan additional specialist staff on preparing the test material with reference to the various objectives inherent in the teaching of the core and elective subjects, and for training the State personnel will be appointed in the Unit. The programme also requires the establishment of a psychometric and a curriculum unit. The purpose of the latter is to bring about curricular revisions based on the objectives of teaching and testing. The Central Unit will have a section devoted to test construction for the category of students at the highest level of talent.

#### (b) STATE EVALUATION UNITS

The progress of the examination reform as programmed depends to a considerable degree on the establishment of State evaluation units which will carry forward the programme into the States. States like Kerala, Orissa and Maharashtra have already set up research bureaux on examinations and others like Rajasthan, Mysore and Andhra Pradesh have formulated proposals for setting up State evaluation units with Central assistance. In order to ensure adequate uniformity of approach and standards and provision of trained personnel, it is proposed to implement the scheme in its early stages at least during the Third Plan under the guidance of the Centre.

The scheme is estimated to cost Rs. 150 lakhs.

## **22. Educational and Vocational Guidance Programme in High/Higher Secondary Schools**

Provision of guidance and counselling services in the schools is now one of the most desired developments in our secondary institutions. One of the recommendations of the Secondary Education Commission was that educational guidance should receive much greater attention and the Centre should take up the responsibility of providing facilities for training guidance officers. With the establishment of an increasing number of multipurpose schools, and the need to relate the aspirations of the school-leavers with

the jobs available in the country, also in order to make secondary education a terminal for a majority of the school-leavers and to relieve the pressure upon the universities, it has become essential to expand considerably the programme of guidance during the Third Plan. Not much progress has been made in this field during the Second Plan, partly because of an insufficient understanding of its importance and partly because of the lack of trained personnel in the field. It is, therefore, proposed to introduce guidance and counselling services in all the institutions in the country in a phased manner during the Third Five-Year Plan.

It is estimated that there are about 18,000 high/higher secondary schools in the country. Of these about 1,650 may be of the multipurpose pattern and 16,350 of the normal high/higher secondary type. About 360 of the multipurpose schools are estimated to have more than four elective subjects and, therefore, need the services of full-time counsellors. In the remaining 1,290 multipurpose schools it will be adequate at the moment to have "teacher-counsellors" and in 16,350 schools of the normal pattern it is proposed to make a beginning with career-masters. Provision is also necessary for the appointment of field counsellors for the supervision of guidance programmes at the rate of one field counsellor for every 15 multipurpose schools. The Bureau at the Centre will need to be expanded to take on the work of evolving and adapting the techniques of counselling and guidance, preparation of guidance material and training key personnel.

The total programme envisages the following activities:

- (a) The Central Unit, suitably expanded and staffed, will be responsible for the training of the personnel of the State Guidance Bureaux and of whole-time counsellors proposed for 360 multipurpose schools which have four or more curricular streams.
- (b) Assistance will be given for the establishment of State bureaux where they do not exist and the strengthening of the existing State bureaux.
- (c) Teacher-counsellors will be appointed in 1,290 multipurpose schools offering less than four streams. (One of the existing teachers will be trained in counselling and given an allowance for the extra work.)
- (d) Career-masters will be trained for half the remaining secondary schools.
- (e) The training of teacher-counsellors and career-masters will be done by the State bureaux.
- (f) Field counsellors will be provided to the States for the supervision of the guidance programme.

A provision of Rs. 150 lakhs has been made for the scheme.

### **23. Establishment of Secondary Schools for Children of Central Government Employees**

The Second Pay Commission has recommended that there may be a system of schools with a uniform syllabus and common medium or media of instructions and affiliated to an all-India body which should cater for the children of Central Government employees as well as other floating

population in the country which migrates from State to State. The Commission has also recommended the setting up of hostels for the children of Central Government employees at concessional rates. The hostel facilities recommended are on the pattern already followed by the Railways. In these hostels concessional board and lodging facilities are available to children of employees drawing salaries not exceeding Rs. 300 p.m.

It has, therefore, been decided to set up four higher secondary schools imparting education through the medium of Hindi and English (for the time being). These schools will have common syllabus and a common examination conducted by an all-India body. The places of the schools will be selected in consultation with the Joint Consultative Committee on which the Central Government employees are represented. The estimated cost of opening the schools is Rs. 20 lakhs.

#### **24. National Awards for Teachers**

The scheme of National Awards for Teachers was started in 1958-59. The object of the scheme is to raise the prestige of teachers and to give public recognition to the meritorious services rendered by them to the community in their professional life. The scheme at present is confined to teachers serving in the recognised primary, middle, high and higher secondary schools only and every teacher competing for the award should have completed at least 20 years of recognised teaching service. Each award consists of a certificate of merit and a cash award of the value of Rs. 500. In the first year the number of awards was 32. This was raised to 71 in the following year. The question of extending the scheme so as to include university teachers is under consideration. If this is approved, the number of awards, and consequently the expenditure on the scheme, will go up depending upon the additional number of awards. The number of awards will have to be increased on account of the increase in the number of schools. The expenditure on the existing awards has been treated as "committed". A sum of Rs. 3 lakhs has been made for the additional awards to be awarded during the Third Plan.

#### **25. National Cadet Corps Units in Public Schools**

The Ministry of Education is at present meeting a part of the expenditure on the maintenance of N.C.C. units in Public schools. During the Third Plan it is proposed to introduce these units in 18 new residential schools. A provision of Rs. 7 lakhs has been made for this purpose.

#### **26. Loans and Grants for Construction of Hostels**

In the Second Five-Year Plan there was a scheme for giving loans and grants for the construction of hostels in secondary schools. This scheme is not being proposed for continuation in the Third Plan but there is a spill-over expenditure of Rs. 30 lakhs which will have to be provided for in order to complete the instalments for the projects already approved and to which initial grant has already been given. A provision of Rs. 30 lakhs has accordingly been made in the Plan.

#### **(b) CENTRALLY SPONSORED SCHEMES**

#### **27. Strengthening of Multipurpose Schools**

The working of the multipurpose schools so far has revealed various shortcomings which have to be overcome in the Third Plan in order to place the scheme that has been accepted as educationally sound, on a stable basis.



It is, therefore, necessary that some of the existing institutions are strengthened so that they may exemplify the true character of a multipurpose school.

The original proposal was to strengthen the institutions in all the States, but on account of the limitation of resources the original objective has been modified. It is now proposed to provide 21 courses in technology, 20 courses each in agriculture, commerce and home science and ten in fine arts. A provision of Rs. 100 lakhs has been made for this purpose.

### C. UNIVERSITY AND HIGHER EDUCATION

#### (a) CENTRAL SCHEMES

#### 28. Correspondence Courses and Evening Colleges

The situation with regard to admission to colleges and universities is being aggravated every year through a large increase in the number of students passing out of secondary schools and the inadequacy of the present financial resources as compared to the needs of expansion of higher education and the maintenance of its standard. It is estimated that the student-population in colleges and universities will increase from nine lakhs in 1960-61 to 13 lakhs in 1965-66. While the Government of India and the State Governments are making all possible efforts to meet the increasing demand for higher education, it is felt that it will not be possible to accommodate for higher education all those qualifying from secondary education. Although restricting access to institutions of higher learning on merit alone is favoured, yet many a deserving student would be denied further education either due to lack of financial resources or non-availability of admissions or because of being employed during the day time or because of living far away from the centres of higher education.

In order to provide avenues of education to all these categories of students, a scheme of Evening Colleges and Correspondence Courses has been included in the Third Plan. The scheme, which will be implemented through selected universities and colleges, is likely to cover 60,000 students, including 10,000 science students. Assistance will be provided for opening of 100 evening colleges and ten departments of correspondence courses in ten universities during the Third Plan.

The duration of courses in the evening colleges is proposed to be four years while that of correspondence courses be five years. Besides increasing the period of the course, a number of other elements have been provided in the scheme to maintain standards of education and tuition. For example, the same teacher should teach, both the correspondence course and other students, short-term residential schools during vacations should be organized for the benefit of correspondence course students, a distinctive and special library service should be made available to these students, return of assignments by the students should be utilized, etc. Further, all the students in one university should take the same examination and be given the same degree.

A provision of Rs. 145 lakhs has been made for the scheme.

#### 29. Rural Higher Education

The programme of Rural Institutes which were set up during the Second Five-Year Plan on the recommendation of the National Committee on Rural Higher Education for providing post-secondary higher education

to the rural population and developing leadership among them, would be continued and strengthened further during the Third Plan. The following courses are proposed to be introduced in the Rural Institutes where they do not exist and considered suitable to be introduced:—

- (i) Three-Year Diploma Course in Rural Services
- (ii) Three-Year Diploma Course in Rural and Civil Engineering
- (iii) Certificate Course in Agriculture
- (iv) Health Courses
- (v) Teachers' Training Diploma Course
- (vi) Teachers' Training Certificate Course
- (vii) Postgraduate Courses in Community Development

At present there are 11 Rural Institutes in eight States. During the Third Plan it is proposed to start a few new Rural Institutes also, in regions where there is none.

A provision of Rs. 140 lakhs has been made for the scheme.

### **30. Assistance to All-India Institutions of Higher Learning and Inter-University Board**

A number of institutions of higher learning have been endeavouring to provide education different from the normal and established pattern of education and have been in existence for a long time. Such institutions have been fulfilling the important task of keeping education sensitive and progressive. This scheme is an attempt to help selected institutions working at post-matriculation level and run by voluntary organizations at least for the last 10 years on an all-India basis for improving and expanding their activities. The assistance on new items of expansion will be at the rate of 100 per cent for non-recurring expenditure and 60 per cent for recurring expenditure, for a specified period. The scheme is being implemented with the help of an advisory committee set up for the purpose.

A sum of Rs. 40 lakhs has been provided in the Third Plan for this purpose. Besides this, a sum of Rs. 1 lakh has been provided for giving additional grant-in-aid to the Inter-University Board for conducting its affairs properly.

### **31. Educational Conferences, Exchange of Professors and Educational Delegations**

The scheme consists of the following sub-schemes:

- (a) Holding of national and international conferences for discussing subjects of interest to collegiate level;
- (b) Promotion of cultural exchange of university teachers between India and other countries; and
- (c) Helping in the participation of India in foreign conferences and inviting foreign experts to participate in Indian conferences.

It is a matter of common knowledge that exchange of views helps better understanding. It is, thus, essential to offer opportunity to subject-specialists to get together and exchange information and opinions. The Ministry of Education already has in hand proposals for the exchange of university professors with USSR, Federal Republic of Germany, Yugoslavia

and other countries. Under the agreements it is proposed to exchange Indian professors/readers with professors/readers of those countries.

A provision of Rs. 3 lakhs has been made for the scheme.

### **32. Assistance for the Publication of University Textbooks**

At present most of the textbooks used at the university level are foreign-produced and are very costly and are beyond the reach of most of the students in India. In order to make them available to and the accessibility of the foreign textbooks within the reach of all the students a scheme has actually been commenced during the Second Five-Year Plan.

Most of the assistance for this project would be coming through foreign aids like the PL. 480 Rupee Fund for American titles and the assistance of the U.K. Government for the British books; yet there may be some other titles requiring assistance. Under the scheme, the Ministry of Education in consultation with the University Grants Commission will, therefore, have to help Indian publishers in producing cheap editions of (a) foreign textbooks, (b) textbooks by Indian authors, and (c) translations of foreign textbooks. A provision of Rs. 3 lakhs has been made for this purpose in the Third Five-Year Plan.

### **33. National Institutes for Women**

The National Council for Women's Education, while surveying the position of the education of girls and women, recommended that national institutes for women at post-secondary or university level be set up to train women to positions of high level leadership and responsibility in every walk of life. These institutions besides acting as centres of research are to undertake surveys and pilot studies and offer facilities for training in management, secretarial practices, fine arts, social work, linguistics etc.

It is proposed to set up one such institute during the Third Plan.

### **34. Loans for the Construction of College Hostels**

In order to improve the living conditions of students and to create a proper academic atmosphere, the scheme for giving loans for the construction of hostels included in Second Five-Year Plan, is proposed to be continued in a limited scale during the Third Five-Year Plan. The scheme envisages giving loans to affiliated colleges through the State Governments and is expected to assist the construction of about 30 college hostels in all. The maximum permissible loan per college will be Rs. 2 lakhs. The scheme will only supplement the University Grants Commission scheme under which 75 per cent assistance for girls' hostels and 50 per cent for boys' hostels are expected to be made available to affiliated colleges in the Third Plan also, as it was in the Second Plan. The expenditure on the scheme will be met from the allocation for University Grants Commission schemes.

### **35. Loan for the Construction of Hostels in Big Cities**

This is a new scheme to be implemented on a very limited scale in the Third Plan for the construction of hostels in big cities having a population of at least five lakhs. The scheme will be executed through the help of established voluntary organizations who are prepared to run the hostels on no-profit basis. The extent of loan per organization will not be more than Rs. 2 lakhs. A sum of Rs. 10 lakhs has been provided for the scheme.

and this is expected to assist the construction of five to six hostels during the entire Plan period.

#### **D. PHYSICAL EDUCATION AND RECREATION, SPORTS AND YOUTH WELFARE ACTIVITIES**

##### **(a) CENTRAL SCHEMES**

##### **Physical Education and Recreation**

#### **36. Development of Lakshmibai College of Physical Education, Gwalior**

An important recommendation of the Central Advisory Board of Physical Education and Recreation related to the establishment of a national college of physical education providing facilities for a three-year degree course in physical education. The need for such an institution was indicated by the Planning Commission in its report on the First Five-Year Plan. After considering the various aspects of the problem, the Government decided to set up a national college of physical education to impart a three-year degree course in physical education at the under-graduate level, and later on to provide facilities for advanced studies and research as well.

The college which was named the Lakshmibai College of Physical Education, after Rani Lakshmibai of Jhansi, started functioning at Gwalior from 17th August, 1957 as a part of the '1857 Centenary Celebrations'. The College situated in a campus of about 150 acres at Gwalior is at present the only institution of its kind in the country providing a three-year degree course in physical education. Originally it was planned that the College buildings would be completed during the Second Five-Year Plan. But, owing to certain procedural difficulties, viz., delay in the acquisition of land and preparation of plans and estimates, it has not been possible to achieve this target. The scheme is, therefore, being carried forward to the Third Five-Year Plan. During the Third Five-Year Plan the College will be fully developed and adequately equipped to enable it to reach an annual intake of one hundred students per year. A beginning will also be made to undertake research work and post-graduate studies leading to a degree of M.P.E. (Master of Physical Education). The scheme is estimated to cost Rs. 35 lakhs.

#### **37. Strengthening of Private Physical Education Training Institutions**

The object of the scheme is to strengthen the physical education training institutions with the provision of hostels, gymnasias, library books and equipment.

In accordance with the recommendation of the Central Advisory Board of Physical Education and Recreation financial assistance under this scheme is to be released on the basis of the recommendations of the visiting committees who were deputed by the Government of India to make an on-the-spot assessment of the institutions' needs for development. This on-the-spot assessment in respect of all the institutions covered under the scheme has since been completed and the recommendations made by the visiting committees have also been approved by the Central Advisory Board of Physical Education and Recreation.

In so far as the implementation of the scheme during the Third Five-Year Plan is concerned, it may be stated that, keeping in view the limitation of funds, the pattern of assistance under the scheme has been revised

so as to limit the scope of the scheme to the private physical education training institutions only who have not received assistance from any other source for lack of which their effective functioning has been handicapped. The State Governments are expected to provide for the development of the Government institutions and the grants from the Government of India will be paid only to the private institutions as per approved pattern of financial assistance.

The scheme, on the basis of the recommendations made by the visiting committees, is estimated to cost Rs. 30 lakhs.

### **38. Promotion of Research in Special Branches of Physical Education including Yoga and Recreation**

The scheme provides for the following programmes:

- (a) Scholarships for Higher Specialisation in Physical Education Activities;
- (b) Promotion of Research in Physical Education;
- (c) Promotion of Yoga;
- (d) Pilot Projects for the Promotion of Recreational Activities; and
- (e) Preparation of Popular Literature and Educating Public Opinion.

#### **(a) SCHOLARSHIPS FOR SPECIALISATION IN PHYSICAL EDUCATION ACTIVITIES**

The object of the scheme is to encourage students of physical education to specialise in certain selected activities after the completion of their postgraduate diploma in physical education. Considering the response, it is proposed to increase the number of scholarships from four to eight per year during the Third Plan and also to extend the scope of the scheme in regard to the subject-areas of specialisation. The scheme is expected to involve a total expenditure of Rs. 1.25 lakhs.

#### **(b) PROMOTION OF RESEARCH IN PHYSICAL EDUCATION**

The object of the scheme is to encourage individuals and/or organizations to take up research projects on physical education and recreation. The Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation has drawn up a list of 15 subjects with the recommendation that proposals for research projects on these subjects may be invited from the institutions. The maximum amount of grant for such project is Rs. 2,000.

The scheme also provides for the award of research fellowships at the rate of Rs. 200 p.m. to competent persons to take up research projects. The cost of the scheme is estimated at Rs. 1.5 lakhs.

#### **(c) PROMOTION OF YOGA**

The scheme at present provides for grant of financial assistance for the promotion of research in yoga and also popularisation of yogic system of physical culture among the public.

Recently the Government of India have set up a committee of medical experts to evaluate the therapeutical claims of yoga and make recommendation to the Government of India for the scientific development of the

yogic institutions. The implementation of the recommendations of this committee is proposed to be taken up during the Third Five-Year Plan.

A provision of Rs. 10 lakhs has been made for the scheme.

**(d) PILOT PROJECTS FOR PROMOTION OF RECREATIONAL ACTIVITIES**

On the basis of an interim report submitted by its sub-committee, the Central Advisory Board of Physical Education and Recreation at its last meeting in April, 1960 had recommended that pilot projects should be adopted for the development of recreational facilities.

The object of these pilot projects is to experiment, evaluate and decide which recreational activities are of maximum utility and how they should be developed. A provision of Rs. 5 lakhs has been made for this purpose.

**(e) PREPARATION OF POPULAR LITERATURE AND EDUCATING PUBLIC OPINION**

It is proposed to publish popular literature on physical education and promote greater public interest in the subject through non-official organisations. A sub-committee of the Central Advisory Board is currently engaged in selecting suitable literature. The cost of the scheme is estimated at Rs. 2.25 lakhs during the Plan period.

The total provision for all the schemes is Rs. 20 lakhs.

**39. Seminars on Physical Education and Recreation**

During the Second Plan period three all-India seminars have been organised and one more seminar is proposed to be organised before the end of the Second Plan period.

The scheme provides for conducting all-India seminars by the Government of India, followed by State seminars by State Governments and other agencies.

During the Third Five-Year Plan in addition to conducting all-India seminars, greater emphasis will be laid on conducting State seminars through State Governments and other agencies. It is proposed to organise about ten all-India seminars followed by about 20 seminars at the State and regional level. The scheme is estimated to cost Rs. 2 lakhs.

**40. National Physical Efficiency Drive**

The object of the scheme is to awaken general awareness of the need and value of physical fitness and to arouse the enthusiasm of the people for higher standards of physical efficiency and achievement.

The National Physical Efficiency Drive based on precise and carefully graded physical fitness tests, has been launched by the Government of India. During the first year of the Drive i.e. 1959-60, 400 testing centres were sanctioned for the country. The tests are so designed that even persons of different age-groups can aspire to pass them and derive the resulting sense of achievement. The successful winners of the various grades, i.e. One Star, Two Stars and Three Stars, are awarded certificates and/or medals of merits.

In the light of the experience that has been gained and the advice of the Central Advisory Board of Physical Education and Recreation, the

policy for the Drive from 1960-61 onwards has been reviewed. The salient features of the scheme are as under:

- (a) Testing centres should be set up in all educational institutions of the level of high/higher secondary schools and above where adequate facilities for conducting the tests are available. This will help in bringing the schools into closer relationship with the community and the resources of the school would be available for general benefit.
- (b) The testing centres may also be established in recognised gymnasias, *akharas*, *vyayamshalas*, sports clubs, recreation centres etc. having the necessary amenities.
- (c) Tests should be held periodically as and when a certain number of persons wish to take a test. In the beginning, an effort should be made to hold the tests at least four times in a year at each testing centre.
- (d) State Governments may appoint some responsible officer on whole-time basis as officer-in-charge of the National Physical Efficiency Drive and the cost should be met by the Government of India.

A provision of Rs. 12 lakhs has been made for the scheme.

#### **41. Implementation of Syllabuses of Physical Education and Health Education**

The object of the scheme is to popularise (a) model syllabuses of physical education for boys and girls recommended in the National Plan of Physical Education and Recreation, (b) syllabuses of health education for the educational institutions and the teachers training institutions.

In so far as the syllabuses of physical education are concerned the Central Advisory Board of Physical Education and Recreation has recommended the following measures for the popularisation of the syllabus :—

- (a) Publication and large-scale distribution of the syllabuses among the educational institutions;
- (b) Preparation of filmstrips;
- (c) Preparation of illustrated handbooks on two syllabuses; and
- (d) Organising six-week regional courses for training teachers in the various activities included in the syllabuses.

The handbook of boys' syllabus is now in the press and that of the girls' syllabus is expected to be ready next year. It will, therefore, be possible to take up implementation of the syllabuses vigorously during the Third Plan period. The syllabus of health education for schools and teacher training institutions has also been prepared and is being tried on an experimental basis in Delhi schools. After it has been finalised, it will be disseminated and special training course will be organised. The scheme is expected to cost Rs. 10 lakhs.

#### **42. National Discipline Scheme**

The National Discipline Scheme was taken over by the Ministry of Education in December, 1957 as a part of its educational development programme under the Second Five-Year Plan. The scheme aims at instilling

in the younger generation, a sense of patriotism, good citizenship, self-reliance and tolerance and making them healthy, both in body and mind, through a fivefold programme of physical training, mental training and training in cultural development, administration and organisation.

The scheme has made remarkable progress during the Second Plan. It is expected that by the end of 1960-61, nearly 7.92 lakhs children would be trained under the scheme.

The extent to which the scheme can be expanded during the Third Plan depends on the funds that are made available. Keeping in view the over-all resources position a provision of Rs. 85 lakhs has been made for the scheme. This would extend the coverage of the scheme to 20 lakhs children.

### **Sports and Games**

#### **43. National Institute of Sports and National Coaching Scheme**

It has been decided to establish a National Institute of Sports for providing highly trained coaches. The Institute, which will have foreign expert coaches on its staff in the initial stages, will provide facilities for coaching in the various sports and games. A beginning has already been made and it is expected that the Institute will start functioning at Patiala by the end of the Second Plan.

It is also proposed to undertake a National Coaching Scheme. It will employ a large number of coaches whose services will be available to educational institutions and other sports organizations for providing coaching. It is hoped that with the provision of better type of coaching the standard of games and sports in the country will improve considerably.

The scheme is estimated to cost Rs. 75 lakhs.

#### **44. Grants to National Sports Federations**

The various games and sports in the country are controlled by national sports federations. The Government assist them with grants to enable them to send Indian teams abroad and invite foreign teams to India, organise national championships and conduct other sports activities. All these activities help in the promotion of sports and games in the country.

A provision of Rs. 35 lakhs has been made for the scheme. The expenditure will be incurred mainly on the following items:—

- (i) Participation of Indian teams in one Olympic Games, one Asian Games, one Commonwealth Games;
- (ii) Visit of Indian teams abroad and foreign teams to India;
- (iii) Holding of annual national championships by national sports federations;
- (iv) Salaries of paid assistant secretaries whose services are placed at the disposal of the national sports federations/state sports councils;
- (v) Purchase of sports equipment by sports federations, etc; and
- (vi) Holding of coaching camps in various games and sports.



#### **45. Assistance for the Construction of Stadia and Utility Stadia**

During the Second Plan, encouragement was given to the construction of large-sized stadia so that each State may have a stadium where matches of national and international importance could be held.

Large-sized stadia, however, cannot be multiplied in number so as to cover all parts of the country, because of the high cost involved. It is, therefore, necessary that utility stadia should be encouraged. So far the State Governments have shown interest only in large-sized stadia and not in utility stadia. It is proposed that during the Third Plan determined efforts should be made to popularise utility stadia.

For this purpose it is proposed, as an experimental measure, to assist in the construction of 20 small-sized stadia involving a total cost of Rs. 10 lakhs.

#### **46. Development of the Olympic Village in Delhi**

Under the direction of the Prime Minister an area of about 200 acres in Delhi has been set apart for the development of an Olympic Village. The Olympic Village will be established whenever there is a possibility of the Olympic Games being held in Delhi. It is, however, necessary at this stage to undertake certain preparatory measures so that this land is preserved for the purpose for which it has been set aside. It is, therefore, proposed that during the Third Plan an expenditure of Rs. 15 lakhs will be incurred on levelling the area, providing a fencing and safeguarding against encroachments.

#### **Youth Welfare Activities**

#### **47. Labour and Social Service Camps**

In 1954, the Labour and Social Service Scheme assumed a definite shape and began to function under the auspices of the Ministry of Education. It worked in the last two years of the First Five-Year Plan and continued in the Second Five-Year Plan. The aim of the scheme is to inculcate the sense of the dignity of manual labour among students and other youths and give them an opportunity to get acquainted with village life and conditions and offer *shramdan* for the improvement of the existing amenities in the rural areas. The camps are held for 10-30 days according to age-groups prescribed. The work undertaken by the youth comprises construction of roads, digging of soak pits, manure pits, digging of canals, water reservoirs, drainages, village wells, building of bunds, afforestation, construction and improvement of village and school playgrounds etc. The girl campers are, however, required to undertake environmental service.

The Government's grant is restricted to Rs. 1.75 per camper per day for meeting food and incidental expenses. Apart from it, travelling allowance is also paid to students, teachers/instructors and visiting instructors at prescribed rates.

A provision of Rs. 70 lakhs has been made for the implementation of the scheme in the Third Five-Year Plan.

#### **48. Campus Work Projects**

The object of the scheme is to provide with the aid of *shramdan* by the students the much-needed physical and recreational amenities in educational institutions. The grants are sanctioned subject to certain ceilings

for the construction of recreation hall-cum-auditorium, open-air theatre, swimming pool, etc.

A provision of Rs. 140 lakhs has been made for the continuation of the scheme in the Third Plan. This includes about Rs. 40 lakhs on account of the past commitments which are likely to mature in the early years of the Third Plan.

#### **49. Scouting and Guiding**

The Bharat Scouts and Guides have rendered valuable service in inculcating the spirit of discipline among the students. It is proposed to continue to assist the Bharat Scouts and Guides in their activity of promoting scouting and guiding during the Third Five-Year Plan. The main items of programme for the Third Plan are:

- (i) Establishment of the National Training Centre at Pachmarhi
- (ii) Grant-in-aid for the organizational expenses of the Bharat Scouts and Guides, National Headquarters
- (iii) Construction of National Headquarters' buildings
- (iv) Holding of training camps
- (v) Purchase of camping equipment
- (vi) Invitation to foreign scouts and guides and deputation of Indian scouts and guides abroad for participation in the international meets, Jamborees etc. and holding of international meets and other miscellaneous activities

A provision of Rs. 20 lakhs has been made for the implementation of the scheme during the Third Plan.

#### **50. Youth Hostels**

The object of youth hostels movement is to promote a spirit of adventure amongst the youths. It is essential that a chain of hostels should be built all over the country. In addition to construction grants to the State Governments at Rs. 40,000 per hostel, it is proposed to continue to assist the Youth Hostels Association, which is doing a very useful work in this field. The physical target for the Third Plan is construction of 40 hostels. A provision of Rs. 15.0 lakhs has been made for this purpose.

#### **51. Youth Welfare Boards and Committees**

In order to set up comprehensive organizations to look after youth welfare work, financial assistance is envisaged to the universities and State Governments. A provision of Rs. 1.50 lakhs has been made for continuing the scheme during the Third Plan.

#### **52. Non-Student Youth Clubs and Centres**

Under this scheme assistance is given to such registered bodies which provide opportunities of leisure-time activities to the working youth. A provision of Rs. 6 lakhs has been made to cover 200 clubs during Third Plan.

#### **53. Holiday Camps**

This is a new scheme. These camps whose organisation will rest with the universities and the State Governments will provide programme of

instruction-cum-recreation to the students. It is proposed to hold 50 such camps during the ensuing Plan at an estimated expenditure of Rs. 1 lakh.

#### **54. Camp Sites**

This scheme is also a new one to be introduced in the Third Plan. Since youth programmes involve the organisation of camps by the State Governments, universities etc., it is necessary to have adequate number of camp sites in every State.

A provision of Rs. 1 lakh has been made for assisting in the setting up of three to four camp sites during the Third Plan.

#### **55. Youth Festivals**

##### (a) INTER-UNIVERSITY YOUTH FESTIVALS

The objective of this scheme is to ensure proper cultural development of the youth by providing them opportunities to draw out their talent through friendly competition. During the Second Plan four Inter-University Festivals have been organised. It is proposed to continue the scheme in the Third Plan. In addition to the festival every year for the universities, a festival for school children will also be held.

##### (b) INTER-COLLEGIATE YOUTH FESTIVALS

In order to ensure proper selection of contingents for all-India festivals, the universities are required to hold inter-collegiate youth festivals. The financial assistance is given on a matching basis subject to a ceiling of Rs. 5,000 per festival. It is estimated that a sum of Rs. 2 lakhs will be required for this purpose in the Third Plan.

The scheme is estimated to cost Rs. 9 lakhs.

#### **56. Youth Leadership and Dramatic Camps**

The objective of this scheme is to give a short-term training to college teachers in leadership and technique of organising youth welfare activities. In the Third Plan, it is proposed to conduct 15 all-India camps at an estimated cost of Rs. 1 lakh.

In addition, it is proposed to give financial assistance to the universities and State Governments to conduct one such camp annually. A provision of Rs. 1 lakh for holding 60 camps has been made in the Third Plan.

The total estimated cost of the scheme is Rs. 2.50 lakhs.

#### **57. Students' Tours**

Under this scheme, financial assistance (to the educational institutions) is given for conducting tours within the country. The educational value of such visits is now fully recognised. The interest created in the scheme during the Second Plan has to be continued. A provision of Rs. 12 lakhs has been made for the implementation of the scheme during the Third Plan.

#### **58. National Youth Centre**

It is proposed to establish a National Youth Centre in Delhi on an area of 44 acres of land near Talkatora Gardens which has been earmarked for the purpose. The establishment of this Centre will be an important programme during the Third Plan. It will offer facilities for recreational

and cultural activities. The project covers a provision of dormitory accommodation, gymnasium, recreation room, open-air theatre, etc. It is a new scheme. The full cost of the project will be in the neighbourhood of Rs. 50 lakhs. A provision of Rs. 5 lakhs has been made in the Third Five-Year Plan for this purpose.

#### **59. Bal Bhavan, New Delhi**

The purpose of this institution is to offer opportunities to children through recreational, cultural and physical activities. Established in 1955, it has been carrying its activities at a temporary site and a new building is under construction at Kotla Road, New Delhi. The estimated cost of the project is of the order of Rs. 17 lakhs (capital expenditure). A sum of Rs. 9 lakhs is expected to be spent on construction work by the end of the Second Plan period, leaving a spillover of Rs. 8 lakhs during the Third Plan period. A provision of Rs. 10 lakhs for the Third Plan has been made. This includes Rs. 2 lakhs for expansion programmes.

#### **60. National Children's Museum**

Besides being of recreational value, museums are an important medium of visual education to the children. On the advice of the Prime Minister, it is proposed to set up a National Children's Museum at Delhi. The cost of the construction work is estimated to be about Rs. 17 lakhs. A sum of Rs. 20 lakhs has been provided in the Third Plan for implementing this project. The museum will be administered by a Joint Board of Governors, along with the Bal Bhavan.

#### **61. Children's Museums**

During the Third Plan it is proposed to give assistance to the State Governments for setting up 30 children's museums in different parts of the country. A provision of Rs. 6 lakhs has been made in the Plan for the implementation of the scheme.

### **E. PROPAGATION OF HINDI AND SANSKRIT**

#### **Hindi**

##### **(a) CENTRAL SCHEMES**

#### **62. Production of Literature for Enrichment of Hindi**

##### **(a) TRANSLATION OF STANDARD WORKS INTO HINDI AND ESTABLISHMENT OF CENTRAL TRANSLATION BUREAU**

As an important step in the discharge of responsibilities vested in the Union Government by Article 351 of the Constitution and for furtherance of the effective use of scientific and technical terminology evolved by the Ministry of Education it has been decided to initiate a project of translation and preparation of standard textbooks and reference books on sciences, technology and the humanities through its own agencies, universities and academic agencies. The main objectives of the scheme are:

- (i) Translation of standard books into Hindi;
- (ii) Preparation, adaptation, and re-orientation from the Indian standpoint and eventual publication of standard works in Hindi by using the terminology evolved by the Ministry of Education; and

(iii) Preparation of original books.

The special features of the scheme are:

- (i) The Government of India will bear the total cost of the preparation and production of the proposed books;
- (ii) The sale proceeds of the books will be ploughed back to the agency concerned for further preparation and production of such books;
- (iii) The terminology evolved by the Ministry of Education shall be used in these books.

The work under the scheme was started in the Second Five-Year Plan and a list of about 300 books was drawn up in consultation with various experts, committees, etc., for translation into Hindi. Some of the books have been allotted to the State Governments and universities regionwise. At some State capitals, co-ordination committees have been formed which will be responsible for the actual distribution of these books to various universities and academic agencies, etc. A small amount of expenditure is expected to be incurred in the Second Plan.

It is also proposed to establish a Central Translation Bureau if circumstances so demand. By the establishment of this Bureau, the Government of India will be able to present to the country a uniform standard of translation.

It is proposed to continue the scheme in the Third Plan period and the bringing out of at least 50 books every year constitutes its physical target. A provision of Rs. 40 lakhs has been made for the scheme.

(b) PREPARATION OF DICTIONARIES, ENCYCLOPAEDIA, THESAURUS, POLYGLOT READERS ETC. AND POPULARISATION OF UNIFORM TERMINOLOGY BY PRODUCTION OF BOOKS IN REGIONAL LANGUAGES IN SCIENTIFIC AND TECHNICAL SUBJECTS

The Government of India have finalised a project for the production of popular books in cheap editions. The object of this project is to provide an incentive for the production of sufficient volume of popular works and cheaply priced literature for the general public as well as for the children in schools. This scheme includes translation of well-known world classics, standard Hindi works edited and reprinted in Hindi, original works specially commissioned on the lines of 'Mathematics for the Millions', 'Everyday Science' and 'How and Why Series', One-Volume Encyclopaedia, etc. Hindi Publishers will be associated with the scheme.

The 10-volume Encyclopaedia and one Standard English-Hindi Dictionary already commissioned by the Ministry are expected to be completed within the Third Five-Year Plan period. In addition, during this period it is proposed to undertake an elaborate project for the preparation of Standard Hindi Dictionary on the lines of Webster International Dictionary of English language.

A number of new projects for the development and propagation of Hindi have also been taken in hand. These include an investigation into the current vocabulary of arts and crafts in the country, publishing revised editions of important Hindi works now out of print, preparation of terminological indexes of some of the most representative works of Hindi literature, production of omnibus volumes of the works of outstanding Hindi writers and all works representing certain periods or aspects of Hindi

literature. The major Hindi universities and some of the leading institutes of higher learning have been closely associated with the Ministry in the implementation of the scheme. These schemes were started in the Second Five-Year Plan but are expected to be completed in the Third Five-Year Plan. To popularise the uniform scientific and technical terminology, it is proposed to produce books in regional languages on scientific and technical subjects using the terminology evolved by the Standing Commission for Scientific and Technical Terminology.

A provision of Rs. 20 lakhs has been made for the scheme.

**(c) PRODUCTION OF CHEAP EDITIONS OF POPULAR BOOKS AND LOAN ASSISTANCE TO PUBLISHERS**

It is proposed to bring out cheap editions of popular books in Hindi. It is also proposed to assist the publishers by giving them loans for the production of literature in Hindi and other languages. A provision of Rs. 35 lakhs has been made for this purpose.

**63. Grants for Promotion and Propagation of Hindi**

**(a) GRANTS TO HINDI ORGANISATIONS**

The Ministry of Education is assisting voluntary organisations engaged in the work of propagation of Hindi. The grants are given both for specific projects entrusted to the organisation by the Ministry and for general purposes. The Ministry of Education have also decided to consider applications for financial assistance from individual authors who have written meritorious works which would go to enrich scientific and technical literature in Hindi but which they are unable to publish, because the works, by their nature, are not likely to be commercially profitable ventures and which, therefore, do not attract the ordinary publishers. The Ministry hopes that with the prospect of such financial assistance competent scholars will be encouraged to produce scientific and technical literature of high order in Hindi in ever increasing measures. A sum of Rs. 25 lakhs has been proposed for continuing the scheme in the Third Five-Year Plan.

**(b) SUBSIDIZATION AND FREE GIFT OF HINDI BOOKS**

A scheme of supplying free gifts of Hindi books to schools in non-Hindi-speaking States was initiated during the Second Plan period and books worth approximately Rs. 3.4 lakhs have been distributed to various libraries of the schools in the non-Hindi-speaking States, during the past four years. It is proposed to continue the scheme in the Third Plan period and to expand it further so that it will cover all the school libraries and other educational institutions in non-Hindi-speaking States. A provision of Rs. 15 lakhs has been made for this purpose.

**64. Training of Hindi Teachers and Production of Teaching Material**

The proper training of Hindi teachers appointed in schools is equally necessary for their efficient functioning. With a view to providing adequate training facilities for the teachers, the Ministry of Education decided to give 100 per cent grant to the State Governments who are interested in setting up special and properly equipped training colleges for Hindi teachers in non-Hindi-speaking States. During the Second Five-Year Plan a number of States have expressed their desire to have such colleges. It is expected that during the Third Plan period, the scheme will be taken up by the State Governments concerned in right earnest.

The Government of India have also decided to run a Centrally aided Hindi teachers' training college at Agra. Closely allied with the question of training of Hindi teachers is the production of teaching material to help the teachers in their work. Special emphasis will be laid on the production of this material for teaching of Hindi and teachers would be made familiar with the latest techniques which have been developed for teaching languages to persons other than their native speakers. This scheme has not yet been taken in hand during the Second Plan. But the Ministry of Education have been assisting private organisations for the purchase of teaching materials. A sum of Rs. 30 lakhs has been provided for implementation of the scheme in the Third Five-Year Plan.

#### **65. Establishment of a Standing Commission for Scientific and Technical Terminology**

On the recommendation of the Committee of Parliament on Official Language, it has been decided to establish a Standing Commission for Scientific and Technical Terminology. The functions of the Commission include:

- (i) Review of the work done so far in the field of scientific and technical terminology in the light of the principles laid down in paragraph 3 of the Presidential Order;
- (ii) Formulation of principles relating to coordination and evolution of scientific and technical terminology in Hindi and other languages.
- (iii) Coordination of the work done by different agencies in the States in the field of scientific and technical terminology, with the consent or at the instance of the State Governments concerned, and approval of glossaries for use in Hindi and other Indian languages as may be submitted to it by the concerned agencies; and
- (iv) The preparation of standard scientific textbooks using the new terminology evolved or approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages.

#### **(b) CENTRALLY SPONSORED SCHEMES**

#### **66. Appointment of Hindi Teachers**

During the Second Five-Year Plan, assistance is being provided to non-Hindi-speaking States for the appointment of Hindi teachers in secondary schools. It is proposed to continue the scheme in the Third Five-Year Plan. A provision of Rs. 55 lakhs has been made for this purpose.

#### **67. Grants to Non-Hindi-Speaking States for Propagation of Hindi**

In the First and Second Five-Year Plans, the Ministry of Education has been giving grants to the non-Hindi-speaking States on sharing basis in connection with the propagation and development of Hindi. Under the scheme, grants are given to the non-Hindi-speaking States for their own approved projects for the propagation and popularisation of Hindi in their respective areas. This project includes organisation of Hindi classes for State Government servants, conducting of examinations, publishing or aiding publication of literature in Hindi, equipping public libraries with Hindi books, opening Hindi reading rooms, providing training facilities for Hindi teachers etc.

It is proposed to continue the scheme in the Third Plan and for this purpose a provision of Rs. 25 lakhs has been made.

### 68. Revision of Pay Scales of Hindi Teachers

It is proposed to improve the pay scales of Hindi teachers during the Third Plan to bring them on par with those of other teachers in recognised schools. A provision of Rs. 5 lakhs has been made for this purpose.

#### Sanskrit

##### (a) CENTRAL SCHEMES

### 69. Grants to Voluntary Sanskrit Organisations

A scheme for granting financial assistance to voluntary Sanskrit organisations, institutions, *pathasalas* etc. for promotion of Sanskrit was included in the Second Five-Year Plan. Under the scheme, grants are given to the institutions for non-recurring purposes of important nature. The Ministry have also decided to consider applications for financial assistance from individuals and authors who have written meritorious works which would enrich the Sanskrit literature but which they are unable to publish because of their lesser commercial value. The Ministry hopes that the prospect of such financial assistance will not only put the Sanskrit institutions, *pathasalas* etc. on sound footing but will also enrich the Sanskrit literature. A sum of Rs. 15 lakhs has been provided for continuing the scheme in the Third Five-Year Plan.

### 70. Production of Sanskrit Literature

The need for production of Sanskrit literature on modern lines and reprinting out-of-print books is accepted on all hands. To begin with, the following two sub-schemes have been taken up for implementation during the Second Five-Year Plan:—

- (i) Publication of standard/modern primers and other textbooks to make the teaching of Sanskrit easy;
- (ii) Reprinting out-of-print Sanskrit works.

The Ministry has decided to continue this scheme during the Third Five-Year Plan, and it is proposed to produce suitable books for higher classes and take up the reprinting of more out-of-print books for which a number of requests have already been received. The Ministry is also planning to bring out popular literature and books for children. For all these activities a sum of Rs. 7.5 lakhs has been provided in the Third Five-Year Plan.

### 71. Scholarship Scheme for Encouraging Research in Sanskrit

A scheme for encouraging research in Sanskrit has been formulated. The scheme envisages award of scholarships to the products of *pathasalas* for carrying research in selected institutions. The scholarships are of a value of Rs. 100 per month tenable for two years. The scheme will be continued during the Third Five-Year Plan. A sum of Rs. 5 lakhs has been provided for the purpose.

### 72. Development of Gurukulas

The need for the development of *Gurukulas* is established by the service done by these institutions in preserving some of the cultural values of the past. In the past these institutions depended entirely on public



charity but now since the sources of private charity are drying up, the institutions stand in greater need of patronage from the Central and State Governments. A scheme for assistance to *Gurukulas* has, therefore, been included in the Second Five-Year Plan. It has been decided to continue this scheme during the Third Five-Year Plan and a provision of Rs. 10.00 lakhs has been made for the purpose.

### **73. Modernisation of Sanskrit Pathshalas**

Taking into consideration the rapid change both in the technique and subjects taught in modern institutions, the Sanskrit Commission has emphasized that the traditional system of Sanskrit education should be modernised by including modern subjects in their curricula. It is a well-known fact that the Sanskrit traditional *pathshalas*, which are mainly run with public donations would not be able to provide for the modern subjects without Governmental assistance. It is, therefore, proposed to help the Sanskrit *pathshalas* in the matter. A sum of Rs. 10 lakhs has been provided during the Third Five-Year Plan for this purpose.

### **74. Preparation of Dictionaries**

The lack of bilingual dictionaries constitutes a serious desideratum in the Sanskrit literature. For the proper development of Sanskrit throughout the country, it is essential to have good standard Sanskrit dictionaries. With this object in view, a provision of Rs. 3 lakhs has been made for this project during the Third Five-Year Plan.

### **75. Establishment of Central Sanskrit Institute**

With a view to conducting research in Sanskrit pedagogy and to standardising the teaching of Sanskrit, it has been decided to set up a Central Sanskrit Institute on the lines of the Central Institute of English, Hyderabad. The location of the institution is under the consideration of the Government and the institute will be established soon after its location is decided. A provision of Rs. 15 lakhs has been made for this project during the Third Five-Year Plan.

### **76. Implementation of Other Recommendations of the Central Sanskrit Commission**

Some of the recommendations of the Sanskrit Commission are still under consideration. For the implementation of these recommendations and for the payment of travelling, daily allowances etc. to the members of the Central Sanskrit Board, a provision of Rs. 5 lakhs has been made during the Third Five-Year Plan.

#### **(b) CENTRALLY SPONSORED SCHEMES**

### **77. Grants to State Governments**

Under this scheme grants will be given to the State Governments for their own approved projects for promotion of Sanskrit in their respective regions. A provision of Rs. 9.50 lakhs has been made for this purpose during the Third Five-Year Plan.

### **78. Providing Facilities for the Teaching of Sanskrit in Secondary Schools**

In pursuance of the recommendations of the Sanskrit Commission, the Central Advisory Board of Education and the Central Sanskrit Board, the

State Governments have been requested to adopt the composite course provided in the three-language formula so that the teaching of Sanskrit in secondary schools could be ensured to some extent. During the Third Plan grants will be given to State Governments for making additional provisions for the teaching of Sanskrit in the secondary schools. A sum of Rs. 4 lakhs has been provided for this scheme in the Third Five-Year Plan.

## F. SCHOLARSHIPS

### (a) CENTRAL SCHEMES

#### 79. Commonwealth Scholarships/Fellowships Scheme

The Commonwealth Scholarships/Fellowships Scheme arises out of the Commonwealth Education Conference held in Oxford in July 1959. In dealing with scholarships, the report of the Conference noted that:

“The majority of the awards under the plan should be made to men and women of high intellectual promise who may be expected to make a significant contribution to life in their own countries on their return from studies overseas.”

The scheme involves the participation of all Commonwealth countries and has thus a supranational, as opposed to the national character including foreign and Commonwealth relations. It is, therefore, being included in the Central sector.

India will avail of the scholarships/fellowships offered to her by various Commonwealth countries and on her part will offer a total of 200 scholarships/fellowships during the first three years of Third Plan to the nationals of other Commonwealth countries for studies in India. The entire expenditure including transportation both ways, maintenance etc., will be borne by the Government of India. Applications for 1961-62 scholarships/fellowships have been invited from Commonwealth countries concerned through the Indian Missions abroad. Of the total number of 200 awards, 20 will be fellowships and 180 scholarships. Each award will be of two year's duration.

Under the scheme a scholar is entitled to maintenance allowance of Rs. 250 per month, while a fellow to Rs. 450. In addition, they are entitled to tuition and examination fees, expenses on books, apparatus and study tours as also medical treatment, holiday/youth welfare camps which on an average works out to Rs. 75 per month. Besides, scholarships will be given second class sea passage/tourist class air passage, both ways while fellows will be entitled to first class sea passage/tourist class air passage. The average one way cost of passage per scholar and fellow works out to Rs. 1,000 and Rs. 2,000 respectively. On the above basis the total estimated cost during the Third Plan period will be Rs. 3 lakhs.

#### 80. Fully Paid Overseas Scholarships

The scheme is meant for the unemployed young and brilliant persons in the age-group, 20-25. The objectives of the scheme are:

- (i) To meet the shortage of trained personnel to man the development schemes of the Government, universities, colleges and comparable institutions of higher education in the field of the humanities; and
- (ii) To improve the standards of teaching and research in these institutions.

As the scheme aims at raising the standard of teaching and research in the country and selection will be made on all-India basis it has been included in the Central sector. The scheme could be implemented for one year only in the Second Five-Year Plan because of restrictions on foreign exchange. Only one scholar was selected whose course of studies is likely to be completed by the end of Second Plan period. It is proposed to revive the scheme in the Third Plan with 20 scholarships (four each year). The duration of each scholarship will be one to three years. Under the scheme a scholar is entitled to maintenance allowance, tuition and examination fees, expenses on books and study tours. In addition sea passage both ways and necessary rail travel are provided.

A provision of Rs. 3.90 lakhs has been made for the scheme.

### **81. Indo-German Industrial Cooperation Schemes—Fellowships to German Nationals**

The Indo-German Industrial Cooperation Scheme arose out of agreement between the Governments of India and West Germany made in 1952-53. The offer of fellowships to German nationals is a token reciprocal gesture for the large offer of facilities made available to Indian nationals in the field of industrial/technical training.

Last offer from the Government of West Germany was received in 1956-57 but it has not been renewed in alternative years subsequently. Accordingly, only one set of awards comprising four German nationals was made in the Second Plan. They are likely to complete their courses of study by the end of the Second Plan period. A formal offer of facilities is expected during Third Plan from the West German Government.

During the Third Plan period it is proposed to award a total of 15 fellowships to German nationals. The fellowships will be of two years' duration.

Under the scheme, fellows are entitled to maintenance allowance of Rs. 500 per month which covers board and lodging, tuition and examination fees, etc. In addition, cost of second (or equivalent) class passage by sea/air and second class rail fare in the country of domicile and first class rail fare in India both ways will be paid. The average cost per fellow for one way passage is estimated at Rs. 1,200. The cost of total 15 fellowships to be provided in the Third Five-Year Plan is Rs. 1.73 lakhs.

### **82. National Scholarships Scheme for Outstanding Students (Post-Matric Education)**

A scheme for the grant of merit scholarships for post-matriculation studies in India was included in the Second Five-Year Plan. Under this scheme 200 awards were to be made every year on the basis of the results of the school-leaving examinations, except during the first year when 400 awards were made, 200 on the basis of school-leaving and 200 on the basis of intermediate examinations. This scheme was started to ensure that no brilliant student was prevented on grounds of poverty alone from pursuing higher education.

It was felt during the operation of the scheme that the number of scholarships awarded every year, viz., 200, was utterly inadequate for the needs of the country; a large expansion was essential if the aim to help brilliant students to pursue higher education was to be achieved even modestly. The lacuna in the scheme was that the awards were made only

at the school-leaving stage and those who did not achieve merit at this stage but later at the conclusion of intermediate or B.A. stages had to go without recognition and help at the hands of the Government.

On the basis of the experience gained and shortcomings observed in the operation of the scheme during the Second Plan and on the basis of a directive from the Union Cabinet, it is proposed to award 7,500 scholarships during the Third Plan period (1,500 each year) to students of outstanding merit at the conclusion of the school-leaving/intermediate/B.A. stages. The scheme has now been totally revised. It replaces the existing scheme of Merit Scholarships for Post-Matriculation Studies in India with the difference that the number of awards will be on a larger scale and students for the award will be selected at each stage of university education and not only at the school-leaving stage as is the procedure under the existing scheme. The rate of scholarships at various stages has also been increased to provide for stay in hostels, etc.

Under the scheme the rate of scholarships inclusive of fees will be as follows:—

(i) I.Sc./I.A./Pre-University course and First Year of Three-Year Degree Course	Rs. 150 p.m
(ii) B.A./B.Sc. and Second and Third Years of the Three-Year Degree Course	Rs. 150 p.m
(iii) M.A./M.Sc./Ph.D.	Rs. 200 p.m.
(iv) Professional Courses including Advanced Studies in Professional Courses	Rs. 200 p.m.

In addition to the monthly scholarship each scholarship-holder will be given an educational and travelling allowance to cover his/her other expenses, such as stationery, books, travel, etc. at the following rates:

(i) At Intermediate Stage	..	Rs. 100 per year
(ii) At the Degree Stage	..	Rs. 150 per year
(iii) At Post-Graduate Stage	..	Rs. 200 per year
(iv) For Professional Courses including Advanced Studies in Professional Courses	..	Rs 200 per year

A new feature of the scheme will be the provision of a counselling service to help, guide and watch the progress of scholars under the scheme.

It will also be necessary to organise appropriate programmes to enable scholarship-holders during the vacations or other appropriate time to find the kind of experiences which will be conducive to the growth of their capabilities.

It is estimated that there will be 906 scholars who had been awarded the scholarships under the scheme during the Second Plan period and who will require to be carried forward during the Third Plan period. The break-up of 1,500 scholarships to be awarded each year over various stages will be as under:

(i) Post-Matric Stage	1,000
(ii) Post-Intermediate Stage	300
(iii) Post-Graduate Stage	300
	<hr/>
	1,500
	<hr/>

On the above basis the total cost during the Third Plan period is estimated at Rs. 466.95 lakhs. Out of this amount, Rs. 159.64 lakhs are expected to be made available by the Ministry of Scientific Research and Cultural Affairs for scholarships in engineering and technological subjects. A provision of Rs. 307.31 lakhs has, accordingly, been made in the Third Plan.

### **83. Scholarships for Higher Studies in Hindi for Persons in Non-Hindi-Speaking Areas**

The Government of India are charged with the responsibility for the propagation of Hindi particularly in non-Hindi-speaking areas. The scheme is designed to make available to State Governments suitable personnel for teaching profession or for other jobs requiring the knowledge of Hindi. Hindi being the language of the Union, it is necessary to implement the scheme with greater effort in the Third Five-Year Plan and, therefore, it is proposed to expand the coverage of the existing scheme.

Since implementation of the scheme requires an all-India effort at the national level it is necessary to include it in the Central sector. During the Third Plan a total of 550 additional scholarships (110 every year) will be awarded. The scholarships awarded in the Second Plan will be carried over in the normal budget as committed expenditure.

The value of the scholarships varies from course to course and is different for Hindi-speaking and non-Hindi-speaking areas. The rates are shown below:

	<i>Rates for Study in the Parent State</i>	<i>Rates for Study in Hindi-Speaking State</i>
Intermediate, Pre-University Course and First Year of the Three-Year Degree Course	Rs. 50 p.m.	Rs. 80 p.m.
B.A., B.A. (Hons.), Second and Third year of the Three-Year Degree Course	Rs. 75 p.m.	Rs. 105 p.m.
M.A. (Hindi)	Rs. 100 p.m.	Rs. 125 p.m.

The total of 110 scholarships is divided among the three courses indicated above in the ratio of 55 : 27 : 28. Candidates studying outside the parent State will also be given travel allowance. The total expenditure involved during the Third Five-Year Plan will be Rs. 15 lakhs. The cost is on account of the new scholarships proposed to be awarded and the existing expenditure on the present scheme will be a committed charge on the normal budget.

### **84. Special Scholarships Scheme for Meritorious Wards of Primary/Secondary School Teachers for Post-Matric Studies**

It is the constant endeavour of the Government of India to improve the status and conditions of primary and secondary school teachers, but paucity of funds prevents really effective measures to be adopted. The provision of certain amenities which would be of indirect assistance have, therefore, to be considered. Education is already free at the primary stage but not so ordinarily at the middle and secondary stages. In respect of the latter, negotiations are in progress with the State Governments to provide some assistance to the children of teachers. In the field of higher

educaion, there is a need for providing suitable assistance because of meagre resources of teachers to support their wards. It is, therefore, proposed to award scholarships to meritorious children of primary and secondary school teachers for higher education including technical and professional education. A provision of Rs. 50 lakhs is proposed for the scheme.

### G. SOCIAL EDUCATION

#### (b) CENTRALLY SPONSORED SCHEMES

#### 85. Development of National Fundamental Education Centre

The National Fundamental Education Centre was established by the Government of India in 1956 to serve as a national centre for training, research and evaluation and to provide leadership in the field of social education. Its functions are to train the key personnel of social education, to carry out research and evaluation, to conduct experiments in the production of prototype material and equipment, and to act as a clearing house of ideas and information pertaining to social education. The Centre has so far organised five training courses for district social education organisers from different States. In the field of research and evaluation, one research project has been completed and the report, published. Four or five other items of research are on hand.

During the Third Five-Year Plan, it is proposed to train about 300 personnel and to carry on research on about 20-30 problems in the field of social education. The other activities of the Centre would be continued in an expanded form. A provision of Rs. 10 lakhs has been made for the scheme. This includes Rs. 7 lakhs for the construction of a building for the Centre.

#### 86. Institute of Library Science

The Institute was set up in 1959 with the following objectives:—

- (i) To train the new type of library workers, such as librarians for public libraries including district librarians, children librarians, etc.;
- (ii) To carry on survey, research and evaluation in the field of libraries; and
- (iii) To produce material which may be of use in library training classes in the country.

One batch has already completed its training and the second batch is undergoing training.

During the Third Plan, it is intended to train 300 district and other public librarians. The Institute will also take up about 20 research items and produce literature for library training classes in the country. A provision of Rs. 8 lakhs has been made for the scheme. This includes Rs. 3 lakhs for the construction of a building for the Institute.

#### 87. Research and Publication in the Field of Social Education and Library Science

There is a dearth of literature both for the general public as well as workers and especially for instructors in the training centres in the field of social education and library science. It is intended to bring out the needed literature and provide other assistance for research projects under this scheme.

During the Second Five-Year Plan, the Ministry has sponsored three publications through voluntary organisations and has itself brought out two pamphlets. In the field of research, the Ministry sponsored research on the literature for neo-literates and syllabi for adult schools.

During the Third Five-Year Plan, it is proposed to undertake production of about five pamphlets for workers, and to carry on research for the syllabuses of secondary and higher secondary adult schools. Besides this, research on five other items will also be carried on. The total cost of the scheme is estimated at Rs. 2 lakhs.

### **88. Production of Literature for Neo-Literates**

The main objective of the scheme is to promote and stimulate the growth of literature for various types of readers especially neo-literates. The scheme comprises the following sub-schemes:

- (i) Prize Scheme for Books for Neo-literates;
- (ii) Organisation of *Sahitya Rachanalayas* for Neo-Literates;
- (iii) Publication of Model Books for Neo-Literates; and
- (iv) Unesco Prize Scheme for Books for New Reading Public.

A brief description of each of these schemes is given below:

#### **(i) PRIZE SCHEME FOR BOOKS FOR NEO-LITERATES**

The scheme is an annual feature under which 35 prizes of Rs. 500 each and five prizes of Rs. 1,000 each are awarded every year to authors of best books for neo-literates. Since 1954 seven prize competitions have been held and about 267 books and manuscripts, awarded prizes.

It is proposed to hold five competitions during the Third Plan (one competition per year). The total estimated cost of the scheme comes to Rs. 4 lakhs.

#### **(ii) ORGANISATION OF SAHITYA RACHANALAYAS FOR NEO-LITERATES**

In order to train authors in the technique of writing for neo-literates, ten *Sahitya Rachanalayas* have been organised in various parts of the country during the Second Plan period. About 200 trainees have been trained by these *rachanalayas*.

It is proposed to continue the scheme during the Third Plan, the physical target being 20 *rachanalayas* (four annually). A provision of Rs. 2 lakhs has been made for this purpose.

#### **(iii) PUBLICATION OF MODEL BOOKS FOR NEO-LITERATES**

##### **(a) Gyan Sarovar**

Under its own programme of publishing literature for neo-literates, the Ministry planned to bring out five volumes of 'Gyan Sarovar'—the popular encyclopaedia in Hindi through the agency of Maktaba Jamia Millia, New Delhi. Volumes I and II have already been published and are on sale. It has now been decided to bring out the remaining three volumes through the agency of Ministry of Information and Broadcasting. The work on Volumes III, IV and V is in progress and is expected to be completed by the end of 1961-62.

(b) *Hindi Vishwa Bharati*

Under its programme to bring out worthwhile literature for neo-literates in collaboration with the publishers, the Ministry planned to bring out 'Hindi Vishwa Bharati' in ten volumes through the agency of M/s. Hindi Vishwa Bharati, Lucknow on a no-profit no-loss basis. Of these ten volumes, six volumes are already out and are available for sale. The work on the remaining volumes is under way. A provision of Rs. 50 lakhs has been made for the scheme.

(c) *The History of India*

This book is planned to be published as a follow-up literature for neo-literates. The manuscript of the publication selected through an open competition has been sent to Ministry of Information and Broadcasting for publication in Hindi and any other language including English.

(d) *Story of Life*

This work is also intended to serve as a follow-up literature for neo-literates. The manuscript of the book, as prepared by a commissioned author and as approved by this Ministry after consultation with experts on the subject has been sent to Ministry of Information and Broadcasting, who are giving final touches to it in the matter of language, format, etc., before it is taken up for publication in Hindi and other language.

(e) *Model Books (New)*

Under this scheme, it is proposed to bring out in collaboration with private publishers six books, which, either because of their prohibitive cost of publication or restricted public demand, the publishers are unable to publish with their own resources. A provision of Rs. 1.50 lakhs has been made for the scheme.

## (iv) UNESCO PRIZE SCHEME FOR BOOKS FOR NEW READING PUBLIC

The Unesco in co-operation with the Government of India decided to award ten prizes of Rs. 2,250 each to Indian authors of best books for new reading public in Hindi, Tamil, Bengali and Urdu. However, as a result of the first competition during 1958-59 only six books—four in Hindi and two in Bengali were awarded prizes. The books in Tamil and Urdu were not awarded any prize, as they did not reach the required standard. As the competitions under this scheme will be held once in two years, it is intended to hold two competitions during the Third Plan period. The Government of India will purchase 1,500 copies of ten prize-winning books in each of the two competitions. The scheme is estimated to cost Rs. 0.50 lakhs.

**89. National Book Trust, India**

The National Book Trust was set up on 1st August, 1957 by the Central Government for the production of good literature at low cost. It will place within easy reach of the people an important means of self-education. The scheme has, therefore, been included as an associated scheme of social education. The Trust will publish and encourage publication of good books at low prices by Indian publishers.

In its preliminary deliberations the Trust finalised the cover designs for its books and crest for the general use of the Trust's publication. They also finalised the basis of payment to the authors, reviewers and translators



with regard to Trust's publication. The Trust has actually published 13 books so far. Besides 32 manuscripts are in the press for publication, and about 500 books in various stages of publication.

Since September, 1960, a whole-time paid chairman has been appointed for the Trust, and it is expected that during the Third Plan period the Trust will be able to expand its activities fully and undertake all the work for which it has been set up. A provision of Rs. 20 lakhs has been made for the scheme. This includes Rs. 5 lakhs for the construction of a separate building for the Trust.

#### **90. Workers' Social Education Institute**

The object of the scheme is to spread social education among the industrial workers. One institute for the workers has been set up at Indore from 1st November, 1960. One more such institute will be opened during the Third Plan. A provision of Rs. 4 lakhs has been made for the scheme.

#### **91. Assistance to Voluntary Organisations**

The object of the scheme is to assist voluntary organisations working in the field of social education. The scheme has proved very useful as it has been instrumental in promoting different kinds of activities falling within the comprehensive programme of social education. During the Second Plan over 50 organisations have been assisted.

A provision of Rs. 26 lakhs has been made for continuing the scheme during the Third Plan.

#### **92. Development of Library Service in Delhi**

The object of the scheme is to develop Delhi Public Library into a central library in a public library system for Delhi with branches in all important localities in Delhi. The system will serve as a model for development in the States. The following activities are proposed during the Third Plan:

- (i) To cover the whole population of the Union Territory of Delhi with library service to be administered from a central library;
- (ii) To set up two branch libraries; and
- (iii) To serve organisations and groups like schools, youth groups, etc.

The first branch will be opened in the second year of the Plan and the second branch will be opened in the fourth year of the Third Plan. An amount of Rs. 5 lakhs will be spent on the construction of new building for the Delhi Public Library.

The staff of the Delhi Public Library would be suitably strengthened and its book stock augmented.

A provision of Rs. 12.50 lakhs has been made for the scheme. This includes Rs. 5 lakhs for the construction of a new building for the Delhi Public Library.

#### **93. Library and Social Education Workers' Seminar**

The object of the scheme is to spread new ideas and results of local experience in the field of social education and libraries through seminars.

The physical target for the Third Plan is five seminars. A provision of Rs. 1 lakh has been made for this purpose.

**Audio-Visual Education.**

(a) CENTRAL SCHEMES

**94. Development of the National Institute of Audio-Visual Education**

The following programmes are proposed to be undertaken :

- (a) Training of Teachers in Audio-Visual Education
- (b) Exchange and Dubbing of Films
- (c) Production of Filmstrips and Gramophone Records
- (d) Organisation of Conferences, Seminars, etc.
- (e) Publication of Literature on Audio-Visual Education
- (f) Development of the Central Films Library  
and
- (g) Production of Teaching and Training Aids in Audio-Visual  
Education

Under the training programme in addition to the existing short-term training course, a long-term training course of nine months' duration will be started. A hostel for the trainees and an additional wing for the Institute will also be constructed.

A provision of Rs. 39.70 lakhs has been made for the scheme. This includes the cost of the equipment to be received under T.C.M. programme.

**95. Grants to Voluntary Organisations**

Under this scheme assistance is given to voluntary organisations working in the field of audio-visual education for holding exhibitions and seminars. It is proposed to continue the scheme during the Third Plan. Its scope will be expanded so as to include grants for equipment also.

A provision of Rs. 1 lakh has been made for the scheme in the Third Plan.

**II. EDUCATION OF THE HANDICAPPED**

(a) CENTRAL SCHEMES

**96. Expansion and Development of the Model School for Blind Children, Dehra Dun**

The Model School for Blind Children is one of the four institutions at Dehra Dun established by the Union Government for providing an integrated service for the blind beginning from education in childhood to vocational training in adulthood and the provision of Braille reading material and Braille equipment.

The School which will gradually be developed into a secondary school has at present only classes I to V with about 40 children. It is proposed to increase its capacity to 100 children during the Third Plan period. The School is at present housed in unsatisfactory rented buildings. It is, therefore, necessary to put up new buildings in the vicinity of the Training

Centre for the Adult Blind, Dehra Dun. A provision of Rs. 5.50 lakhs has been made for the scheme. This includes Rs. 3 lakhs for the construction of buildings.

#### **97. Expansion and Development of the Women's Section of the Training Centre for the Adult Blind, Dehra Dun**

The Training Centre for the Adult Blind imparts training to blind adults in various trades. Originally, this Centre was intended only for adult blind men. A women's section, with accommodation for 20 trainees, was added in September, 1957. The strength of this Section was later raised to 35.

During the Third Plan period, it is proposed to raise the strength of this Section from 35 to 100. A new building for the Section in the vicinity of the Men's Section of the Centre will also be constructed.

The scheme is estimated to cost Rs. 5 lakhs (including Rs. 3 lakhs for the building).

#### **98. Expansion of the Workshop for the Manufacture of Braille Appliances**

The main function of the Workshop for the Manufacture of Braille Appliances is to produce the apparatus needed for the education of the blind. It is at present producing simple appliances, but it is proposed to develop it further in order to improve the quantity and quality of its products. It is also necessary to put up a new building for the Workshop in the vicinity of the Central Braille Press.

A provision of Rs. 2.50 lakhs has been made for the scheme. This includes 0.50 lakhs for the construction of the building for the Workshop.

#### **99. Assistance to Voluntary Organisations for the Handicapped**

At present only about 3,000 blind children, 2,500 deaf children and not more than 8,000 orthopaedically handicapped children are attending special schools. It is believed that on this basis only about one per cent blind children and two per cent deaf children of school-going age are in schools. This very clearly demonstrates the need for the establishment of more institutions.

Since the establishment of special schools for the handicapped is expensive, it is not possible in all cases to establish these schools in every district or town. The only alternative seems to be to establish them on regional basis.

During the last two years of the Second Plan, efforts to encourage the establishment of regional institutions by giving financial assistance to voluntary agencies have met with some success.

During the Third Plan it is proposed to encourage the establishment of schools for the blind, the deaf, the orthopaedically handicapped and the mentally deficient including regional institutions through voluntary agencies by giving them adequate financial assistance. A provision of Rs. 25 lakhs has been made for this purpose.

#### **100. Scholarships for the Handicapped**

It is desirable that as far as possible most handicapped persons should receive higher education or technical or professional training in ordinary institutions. Apart from various other advantages, this leads to considerable economy in expenditure. But handicapped persons have usually to

incur substantial extra expenditure even when they attend normal institutions on items like services of readers, conveyance, purchase and maintenance of prosthetic aids and so on. They are, therefore, often unable to receive education or training without some financial assistance.

As a first step towards remedying this situation, the Ministry of Education has been awarding scholarships to blind, deaf and orthopaedically handicapped students for general education as well as for technical or professional training. During the Third Plan period, greater stress will be laid on post-matric and post-graduate studies and technical and professional training.

The physical target for the Third Plan is 1,200 fresh scholarships. Their phasing is as follows :

	1961-62	1962-63	1963-64	1964-65	1965-66	Total
<i>For the Blind</i>	50	50	100	100	100	400
<i>For the Deaf</i>	50	50	100	100	100	400
<i>For the Orthopaedically Handicapped</i>	50	50	100	100	100	400
<b>TOTAL</b>	150	150	300	300	300	1,200

The scheme is estimated to cost Rs. 30 lakhs.

### 101. Surveys of the Incidence of the Handicapped

The discontinuance of the practice of enumerating handicapped persons during census operations after 1931 has made it all the more important that essential information about the handicapped population should be collected by random sample surveys which appear to be the only suitable alternative. Proper planning is impossible without basic information. Random sample surveys have been completed in Delhi and Bombay and are in progress in Kanpur and Nagpur.

During the Third Plan it is proposed to carry out random sample surveys in about 25—30 selected urban and rural industrial and non-industrial areas. During the course of these surveys, apart from recording the data of socio-economic character, handicapped persons will be referred to teams of specialists who can give valuable advice to the patients and to the planners.

The scheme is estimated to cost Rs. 1 lakh.

### 102. Establishment of a National Braille Library

Out of over 20 lakhs blind in India, only 50,000 can read Braille. Nearly 100 institutions for the blind provide education through Braille. There is no Braille library in the country at present. Those blind who can read English have to depend upon institutions in U.K., U.S.A. etc. for getting literature. Those not knowing English are starved of knowledge. It is, therefore, proposed to make a beginning by setting up a Central Braille Library at Dehra Dun during the Third Five-Year Plan. It is hoped that with the establishment of the Central Library, the State Government will be encouraged to open Braille sections to the State Libraries.

Though initially the Library will be started in a rented building, it is proposed to provide a suitable building specially designed for the purpose

with a floor area of about 10,000 sq. ft. This includes the requirement of the transcribing department and the packing department which will have to be quite big, because the bulk of the transactions will be done through post.

A provision of Rs. 4 lakhs has been made for the scheme. This includes Rs. 1.50 lakhs for the construction of a building to house the library.

### **103. Expansion of the Central Braille Press, Dehra Dun**

The Central Braille Press was established at Dehra Dun about nine years ago. It has so far produced about 82 titles but it has been able to meet only a very small fraction of the demand for Braille literature which is steadily growing. At present many of the readers have to depend for literature from abroad. It is, therefore, necessary to expand the Press considerably.

At present the Press has only two stereo-type machines and one press. It is proposed to add six more machines, one more press and one binding machine.

A provision of Rs. 5 lakhs has been made for the scheme.

### **104. Establishment of a School for Mentally Deficient Children**

Many experts believe that at least two out of every thousand children require special educational treatment in schools for mentally deficient children. On this basis, the number of mentally deficient children would be enormous. As against this, there are only about eight schools for mentally deficient children in the country with a total enrolment not exceeding 500 to 600. There is, therefore, imperative need for the establishment of more institutions for this category of children.

The establishment of a school for mentally deficient children was included in the Second Plan. An attempt was made, without success, to establish this institution through a voluntary agency. An expert committee appointed by this Ministry some time ago suggested that this school should be established in Delhi and this is proposed to be implemented during the Third Plan. The school will have 50 children in the first two years of the Third Plan and 75 children in subsequent years.

A provision of Rs. 4 lakhs has been made for the scheme.

### **105. After-care Organisation for the Handicapped**

All trainees of the Training Centre for the Adult Blind, Dehra Dun cannot go into open employment nor can all of them be placed in the Sheltered Workshop. If, however, some of them can be given adequate financial assistance coupled with suitable technical guidance, they may be able to establish themselves in their own homes. Similar assistance will be necessary for the ex-trainees of the Training Centre for the Adult Deaf.

It is proposed to set up a small organisation to give financial assistance to suitable trainees of the Training Centres for the Adult Blind and Deaf for the purchase of equipment, raw materials etc. and to afford them the necessary technical guidance. Initially, the organisation will be located in the Training Centre for the Adult Blind.

A provision of Rs. 1.50 lakhs has been made for the scheme.

### **106. Teacher Training Programmes for Teachers of Institutions for the Handicapped**

One of the main reasons for low standards of teaching in many schools for the handicapped is the fact that the present arrangements for the training of special teachers are utterly inadequate. Although educational facilities for the handicapped have been expanding in recent years, the question of training of special teachers for the handicapped has not been co-related with this expansion.

It is proposed to raise national standards of teaching the handicapped during the Third Five-Year Plan. For this purpose training programmes for various categories of teachers for the handicapped will be undertaken. In certain cases, such as in the case of speech therapists, suitable candidates may have to be sent abroad for training.

In order to accelerate the training programmes it is proposed to start training courses with the help of the teachers for the handicapped who have already received some training abroad or who may be sent abroad during the Third Plan period. It is also proposed to start refresher courses for already trained scholars on regional basis.

The scheme is estimated to cost Rs. 2 lakhs.

#### **(b) CENTRALLY SPONSORED SCHEMES**

### **107. Establishment of a Training Centre for the Adult Deaf**

On account of their peculiar limitations, it is usually difficult for deaf persons to profit by general education. It is estimated, however, that about two lakh deaf adults in the country may be able to become contributing members of the community if given the opportunity for proper technical training. Deaf persons find it difficult to profit by technical training imparted in ordinary technical institutions. Unfortunately, there is no special institution in the country to impart technical training to the deaf. There is, therefore, a very great need for the establishment of such an institution.

This country does not have suitable facilities for the ascertainment of the loss of hearing, the prescription and testing of hearing aids and other audiological facilities. It is, therefore, proposed to have an audiological unit also as part of this Centre.

During the Third Plan it is proposed to provide training facilities for 100 adults. A new building for the Centre will also be constructed.

A provision of Rs. 7 lakhs has been made for the scheme.

### **108. Establishment of Special Employment Offices for the Physically Handicapped**

Until recently no concerted effort to place trained handicapped persons in appropriate jobs seems to have been made. Since education and training have little significance unless they culminate in congenial employment, a scheme for the establishment of Special Employment Offices for the Physically Handicapped was initiated during the Second Plan period. The first such office was established at Bombay in March, 1959. A small office for placing the blind in ordinary industrial and commercial establishments has been functioning at Madras since 1954. Both the offices have made about 230 placements. A third office at Delhi is being established shortly.

It is proposed to establish 13 additional offices so that each State and the Union Territory of Delhi may have one such office by the end of the Third Plan period.

A provision of Rs. 7.07 lakhs has been made for the scheme.

### I. EVALUATION, RESEARCH AND PUBLICATIONS

#### (a) CENTRAL SCHEMES

#### 109. Establishment of a Central Evaluation Organisation for Educational Programmes

Evaluation is now accepted as an essential and inseparable element in the process of planning. Unfortunately, no regular machinery for evaluation of educational programmes has been created so far. It is proposed to remedy this deficiency during the Third Five-Year Plan.

The evaluation organisation at the Centre will have the following objectives :

- (a) To develop scientific and objective techniques for the assessment of the schemes of educational development;
- (b) To present a coordinated view of the educational programme;
- (c) To assess the significance and impact of various educational programmes;
- (d) To locate problems and deficiencies;
- (e) To develop intensive case-studies of selected aspects; and
- (f) To pool significant organisational experience, particularly that relating to efficient use of resources.

This evaluation organisation will consist of an educational programme evaluation committee at the apex. It will consist of officers from the Ministry of Education, some eminent non-official educationists and representatives from the States. The functions of this committee will be:

- (a) To assign projects for evaluation studies;
- (b) To set up teams for carrying out such studies;
- (c) To receive reports of the teams and determine further action to be taken on them; and
- (d) To exercise over-all control and supervision over the work of the teams.

Separate teams with team leaders will be set up from time to time to take up evaluation studies of specific programmes. The number and composition of the teams will be determined by the nature of the programme under evaluation. These teams are intended to be bodies of experts capable of making an authoritative assessment. Care would be taken to associate the work of evaluation very closely with the Central Advisory Board of Education.

In the Ministry of Education it is proposed to have a separate unit for this work. The head of the unit would also work as the secretary of the Evaluation Committee. It will be the main function of the unit to work out the techniques of evaluation, assemble and analyse data and do the preparatory work for the Evaluation Committee and the study teams

When a project with which the States are also concerned, is proposed to be taken up for evaluation study, it will be the responsibility of the Unit to obtain the necessary clearance from the States. The report of the study team would also require to be discussed in the draft form with the States before it is finalised and submitted to the Committee. The Unit would have to discharge liaison functions also, between the Centre and the States, between the Ministry and other Ministries at the Centre and between the Divisions of the Ministry.

The estimated expenditure on this Unit for a period of four years (it is expected to be in functioning order by the end of 1961-62) is Rs. 6.20 lakhs.

#### **110. Research Publications**

This scheme consists of the following four sub-schemes :

- (i) Publication of Educational Research in India
- (ii) Year Books of Education
- (iii) Expansion of the Publicational Activities of the Ministry of Education and
- (iv) Organising and Publishing Special Studies and Investigations into Selected Problems

The details of these sub-schemes are given below :

##### **(i) PUBLICATION OF EDUCATIONAL RESEARCH IN INDIA**

This consists of the following four items :

- (a) Publication of Research in Indian Universities
- (b) Publication of Research in Indian Schools of Social Work
- (c) Grants-in-aid for Publication of Educational Research and
- (d) Publication of a series "Researches and Investigations" by the Publications Section, Ministry of Education.

Under (a) it is proposed to publish the abstracts of all dissertations and theses done for M. Ed. and Ph. D. examinations in all Indian universities. With effect from June, 1961 it is proposed to introduce a system in all universities under which such abstracts will be automatically prepared by the candidates for submission along with their theses or dissertations. During each year of the Third Plan period one volume of such abstracts of dissertations and theses done each year is proposed to be brought out. In addition abstracts of the theses and dissertations done so far and to be done up to June, 1961 will also be prepared. The total cost of the scheme is estimated at Rs. 50,000.

Under (b) abstracts of dissertations done by the students of the Schools of Social work are proposed to be published through the agency of the Association of the Schools of Social work in India. It is proposed to introduce a system from January, 1961 under which each student will be required to submit an abstract of 400 to 500 words along with his dissertation to his examiner who, after approval, will forward the abstract to the Association for publishing. The Association will publish one volume of abstracts of about 500 dissertations each year. The Central



grant to the Association for the purpose will be about Rs. 5,000 per annum per annual publication. It is also proposed to publish abstracts of dissertations that have been accumulated so far or will have been up to January, 1961. A provision of Rs. 25,000 has been made for the scheme.

Under (c) grants will be given for the publication of good pieces of research, to training colleges, research institutions and individuals. The amount of grant will be limited to 50 per cent of the cost of production, or Rs. 2,000 whichever is less for each publication. Since research publications are not commercially paying, it is very difficult to get a publisher for such research work. Hence the urgent need for such a provision. A sum of Rs. 20,000 has been made for the scheme.

Under (d) it is proposed to publish a series, entitled 'Researches and Investigations' by the Ministry of Education itself. Approved projects of research will be considered for publication in this series. The cost will include payment of remuneration to the author for the copyright and production of the book. The cost of the scheme is estimated at Rs. 5,000.

The total provision for this scheme would thus be Rs. 1 lakh.

#### (ii) PUBLICATION OF YEAR BOOKS OF EDUCATION

The Ministry of Education has already decided to publish a Year Book of Education. The first one will cover "Review of Education in India 1947-48 to 1960-61". Each Year Book is proposed to cover a special subject. Planning and supervision would be done by a chief editor under the general supervision and guidance of an editorial board. While the broad pattern of the Year Books will be on the lines of that brought out in U.K. under the joint auspices of the Institute of Education, London, and Teachers' College, Columbia, the proposed Year Books will contain contributions from authoritative persons—eminent educationists, administrators, etc. The project is estimated to cost Rs. 50,000 for the entire Plan period. Since the publication will be a priced one, nearly half the cost is expected to be recovered from the sale proceeds.

#### (iii) EXPANSION OF THE PUBLICATIONAL ACTIVITIES OF THE MINISTRY OF EDUCATION

Under this scheme it is proposed to bring out a Hindi edition of "The Education Quarterly" in addition to bringing out educational publications under six well-defined series, namely,

- (a) Progress of Education in India;
- (b) Proceedings of Advisory Bodies;
- (c) Studies in Education and Psychology;
- (d) Studies in Educational Administration;
- (e) Researches and Investigations; and
- (f) General Publications

A provision of Rs. 50,000 has been made for this scheme.

#### (iv) ORGANISING AND PUBLISHING SPECIAL STUDIES AND INVESTIGATIONS INTO SELECTED PROBLEMS

Under this it is proposed to engage officers of the Government of India, the State Education Departments or even competent non-officials to

undertake special studies and investigations into selected educational problems. The period allowed for study may vary from two to six months. During this period the person shall be on special duty and will be given his salary and also expenditure connected with travelling, stenographic and clerical assistance. Two such studies are proposed to be made per annum or 10 studies during the whole Plan period. A total amount of Rs. 1 lakh would be required for implementing the scheme.

The total provision for all the sub-schemes is Rs. 3 lakhs.

### III. National Educational Surveys and Investigations

At present, some studies, surveys and investigations are being undertaken by State Governments or other agencies in an *ad hoc* manner. The findings of such studies are significant no doubt; but it is not possible to generalise from them because they are usually restricted to a small area of the country. Secondly, the sample selected for investigation is too small to permit of generalisations. In defining policies at the all-India level, therefore, such studies, surveys and investigations leave a good deal to be desired. In the interests of proper development of education and determination of correct policies, it is necessary to remedy this deficiency as early as possible.

The only way in which this can be done is to create a machinery for conducting national educational surveys and investigations into selected problems. For instance, the following are some of the subjects which are fit for such studies :

- (1) The problem of wastage and stagnation in primary schools, secondary schools, collegiate institutions and teachers' schools and colleges has been investigated in small samples at various times. But it is obviously necessary to have an all-India survey in these matters, selecting a typical representative area in each State as the basis.
- (2) In the national drive for physical efficiency, it is necessary to have standard norms for heights and weights and performances in selected physical tests of boys and girls of different age-groups from all parts of the country. Surveys which would cover a fairly large sample in each dependable area of every State are necessary for this purpose.
- (3) Sample studies in a number of other educational matters where reform is required are also indicated. These include provision of buildings and playgrounds, provision of equipment, building designs and costs, teaching techniques at different levels or different subjects etc.

The National Sample Survey Organization has already been established and is doing very useful work in a number of fields. For several reasons, however, it is not possible for this organization to undertake any large-scale investigation into educational matters and it is absolutely essential to provide such an organisation within the Ministry of Education itself.

The procedure for organizing such national educational surveys and investigations would be as follows :

- (i) The Ministry of Education, in consultation with its advisory bodies like the Central Advisory Board of Education, would

decide, from time to time, the sectors in which educational surveys or investigations would be conducted.

- (ii) Close liaison with the State Governments would then be established and a small advisory committee for the planning and supervision of the survey would be set up.
- (iii) The survey or investigation would be planned Centrally in the Ministry of Education but its actual conduct in the area of each State would be left to a local agency. This may be the State Education Department, the State Research Bureau or any local institution competent to conduct the survey or investigation and selected in consultation with the State Government. The Ministry of Education would collect together the findings of such local studies and compile them into a national report which would be published for the information of all concerned.

A provision of Rs. 5 lakhs has been made for the scheme.

#### (b) CENTRALLY SPONSORED SCHEMES

#### **112. Establishment of Evaluation and Research Bureaux in the States**

In order to work in close collaboration with the Central Evaluation Organisation, it is proposed to establish an Evaluation and Research Bureau in the Directorate of every State. The functions of these bureaux would be as follows :

- (a) To undertake research studies in practical problems in the field of education with special reference to the problems of educational administration;
- (b) To plan experiments specially in the field of elementary education and to give effect to those experimental projects; and
- (c) To undertake evaluation on scientific lines of the experimental projects mentioned above and also of the development programmes in education implemented under the Five-Year Plans.

Each bureau will be in the charge of a director in the grade of at least a deputy director of education in the State. He will be assisted by a number of research officers. To begin with, a staff of two research officers is proposed to be provided as the minimum. These officers would ordinarily be in the grade of lecturers of training colleges or in class II service of the State Education Department. In addition, there would be at least one statistical assistant and some clerical and other staff.

The estimated cost of the scheme is Rs. 15.80 lakhs.

### **J. NATIONAL ARCHIVES OF INDIA**

#### (a) CENTRAL SCHEMES

#### **113. Construction of an Annexe to the National Archives of India, New Delhi**

The primary responsibility of the National Archives is to house, to care for and to facilitate the use of all records of the Central Government, wherever they may be located after they have ceased to be required in current administration. The position, however, is that out of 252 or more record-creating bodies of the Central Government, the National Archives houses records of no more than 20 or so. The greater bulk of the rest

are literally rotting in various office storage rooms. A scheme for the construction of an Annexe to the National Archives of India building was, therefore, included in the Second Plan. Although it was expected that the construction of the stack wing would be completed, it has not been possible to start the work due to procedural difficulties. It is now proposed to complete the construction of both the wings during the Third Plan.

The estimated cost of the building (including stack equipment) is Rs. 53 lakhs.

#### **114. Purchase of Carton Boxes**

Carton boxes are required for the storage of the records in the custody of National Archives of India, to provide maximum protection against the deleterious effects of dust, damp and vermins like cockroaches. Many progressive countries in the West are using carton boxes for the storage of records and it is intended to adopt the same method in this Department. The scheme is being implemented in the Second Plan.

It is proposed to continue it in the Third Plan at a cost of Rs. 1 lakh.

#### **115. Publication of Educational Records**

In 1958 the Department was entrusted with the task of publishing edited text of select educational documents from 1860-81. The period was later extended to 1887, and it is now estimated that the material so far collected will complete at least four volumes. The text of one of these volumes has since been printed and the materials for the second are well nigh ready for the press. So far as this part of the programme is concerned, two volumes yet remain to be prepared.

It is estimated that the material will cover about 15 volumes.

A provision of Rs. 1 lakh has been made for appointment of additional staff and payment of honoraria to editors.

#### **116. Acquisition of Micro-films and of Private Archives and Rare Books**

The scheme for the acquisition of micro-film copies of records of Indian interest from abroad was undertaken by the Government of India in 1947 on the recommendation of the Indian Historical Records Commission and since then the Department has been obtaining micro-film copies of records of Indian interest from abroad. The Department has now in its custody about 900 reels (containing over 6 lakh exposures) of micro-film copies of English, French, Dutch and other records of Indian interest from a number of foreign archival repositories.

The target for the Third Plan is the completion of micro-filming of the Dutch records and acquisition of copies of private papers available in India Office, British Museum and elsewhere. A provision of Rs. 1 lakh has been made for this purpose

## APPENDIX B

### MEMORANDUM

on

#### ITEM 5 : Scheme of Correspondence Courses and Evening Colleges

(Ministry of Education)

##### I. ENROLMENT TARGET

The Third Five-Year Plan has provided that 60,000 students will be enrolled in correspondence courses and evening colleges during the five years of the Third Plan. This will consist of 50,000 arts students and 10,000 science students. It is proposed to divide these into 20,000 students under correspondence courses and 40,000 under evening colleges. The latter will consist of 30,000 arts students and 10,000 science ones.

It is necessary to allocate a larger number of students to evening colleges than to correspondence courses; because the former are relatively easier to start than the latter for which the country has almost no experience. Further, all the 10,000 students allocated for science studies under this scheme are proposed to be covered by the evening colleges; for organisation of the study of science subjects through correspondence courses is relatively more difficult all over the world, and in our case where we are just beginning with an experiment in this system it is advisable that we postpone the relatively more difficult courses, viz., science courses, to a later stage.

##### II. ORGANISATION

###### Evening Colleges

Evening colleges should be organized by the existing universities and colleges and no new body need be set up exclusively for that purpose. To utilise the same buildings, furniture, etc. it is necessary that such colleges are opened in the premises of the existing universities and colleges. They should be something like an evening shift of an existing university or college, with a different set of teaching and other staff.

Evening colleges should be meant primarily for the local students rather than those who live so far away that they cannot come to the institution and attend classes every day. Among the local students also, those should be enrolled for the evening colleges who cannot attend day classes because of their pre-occupation during day time. That is, the evening colleges should be meant generally for employed persons, viz., teachers and others working in local institutions, offices and other places of work. It is necessary to ensure that the facility of evening colleges is not utilised by those young boys and girls who should, and can, attend only full-time day colleges, although those young persons who cannot find a seat in any of the day colleges should also be eligible for admission in the evening colleges.

Thus to make the proposed facility of evening colleges function well and economically, it is necessary to open such colleges only in big population and work centres. Beginning in the opening of such colleges will

therefore, have to be made with the biggest cities like Calcutta, Bombay, Madras, (Delhi already has this facility), etc. Biggest industrial towns like Ahmedabad, Kanpur etc., could also be covered initially. Other places, where a good enrolment is forthcoming, and which are recommended by the State Government or the university should also be included in the scheme.

### Correspondence Courses

The Union Ministry of Education is initiating in the Third Plan the scheme of evening colleges and correspondence courses and for that purpose the necessary allocation of funds has been made in Central sector of the Plan. A view was taken at one stage that such courses may be started by setting up a central organization under the Ministry of Education. That is not workable. In the first instance, persons working in such a central organization being cut away from the full-time teaching work, there is a serious danger that the academic standard of the correspondence students may be rather low. This central organization could not, therefore, be a bureau, academy, office, etc. Even if the job of organizing correspondence courses for the country as a whole is given to a Central university, say, Delhi University, it will not work well, because it will be difficult and perhaps too expensive for the same university to maintain staff doing correspondence teaching work in all the regional languages as the media of education, to which the Indian universities in different parts are gradually changing.

The best course, therefore, will be to start such courses in the various universities themselves. Also, as one of the several controls, which will have to be introduced to ensure good academic standards of the correspondence course students, it will be necessary to put on the same teachers the responsibility of teaching both the correspondence course students as well as others. Further, the correspondence courses will mostly benefit those who are living far away from university and college centres; hence it will be necessary to select for such courses those universities which cater to larger areas of population like the University of Rajasthan. Areas in the country where there is a shortage of university graduates should also be given the facility of correspondence courses, e.g., Gujarat, Assam, Orissa, (request for correspondence courses from this State has already been received informally) etc. In addition, preference in selection of universities for correspondence courses may have to be given to those which are smaller in size and are relatively newer; for, they are in a position to administer better the larger enrolment which will be put on them because of the correspondence courses, and they also take more interest, pay greater attention and, therefore, show quicker and better results in this new experiment than the larger and older universities. This does not, however, preclude any university from being considered for the scheme, if it wants to take up the work and the case is justified.

Although, as stated above, the responsibility of teaching correspondence course students and others in the university should be on the same teachers so that the head of any particular department in the university is responsible for the academic standards of both the correspondence course and other students enrolled with him, yet the concerned university will have to open a separate department for the correspondence course students. The head of this department should be in the same grade and of the same

status as a university professor and he should be concerned with everything pertaining to the correspondence course students other than teaching. His job will be more administrative, coordinating and welfare. He will, for example, be responsible for the despatch of lessons to the students, get back their assignments, ensure that proper and adequate library service is given to the correspondence course students, organize residential schools during vacations and attend to all other correspondence and difficulties of these students scattered over large areas and located at places at hundreds of miles away. Experience elsewhere has shown that correspondence courses properly organized throw big and responsible amounts of work which, if scattered over the existing departments like the registrar's office, library, etc., affects very adversely the correspondence course.

### III. PERIOD OF EDUCATION

Almost all the Indian universities are gradually changing over to a three-year degree pattern. At least that is the recommended all-India pattern. It is only appropriate that the period of education to complete the degree course in the evening colleges and correspondence courses be more than this. Many of the students following these courses are often employed persons, so that they cannot devote sufficient time and attention to these studies at home. Further whatever work they do in the evening colleges or in the correspondence courses is often with a tired mind, so that results of their efforts are proportionately less. The time for which an evening college runs each day is inevitably less than the time for which a day college runs. In the correspondence course, the students do not have the personal guidance of teachers and have to find by themselves solutions to their difficulties and a good deal of time is spent in the postal service through which the lessons are received and the assignments returned by them. It is only reasonable, therefore, that the period of instruction in these courses should be larger in order to maintain proper standards of education. On the basis of experience in other places, it is suggested that the degree courses in evening college should be of four years and those for correspondence of five years. In the case of those universities which may still be following the pattern of two-year degree course after intermediate, it may be three years for evening colleges and four years for correspondence courses.

It may perhaps not be desirable to open postgraduate studies through evening colleges and correspondence courses. In any case the results of this experiment with respect to graduate courses be first observed for some years before considering the question of postgraduate courses.

### IV. EXAMINATIONS AND DEGREES

It is necessary that the students attending evening colleges and correspondence courses should take the same examination as the other students. This alone will ensure to some extent uniformity of academic standards in our graduates. If this is accepted, then it is only appropriate that the same degrees be given to all the students who have taken the same examinations of the university. In the first instance, if proper controls are introduced (as elaborated in section VII) the academic standards of the evening college and correspondence course students will be quite high. To some extent, the deficiency in the standard will be made up by a longer course of instruction, as indicated earlier, which these two categories of students will undergo. Even otherwise, these students often being

more mature, having greater interest and devotion in studies, and possessing a clearer and more definite vision of their material advantage by getting a university degree (e.g. teachers) and also being conscious of their handicap in relation to full-time students, often do at least as well in the examinations as the full-time students. In any case, if they have taken the same examination, they must be given the same degrees. Above all, in India with so much unemployment unless the same degree is given to both the evening college and correspondence course students, the scheme will not work and the problem to which a solution is being found through these newer kinds of facilities may even get aggravated.

## V. STANDARD OF EDUCATION

Fears are some times expressed that the academic standards of the evening college and correspondence course students may be rather low. Unless special measures are taken to ensure proper standards, such a fear may prove to be real.

### Evening Colleges

In so far as the evening colleges are concerned, the only factor which can adversely affect the academic standard of the students attending such colleges is the relatively shorter duration of the evening college as compared to the day college and relatively lesser freshness (after having worked the whole day in their occupation) with which many of the students would be attending such a college. To counteract both these difficulties, it has been provided in the scheme that the degree course through evening colleges should be for one year more than that in the full-time day colleges.

The other educational advantages received by students attending regular institutions like living with other students, learning corporate life, etc., may also be less in the case of evening colleges as compared to the day colleges. However, these disadvantages can also be minimized to the very large extent by the concerned authorities by paying special attention to removing the handicaps involved. Some of the outdoor activities like games, sports etc. could be organized to a large extent during the day time even for the evening college students. There is no reason why such activities may not be possible to be organised during day time (may be even in the mornings or evenings) on at least some days in each week. Other club activities like indoor games, participation in various kinds of students' unions, associations, handicrafts, hobby clubs etc. could undoubtedly be encouraged more or less in the same fashion as in the case of day college students.

### Correspondence Courses

The greatest handicap of correspondence course students is the absence of personal contact with the teacher. This handicap is in addition to their ability to devote relatively smaller amount of time to their studies in case they happen to be employed. In such a case, therefore, has to be taken to ensure that tuition, which is different from passing the examination, is not allowed to suffer in the case of students receiving lessons through the mail. It is because of these considerations that the period of the degree course for correspondence students has already been increased by one year than that for the evening college students. Provision has also been made in the scheme that the medium of instruction for correspondence students is done by the same teachers who teach day students and the head of each teaching



department in the university should be responsible for the academic standards of both the correspondence course and the other students.

Special emphasis has to be laid in the correspondence system of education for a very intensive, efficient and distinctive library service. For this purpose, the department for correspondence course will have to maintain a separate library or a separate wing in the existing library of the university exclusively for the use of correspondence course students. The books of this library will be mostly out with students located far away in the interior. The correspondence course students have mostly no facility at their own places to purchase books and in many cases their financial resources also do not permit such purchases. Further, the department itself has to encourage such students to read books and consult literature other than the lessons sent to them. Very often, the lessons themselves have references to portions in certain books or they will recommend certain books for supplementary reading and consultation as part of the lessons themselves. The postal service through which the books will have to be circulated among the students through the library will take some time, particularly when the books have to be moved through registered postal service. Also, as the same lessons will go to all the students at the same time, the same books will be needed simultaneously by all the students needing help from the library. The result of all this is that the library has to maintain many copies of all the textbooks and several copies of each supplementary reading material. Even of the reference literature a couple of copies have to be maintained in this library. In view of the library playing a very important role in the correspondence system, it is essential that technical and other services have also to be prompt and efficient necessitating a liberal provision of library funds and staffing.

It has also been indicated in the scheme that residential schools of short duration should be organised for the correspondence course students. These schools must be an integral part of the system of correspondence courses. During vacations when the university and hostel buildings are available and the teachers are also free from their day and evening work, such schools can be organised quite conveniently. It may be an essential condition to insist on every correspondence course student to attend at least one such residential school during each academic year; if some students can do so with respect to more schools it will be only to their advantage. The teaching work during such schools could be done on a more intensive scale and the lectures could be given more in the form of review lessons covering the whole of the course in a limited number of periods. Also, greater opportunity should be given to the students to ask questions for seeking clarification in their studies. Demonstration work, practical classes (particularly for science students when enrolled) should also be organised during such schools, and the work by the students done so intensively that they can complete the prescribed practicals etc. This is certainly possible. It will, of course, be necessary to pay suitable honorarium to the teachers who are detained for work in residential schools during their vacation. It will also be necessary during such schools to organise extra-curricular activities to make up to the extent possible other educational advantages which correspondence course students would be missing in view of their staying far away from the institution.

It will also be necessary to be rather strict in getting back the work assignments given to the correspondence course students. This strictness

should be enforced in the same fashion as is the condition today of compulsory attendance in classes in the universities and colleges. With a certain margin for exemption each student should be expected to return the assignment sent to him and attend to the corrections, including re-doing the assignment if the same is pointed out by the teacher.

Another element which should be developed in the correspondence course system of education to be introduced in this country should be to organize regional centres of coaching and guidance. For this purpose, a liaison will have to be established by the department of correspondence courses in the selected university with other colleges and centres of education in the area covered by such courses. The teachers working in such colleges could be assigned the job of receiving a certain number of correspondence course students at particular times on specified days and helping them in the removal of their difficulties. To give greater life to this work, vacation schools may be organized, wherever necessary and possible, at such centres as well as on regional basis. Here again, it would be necessary to pay a reasonable honorarium to the teachers to help the correspondence course students in this way.

In addition, the teachers of the various academic departments in the selected university may also be provided facility to the extent possible to tour not only the afore-mentioned regional centres, but also other places where groups of correspondence course students live. This is with the purpose of removing their difficulties on the spot, and building up personal contact with the students which is lacking in the correspondence system and is so necessary for good education. This element in the system of correspondence courses can, of course, be organised on a somewhat limited scale, depending upon the availability of funds and means of transport.

Experience in Australia (and possibly elsewhere) would indicate that the examination result is more or less the same for the correspondence course students as for others, provided it is judged only with reference to those who complete the course and take the examination. As stated earlier, it is true that passing the examination is one thing and receiving proper tuition may be another. It may, however, be hoped that if necessary controls to ensure high standards of tuition and academic achievements even through the correspondence courses are introduced, there is no reason at all why such standards are not maintained. On the contrary, if necessary controls to maintain these standards have been introduced effectively, it is not unreasonable to expect that the correspondence course students may even show better results; for, there are several factors in favour of the correspondence course students which in many cases may more than compensate for their handicaps. Firstly, they are themselves conscious of their handicaps. Secondly, if they do their assignments properly, they would get greater practice in writing which is the medium of examination. Thirdly, many of the correspondence course students may be persons badly in need of a university degree (e.g., teachers) for their promotion in the job, so that they will take to their studies with more seriousness and determination and a clearer vision. Finally, many of such students may be more mature persons having greater experience and knowledge of life, which is a favourable factor in the study of several subjects like philosophy, economics etc.

## VI. UNITS OF COLLEGES AND UNIVERSITIES

**Evening Colleges**

It is assumed that 400 should normally be the highest enrolment in any evening college. If students justify, this may be increased to a maximum of 500. Since the degree course in each college has been proposed to be of four years, its enrolment will respectively be 100, 200, 300, and 400 and 400 during the first, second, third, fourth and fifth years of the Plan assuming, of course, that there is no falling off of the enrolment through some of the students giving up the studies and all will be getting promotion from year to year in the home examinations at the end of each year. The latter condition, particularly that with respect to the falling off of the enrolment, will not be fulfilled; however, it would be recommended that enrolment each year to the first year class of the degree course may be permitted to be proportionately higher, say 150. Thus it may be assumed that each college will create ultimately an effective enrolment facility of 400 students; and on that basis a maximum of 100 colleges all over the country would be required to provide the evening college facility and meet the Plan target of 40,000 enrolment. This number of colleges would mean about 7 to 8 per cent of all the graduate and post-graduate colleges which would be there in India by the end of the Third Plan and is, therefore, not a high number.

**Correspondence Courses**

Each university selected for correspondence courses will cater to students coming from a large area and covering hundred miles around it. It may, therefore, be safe to assume that an enrolment of 2,000 correspondence course students will be reasonable in any university. Experience in Australia (where such courses have been going on for more than 50 years) and elsewhere is that such courses involve a good percentage of wastage of students in the sense that many of them leave the course without completing it. Fortunately the wastage is highest in the first year of enrolment, and majority of the students who complete the first year course continue it. What would be the extent of such wastage in special conditions of India is difficult to say without trying out the experiment for some time. However, the enrolment in the first year of the course could be permitted to be higher in order to allow for the likely wastage and yet achieve the ultimate enrolment target of 2,000 in each university during the Third Plan. This would mean a selection of 10 universities all over the country, in order to achieve a total enrolment of 20,000 through such courses. If in spite of a very high population density in this country, the enrolment of 2,000 in one university is considered, in practice, to be too high this can be reduced in some cases. In that case more than 10 universities will have to be chosen to organize correspondence courses. It may, however, be stated that with fairly well-developed means of communication in the country it does not seem desirable to spread the correspondence course work over too many universities; else it will be un-economical.

The scheme of correspondence courses will be a new scheme and the work involved will be completely new to our universities. It may, therefore, not be wrong to assume, for proper planning, that the first year of the Third Plan will be used up in correspondence with the universities for selecting 10 or more of them, in enabling them to consult their bodies like academic councils etc., in constructing buildings and purchasing furniture, equipment, printing facility etc., in recruiting teachers and other

staff, and, above all, in writing the correspondence lessons and making them ready for use. Thus the actual teaching work can commence only in the second year of the Plan. Hence the effective distribution of the 2,000 enrolment over the second, third, fourth and fifth years of the Plan will respectively be 500, 1,000, 1,500, and 2,000. Since some students are bound to leave the course incomplete, particularly in the first year, it will be reasonable to allow a higher enrolment, say, up to 1,000 in each of the first year classes.

## VI. COSTING PATTERN

### Evening Colleges

In the fourth year of the commencement of an evening college when it reaches its full enrolment of 400, it is assumed that the following full-time personnel will be needed there :—

1. Vice-Principal
2. Teachers—12
3. Ministerial assistance
4. Librarian—1

To the above will have to be added the cost of electricity, rent, library, stationery, contingencies etc.

Thus the total expenditure per annum on the college will be :

	Rs.
Vice-Principal	9,600
Teachers	43,200
Establishment	8,500
*Library	8,400
Miscellaneous	6,000
<b>TOTAL</b>	<b>75,700</b>

The college will also have an income through tuition fees which is estimated at Rs. 57,600.

Thus the net deficit in each college per annum from the fourth year onwards will be (Rs. 75,700—Rs. 57,600) Rs. 18,100.

During the first three years of the commencement of each evening college the pattern of expenditure and income will be different than the one given above. Although the Vice-Principal may be needed from the very beginning to organise the college properly, yet teachers and other staff will have to be increased during the years as the enrolment increases. Hence the recurring expenditure per student during the first three years will be a little higher.

The total net expenditure on the 100 evening colleges during the five years of the Plan expressed in lakhs of rupees is estimated as under :

	1961-62	1962-63	1963-64	1964-65	1965-66	Total
<i>Recurring</i> ..	4.5	10.0	14.0	18.0	18.0	64.5
<i>Non-recurring</i> ..	2.0	1.0	—	—	—	3.0

\*This covers as recommended by the Library Committee of the University Grants Commission a provision of Rs. 15 per student and Rs. 200 per teacher for library service, including also the salary of library staff and other items of expenditure on the library.

### Correspondence Courses

As recommended above, a new department of correspondence course will have to be set up in each selected university. This will need construction of buildings for the director, deputy director, teachers, office, storing of lessons, press, library and proportionate number of staff quarters and for providing furniture, equipment etc. to it. Since lessons have to be written out and copies made for each student, suitable duplicating and printing facilities on a good scale are necessary. These should also include suitable provision for duplicating and printing of diagrams, illustration etc. which are needed in the lessons for several subjects. The work can begin with three or four duplicating machines and a multilight machine. The department will need for its lessons and other work large quantities of paper of certain type. The medium of instruction being the postal services, postal stamps, envelopes, forms and other stationery will be needed in specially big quantities. Correspondingly, the clerical establishment in this department will have to be high.

The need and justification for a strong and distinctive library service has already been indicated before. This has also to be provided suitably.

Although the responsibility for teaching correspondence course students will be that of the corresponding departments of the university so that the same teachers teach both the correspondence and the other students, yet additional teachers will have to be given to each department in proportion to the correspondence course students who have offered that particular subject. Financial provision on the basis of an average teacher-pupil ratio of 1 : 40 is recommended for this purpose. This can, however, be modified later, on the basis of the actual expenditure of the work.

Thus in the fourth year of the commencement of the correspondence courses when the maximum enrolment of 2,000 will be reached in the university (*i.e.* in the fifth year of the Plan) a staff of approximately the following dimensions may be needed :—

- Director (1)
- Deputy Director (1)
- Teachers (50)
- Library staff
- Technician
- Ministerial and others

In addition, an initial expenditure will be needed for non-recurring items like buildings, furniture, office and other equipment, initial stock of library etc. in order to start the new department of correspondence courses and a lumpsum provision on a reasonable scale will have to be made for that purpose. This initial expenditure for each selected university is estimated as under :—

	Rs. in lakhs
Buildings (for the department office, store, press, library, staff quarters etc.)	1.50
Furniture, equipment (for office and other), press machinery etc. . . . .	0.75
Initial library stock . . . . .	0.40
Paper, ink etc. for lessons . . . . .	0.35
TOTAL	3.0

To cover ten universities on the above average scale, it will be Rs. 30.00 lakhs. This expenditure may be spread over the first two years of the Plan.

Expenditure on other items could be estimated in detail and separately, but it seems to be the experience in some places that the cost of correspondence courses is approximately half of the cost of regular university education at the corresponding stage. In any case, it may be reasonable to begin on that scale and make modifications on the basis of experience in our own conditions. The present cost of university education in India is about Rs. 295 per student per annum. This may increase a little further during the Third Plan. The cost of correspondence course is estimated at Rs. 150 per annum per student. As explained earlier, it may be assumed that the actual teaching work through correspondence course commences only in the second year of the Plan so that the effective enrolment in the second, third, fourth and fifth years of the Plan will be 500, 1,000, 1,500 and 2,000 respectively. At the rate of Rs. 150 per student per annum the recurring expenditure needed for these students in any university during these years will thus be Rs. 75,000, 1,50,000, Rs. 2,25,000 and Rs. 3,00,000 respectively. Since the academic sessions generally begin in July, there will be no recurring expenditure during the first three months of the first year of the commencement of the scheme *i.e.* second year of the Plan. Hence expenditure in that year may be provided to be Rs. 56,000 only. This comes to a total of Rs. 7,31,000 during the entire Plan period. Thus the total recurring cost needed for all the ten universities for the whole Plan will be Rs. 73,10,000.

#### Summary of Expenditure

The following thus gives the broad distribution of expenditure over all the five years of the Plan for all the colleges and universities in the scheme :

Item	Expenditure in Lakhs of Rupees during the Plan					
	1961-62	1962-63	1963-64	1964-65	1965-66	Total
Evening Colleges	N.R.	2.0	1.0	—	—	3.0
	R.	4.5	10.0	14.0	18.0	64.5
Correspondence Courses	N.R.	15.0	15.0	—	—	30.0
	R.	—	5.6	15.0	22.5	73.1
TOTAL		21.5	31.6	29.0	48.0	170.6

Item-wise, the summary of expenditure on the scheme as a whole throughout the Third Plan will be :

	Rs. lakhs.
Evening Colleges	67.5
Correspondence Courses	103.1
	170.6

## APPENDIX C

### MEMORANDUM

on

ITEM 6 : **Institution of Diplomas in Modern Indian Languages in Indian Universities**

*(Government of Rajasthan)*

Every university must institute diplomas in modern Indian languages of four or five languages which may be selected by the university keeping in view their local conditions. It will be proper if Southern Indian universities start diplomas in languages of Northern India and universities in Northern India institute diplomas of languages of Southern India. The universities must provide facilities for study in the languages and the colleges may select any one language and hold classes in that particular language. If, in a particular city, there are more than one college, the colleges may agree to appoint teachers of different languages and students from a college of a particular language may attend the classes. For instance, the Rajasthan University at Jaipur may institute diplomas in Malayalam, Tamil, Gujarati, Marathi and Bengali. The colleges affiliated to this university may select any one language, appoint a language-teacher and hold the classes for diploma in that particular language. The students studying for various university examinations must be encouraged to take up one language and attend the diploma classes in that language. Of course, this should not be made compulsory.

## APPENDIX D

### MEMORANDUM

OR

#### ITEM 7 : Metric System in the Educational Syllabi

(Ministry of Commerce and Industry)

The metric system is being progressively introduced in various fields in the country from October 1, 1960. The use of metric weights in trade has become compulsory in selected areas covering over 20 per cent of the population of India. The use of metric weights over the entire country has been allowed from April 1, 1960 and will become compulsory throughout the country from April 1, 1962. It is intended to begin introduction of capacity measures from April 1, 1960. Already from October 1, 1960, metric weights are being used in transactions involving the purchase of raw materials or sale of products of many major industries like cotton textiles, *vanaspatti*, soap, chemicals, cement, iron and steel, etc. Metric system is already in use in the distribution of petroleum products throughout the country. The Railways in their commercial branches have changed over from April 1, 1960. Customs and excise have changed over from October 1, 1960 and Posts and Telegraphs Department is likely to change over shortly. Thus the metric system is already in use substantially in many fields of activity and economy in the country.

The use of decimal coinage is now universal, and coins of denominations of 1 anna and 1 Paisa only remain to be withdrawn from circulation. These are expected to be withdrawn shortly.

As a result of these advances, it is now necessary that their practical use should be reflected in the educational field as well. Recently a conference was held at New Delhi attended by principals of technical colleges and institutions and a programme of changeover in engineering and technical education was chalked out. According to this programme, the full adoption of metric system in teaching would commence in the first and second year classes from the academic session of 1962-63 and in 1963-64 in the third and fourth year classes, to be followed by the introduction in the fifth and final year classes in 1964-65. The FPS system will be taught only as supplementary to the metric system.

In view of these recommendations and to co-ordinate the programme of adoption of metric system in school education with that for technical education, it is necessary that the curriculum of the subjects using units for weights and measures, particularly for arithmetic, for all classes has to be revised, so that the subjects are taught using mainly metric system.

At present in most of the States and Union Territories the metric system is taught in addition to all the other prevailing systems and supplements of the metric system have been included in the existing textbooks. This only means an addition to the burden of education of children and does not do any justice to the metric system in preference to the other systems.

It will be seen that in order to achieve the objective of the full introduction of the metric system in school education and particularly, for



arithmetic, it is necessary to lay down a definite programme for the change-over in the curriculum and textbooks.

In view of the programme chalked out for technical education, the change-over in schools cannot be postponed and we have to begin at the earliest moment.

The important problems connected with the change-over are the revised curriculum and revised textbooks. The Board may make recommendations of these two aspects of the reform and lay down a definite programme for the full introduction of metric system in school education.

## APPENDIX E

### MEMORANDUM

on

ITEM 8 Medium of instruction in universities

(*Shri H. C. Mathur, Member, C.A.B.E.*)

(No explanatory memorandum was forwarded by Shri H. C. Mathur. Below is the note prepared on the subject by the Ministry of Education to facilitate discussion which may be raised on the item.)

The question as to the most suitable medium of instruction at the university stage has been engaging the attention of the public ever since independence. The University Education Commission favoured the adoption of the regional language, with the option to use the federal language, as the medium of instruction. The question of the medium of instruction at the university stage has been considered by the Central Advisory Board of Education, the University Grants Commission and the Inter-University Board of India from time to time. These bodies have recommended a cautious and a planned approach to the problem.

The Central Advisory Board of Education at its meeting held in November, 1953, recommended that the question should be tackled on an all-India basis and the transition from English to regional languages or Hindi should be effected in a gradual and coordinated manner so that there should be no fall in the academic standards or undue hardship to students and teachers.

The Inter-University Board of India, at its meeting in January, 1955, recognised the difficulties in providing suitable textbooks and duly qualified teachers in sufficient numbers for the higher grades. The Board, accordingly, felt that educational institutions should not be deprived of the freedom to continue to use English as the medium of instruction. While the aim is eventually to replace English by an Indian language as the medium of instruction, this has to be done over a number of years and in a manner which would ensure that proper standards of education are maintained.

The University Grants Commission considered the problem a number of times between the years 1954 and 1956. Their general viewpoint was that in the interest of university standards, we should continue to use English as the medium of instruction for some time more. In 1955, the University Grants Commission appointed a committee under the chairmanship of Pt. H. N. Kunzru to examine the problems connected with the question of the medium of instruction and recommend ways and means to ensure adequate proficiency in English at the university stage. The committee submitted its report towards the end of November 1957. The main recommendations of this committee are :

"That the change from English to an Indian language as the medium of instruction at university stage should not be hastened:

That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the Indian language concerned as medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study; and

That even when a change in the medium of instruction is made, English should continue to be studied by all university students”.

In the course of discussion on the Second Annual Report of the University Grants Commission in the Lok Sabha, the Education Minister made a reference to the above three recommendations of the Kunzru Committee and stated that these recommendations which have been accepted by the U.G.C. and by the Government of India clearly explain the position which had been adopted by the Government and the University Grants Commission in the matter. They were not opposed to regional languages becoming the media of instruction in course of time but envisaged that they should take their due place in our scheme of education.

The University Grants Commission at its meeting held on 17th and 18th June, 1959, again considered the question of the medium of instruction in universities and passed the following resolution :

“The Commission noted the various suggestions that had been made and steps taken so far with reference to the problems of medium of instruction in the universities, and agreed that a working group be appointed by the Commission to study this question further, and to draw a plan of action for the change of the medium of instruction from English to an Indian language consistently with the maintenance of high standards in English and that later on a fuller seminar on the subject be organised.”

In pursuance of the above resolution, the University Grants Commission has appointed a Working Group to study the question of adopting Indian language as medium of instruction in the universities with the following members :

- |               |  |
|---------------|--|
| (1) HINDI     | Prof. Virendra Verma, Professor of Hindi Allahabad University                            |
| (2) PUNJABI   | Sardar Niranjan Singh, ex-Principal of Khalsa College, Amritsar and Delhi                |
| (3) BENGALI   | Prof. Budha Dev Bose, Professor of Comparative Literature (Bengali), Jadavpur University |
| (4) KANNADA   | Prof. S. K. Venkataramiah, Ex-Government Translator, Mysore Government                   |
| (5) TELUGU    | Dr. Govindarajulu, Vice-Chancellor, Sri Venkateswara University                          |
| (6) MARATHI   | Prof. G.D. Parakh, Rector of Bombay University   |
| (7) TAMIL     | Prof. Narayanaswamy Pillai of Annamala University  |
| (8) MALAYALAM | Prof. K. M. G. ... Sahitya Academy, New Delhi  |

- (9) ORIYA           Siri Sadesiya Misra, Principal, Ravenshaw College, Cuttack
- (10) GUJARATI       Shri Maganbhai P. Desai, formerly Vice-Chancellor, Gujarat University
- (11) ASSAMESE       Dr. Virinchi Kumar Barua of Gauhati University
- (12) URDU            Prof. A. A. Suroor of Aligarh Muslim University
- (13) KASHMIRI       Prof. J. N. Bhan, Professor of Economics, Jammu & Kashmir University

The Working Group appointed by the University Grants Commission to examine the question of medium of instruction submitted its report on 22nd November, 1960 and this would be considered by the Commission at its next meeting.

It may be added that the Hindi Division of the Ministry has formulated a scheme of translation and publication in Hindi of standard books, including textbooks for higher education.

The Chairman, University Grants Commission has also been requested that the Commission may examine the problem of medium of instruction further and take all possible measures for assisting the universities in the task of introducing the regional languages as medium of instruction at the university stage. The Chairman, University Grants Commission has also been informed that the eventual introduction of the regional language as the medium of instruction is in accordance with the policy of the Government.

A statement containing information about change in the medium of instruction or decision to change that medium in several universities in India is enclosed for information, in the statement that follows (Statement I)

## STATEMENT I

*Statement showing names of universities which have started giving instruction through the medium of an Indian language or have finalised programme therefor, the names of such languages and the classes for which the medium of an Indian language has been adopted.*

BASED ON THE INFORMATION SUPPLIED BY THE UNIVERSITIES DURING OCTOBER, 1959  
AUGUST, 1960

University	Position																
1	2																
AGRA	Hindi has been adopted as an optional medium of instruction and examination for the following degrees : B.A., M.A., B.T., B.Com., M. Com. and B.Sc. (Agri.)																
ALIGARH	<table border="1"> <thead> <tr> <th data-bbox="409 646 650 683">Courses of Study</th> <th data-bbox="650 646 842 683">Medium of Instruction</th> <th data-bbox="842 646 1095 683">Medium of Examination</th> </tr> </thead> <tbody> <tr> <td data-bbox="409 683 650 766">Islamic Studies and Muslim Theology</td> <td data-bbox="650 683 842 766">English or Urdu</td> <td data-bbox="842 683 1095 766">English or Urdu</td> </tr> <tr> <td data-bbox="409 766 650 803">B.U.M.S.</td> <td data-bbox="650 766 842 803">Urdu</td> <td data-bbox="842 766 1095 803">Urdu</td> </tr> <tr> <td data-bbox="409 803 650 850">High School Examination</td> <td data-bbox="650 803 842 850">English</td> <td data-bbox="842 803 1095 850">English, Urdu or Hindi</td> </tr> <tr> <td data-bbox="409 850 650 933">Pre-University Examination in Arts and Commerce</td> <td data-bbox="650 850 842 933" rowspan="2">English<sup>1</sup></td> <td data-bbox="842 850 1095 933" rowspan="2">English, Urdu, or in all subjects except Mathematics</td> </tr> <tr> <td data-bbox="409 933 650 979">B.A./B. Com. (Part I)</td> </tr> </tbody> </table>	Courses of Study	Medium of Instruction	Medium of Examination	Islamic Studies and Muslim Theology	English or Urdu	English or Urdu	B.U.M.S.	Urdu	Urdu	High School Examination	English	English, Urdu or Hindi	Pre-University Examination in Arts and Commerce	English <sup>1</sup>	English, Urdu, or in all subjects except Mathematics	B.A./B. Com. (Part I)
Courses of Study	Medium of Instruction	Medium of Examination															
Islamic Studies and Muslim Theology	English or Urdu	English or Urdu															
B.U.M.S.	Urdu	Urdu															
High School Examination	English	English, Urdu or Hindi															
Pre-University Examination in Arts and Commerce	English <sup>1</sup>	English, Urdu, or in all subjects except Mathematics															
B.A./B. Com. (Part I)																	
ALLAHABAD	Hindi has been prescribed as an optional medium of instruction and examination for under-graduates. Hindi has also been accepted as an optional medium for answering the question papers of the M.A. examination with effect from 1959.																
ANDHRA	It is the policy of the University to have Telugu as the medium of instruction eventually. The implementation of this policy will have to wait till such time as common terminology for the whole country has been evolved and suitable textbooks have been written. When the time is ripe for a change in the medium of instruction as proposed by the University it will have to be introduced according to a certain phased programme. The University also proposes to give the option to individual institutions to teach through the Hindi medium at the pre-university and pass degree levels.																
BANARAS	<table border="1"> <thead> <tr> <th data-bbox="409 1284 650 1321">Courses of Study</th> <th data-bbox="650 1284 1095 1321">Medium of Instruction</th> </tr> </thead> <tbody> <tr> <td data-bbox="409 1321 650 1358">I.A., B.A., &amp; M.A.</td> <td data-bbox="650 1321 1095 1358">Hindi and English.</td> </tr> <tr> <td data-bbox="409 1358 650 1386">I.Sc.</td> <td data-bbox="650 1358 1095 1386">Do.</td> </tr> <tr> <td data-bbox="409 1386 650 1413">I.Com &amp; B. Com.</td> <td data-bbox="650 1386 1095 1413">Do.</td> </tr> <tr> <td data-bbox="409 1413 650 1441">LL.B.</td> <td data-bbox="650 1413 1095 1441">Do.</td> </tr> <tr> <td data-bbox="409 1441 650 1469">B.Ed.</td> <td data-bbox="650 1441 1095 1469">Do.</td> </tr> <tr> <td data-bbox="409 1469 650 1496">A.B.M.S.</td> <td data-bbox="650 1469 1095 1496">Do.</td> </tr> <tr> <td data-bbox="409 1496 650 1628">Admission certificate in Music, Diploma in Music, B. Mus., M. Mus., B.T.M., Diploma in Junior and Senior Painting and Sculpture</td> <td data-bbox="650 1496 1095 1628">Urdu</td> </tr> </tbody> </table>	Courses of Study	Medium of Instruction	I.A., B.A., & M.A.	Hindi and English.	I.Sc.	Do.	I.Com & B. Com.	Do.	LL.B.	Do.	B.Ed.	Do.	A.B.M.S.	Do.	Admission certificate in Music, Diploma in Music, B. Mus., M. Mus., B.T.M., Diploma in Junior and Senior Painting and Sculpture	Urdu
Courses of Study	Medium of Instruction																
I.A., B.A., & M.A.	Hindi and English.																
I.Sc.	Do.																
I.Com & B. Com.	Do.																
LL.B.	Do.																
B.Ed.	Do.																
A.B.M.S.	Do.																
Admission certificate in Music, Diploma in Music, B. Mus., M. Mus., B.T.M., Diploma in Junior and Senior Painting and Sculpture	Urdu																

1	2												
	Madhyama, Shastri, Karmakand. Shastri, Acharya, Diploma in Pauhitya Ratna } Hindi and Sanskrit.												
<b>BARODA</b>	As a first step towards the gradual replacement of English by Hindi as medium of instruction up to the graduate stage, it has been decided to introduce Hindi as the medium of instruction from June, 1960, beginning from the preparatory classes in the faculties of Arts, Science and Commerce, first year degree classes in the faculty of Fine Arts and the diploma course in the faculty of Technology and Engineering.												
<b>BIHAR</b>	Hindi has been made the medium of instruction in all non-language subjects for the I.A., I.Sc., I.Com., B.A., B.Sc., and B. Com. examinations.												
<b>DELHI</b>	Proposals have been formulated for introducing Hindi as medium of instruction and examination according to a phased programme, beginning from July, 1962 and spread over a period of 13 years.												
<b>GUJARAT</b>	Gujarati, with the option to use Hindi, is to be made the medium of instruction and examination after a certain transitional period.												
<b>GORAKHPUR</b>	Hindi has been introduced as an optional medium of instruction and examination in graduate and post-graduate classes in all non-language subjects.												
<b>INDRA KALA SANGEET VISHWAVIDYALAYA, KHAIRGARH</b>	Hindi is the medium of instruction in this university which provides courses of study in the following branches :— (i) Madhyama; (ii) Vid; and (iii) Kovid.												
<b>JABALPUR</b>	<table border="1"> <thead> <tr> <th data-bbox="392 935 503 981">Course of Study</th> <th data-bbox="723 935 804 957">Medium</th> </tr> </thead> <tbody> <tr> <td data-bbox="356 1003 558 1068">I.A., I.Sc., I.Com., Int. (Home Science)</td> <td data-bbox="751 1003 807 1025">Hindi</td> </tr> <tr> <td data-bbox="356 1073 558 1138">B.A. (Pass), B. Com. and B.Sc. (Home Science)</td> <td data-bbox="751 1073 807 1095">Hindi</td> </tr> <tr> <td data-bbox="356 1147 558 1240">B.Sc. Diploma in Nursery Education/Teaching.</td> <td data-bbox="699 1147 876 1193">Hindi and English Hindi</td> </tr> <tr> <td data-bbox="356 1249 479 1271">B.T. (Basic)</td> <td data-bbox="751 1249 807 1271">Hindi</td> </tr> <tr> <td data-bbox="356 1280 400 1302">B.T.</td> <td data-bbox="699 1280 876 1302">Hindi and English</td> </tr> </tbody> </table>	Course of Study	Medium	I.A., I.Sc., I.Com., Int. (Home Science)	Hindi	B.A. (Pass), B. Com. and B.Sc. (Home Science)	Hindi	B.Sc. Diploma in Nursery Education/Teaching.	Hindi and English Hindi	B.T. (Basic)	Hindi	B.T.	Hindi and English
Course of Study	Medium												
I.A., I.Sc., I.Com., Int. (Home Science)	Hindi												
B.A. (Pass), B. Com. and B.Sc. (Home Science)	Hindi												
B.Sc. Diploma in Nursery Education/Teaching.	Hindi and English Hindi												
B.T. (Basic)	Hindi												
B.T.	Hindi and English												
<b>JADAVPUR</b>	Proposal to adopt Hindi as optional medium at the M.A. course is also under consideration of the university.												
<b>KARNATAK</b>	Bengali has been prescribed as an optional medium for the Preparatory (Arts) and B.A. (Part I) examinations.												
<b>KURUKSHETRA</b>	Textbooks in the various subjects are being written in the local languages. After about five years, the university may be in a position to introduce the regional language (Kannada, Marathi and Urdu) as medium of instruction at the first two years of the college course only.												
	The university is running M.A. Sanskrit and B.A./B.Sc. (Education) courses at present. The medium of instruction for the M.A. Sanskrit class of the university is Sanskrit or Hindi or English and for B.A./B.Sc. (Education) English, but the teachers are allowed to teach in Hindi or Punjabi.												

## LUCKNOW

Courses of Study	Medium of Instruction	Medium of Examination
B.A., B.Sc., and B. Com.	Hindi	Option to answer papers in Hindi or English up to the examinations of 1961.
LL.B. Postgraduate	English English	Do. Candidates permitted to answer question papers in Hindi also

## MADRAS

The State Government of Madras propose to utilise Tamil as the medium of instruction for the humanities in the degree classes in one college from 1960-61 as a pilot project.

## MYSORE

Kannada has been adopted as an optional medium of instruction for the Pre-University, B.A. and B.Com. classes.

## NAGPUR

Courses of Study	Medium of Instruction
Pre-University (Arts and Science).	English, Hindi and Marathi
B.A.	Do.

Courses of Study	Medium of Instruction
Pre-University (Commerce)	Hindi and Marathi
B. Com.	Do.
Diploma in Teaching	Do.
B.T.	Do.

## PANJAB

Students have been given the option to answer the question papers of Arts subjects in English, Hindi, Panjabi or Urdu. There is no bar to giving instruction in modern Indian languages in Arts subjects in Hindi, Punjabi or Urdu.

## PATNA

Hindi has been prescribed as the medium of instruction and examination in all non-language subjects according to a phased programme, beginning from 1959 with certain option to the students to write their answers in English, Bengali and Urdu for specified periods.

## POONA

Use of Marathi is permitted as an optional medium of instruction and examination for the B. A. and B. Com. degree examinations and up to the Intermediate Science stage. The policy is to permit the use of Marathi as a medium of instruction gradually. No time-limit has, however, been set for the replacement of English by Marathi.

## RAJASTHAN

Students in the faculties of Arts and Commerce are allowed the option to answer their question papers through the medium of English or Hindi.

## SAUGAR

Courses of Study	Medium of Instruction	Medium of Examination
(a) Faculty of Arts		
Up to First Degree	Hindi	Hindi
Post-graduate Examinations	Hindi or English	Hindi or English
Ph.D.	Same as for M.A. provided that candidates shall write their theses in English.	

## (b) Faculty of Science

Up to First Degree Examination	Hindi*	Hindi* (* ) with effect from 1960 onwards
Post-graduate Examination	Hindi or English	Hindi or English

## (c) Faculty of Law and other Professional and Technical Courses

Dip. T. Exam. and Ayurveda	Hindi	Hindi
B.T./M.Ed.	Hindi or English	Hindi or English

(The position regarding medium of instruction and examination is to be reviewed after a period of four years.)

S N.D.T. (Women) Medium of instruction in all stages of education inclusive of post-graduate classes, other than B.Sc. (Hons.) in Nursing, is Gujarati and Marathi

VISVA-BHARATI In December, 1956 the *Sansad* (Court) accepted and approved the following recommendations of the *Karma Samiti* (Executive Council):

“The medium of instruction in *Patha Bhavana* and *Siksha Bhavana* be Hindi or Bengali as far as practicable for the present, it being understood that Bengali may be adopted as universal medium of studies at Visva-Bharati after five years except in language and symposium discussions.”

At present, the medium of instruction in *Patha Bhavana* is Bengali.

VARANASEYA  
SANSKRIT  
VISHWAVIDYALAYA

Sanskrit and Hindi is the medium of instruction for all classes.

VIKRAM

Students and teachers are allowed to use the medium of Hindi in the faculties of Arts, Commerce and Education.



## APPENDIX F

### MEMORANDUM

on

#### ITEM 9 : National Physical Efficiency Drive

(Ministry of Education)

On the recommendation of the Central Advisory Board of Physical Education and Recreation the National Physical Efficiency Drive was formally launched by the Government of India on a country-wide scale during the second week of February, 1960.

The aim of the Physical Efficiency Drive is to popularise the cult of physical fitness throughout the country and to arouse the enthusiasm of the people for higher standards of physical efficiency and achievement. Such tests are in vogue in many countries of the world and have given good results in creating and promoting enthusiasm among the young and the old for the pursuit of high standards of physical excellence. Full details of the scheme are given in the brochure entitled "A Plan for National Physical Efficiency Drive" which has been published by the Government of India.

In so far as the tests under the scheme are concerned, these have been drawn up separately for men and women and for two age-groups, viz., (a) below 18 years of age and (b) 18 years and above. Thus, there are altogether four categories of tests. The tests are so designed that even elderly people can aspire to pass them and derive the resulting sense of achievement. Each of the four test categories has three standards laid down from moderately easy to fairly difficult. The highest are the "Three Star" standards, the next "Two Star" standards and the easiest "One Star". The intention is that those who pass all the prescribed items at the "Three Star" level will be awarded a "Three Star" badge, medal or certificate specially designed for the purpose. Those who pass all the prescribed items in the second standard, will be awarded a "Two Star" certificate and those passing in the third group will get the "One Star" certificate.

As regards the basis that has been kept in view while working out the tests, it may be stated that the tests have been selected keeping in mind certain fundamental physical qualities such as speed, strength, agility, endurance and body balance. The standards given against each item are somewhat arbitrary but are on the basis of performances which are attainable as judged from observation. Experts may differ on what to include and what standards to fix, but national tests like these have to be evolved over a period of several years. To do this we must first of all make a beginning somewhere.

There is a common belief that sports activities are meant for urban areas only and that no opportunities are provided for those who live in villages. The tests under the Scheme have been so devised that they can be taken by people both in the urban and the rural areas.

Before formally launching the Drive on a country-wide scale in the second week of February, 1960, the Ministry of Education sent out a

detailed circular letter to the State Governments, vice-chancellors of the universities, presidents of the national sports federations and associations, principals of the physical education training institutions etc. to solicit their cooperation in the implementation of the Drive.

On the basis of the proposals received from the State Governments, it was decided by the Ministry of Education to allot under the Drive 400 testing centres to the various State Governments in so far as the year 1959-60 was concerned. The Ministry of Education also sanctioned grants amounting to Rs. 1,20,000 to the State Governments to meet the expenditure on the testing centres allotted to them at Rs. 300 per centre. This expenditure was sanctioned to cover the incidental expenses, contingencies, and payment of honoraria to the examiners where their services could not be obtained free.

The State Governments had been requested to forward the results of the tests conducted by them to the Ministry in the prescribed proforma by April 1, 1960. The requisite information is still awaited from a number of State Governments. On the basis of the information received, the number of successful competitors in some of the States and Union Territories was as follows :

Kerala	2,485
Madras	7,983
U.P.	8,600
Delhi	1,303
Manipur	548
Tripura	119
Pondicherry	81
West Bengal	2,795
Rajasthan	186
Bihar	372

In the absence of receipt of the reports from the State Governments it has not been possible for us to review the progress of the Drive in terms of the total participants, the successful competitors and their break-up in the three different categories of the 'Stars', the public response to the Drive etc.

The progress of the National Physical Efficiency Drive was also reviewed by the Central Advisory Board of Physical Education and Recreation at its last meeting held at New Delhi on 16th April, 1960. After a prolonged discussion, the Board recommended that the National Physical Efficiency Drive had made a successful start and should be implemented with greater emphasis during 1960-61.

In the light of the experience gained during the last year and the advice of the Central Advisory Board of Physical Education and Recreation

tion, the Government of India have made the following suggestions for expanding the scope and coverage of the Drive :

- (1) Testing centres should be set up in all educational institutions of the level of high/higher secondary schools and above where adequate facilities for conducting the tests are available. Where there are one or more schools in the same locality, it would suffice if the testing centre is located in one of the schools which can cater to the needs of others as well.
- (2) The testing centres may also be established in recognised gymnasia, *akharas*, *vyayamshalas*, sports clubs, recreation centres etc. having the necessary amenities.
- (3) It is not essential that a testing centre should be opened only when the facilities for all the tests prescribed in the brochure are available. Certain testing centres may have facilities only for the qualifying tests prescribed in the brochure.
- (4) An effort should be made to bring in non-student youth also for taking these tests by enlisting the co-operation of important commercial houses and industrial organisations and through the good offices of the State Department of Community Development.
- (5) To avoid delay and red-tape, the directors of public instruction may be authorised to accord final approval regarding selection of the testing centres, on being satisfied that the required facilities exist at the centre selected.
- (6) The supply of certificates and diplomas for the winners will be made by the Government of India through the State Governments. Publicity material will also be distributed by the Government of India. State Governments are requested to pass on the same to the testing centres so that the participants get the certificates as soon as the tests are over.
- (7) Tests should be held periodically as and when a certain number of persons wish to take a test. In the beginning, an effort should be made to hold the tests at least four times a year at each testing centre.
- (8) State Governments may appoint some responsible whole-time officer as officer-in-charge of the National Physical Efficiency Drive. It will be the responsibility of this officer to see that the Drive is implemented with the necessary plan and vigour throughout the State. An officer of the rank of the inspector of schools/district education officer having a special flair for physical education work may be selected for this assignment from amongst the existing staff. The Government of India would be willing to consider the possibility of meeting the expenditure on TA/DA of these officers for this purpose. *This step is considered very important for the success of the Drive as the main reason why the Drive could not make the expected impact last year was the dearth of suitable officers at the State level wholly responsible for the Drive.*
- (9) Since the testing centres are now to be set up in the educational institutions of the level of high/higher secondary schools

and above where all the necessary facilities for the conduct of the tests would be available, the practice of paying grants to the State Governments for the establishment of the centres at Rs. 300 per centre will be discontinued.

It has been impressed upon the State Governments that it is very important to ensure that an accurate record of the results is maintained at the testing centres. The national tests of physical fitness have to be evolved over a period of years and modifications and alterations will have to be effected from time to time in the light of experiences gained. The Government of India will periodically take up the question of review of the tests in consultation with the Central Advisory Board of Physical Education and Recreation. For such a review, it is very essential that an accurate record of the tests that are now being conducted is maintained.

## APPENDIX G

### MEMORANDUM

on

ITEM 10 : **Reform in examination system**

*(Government of Rajasthan)*

One of the sources of corruption and evils arising in higher education is too much concentration on university examinations and whatever politics one comes across in Indian universities is all due to the present examination system. Those who wield power in universities can distribute favours in the form of examinerships, tabulatorships, prescribing books for different examinations and so on. There is a scramble for power in university bodies because that enables one to gain power, prestige and money. Since the whole education is examination-centred, the teacher's instruction and the studies are directed solely towards success in the examination. The plethora of short notes, question-answers, subjects made easy, which are poisoning the whole academic atmosphere of this country is a proof that passing an examination has been reduced to a technique which has no relation with the knowledge of the subject. If a survey is made our educationists will be simply astounded to know that the publishers of short notes, question-answers, made easy and guess papers are simply minting money and the authors and publishers of standard works of different subjects are facing bankruptcy. Unless we reform our examination system no expenditure and no efforts will be of any help in improving the academic standards in our colleges and universities. This is why universities should be bold enough to gradually assess the worth of the candidates by accepting sessional marks given by the teachers of the students. There are certain dangers of this system as well because unfortunately in our universities and colleges we have not been in a position to attain that high academic integrity which one should expect of university and college teachers but this method can be introduced under proper safeguards and checks.

*(A supplementary memorandum on the subject follows.)*

## SUPPLEMENTARY MEMORANDUM

on

### ITEM 10 : Reform in examination system

*(Prepared by the Directorate of  
Extension Programmes for Secondary Education)*

#### **The Need for Reform**

The system of examinations at all levels of education has been the subject of criticism for several decades. Many of the defects from which our education suffers have been attributed to the unsatisfactory system of examinations. The main defects are :

- (1) The lack of comprehensiveness, for examinations do not cover the whole syllabus and do not assess the pupil's total achievement.
- (2) The low level of objectivity and reliability.
- (3) The lack of awareness among the pupils and teachers alike, of the wider purposes of learning other than mere acquisition of information.

These shortcomings and defects of the examination system have been emphasised repeatedly by several conferences and commissions including the Secondary Education Commission (1953) and subsequently by the Bhopal Seminar on Examinations (1956). In order to remedy these defects the Ministry of Education and the former All-India Council for Secondary Education initiated a scheme of examination reform.

#### **Programme of the Examination Reform**

On the basis of the study of the prevalent examination system made by Dr. B. S. Bloom of Chicago, a ten-year programme of examination reform was formulated, the implementation of which began in 1958 with the establishment of the Central Examination Unit in the former All-India Council for Secondary Education, (now D.E.P.S.E.). This programme envisaged the following steps :

- (i) Significant and realistic purposes of learning should be set before the teacher and the pupil.
- (ii) Teachers should be prepared through in-service or pre-service training to implement these purposes.
- (iii) Internal and external evaluation procedures to serve these purposes should be developed.
- (iv) Additional objectives would be gradually developed and accepted for purposes of learning, incorporated into the classroom procedures and examinations.
- (v) An examination unit should be established at the Centre to give effective leadership in the development of suitable examination procedures.
- (vi) Work with teachers should be organised in their respective subject-fields through workshops and seminars to help them clarify one or two major purposes of learning.

- (vii) A large pool of test material should be produced which would validly measure the student's attainments with reference to these purposes.
- (viii) This material would be made available to the secondary education boards for purposes of testing and would be gradually incorporated in the external examinations.
- (ix) The material not utilized by the boards should be turned into standard tests which would be given to teachers for internal assessment and instructional purposes.
- (x) Literature should be prepared to help the teachers understand and apply the new procedures more effectively.
- (xi) Teachers would be helped to find method of organising learning experiences, that is materials, methods and techniques for bringing about these responses in students as are specified by the objectives. The development of appropriate learning experiences is a slower and more difficult process requiring new skills in the teachers, new material in the classroom and different attitude to learning on the part of the student.
- (xii) This would and should, in logical sequence, lead to an amplification of the syllabi so as to provide clear directions to the teacher to relate the learning experiences and evaluation instruments to specific criteria.

It would be seen from the above that the programme of reform not only aims at improving the procedures of examination and evaluation, but is directed with equal if not greater emphasis at the improvement of classroom teaching without which no reform in examination would be meaningful. The reform, therefore, is extensive in scope, its success depending upon involvement of the following agencies at appropriate stages :

- (1) State Departments of Education including Inspectorate
- (2) State Boards of Secondary Education
- (3) Training Colleges and University Departments of Education
- (4) Secondary School Teachers
- (5) State Evaluation Units and Research Bureaux

#### **Progress Made so far**

During the three years since its establishment, the Central Examination Unit has accomplished the following parts of the large-scale programme of examination reform :

1. Two objectives of teaching have been selected for the first phase of work; these are: knowledge and application of knowledge for subjects, such as mathematics, science, social studies and geography, and comprehension and expression in languages.
2. Orientation workshops have been held in order to acquaint a large cross-section of secondary school teachers with the new concept of evaluation. Over 200 such workshops involving about 7,000 teachers have been organised so far in the various States.
3. State-level and advanced level workshops have also been held in which selected secondary school teachers participated with .

specific purpose of preparing pools of test items on the two objectives specified above. About ninety workshops of these types have been held involving more than 1,500 selected teachers.

4. As a result of these workshops, a large pool of test material was collected. Some of this material was screened, tried out and subjected to process of item analysis. Out of this process has emerged a pool of about 1,000 illustrative test items, which are being printed for being supplied to the various Boards. It is expected that these items will be used by the Boards to prepare the schools and teachers for the new type of teaching and testing.
5. A number of brochures, articles and digests on evaluation have been brought out and distributed to the various agencies concerned in order to make them familiar with the concept and technique of evaluation.
6. Recognising the key position which the training colleges occupy in any scheme of educational reform, the Central Examination Unit has given a place of high priority to involve the training colleges in the programme of examination reform. Accordingly, over one-third of the training colleges in the country have been introduced to the new approach through extensive and intensive work. It is hoped that in the course of the next year or two it would be possible to introduce the new concept of evaluation in the B. Ed. curriculum.
7. The first phase of the examination reform which has just been completed has brought up the need for studies and investigations into certain problems related to the reform, which should be taken up by the training colleges and progressive schools in order to evolve improved techniques in the next phases. Seminars have, therefore, been organised involving lecturers of training colleges, staff of the extension services departments and teachers of progressive schools to locate problems which call for research studies and to work out research designs.
8. Since the State boards of secondary education are vital centres for effective examination reform in the States, their co-operation and support have been enlisted through regular conferences, where the progress made from year to year is reviewed and measures for the future are planned. These conferences have been extremely valuable in making periodic assessment of the work completed and focussing attention on the immediate targets.
9. A reform of this magnitude ultimately depends for its success on the State level agencies which will take up the reform and implement it in every school in the State, modified and adapted where necessary to suit local conditions. The programme, therefore, envisages the establishment of evaluation units in every State for carrying out the reform at the State level. Since this requires training of the requisite personnel to man these units, it was decided to organise training course for State personnel. The first course of the kind was held in September-October



1960, when 26 officers from the various States were trained in the new concept. Intensive work has also been carried out with selected schools in different regions to try out various aspects of the examination reform.

10. A major aspect of the reform is to re-emphasise the external examination and to give weightage to the pupils' performance throughout his school-career. This involves the introduction of a system of internal assessment. Following the recommendations of the Bhopal Seminar and subsequent conferences, some of the Boards have been introducing internal assessment as part of their examination system and certain problems had been located in this measure. The Examination Unit has been making a study of the working of this system.

The work completed so far has enlisted a great deal of interest among teachers and educationists in the reform. It has also enlisted the co-operation of teachers, schools and training colleges. Some of the States have already taken steps to establish the State Evaluation Units.

### **Future Plan**

It is proposed to accomplish the following targets during the Third Five-Year Plan :

- (1) More objectives of teaching the various subjects of the secondary school curriculum will be selected and test pools will be constructed.
- (2) Learning experiences will be developed to improve the teaching methods.
- (3) A larger body of secondary school teachers will be introduced to the new reform through more workshops.
- (4) The new form of testing will be introduced in the external examination in a phased manner so that at the end of the Plan period the examination questions will become *objective-based* (and not objective type only).
- (5) All training colleges will be introduced to the new concept of evaluation so as to enable them to introduce the concept both at the pre- and in-service levels.
- (6) The syllabi will be so amplified as to provide clear directions to the teachers in developing learning experiences and evaluation tools.
- (7) More literature will be brought out on various aspects of evaluation techniques for the use of teachers.
- (8) Reserach studies and investigations will be taken up on various problems related to examination reform.
- (9) Advisory and consultative service will be provided to State boards, State departments of education, State evaluation units and individual institutions.
- (10) A programme of standardising achievement and aptitude tests will be taken up to support and strengthen internal assessment
- (11) More training courses will be organized for preparing State personnel.

- (12) Steps will be taken to introduce internal assessment on a graded basis as part of the total assessment of pupils.

It is also proposed to try out a process of total internal assessment in a few selected schools.

The Central Advisory Board of Education may consider the total programme of examination reform as outlined above and consider the following steps to be taken by the respective agencies in the successful implementation of the reform :

- (1) State departments of education may take immediate steps to establish the State evaluation units for promoting the reform and provide facilities and resources for their effective functioning.
- (2) State Departments may also provide necessary leadership in other supporting aspects of the reform, such as the revision of the curricula in accordance with the new concept of teaching and testing, improved procedures of teaching, preparation of suitable textbooks etc.
- (3) The State boards of education may take up the implementation of examination reform in active manner and set up the necessary machinery to cope with the demands of the reform and see that the external examination introduces the new type of tests in a phased manner completing the process by the end of the Third Five-Year Plan.
- (4) State departments and State boards may consider the feasibility of releasing a few selected schools in their areas from external examination so as to develop methods and materials for introducing total internal assessment.
- (5) Universities and faculties of education may take early steps to incorporate the concept and techniques of evaluation in the B.T. and B.Ed. syllabus not later than the final examination of March 1963. This will enable the training colleges and university departments of education to prepare teachers initiated in the practical implications of the reform.
- (6) In a growing democracy the purposes of secondary education cannot be expected to remain static for long. As the work on learning experiences is developed and curricular revisions are initiated, new educational purposes are bound to emerge. These are too important to be left to chance. It will, therefore, be necessary to set up a national committee on educational objectives consisting of a small group of competent educationists to work out the implications of changes in the society for secondary schools, implications of the basic value and philosophy of the nation and the nature of learning process and its implications for the schools.
- (7) A suitable high power committee may be set up at the State level for co-ordinating the various steps of examination reform and for effective implementation and appraisal of the new measure from stage to stage.

## APPENDIX H

### MEMORANDUM

on

**ITEM II : Exchange of Professors and lecturers amongst universities and colleges**

*(Government of Rajasthan)*

In order to achieve emotional integration and also to attain uniformity of academic standards it is necessary that a scheme may be drawn under which professors and lecturers of a university or a college located in one State may be sent on deputation for a certain period of time, not less than three years, to another university or college located in another State. This will help in bringing about better understanding and uniformity of academic standards in our universities and colleges.

## APPENDIX I

### MEMORANDUM

on

#### ITEM 12 Inter-State contact of officers

*(Government of Uttar Pradesh)*

The main object is to provide opportunity to senior officers of the Education Directorates to visit other States to study their educational system, to observe the special features and to profit by their experience.

At present, while our officers know a little about the educational systems of a number of foreign countries through books, their knowledge about even the neighbouring States is practically nil. This is hardly a desirable state of affairs.

It is necessary that ample opportunity should be provided to educational officers to visit other States. Every year two teams, each consisting of two officers, should visit at least two States for a period of a fortnight or a week for each State. They should, during this period, study the administrative set-up of the State, visit different types of institutions and discuss with the officers of the State visited, problems, common to both the States.

If this scheme is followed for a period of, say, five years every senior officer of the Directorate will be able to gather firsthand knowledge of all the States. Naturally he will be much more useful to the Directorate.

The most important benefit from the scheme will be free exchange of views, besides developing personal contact and close collaboration amidst the directorates all over the country.

The total cost of the scheme, which will not be much, should be borne by the Central Government. We have had quite a few inter-State seminars and workshops but this scheme may yield much better results.

## APPENDIX J

### MEMORANDUM

on

Item 13 **To consider the present conditions and management of private aided schools**

*(Ministry of Education)*

In recent years there has been considerable deterioration in the financial position of the aided institutions. The two sources on which these institutions used to depend primarily in the past, namely, donations and public subscriptions, have been dwindling very fast. In the circumstances, several institutions have resorted to the practice of levying, against rules, compulsory fees and donations from pupils or parents. Many managements are failing to pay their teachers regularly or according to the mandatory scales of pay. The demand for more liberal grants and liberalisation of the grant-in-aid rules has been almost universal. In a number of places the managements have been unable to continue with the result that the institutions had to be taken over by the Government. This state of affairs calls for careful examination and remedial action.

In order to size up the magnitude of the problem the Ministry prepared a questionnaire and circulated it to the States. From the replies received it appears that there are many institutions in the country which are levying compulsory fees and donations. Though in the very nature of things the unauthorised levies are not amenable to precise calculation or proof in all cases, from the replies received, it is however clear that the practice is widespread.

The replies from the States also show that the conditions vary from State to State in regard to the payment of salaries to the teachers of the privately managed institutions. However, the problem of their being paid less than their mandatory scales or being paid irregularly, seems to be of frequent occurrence. It has been represented at times that the managing committees of some privately managed schools do not give their teachers full salaries for which they sign on the acquittance roll register. On receiving such complaints the Government of Punjab issued instructions to the effect that both the payer and the payee should give a solemn declaration each month about the former having paid full salary and the latter having received full salary for the month as shown in the acquittance roll register, but there may still be cases where false declarations are furnished by both the parties. The teachers bemoan about this malpractice only when their services are terminated by the managing bodies and then it is difficult to take any action.

In some of the States the grant-in-aid rules are functioning satisfactorily. A large number of States, however, are considering the amendment of their rules. While it is not necessary that the grant-in-aid rules in all the States should be uniform—conditions of the managements vary from State to State—it would be desirable for each State Government to study the grant-in-aid rules in other States of the country before finalising its rules.

Different State Governments have, between themselves, either taken over or are contemplating to take over the management of nearly 200 secondary institutions. In one State the management of 59 secondary classes has also been taken over by the Government. These are in addition to the institutions mentioned above.

The Board will kindly consider the various issues involved in the management of the private institutions and advise the Ministry and the States as to what steps should be taken to ensure that private managements are enabled to continue to play their due part in the expansion and improvement of educational facilities at all levels.

## APPENDIX K

### MEMORANDUM

on

ITEM 14 **To consider the question of placing the State Government's share of assistance on the development schemes formulated by the University Grants Commission, at the disposal of the Commission**

*(Ministry of Education)*

Grants to universities are paid by the University Grants Commission on a sharing principle since its inception in 1953. Non-recurring grants are normally on the basis two thirds by the Commission and one third by the universities and/or the State Government concerned. Recurring grants are on a 50 : 50 basis. All these grants are only for developmental activities of the State universities. The sharing principle was adopted on the analogy of the pattern of allocation of development funds between the Centre and the State employed by the Planning Commission under the Five-Year Plan. In actual practice this triangular arrangement of matching contributions has led to delays and inequalities in the implementation of developmental proposals on the part of the universities. It has also been the experience of the Commission that at the beginning of a Plan period or during the period, it was very often not certain that the State Government concerned would be able or willing to meet its share of the cost of the schemes proposed by the university concerned. The suggestion made by the Commission was only to serve the purposes of convenience and expediency on the view that a working arrangement between the Central Government and the State Government in regard to the pooling of resources was possible. If the matching principle is to continue, much will rest on how dependable the Third Plan arrangements are and probably if the State Governments have the funds, they may also not make much difficulty. The University Grants Commission itself would, however, prefer State Governments' share of assistance to the universities also being placed at its disposal so that there is only one body responsible for providing for the development needs of the universities. This means that whatever allocation the Planning Commission may be able to make for the development of university education as a whole in the next Plan period, instead of being split up between the University Grants Commission and the State Governments, be placed in its entirety at the disposal of the University Grants Commission, of course with the consent of the State Governments.

Incidentally it may be mentioned that the possibility of the State Governments' placing money at the disposal of the Commission was envisaged in the University Grants Commission Act itself. Section 16(1) of the Act reads :

*Fund of the Commission*

16(1) The Commission shall have its own fund; and all sums which may, from time to time, be paid to it by the Central Government, and all the receipts of the Commission (including any sum which any State Government or any other authority ...

person may hand over to the Commission) shall be carried to the Fund and all payments by the Commission shall be made therefrom.

Detailed information indicating specific instances of delay or difficulty in the implementation of particular schemes caused by the inability of the State Governments to provide a matching grant or to consent to provide a matching grant has been called for from some of the universities. The Commission itself could give examples of delay, but it would take time and effort to make a selection and set them out briefly. Many examples of delay are found with regard to the scheme to raise salaries of university and college teachers. Proposals for raising salaries of university teachers were first made in 1954, and there are instances where the scheme has not yet been fully implemented because of difficulty in raising the local share of the cost.



## APPENDIX L

### MEMORANDUM

on

**ITEM 15 : Report on action taken on important recommendations of the Central Advisory Board of Education during the first two Plan periods, viz., 1951-60**

#### ELEMENTARY AND BASIC EDUCATION

##### PROGRESS OF BASIC EDUCATION

**1952**

##### RECOMMENDATION

The Board expressed the view that the progress of Basic education needs to be accelerated.

##### ACTION TAKEN

The recommendation was noted and conveyed to the State Governments for implementation.

**1953**

##### RECOMMENDATION

The Board recommended that a separate section dealing with Basic education should be set up in the Central Ministry of Education.

##### ACTION TAKEN

A "Basic and Elementary Education Division" has since been constituted in the Ministry of Education.

**1955**

##### RECOMMENDATION

The Board agreed that the matter regarding the desirability of introducing Basic education in Anglo-Indian and convent schools and similar other institutions should, in the first instance, be referred to the Anglo-Indian Board and the Indian Public Schools Conference for comments.

##### ACTION TAKEN

The suggestion was conveyed to the Board of Anglo-Indian Education and Indian Public Schools Conference. The former agreed to the suggestion. The latter discussed the matter at their meeting held in April, 1958 and suggested that the Ministry may depute a small committee to visit some of the schools in order to observe, discuss and advise on what the schools were doing. The Ministry appointed a committee with Shri G. Ramachandran as chairman, and representatives of the Conference and the Ministry. The Committee visited some of the schools and submitted its report to the Ministry in November, 1959. The Report was placed before the Standing Committee on Basic Education of the Board at its meeting held in February, 1960, in New Delhi. The Committee noted its recommendations. The report was also circulated to all the Public schools in

India, State Governments and the Board of Anglo-Indian Education for such action as they may deem necessary.

### 1955

#### RECOMMENDATION

The Board authorised the chairman to establish a separate Advisory Committee on Basic Education, as a standing committee of the Central Advisory Board of Education.

#### ACTION TAKEN

A Standing Committee with the following composition was established :

- (a) Chairman
- (b) Secretary
- (c) Five members of Central Advisory Board of Education
- (d) Five members from outside with special knowledge and experience in the field of Basic education
- (e) Two co-opted members

### 1957

#### RECOMMENDATION

The expansion of Basic education quantitatively and qualitatively is the main problem facing Basic education. The question of a compact area technique has been considered by the Assessment Committee. In the previous meeting of the Standing Committee on Basic Education it was suggested that the compact area technique was acceptable in so far as full-fledged Basic schools are concerned, provided the compact areas were fully and progressively expanded. The programme of orienting all ordinary schools towards Basic pattern should however proceed simultaneously as recommended by the Assessment Committee.

#### ACTION TAKEN

The guiding principle of the recommendation was noted and brought to the notice of the State Governments, and Administrations for future guidance in so far as development of Basic education is concerned. The Ministry organised four regional seminars in 1958 and a national seminar in 1959 on "Orienting Primary Schools towards the Basic Pattern" and trained a number of high-level administrators of the State Governments. The Ministry has also prepared some literature on the subject. The State Governments have been advised to implement the scheme of orientation out of savings during the Second Plan. The programme has been included in the State sector of the Third Five-Year Plan.

### 1957

#### RECOMMENDATION

The Board suggested that horizontal approach should be made towards the expansion of Basic education, *i.e.*, instead of confining Basic schools to compact areas only all schools of the first standard should be taken for conversion and other standards be taken step by step every year. For this it would be necessary to train or re-train the requisite number of teachers in Basic training institutions. The State should undertake programmes for training and re-training Basic teachers in large numbers to facilitate the projected conversion.

**ACTION TAKEN**

The recommendation was brought to the notice of the State Governments for their guidance. A similar recommendation was made by the National Seminar on Basic Education held at Haunsbhavi in Mysore in January, 1958.

**1957****RECOMMENDATION**

The Board recommended that as resolved by the last Conference of Education Ministers, all existing training schools should be converted into Basic training schools. For this purpose it would be necessary to undertake the re-training of the staff of Basic training schools immediately.

The Board was also of the opinion that hereafter no new non-Basic training schools should be opened.

**ACTION TAKEN**

The recommendation was brought to the attention of the States and Administrations. It has been decided that all the new training schools opened during the Third Plan should be of the Basic pattern.

**1957****RECOMMENDATION**

The Board recalled that such elements of Basic education which should be introduced into other schools immediately should be so introduced. Attention was also drawn to the note circulated to various State Governments by the Ministry in which a list of activities which could be introduced in ordinary schools with benefit was given.

**ACTION TAKEN**

A similar recommendation was made by the National Seminar on Basic Education held in January, 1958 at Haunsbhavi (Mysore). The recommendation of the Board as well as of the seminar was sent to State Governments and Union Territories for necessary action.

**1957****RECOMMENDATION**

The Board expressed concern that in certain States boys passing out of Senior Basic schools did not get admission to High schools. It was suggested that the State Governments who had direct responsibility in the matter should see to it that students passing out of such schools get admission into High schools. It was noted that one of the difficulties had been that English did not find a place in Senior Basic schools. The Board therefore recommended that English might be introduced into Senior Basic schools in the corresponding classes so that this difficulty was removed.

**ACTION TAKEN**

The recommendation was intimated to the State Governments and Union Territories for their guidance.

**1957****RECOMMENDATION**

The Board was concerned about the fact that boys passing out of post-Basic schools were not able to get admission into universities for higher education. In this connection it endorsed the recommendations of the sub-committee appointed by the Standing Committee on Basic Education to examine the question of admission into universities of boys passing out of the post-Basic schools.

**ACTION TAKEN**

The matter was pursued with the Inter-University Board and the universities in India and the universities were requested to give a favourable consideration to this problem.

**1958****RECOMMENDATION**

After discussing the function and role of the All-India Council of Elementary Education and the Standing Committee on Basic Education, the Board recommended that joint meetings of these two bodies may be held whenever important matters relating to problems common to both are to be discussed.

**ACTION TAKEN**

The recommendation has been noted for action when necessary.

**1959****RECOMMENDATION**

The Board desired that a detailed study should be made of the progress of Basic education in urban areas particularly in relation to the suitability of crafts employed and other characteristics of Basic education. The Board suggested that while implementing the general policy of re-organising the post-Basic schools as one type of multipurpose schools the State Board of Secondary Education should develop suitable techniques of evaluating the students of post-Basic schools.

**ACTION TAKEN**

A proforma was prepared by the National Institute of Basic Education which was sent to all the States. A report prepared on the basis of the information supplied by the States was submitted to the Standing Committee on Basic Education of the Board which considered it in their special meeting held in April, 1960. It recommended the constitution of a high-powered National Council for Basic Education. It also suggested that progress of Basic education should be assessed once every five years. It was of the opinion that all new schools to be opened in connection with compulsory primary education programme should, as far as possible, be on the Basic lines.

**FREE AND COMPULSORY EDUCATION****1953****RECOMMENDATION**

The Board considered the memorandum on the progress of free and compulsory education in the country and special measures to be devised to

achieve the target of providing compulsory and free primary education by 1960 as provided in Article 45 of the Constitution and requested the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the Second Five-Year Plan. The Board was of the view that special consideration should be given to States that were economically or otherwise less developed.

#### ACTION TAKEN

It is now realised that it would not be possible to achieve the target laid down in Article 45 of the Constitution, the difficulties being financial as well as social. According to the present proposals, it is proposed to enrol 80 per cent of the children in the age-group 6—11 and 30 per cent of the children in the age-group 11—14 in schools by 1965-66. It is difficult to say when the target laid down by Article 45 of Constitution would be reached. The end of the Fifth Plan is the minimum time-limit one can see at present.

Steps are being taken to give special assistance to backward States.

### 1955

#### RECOMMENDATION

With regard to the recommendation of the Central Advisory Board of Education requesting the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the Second Five-Year Plan, the Board felt that the reactions of the States to the targets and priorities which have been tentatively fixed at the Conference of Education Secretaries in November, 1954 for the next Five-Year Plan may be awaited in the first instance.

#### ACTION TAKEN

An attempt was made to obtain more funds for education, and particularly for primary education, in the Second Five-Year Plan. But unfortunately, it was not possible to get additional allocation in view of financial stringency. The total allocation to education had to be scaled down from Rs. 307 crores to Rs. 275 crores. As the allocation to technical education was increased, the allocations for all other sectors went down.

### 1956

#### RECOMMENDATION

The directive of the Constitution in favour of free and compulsory education up to the age of 14 years, should be fulfilled in ten years, *i.e.*, during the Second and Third Plans. Such immediate measures as are needed to make the achievement of this aim possible should be taken in cooperation with the States. In this connection it was suggested that a suitable machinery at the all-India level may be set up to solve the financial, administrative and pedagogic problems of primary education, if necessary, on the lines of the All-India Council for Secondary Education. With regard to the note on the educational survey prepared by Shri J. P. Naik, the Board welcomed the suggestion and recommended that the proposed survey should not be limited to primary education only but should also include secondary education including technical education at the secondary level.

## ACTION TAKEN.

The educational survey has been fully carried out and the report has also been published. An All-India Council for Elementary Education was established. The programme for the introduction of free, universal and compulsory education has been given a high priority in the Third Five-Year Plan.

## GIRLS' EDUCATION

1954

## RECOMMENDATION

The Board approved generally the note on girls' education in rural areas prepared by the Secretary, Ministry of Education, and drew special attention to the following recommendations :—

- (i) In all rural schools, wherever possible, posts of school-mothers should be created and the school teachers' wives (or other suitable women, if necessary) should be appointed to these posts on a remuneration of about Rs. 10 per month.
- (ii) Wherever possible, rent free accommodation should be provided for teachers within the school precincts, and the expenditure on this should be treated as part of approved expenditure.
- (iii) The maximum age of recruitment for women should be raised to 40—50. Special refresher courses should be provided, where necessary, for women who had finished their schooling more than five years before their appointment. These short-term courses should be considered as equivalent to regular courses for purposes of service in the schools.
- (iv) For the next five years the educational qualifications essential for women teachers should be suitably relaxed at the discretion of the Education Departments concerned, which should also take other suitable steps to attract more women teachers, e.g., provision of part-time work, reduced hours of work and suitable adjustment in the time-table of girls' schools so as to enable married women to combine teaching work with household duties.
- (v) Girl students, who are willing to take up teaching as a profession after their schooling, should not be charged tuition fees in classes VII and VIII and should, in addition, be given, on as large a scale as possible, stipends in the higher classes and during the training courses.

## ACTION TAKEN

(i) (ii) & (v) : These recommendations have been included in the scheme for the expansion of girls' education and training of women teachers initiated in 1957-58. (The progress of the scheme has been placed before the Board under the item "Review of progress of important schemes during the Second Plan".)

(iii) This recommendation was referred to the State Governments most of whom have agreed to raise the maximum age for recruitment of women teachers to 40.

(iv): This recommendation was referred to State Governments. Some of them have relaxed the educational qualifications for women while others are not in favour of doing so. Part-time employment of women teachers has also been accepted by a few States only.

### 1958

#### RECOMMENDATION

In view of the leeway that the country as a whole had to make up in the field of girls' education and in view of the fact that teachers for primary schools could come only from the products of secondary schools the Board recommended that the scope of the scheme for the expansion of girls' education should be extended to cover the secondary level.

#### ACTION TAKEN

During the Second Plan the scheme for expansion of girls' education and training of women teachers has been limited to the elementary stage only in view of the limited funds available.

### CONDITIONS OF SERVICE OF PRIMARY TEACHERS

### 1953

#### RECOMMENDATION

The primary teachers should be provided with suitable residential accommodation at a reasonable rent.

#### ACTION TAKEN

Under the scheme of Relief of Educated Unemployment and Expansion of Primary Education, which was initiated in 1958, provision was made, *inter alia*, for the construction of 6,000 quarters for women teachers by the end of 1961. The Government of India have assisted the State Governments at the rate of 100 per cent of the total expenditure on this scheme. Most of the States have made use of this assistance in full or in part.

### 1956

#### RECOMMENDATION

All primary teachers in each State should be brought on to State cadres and their services made available to local bodies and private institutions on approved terms. In formulating conditions of service, care should be taken to make them comparable careers in the State.

#### ACTION TAKEN

A regular scheme for revision of salary scales of primary school teachers was introduced by the Ministry of Education in 1956-57 with a view to bringing uniformity in the different salary scales of primary school teachers working in schools run by various bodies. Under this scheme Central assistance was accorded to States at the rate of 50 per cent of the additional expenditure involved in the revision of salary scales. All the States, except Jammu and Kashmir which considered its scales of primary school teachers adequate, revised the salary scales of all primary school teachers, by bringing them, as far as possible, on lines of State cadres on approved terms.

2. The problem of improving the salaries of primary teachers was thus emphasised considerably in the Second Five-Year Plan. In this context:

the Government of India made the following three proposals for the consideration of the State Governments :

- (a) The minimum basic salary of an un-trained primary teacher should be Rs. 40 and the minimum basic salary of a trained primary teacher should be Rs. 50.
- (b) The dearness and other allowances payable to primary teachers should be exactly the same as are payable to Government servants drawing the same salary; and
- (c) The nature and quantum of old-age provision for primary teachers should also be the same as that for Government servants.

1957

#### RECOMMENDATION

The Board considered that the provision of residential quarters for women teachers in the rural areas was a matter of the utmost urgency. While expressing satisfaction that State proposals, including teachers' residential quarters as an integral part of the school buildings, were already covered under conditions of Central assistance, it drew the attention of the Government of India and State Governments to the need of doing very much more in this direction than was being actually done at present.

#### ACTION TAKEN

Under the scheme of Relief of Educated Unemployment and Expansion of Primary Education, which was initiated in the year 1953, provision was made, *inter alia*, for the construction of 6,000 quarters for women teachers by the end of 1961. The Government of India have assisted the State Governments at the rate of 100 per cent of the total expenditure on this scheme. Most of the States have made use of this assistance in full or in part.

### TEACHERS' TRAINING

1952

#### RECOMMENDATION

The Board recommended that special measures may be taken for training the staff of Basic training colleges at the Central Institute of Education.

#### ACTION TAKEN

The Government of India have since established a National Institute for Basic Education which has been organising advance training courses for teachers, headmasters, staff of training colleges and other persons in charge of administration of Basic education.

### PROGRESS OF EDUCATION OF SCHEDULED TRIBES AND IN SCHEDULED AREAS

1953

#### RECOMMENDATION

The Board recommended that steps should be taken to construct roads in scheduled areas and residential accommodation at State Government's cost for pupils in scheduled areas.



**ACTION TAKEN**

The Ministry of Home Affairs addressed all State Governments concerned to provide hostel accommodation, wherever available, for pupils in scheduled areas at the expense of the State Government. Central grants under Article 275(1) of the Constitution would be available for the purpose. The States concerned are also entitled to grant under this article for the development of roads in scheduled areas etc.

**1955****RECOMMENDATION**

The Board noted the progress of education of the scheduled tribes and scheduled areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and welfare of the tribal people in part 'C' States. It, however, took a serious view of the fact that some of the grants received from the Central Government were being utilized for constructing exclusive hostels for students belonging to Scheduled Castes and Tribes and Backward Classes. The Board recommended that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexes to such hostels for the purpose.

**ACTION TAKEN**

The State Governments were addressed accordingly. Besides this, while giving their comments on the proposals regarding grants-in-aid to the State Governments during 1955-56 under article 275 of the Constitution the Ministry of Education recommended to the Ministry of Home Affairs that instead of segregating the students belonging to the Scheduled Castes, Scheduled Tribes and Backward Classes in separate hostels, seats should be reserved for them in the general hostels, and if necessary annexes to such hostels should be built.

**1958****RECOMMENDATION**

In the opinion of the Board the welfare programmes in the States financed from grant-in-aid under Article 275(1) of the Constitution for Scheduled Castes and Tribes should be coordinated with their general educational development programmes.

**ACTION TAKEN**

The recommendation was forwarded to the State Governments and Union Territory Administrations for implementation.

**LOCAL BODIES AND ELEMENTARY EDUCATION****1951****RECOMMENDATION**

The Board considered the question raised in regard to the difficulties experienced in regard to the relationship between the State Governments and local bodies in respect of the administration of elementary education and noted that a committee may be appointed by the Chairman to examine the question thoroughly.

## ACTION TAKEN

A Committee called the Kher Committee was set up under the Chairmanship of Mr. B. G. Kher in 1951 to consider the relationship between the State Governments and local bodies in the field of education.

This committee submitted its report in 1952 and the report was considered by the Central Advisory Board of Education in March 1952, which they accepted in broad outlines.

## 1952

## RECOMMENDATION

The Board accepted in broad outline the recommendations of the committee on relationship of State Governments and local bodies in the administration of primary education and desired that these may be forwarded to the State Governments for their information and guidance, so that they may implement them in the light of their special circumstances and problems.

## ACTION TAKEN

Copies of the report of the Kher Committee, set up in 1951 were forwarded to the State Governments for their information and for taking necessary action in accordance with their special circumstances and problems.

The State Governments, whose replies were received by the Government of India, were generally in favour of the recommendations excepting the States of Assam, Jammu and Kashmir and Punjab.

Subsequently, the question of decentralisation of administration of primary education was discussed by the Balwantrai Mehta Committee. Some of the recommendations of the Kher Committee were reviewed and revised by the Mehta Committee. Recommendations of the Mehta Committee are now under implementation.

## CRAFT IN BASIC EDUCATION

## 1952

## RECOMMENDATION

The Board received the report of the Committee and expressed the view that the element of craft work in Basic education is of such educational importance and value that, even if no economic considerations were involved, it is necessary to replace ordinary primary education by Basic education in a planned manner. In carrying out this programme, special attention of the State Governments should be drawn to the fact that a system of education cannot be considered as Basic education of the real sense unless :

- (a) it provides an integrated course including both the junior and senior stages; and
- (b) it places adequate emphasis on craft work in both its educational and productive aspects.

## ACTION TAKEN

As desired by the Board the recommendation was brought to the notice of the State Governments for their information and guidance

1957

## RECOMMENDATION

The Board suggested that a Statewise programme for introducing craft in schools may be drawn in all States.

## ACTION TAKEN

The recommendation was brought to the attention of the States.

1957

## RECOMMENDATION

The Board was in favour of centralising the production of craft equipment. In such matters the principle to follow should be decentralisation rather than centralisation. The Board, however, viewed with sympathy the need to lay down standard specifications for different types of craft equipment.

## ACTION TAKEN

The work relating to laying down specifications with regard to the craft equipment to be used for the different crafts, was assigned to the National Institute of Basic Education.

1957

## RECOMMENDATION

In so far as States which were having difficulties in getting craft equipment prepared and supplied to schools were concerned, the Board suggested that the Ministry should examine the question in consultation with the other Ministries and Boards concerned and explore the possibility of making craft equipment available to them.

## ACTION TAKEN

The State Governments were asked the nature of difficulties experienced in the procurement of craft equipment. Thereafter these were referred to the Ministry of Commerce and Industry who in their turn contacted the Khadi Board, small scale industries, etc., to help the State Governments remove the difficulties. At present the communications regarding the difficulties experienced by the State Governments are forwarded to the Ministry of Commerce and Industry who suggests suitable remedies.

## EDUCATIONAL SURVEY

1957

## RECOMMENDATION

The Board noted the progress made regarding the conduct of the proposed educational survey and expressed satisfaction that preliminary work regarding the organisation of an all-India seminar-cum-training course for State officers, and the constitution of an advisory committee to help the survey work had already been completed.

## ACTION TAKEN

The Survey has been completed and its report published.

## NATIONAL INSTITUTE OF BASIC EDUCATION

1957

## RECOMMENDATION

The Board recommended that the National Institute of Basic Education should make a thorough study of the researches so far done in the field of Basic education in order to avoid any duplication of work.

## ACTION TAKEN

The National Institute of Basic Education has already taken the following steps in this direction :

- (1) All published researches and unpublished theses were collected and thoroughly studied at the Institute. Long abstracts giving necessary details about each of the researches were prepared and circulated in the form of the first number of 'Basic Education Abstracts'. 42 such abstracts are now being published.
- (2) With a view to drawing attention of research workers to the general trends of research in Basic education and to the areas demanding attention, a review was undertaken by the Institute and an article thereon published in "Education Quarterly" of the Ministry of Education (December, 1956 Issue).
- (3) In order to discuss the problems needing attention of research workers at all levels, including teachers of Basic schools a pamphlet on "Research in Basic Education—Some Suggestions" has been prepared, and is being published shortly.
- (4) The heads of teachers' colleges and university departments of education have also been requested to send an up-to-date list of investigations so far completed under them.
- (5) In addition to the above the Institute keeps in touch with the training institutions, universities and research institutions and collects from all available sources necessary details about researches being done and/or completed.

## 1958

## RECOMMENDATION

The Board discussed the question of making a comparative study on scientific lines of the achievements of Basic and non-Basic school children and while appreciating the difficulties inherent in any attempt to make an objective assessment of Basic education, the Board suggested that the National Institute of Basic Education might examine the possibility of taking up such an evaluation with the cooperation of the post-graduate Basic training colleges in the country.

## ACTION TAKEN

It was felt that research work on an all-India basis would be a gigantic affair involving a large number of variables including standards of particular institutions, economic conditions, background of people, political considerations etc. which may not easily lend to standardisation and comparison, which the Institute with the present tools and the research work already in hand may not be able to undertake. It can at best coordinate and guide the post-graduate training colleges in their efforts.

The question was also discussed by the Standing Committee on Basic Education of the Board at their meeting held on 13-14th January, 1959 at Madras which observed as under :

"The reasons were generally known so that the committee felt that it was necessary to pay greater attention to improve the programme of Basic education first and attend to an evaluation of this character a little later".

The Ministry has accepted the suggestion.

1958

## RECOMMENDATION

The Board approved the proposal of the Bombay Government that the National Institute of Basic Education should provide for a few places for the diploma-holders of post-graduate Basic training colleges to do research at the Institute.

## ACTION TAKEN

The Institute provides for two research fellowships every year, which are open to the diploma holders of post-graduate Basic training colleges also.

1959

## RECOMMENDATION

The Board suggested that the National Institute of Basic Education be advised to examine the extreme cases of variation in cost of education at primary stage along with the study already undertaken by them in relation to the comparative cost of Basic and non-Basic education.

## ACTION TAKEN

The Advisory Committee of the Institute considered the recommendation of the Board and suggested that the Institute should first make pilot studies in the States of Delhi and Orissa. The data collected from the schools in Delhi were analysed and it was found that the *per capita* cost of education in comparable Basic and traditional primary schools of Delhi is almost identical.

Other important findings of this study are :

- (i) During the year 1957-58 the average estimated *per capita* cost in junior Basic schools was slightly higher than that in traditional primary schools. This apparent difference is, however, not due to the system of education and may be broadly said to be due to circumstantial factors.
- (ii) Whereas the traditional schools are located in urban areas, the junior Basic schools are mostly situated in comparatively much less populated rural areas.
- (iii) The major effect of difference in this location of the two systems of schools is the creation of disparity in the pupil-teacher ratio in them. During 1957-58 average pupil-teacher ratio in junior Basic schools was 30 as against 37 in the traditional primary schools. Many schools are running with such meagre strength as 20 or 30 in two or three classes combined. There were more than 50 per cent of the classes with less than 20 pupils in them. On the other hand, the traditional primary schools had usually their full quota.
- (iv) The expenditure on items other than the pay of the staff is quite a small portion of the schools budget accounting for less than 10 per cent of the total, and does not make any significant contribution to the apparent difference in the *per capita* cost in the two systems of education.

- (v) The craft work which is alleged to make Basic education very costly accounts for only a nominal portion of the total expenditure on Basic schools.

The pilot study of the schools in Orissa was dropped.

**SECONDARY EDUCATION  
SECONDARY EDUCATION COMMISSION**

**1951**

**RECOMMENDATION**

The Board considered the question of secondary education, with particular reference to the need for greater uniformity and coordination, at least in regard to standard and duration, and reiterated the resolution passed at their 15th meeting that the question of secondary education was of such vital importance and involved such important and urgent issues that a Secondary Education Commission should be appointed by the Government of India at a very early date.

**ACTION TAKEN**

The Government of India accepted the recommendation and set up a Secondary Education Commission in terms of their resolution No. F. 9-5/52-D. I., dated the 23rd September, 1952 with Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, as Chairman and the members mentioned below. The Board submitted its report in January, 1953

1. Principal John Christie,  
Jesus College, Oxford
2. Dr. Kenneth Rast Williams,  
Associate Director, Southern Regional  
Education Board, Atlanta (USA)
3. Mrs. Hansa Mehta,  
Vice-Chancellor, Baroda University, Baroda
4. Shri J. A. Taraporevala,  
Director of Technical Education,  
Government of Bombay, Bombay
5. Dr. K. L. Shrimali,  
Principal, Vidya Bhavan Teachers'  
Training College, Udaipur
6. Shri M. T. Vyas,  
Principal, New Era School, Bombay
7. Shri K. G. Saiyidain,  
Joint Secretary to the Government of India,  
Ministry of Education, (Ex-officio Member)
8. Principal A. N. Basu,  
Central Institute of Education, Delhi  
(Member-Secretary)

**1953**

**RECOMMENDATION**

The Board considered the report of the S.E.C. and resolved as follows :—

The Government of India appointed a Commission for the reorganisation of secondary education, under the Chairmanship of Dr. A. L. Mudaliar

and the Commission has submitted its report recently, which has been placed for consideration before the Central Advisory Board of Education. In the interests of reorganisation not only of secondary education but of education as a whole, it is essential that the report should receive the earnest attention of the Board and its recommendations implemented as effectively and speedily as possible.

The Central Advisory Board of Education, therefore, authorises the Chairman to appoint a committee, consisting of the members of the Central Advisory Board of Education and some distinguished educationists from outside, to report to the Board at its next meeting in January, 1954, regarding the recommendations which could be implemented by the Central Government and recommended for implementation to the State Governments and also the order of priority of their implementation.

#### ACTION TAKEN

At the request of the Board, the Chairman appointed the following committee for this purpose :

1. Shri K. G. Saiyidain (Convener)
2. Professor A. N. Basu, Principal, Central Institute of Education
3. Dr. V. S. Jha, Chairman, Public Service Commission, Madhya Pradesh
4. Mr. Kishan Chand, Education Secretary, Uttar Pradesh
5. Shri J. B. Mallaradhya, Director of Public Instruction, Mysore, Bangalore
6. Shri J. C. Mathur, Education Secretary, Bihar, Patna
7. Dr. K. L. Shrimali, Principal, Vidya Bhavan Teachers' Training College, Udaipur

The Committee formulated its recommendations under three broad categories :

- (a) The general pattern of secondary education.
- (b) List of priorities, indicating the items or action-points which should be implemented during the next seven years.  
(The agencies which should be responsible for initiating action on each item are mentioned at the end of each item.)
- (c) A list of recommendations which do not fall under (b) but for various reasons deserve special attention of the Central and State Governments.

Details are given in Statement II that follows this section on 'Secondary Education'.

#### 1954

##### RECOMMENDATION

The Board passed the following resolution :

"The Board approves generally the Report of the Secondary Education Commission with the following specifications and endorses the priorities in the field of secondary education listed by the Implementation Committee in their report.

"The Board expresses the hope that the Government of India and the State Governments will adjust the Plan for the remaining two years of the present Plan, so as to make an adequate provision for the implementation

of some of the urgent reforms in the field of secondary education, as recommended by the Implementation Committee, and will make suitable provision for the purpose in the Second Five-Year Plan. The Board further hopes that the programme for the reconstruction of secondary schools as formulated by the Committee will be treated as the minimum and that it may be possible, for at least some of the States, to accelerate the tempo, as envisaged by the President of the Board in his inaugural address."

#### ACTION TAKEN

The programme for the reconstruction of the secondary schools formulated by the Committee was included in the last two years of the First Five-Year Plan and in the Second Five-Year Plan. The Centre undertook to bear more than half the cost on account of such reconstruction. A comprehensive letter was issued in this connection on 7th August, 1954.

### 1959

#### RECOMMENDATION

The Board concluded that the real remedy lay in the speedy reorganisation of secondary education, closer relationship between the employment pattern in the country and the output of graduates and the provision of a large variety of courses at the secondary and post-secondary levels for those not suited to university education. The Board urged that all possible measures should be taken to implement these recommendations as early as possible, keeping in view the recommendations of the first Deshmukh Committee.

#### ACTION TAKEN

To reduce the output of unemployable graduates the question of regulating admission to institutions of higher education was discussed at the Education Ministers' Conference held in 1959. The University Grants Commission took up the question of restricting the number of students in a college to the limit of 800 to 1,000 and for prescribing an entrance test for admission to such institutions.

For the speedy reorganisation of secondary education increased allocations were recommended by the Working Group on Education.

To work out closer relationship between education and the employment pattern in the country, the Directorate General of Resettlement and Employment have initiated an all-India survey of employment among the graduates.

### HIGHER SECONDARY SCHOOL SYSTEM

### 1955

#### RECOMMENDATION

The last class in the secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

#### ACTION TAKEN

All the State Governments (excepting that of Uttar Pradesh) have agreed in principle to this reorganisation.



## RECOMMENDATION

The end of secondary education at 17 should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year degree course.

## ACTION TAKEN

Secondary education is being reorganised with the above objectives in view.

**1956**

## RECOMMENDATION

The Board felt concerned that progress made in securing the cooperation of universities and boards of secondary education in introducing the new pattern of secondary and university education was slow and apprehended that considerable difficulty would be faced by students if this pattern was not accepted by the universities and boards of secondary education concerned by the time the first batch of students take their final school examination.

The Board recommended, therefore, that the Government of India and State Governments should pursue the matter vigorously with the universities and the boards of secondary education.

## ACTION TAKEN

The recommendation was brought to the notice of State Governments, universities and boards of secondary education.

**1959**

## RECOMMENDATION

The Board recommended that from the year 1960-61 all new secondary schools should be given affiliation on the new pattern of higher secondary schools. The Board agreed with the recommendation of the All-India Council for Secondary Education that high priority should be given to the conversion of high schools into higher secondary schools and that the upgrading of high schools should be regarded as an essential feature of the whole scheme of reorganisation of secondary education.

The Board agreed with the recommendations of the All-India Council for Secondary Education that State Governments should be persuaded to change over most, if not all, of their high schools to the higher secondary pattern by the end of the Third Plan period.

The Board agreed with the recommendation of the All-India Council for Secondary Education that in so far as the Third Five-Year Plan was concerned the Central Government should assure the State Governments of recurring and non-recurring contribution on the conversion of high schools into higher secondary schools on a scale not less than what prevailed at present.

The Board further recommended that with regard to the upgrading of schools it would be necessary for the Government of India in the Ministry of Education to provide for a certain amount of non-recurring and recurring grant. The non-recurring grant would be required for improvement in accommodation and for improvement and expansion of laboratory facilities. It desired that a suitable formula should be worked out to apply to

all the schools. The Board made the following suggestions in this behalf :

- (a) For a unit of forty students in a class and for a school to be raised from high school to higher secondary school, the non-recurring expenditure, taking accommodation, equipment and laboratory into consideration, may be Rs. 50,000.
- (b) A recurring expenditure of Rs. 10,000 may be provided towards improvement of salaries of teachers with better qualifications, etc.

From the point of view of present requirements, it was considered essential that every school should provide for the teaching of both the humanities and science and students generally should be taught both subjects in the higher secondary schools. There might be more emphasis on the one or the other, but it was essential to teach both subjects to every pupil.

#### ACTION TAKEN

At its meeting held on 8th and 9th August, 1959, the Education Ministers' Conference considered the question of giving affiliation to only new higher secondary schools. It was considered that the imposition of a total ban on the opening of new high schools was likely to dampen the enthusiasm of the people and voluntary organisations in certain areas and was likely to result in a setback in the expansion of secondary education in the backward areas. However, it was agreed that the establishment of high schools should not be undertaken indiscriminately.

The joint meeting of the Education Secretaries and the Working Group on Education held in June, 1959 discussed this question at length and expressed the opinion that, "the effort to convert all the existing high schools into higher secondary schools during the Third Plan period seem to be rather difficult of attainment". They recommended that while each State should determine the target of conversion according to its needs and resources every effort should be made to convert at least 50 per cent of the existing high schools into higher secondary schools in the Third Plan.

During the course of discussion with the State Government representatives for the finalization of their Third Five-Year Plan, the importance of introducing elective science and general science in most of their schools has been impressed on them, and requisite provision has been made by them for this purpose in their Plan.

### 1959

#### RECOMMENDATION

The reorganisation of secondary education is a preliminary step to the implementation of the Three-Year Degree Course. The period required for raising high schools to higher secondary schools therefore should not be extended beyond 10—15 years. The question of the continuation of the pre-university classes adopted as a transitional arrangement should be reviewed from time to time.

#### ACTION TAKEN

The national target accepted by the Planning Commission is conversion of at least 50 per cent of high schools into higher secondary schools by

the end of the Third Plan. The question of the continuation of pre-University classes as a transitional arrangement will be reviewed in due course.

### COURSES OF STUDIES

#### 1955

##### RECOMMENDATION

The Government of India be requested to appoint a committee to draw up an integrated syllabus for the school final examination to achieve the above objective (reorganisation of secondary education).

##### ACTION TAKEN

The Government of India set up a Central Coordination Committee in August, 1955 to draw an integrated syllabus for the school final examination to be taken at the end of the secondary stage. A draft syllabus was prepared and circulated to the State Governments.

#### 1956

##### RECOMMENDATION

The Board discussed at length the place of English in secondary schools. The discussions revealed a definite cleavage of opinion with regard to the place of English and Hindi at the secondary level. Finally, however, the Board accepted the recommendations of the All-India Council for Secondary Education that provision should be made for the compulsory study of three languages at the secondary stage of education (*vide* suggestions of the Secondary Education Commission on curriculum Group A) and resolved advisability of adopting either of the following two formulae in this connection :

1. (a) (i) Mother tongue  
(ii) or regional language  
(iii) or a composite course of mother tongue and a regional language  
(iv) or a composite course of mother tongue and classical language  
(v) or a composite course of regional language and classical language
- (b) Hindi or English
- (c) A modern Indian or a modern European language provided it has not already been taken under (a) and (b) above.
2. (a) As above.
- (b) English or a modern European language
- (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi-speaking areas)

The Board desired that the State Governments should communicate their reactions by the end of April, 1956.

##### ACTION TAKEN

The State Governments were addressed and they agreed in principle.

.957

## RECOMMENDATION

The Board reviewed the opinion expressed about the two formulae for teaching of languages in secondary schools by State Governments and the recommendations made by the Conference of Education Ministers in September, 1956. While some of the State Governments had not yet completed their examination of the subject, the Board noted with satisfaction that there was a substantial measure of agreement on the principal recommendation underlying both formulae, namely, the provision for compulsory study of three languages at the secondary stage. The Board further observed that, as between the two formulae proposed by the Board, the preponderant weight of opinion among the State Governments was in favour of the second formula, either in the terms actually proposed by the Board or subject to certain modifications designed to give effect to the principal recommendation with due regard to local conditions.

The Board suggested that the Central Advisory Board of Education should invite the attention of the Government of India to the measure of agreement reached so far and recommended that it might be accepted as the basis of an all-India policy in this behalf and that all State Governments should consider taking necessary decisions, at an early date, so as to give effect to this all-India policy with due regard to local conditions.

## ACTION TAKEN

The suggestion made by the Board was brought to the notice of the State Governments for suitable action. The existing scheme of language studies in the different States is as follows :

The State Governments and Union Territory Administrations of West Bengal, Assam, Orissa, Rajasthan, Mysore, Delhi, Tripura, L. M. and A. Islands and Manipur have accepted the second formula. The State Governments of Uttar Pradesh, Bihar, Madhya Pradesh, Jammu and Kashmir and Punjab have also accepted the second formula with slight modifications.

The position as regards other State Governments and Union Territory Administrations is as follows :

1 *Madras* : The formula as accepted by the Madras Government is as under :—

Part I—Regional language

Part II—Hindi or any other language not included in Part I

Part III—English or any other non-Indian language

*Andhra Pradesh* : The Government of Andhra Pradesh have intimated that, according to the existing language scheme, the regional language or the mother tongue shall be the first language to be studied by the pupils in the secondary schools of Andhra Pradesh area. It consists of two parts of which the study of Part I will be compulsory and under Part II students will be allowed to choose a further study of the regional language or mother tongue studied under Part I or a classical or any other Indian language. English is the second language and its study is compulsory for all pupils. Hindi is the third language and is also compulsory for all pupils.

In Telengana area, the candidates have to study the following languages :

1. First language (mother tongue) *i.e.* Telugu, Marathi, Kannade, Tamil, Gujerati, Hindi or Urdu.
  2. Second language : Hindi or one of the regional language (Telugu, Marathi and Kannade for those whose mother tongue is Hindi or Urdu).
  3. English.
3. *Kerala* : The Kerala Government who were following the second formula till the close of academic year 1957-58 have switched on to a new scheme from 1958-59. The scheme is :

*Language*

- (i) Part A : Regional language or mother tongue such as Malayalam, Tamil, Kannada, Urdu, English and Hindi (detailed text and grammar)
  - Part B : Regional language or mother tongue such as Malayalam, Tamil, Kannade, Urdu, English and Hindi (non-detailed text, composition and translation)
  - (ii) English or any other European language.
  - (iii) Hindi, Sanskrit or Arabic (text and grammar)
4. *A. & N. Islands*
    - (a) Hindi/Urdu
    - (b) English
    - (c) Hindi for non-Hindi students or elective subject such as Sanskrit, Persian etc.
  5. *Himachal Pradesh*
    - (a) Hindi
    - (b) English
    - (c) Sanskrit

The Government of Maharashtra and Gujarat are still considering the matter although they have already expressed themselves in favour of the second formula.

## 1959

### RECOMMENDATION

The Board carefully considered the recommendations of the Sanskrit Commission which envisage the modification of the three-language formula with a view to including Sanskrit as a compulsory subject of study in the secondary curriculum. While the Board fully recognised the importance of the study of Sanskrit both from the cultural and linguistic points of view and the need for encouraging it in all possible ways, it felt that it would not be desirable to include a fourth language as a compulsory subject, as this would either make the curriculum much too heavy or result in substituting Sanskrit in place of Hindi, which is the official language of the Union. The present three-language formula which has been approved by

the Central Advisory Board of Education, should not, therefore, be disturbed as it provides for the study of Sanskrit either on an optional basis as a separate subject or as part of the composite course.

**ACTION TAKEN**

The recommendation was accepted by the Government of India.

**MEDIUM OF INSTRUCTION**

**1952**

**RECOMMENDATION**

The Board expressed the view that the medium of examination at all stages should be the same as the approved medium of instruction.

**ACTION TAKEN**

The recommendation was circulated to all the State Governments.

**TEACHING OF SCIENCE**

**1957**

**RECOMMENDATION**

With regard to the question of equipping science laboratories and technical departments in secondary schools, the Board felt that the exact programme of phasing, *i.e.*, whether this should be done over a number of years should be left to State Governments.

**ACTION TAKEN**

The recommendations were circulated to the State Governments.

**1958**

**RECOMMENDATION**

The Board recommended that in view of the acute shortage of equipment of standard specifications, the Ministry of Education should vigorously pursue the proposal for the establishment of a scientific instruments centre with the Ministry of Commerce.

**ACTION TAKEN**

A committee was set up with the Director General, Scientific and Industrial Research as chairman, to collect information about scientific instruments needed for teaching, research in industry and to formulate a scheme for the development of scientific instruments industry in India. The committee made a careful survey and recommended the setting up of a Central organisation which should discharge the following functions :

- (a) Survey and assessment of the present and the future needs of various types of scientific instruments required for teaching, research, industry and essential services; collation and co-ordination of all available information on the subject in the country including the problems and requirements of the various departments.
- (b) Preparation of a phased programme of development of the industry during the next ten years.

- (c) Adopting steps to create new design and development units and centres of instrument production.
- (d) Preparation of specifications and blue-prints for instruments and the development of testing techniques and equipment for testing instruments, and production of proto-types.
- (e) Coordination with the Indian Standards Institution in the establishment of national standards for instruments.
  - (i) Organisation of advanced training of technicians and specialised personnel required for the preparation, repair and maintenance of scientific instruments.
  - (g) Stimulating the manufacture of scientific instruments on an industrial scale.
  - (h) Formulation and coordination of policies and procedures relating to development of the industry, distribution of scientific instruments, their import, custom duty etc., and
  - (i) Publication of appropriate bulletins and periodicals.

The Central Scientific Instruments' Organisation under the Council of Scientific and Industrial Research has been set up to implement the recommendations made above.

## 1960

### RECOMMENDATION

The Board recommended that in view of the great importance of science teaching in our schools, steps should be taken by the States to provide for the teaching of general science in every secondary school and of elective science in all the old and new higher secondary and multi-purpose schools, by the end of the Third Plan. This meant that the supply of the requisite number of science (B. Sc. Hon./M. Sc.) graduates should be provided for by expanding facilities in the existing colleges and increasing their intake, by preparing existing teachers through condensed courses (as was being done in West Bengal and Andhra Pradesh) and by opening new institutions. The Board wished to stress the urgency of the problem which called for the immediate attention of the States, the Centre and the University Grants Commission.

### ACTION TAKEN

The All-India Council for Secondary Education at its second meeting held in May, 1960, also endorsed these recommendations and made detailed suggestions for long- and short-term measures to prepare science teachers required for this programme. These have been forwarded to the State Departments and the University Grants Commission for necessary action. The actual allocation in the Third Plan is not likely to enable a provision of elective science in more than 1,500 higher secondary schools during the Third Plan period. A target of 25 per cent has, therefore, been set in regard to this scheme.

## EXTENSION SERVICES

### 1957

#### RECOMMENDATION

With regard to the extension services departments the Board recommended that the Government of India and State Governments should take

a decision on the future of these departments as early as possible, so that, after the financial assistance of Ford Foundation has ceased, these could be placed on a permanent footing.

#### ACTION TAKEN

Necessary action is being taken in the Third Five-Year Plan.

### TEACHERS' TRAINING

1957

#### RECOMMENDATION

The Board recommended that training institutions at the university stage should, while formulating their training programmes take into account the training requirements for teachers in different types of secondary schools, such as multipurpose schools, post-Basic etc. and for practical subjects like crafts and provide adequate facilities for the same.

#### ACTION TAKEN

This was brought to the notice of the State Governments.

1958

#### RECOMMENDATION

The Board recommended that suitable training facilities in the training colleges should be urgently provided for the training of teachers in subjects like technology, agriculture, commerce etc.

2. The Board carefully considered the issues involved in the proposal of multipurpose training institutions and felt that such reorganisation of training colleges in the Second Plan period would give rise to numerous administrative and financial problems which may upset the normal functioning of these institutions. It recommended instead the expansion and improvement of the existing secondary training colleges with a view to providing better training facilities in diversified subjects. It also agreed to the integration of Basic graduates and Basic under-graduates training in institutions where conditions favoured such integration.

3. To consider the organisation of special courses for enabling teachers in secondary schools to acquire a master's degree:

The Board recommended that facilities for appearing as private candidates at M. A./M. Sc. examinations of universities should be extended to practising teachers provided those sitting for the M. Sc. examination has undergone training in the subject concerned in a recognised institutions with adequate facilities for laboratory work in one of the following three ways:

- (i) By attending a special condensed course of one year's duration to be organised at suitable university centres, to which selected teachers working in the secondary schools could be deputed for a period of one year.
- (ii) By attending organised vacation course of three months' duration for two or three years in succession.
- (iii) By attending evening classes.



## ACTION TAKEN

This was brought to the notice of the universities and the State Governments.

1959

## RECOMMENDATION

Regarding teacher training the Board recommended that the scheme for such training should be on the following lines :

- (a) That all heads of departments employed at the higher secondary stage should be M.A.'s or M.Sc.'s or persons with a diploma certificate from the university indicating their competence to teach at the higher secondary stage, both categories having pedagogic training of the B. T. standard as required for higher secondary schools. It was suggested that a certain number of teachers from different institutions should be deputed for a period of one year to a university for practical training in approved laboratories for science subjects and in the other approved departments for the other subjects.
- (b) That a teacher should get advice, regarding his studies in his preparation for the masters' degree from the university departments prior to his joining the course. He should put in one academic year's study in the university for the course concerned, at the end of which he should either take the M. A. or M. Sc. examination to be held for the regular students preparing for these courses or sit for a diploma examination, details of which should be worked out by the university. The possession of the diploma would qualify a teacher for work at the higher secondary stage. The present provision for teachers to appear privately should continue.
- (c) That a candidate should be allowed to sit for either or both the diploma and the degree examinations conducted by the university and that in case of those who were not successful for one or the other test, a second appearance should be permitted after private study at the end of another year. Teachers selected for advanced study should preferably have qualified for the B. T. degree and should have put in a minimum of five years of teaching in a recognised school. The headmaster of the school should be the authority to recommend teachers. The number of teachers so recommended would be scrutinised by the university, with a view to selecting the actual number that would be trained in the university in a particular year. The recommendations of the headmaster should be forwarded to the university through the State Government concerned.
- (d) That such teachers will be deputed by their respective managements and during the period of deputation they will be entitled to
  - (i) the salary that they were drawing prior to the date of deputation; and
  - (ii) a subsistence allowance, which may be fixed by each State Government during the period of their training.

- (iii) the teacher deputed for such training should enter into a bond with the management and the State Government concerned to serve for a minimum period of five years after the completion of his training.
- (e) That the salary of the substitute to be appointed in the vacancy created and who need not necessarily be a trained graduate will be regarded as part of the approved expenditure of the school. The expenditure involved in such teacher training will be under the following heads :
  - (i) Deputation of the teachers under the conditions suggested as well as the employment of the substitute in his place.
  - (ii) The expenditure likely to be incurred by the university or institution training such teachers.

This expenditure may be of two types :

- (a) Non-recurring expenditure for the expansion of laboratory facilities or in the increase of library books.
- (b) Expenditure to be incurred in appointing additional personnel for the training courses. This expenditure will have to be decided on an *ad hoc* basis depending on the number of persons that are to be trained in each particular subject. The optimum number of trainees in a post-graduate training centre should be 12; in no case should the number exceed 20.

A non-recurring grant of Rs. 2,500 per student for increased accommodation in the laboratory may be given for the science subjects and a non-recurring grant of Rs. 1,000 per student for accommodation for the humanities. As for the recurring grant for equipment, physics, chemistry, botany and zoology should get Rs. 1,000 each, while mathematics and the humanities should each be given Rs. 500.

For each of the science subjects—physics, chemistry, zoology and botany—increased accommodation should be provided in the laboratories at the rate of 50 sq. ft. per student. For the humanities and mathematics and other subjects, the lecture room space should be calculated at 12 sq. ft. per student. It is suggested that the effective plinth area may be six rooms, 12 ft. × 30 ft. The total effective floor area will be 2,160 sq. ft.

The recurring expenditure will be mainly on the laboratories and equipment as well as on the extra staff that will have to be recruited for the purpose. The recurring expenditure so far as the science subjects are concerned may be Rs. 600 per student per year. So far as other subjects are concerned, the expenditure will be mainly in regard to the library facilities. A sum of Rs. 5,000 per year may be needed by way of addition to the existing facilities in universities and colleges which undertake this work.

It will be necessary in each of the subjects to have at least an extra reader and a lecturer on the usual University Grants Commission scales. The laboratory staff required for science subjects may consist of two attendants for each of the laboratory subjects, also in the usual scale.

So far as the responsibility for financial aid in regard to the scheme outlined above is concerned, it was suggested :

- (i) That the State Government should take up the responsibility for meeting items of expenditure connected with the deputation

of teachers, etc., and that this expenditure should form part of the approved expenditure to be shared between the Centre and the States within the Plan provision.

- (ii) That the University Grants Commission may be requested to meet the expenditure to be incurred by the universities and training departments as this forms part of post-graduate development. The grant would be given without the liability of the university for a matching contribution.

The Board also recommended that in order to attract well-qualified persons into the teaching profession, the scales of salary should be considerably improved and should conform to the minimum scales at least of similarly qualified persons teaching in the universities.

The recommendation of the Secondary Education Commission for the multipurpose schools envisages the possibility of starting such schools according to the higher secondary pattern. Pending the setting up of higher secondary schools, it may be possible for some of the secondary schools to have some diversified courses of instruction. However, so far as the higher secondary pattern of technical education is concerned, it is essential that at least one member of the team of teachers in any of the technological subjects who will be the head of the department should be a graduate in that subject and he may be assisted by those who have the national diploma or its equivalent in that field. The pattern of higher technical institutions has got to be standardized. The Board, therefore, recommended that a small committee should be set up to inspect some of the schools that offer the electives in the field of technical, science and other practical subjects in the States and to report on the working arrangements made, the standards maintained and on all other relevant matters connected with this problem.

The report should deal with the following factors :

- (i) The equipment and accommodation available for the particular course of study, inclusive of workshop pattern, field exercises, etc.
- (ii) Personnel employed with qualifications, salary scales etc.
- (iii) Number of students in each department.
- (iv) Opportunities for employment or the avenues available for employment to those who have finished their training and any other relevant matters.

So far as the training of teachers of multipurpose schools is concerned, the Board felt that the training must be evolved by experts in the field. These should be persons qualified in particular spheres of technical education and should work with experts in pedagogies from the training colleges. It was suggested that the Ministry of Education might like to constitute a small committee to go into the whole question.

The Board suggested that the two committees suggested above should be requested to submit their reports before the 31st of October so that the reports should be placed before the next meeting of the Central Advisory Board of Education.

**ACTION TAKEN**

This was brought to the notice of the universities and the State Governments. Necessary action is being taken in the Third Five-Year Plan.

**1960****RECOMMENDATION**

With regard to the shortage of trained women science graduates, the Board suggested that women teachers may be employed on a part-time basis if they were not able to work full time, and even if this expedient did not solve the problem, men-teachers may be appointed in the schools for girls so long as the supply of women science teachers did not improve.

**ACTION TAKEN**

This was brought to the notice of the State Government.

**STATUS OF TEACHERS****1953****RECOMMENDATION**

The scales of pay of teachers should be revised and made attractive so that able men are recruited at all levels of education.

**ACTION TAKEN**

Revision of pay scales of teachers was included as an item in the Second Five-Year Plan and 50 per cent Central assistance was provided with effect from 1957-58 in so far as secondary education teachers are concerned.

**RECOMMENDATION**

Children of teachers should be given free education in the schools in which their parents are serving. The Government of India should formulate a general policy in this direction.

**ACTION TAKEN**

At the Education Ministers Conference held in November, 1960, it has been proposed to recommend to the State Governments that children of all primary teachers should receive free tuition till the end of the high school stage and early steps may be taken to implement this proposal. It was also recommended that special scholarships should be given to meritorious children of teachers to enable them to prosecute their studies at the university stage.

**RECOMMENDATION**

The Board recommended that the State Governments should set up suitable machinery to safeguard teachers from possible unwarranted dismissal and other injustice.

**ACTION TAKEN**

This was brought to the notice of the State Governments for implementation.

**1955****RECOMMENDATION**

The Board decided to invite the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five-Year Plan. This has become all the

more necessary in view of the fact that satisfactory execution of development plans in the industrial, agricultural and allied sectors will depend on the quality of the personnel employed, which, in turn, will depend on the quality and the contentment of the personnel employed in the educational institutions.

#### ACTION TAKEN

The Ministry of Education addressed the State Governments in February, 1956 on the subject requesting the consideration of the question of improving salaries of primary teachers and to furnish the following information :

- (i) Scales of pay of primary school teachers of various qualifications, viz., trained and untrained which are considered by them to be quite reasonable in view of the local conditions prevalent in the State; and
- (ii) The total additional expenditure involved in improving the salary scales of primary school teachers during the year 1956-57 and subsequent years of the Second Five-Year Plan.

The State Governments were informed that the Government of India would be prepared to give assistance up to 50 per cent of the additional expenditure involved till the setting up of the next Finance Commission.

#### 1956

##### RECOMMENDATION

The salaries of teachers should be revised by the States without delay after considering all relevant factors. The necessary amount for revision of the scales of pay will, however, have to be found in addition to Rs. 320 crores earmarked for education in the Second Five-Year Plan. It was the unanimous opinion of the Board that the programme of putting into effect the minimum salaries proposed by the Ministry of Education should not be postponed on any account.

##### ACTION TAKEN

On the basis of replies received from the State Governments, it was estimated that a sum of Rs. 275 lakhs might be required by the Central Government during the year 1956-57 for giving financial assistance to the State Governments for raising the salary scales of primary school teachers. The Government of India's decision to contribute 50 per cent of the additional expenditure involved has also been communicated to the State Governments.

#### MULTIPURPOSE SCHOOLS

#### 1958

##### RECOMMENDATION

The Board was emphatic that multilateral schools and post-Basic schools should not be regarded as two parallel systems but as integral parts of the same system of secondary education.

##### ACTION TAKEN

This was brought to the notice of State Governments.

**EXAMINATION REFORM****1960****RECOMMENDATION**

Recognizing the urgency of setting up State evaluation units in order to bring about examination reform expeditiously, the Board recommended that State Departments should take immediate steps to set up such units and recruit the necessary personnel, so that the training programme of the officers could be organised in time and before the commencement of the academic year 1960-61.

The Board further recommended that the training course should be conducted in one batch by the Central examination unit, and that it should be of about two months' duration. The expenses on this training course should be borne by the Centre.

**ACTION TAKEN**

The recommendation is being implemented by the Directorate of Extension Programmes for Secondary Education. The Directorate addressed the various State Departments to take steps to set up the units before the commencement of the year 1961-62. In February-March 1961 an officer of the Directorate accompanied by the T.C.M. Consultant in examinations visited some of the States like Rajasthan, Mysore, Madras and Kerala and met the officers of the Departments and discussed with them the details of establishing such units. The State Governments are taking action to implement this programme.

The Directorate also formulated a draft constitution of the State units for the information and guidance of the State Departments.

A five-week training course in evaluation was held at New Delhi from 16th September, 1960 to 19th October, 1960. Two participants from each State except Madhya Pradesh, Jammu & Kashmir and Assam who could not depute their nominees, attended this course.

**CENTRAL INSTITUTE OF EDUCATION****1951****RECOMMENDATION**

If the Central Institute of Education was to justify its existence, it should function mainly as a post-graduate institute for advanced research in education and not merely as a teachers' college, except to provide for the needs of the Part C & D States.

**ACTION TAKEN**

The recommendation was accepted by the Government.

**MORAL AND RELIGIOUS EDUCATION****1959****RECOMMENDATION**

The Board stressed the need to make provision for moral and spiritual instruction in all educational institutions. It authorised the Chairman to appoint a committee to make a detailed study of the entire question and make suitable recommendations in the matter.

**ACTION TAKEN**

A committee was set up with Shri Sri Prakasa, Governor of Bombay as Chairman and Shri G. C. Chatterji, Vice-Chancellor of the University of Rajasthan, Shri A. A. Fyze, Vice-Chancellor of the University of Jammu and Kashmir and Shri P. N. Kirpal, Joint Secretary to the Government of India in the Ministry of Education as members. The Committee submitted its report in December, 1959.

**1960****RECOMMENDATION**

The Board approved the broad approach and the principles enunciated in the report of the Committee on Religious and Moral Education under the Chairmanship of Shri Sri Prakasa and recommended the implementation of the various suggestions made in it by the Union Government and State Governments in the light of the observations made by the Standing Committees.

**ACTION TAKEN**

The Committee has been requested to select suitable literature for the purpose for all stages of education.

**GANDHIAN PHILOSOPHY****1951****RECOMMENDATION**

The Board considered a proposal to introduce Gandhian literature as a compulsory subject to be taught in all schools and colleges. They felt that it would be undesirable to introduce compulsion in a matter like this but they recommended that the attention of the State Governments should be drawn to the obvious desirability of the life and teachings of the Father of the Nation being studied in all educational institutions.

**ACTION TAKEN**

The recommendation was circulated to the State Governments.

**1953****RECOMMENDATION**

The Board authorised the Chairman to appoint a committee to consider the desirability of inclusion of 'Gandhian Philosophy and Ways of Life' in the curricula of high schools and university stage and make suitable recommendations towards that end.

**ACTION TAKEN**

The Committee was set up and it met in New Delhi on 23rd August, 1955. It submitted its report which was placed before the Central Advisory Board of Education.

**1956****RECOMMENDATION**

The Board approved the Report and strongly recommended that efforts should be made to promote the teachings of Gandhian thought at different stages. For this purpose efforts should also be made to study teachings of Mahatma Gandhi through systematic research.

**ACTION TAKEN**

Report of the Committee on 'Gandhian Philosophy and Ways of Life' was placed before the Central Advisory Board of Education.

**1957**

**RECOMMENDATION**

The Board noted the report of the Committee on 'Gandhian Philosophy and Ways of Life'. It also took the opportunity to emphasize the need to orient teaching in schools in such a way as to give children a broad national outlook and background, particularly through the study of languages, history, geography and social studies.

**ACTION TAKEN**

The recommendations of the Sub-Committee on Gandhian Philosophy were referred to the main Committee at its second meeting held at New Delhi on 24th January, 1957 for approval. The Committee approved the following recommendations for implementation :

1. Three books should be prepared incorporating Gandhiji's contribution in important fields, one each for primary, secondary and university levels.
2. That a book should be prepared on Gandhiji's views on education (in Hindi, English and other regional languages).
3. That a handbook on Gandhiji's thoughts and experiments in education for teachers in Basic training colleges should be prepared.
4. "Gandhiji's Week" should be celebrated in October each year by educational institutions throughout India.
5. Projects for teaching Gandhiji's ideas should be introduced in schools throughout India.
6. The Government should institute special lectures at some universities to be delivered every year by distinguished authorities in various aspects of Gandhiji's life and thought.

Action on some of these recommendations is indicated below :

- (a) Shri T. S. Avinashilingam on a request from the Ministry of Education, undertook the preparation of the handbook on Gandhiji's thought and experiments in education for teachers in Basic training colleges which has since been published.
- (b) On a request from the Ministry, Jamia Millia, Delhi worked out a "Project" on Gandhiji's ideas and the report has been circulated to the State Education Departments for use in the educational institutions in their regions.

**PRIVATE SCHOOLS**

**1957**

**RECOMMENDATION**

The Board generally welcomed the recommendations of the Seminar held at Srinagar (in regard to the steps to be taken to improve efficiency in educational administration). With regard to the administrative relations between the State Governments, local governments and private management, the Board was of the view that the autonomous nature of the private



management should be maintained subject to certain important safeguards such as uniform rules of service, salary scales, selection, dismissal of staff, etc. It further suggested that the staff selection committee of private managements should have at least one representative of the grant-giving authorities.

#### ACTION TAKEN

The recommendation was circulated to the State Governments for necessary action.

### COORDINATION

#### 1959

#### RECOMMENDATION

To consider the greater coordination among schools, vocational guidance agencies and employing agencies.

The Board accepted the recommendation made by the Government of Bombay that liaison should be established between multipurpose schools and the industries concerned.

It was understood that steps had been taken in at least eight States to set up youth employment units of the National Employment Service. The Board hoped that such units will be established in all the States and eventually in the major district headquarters. In the long run it will be for these agencies to contact industries or other employing agencies on the one hand and schools on the other, with a view to arranging effective placement of young school-leavers.

#### ACTION TAKEN

Youth employment units have already been set up in all the States except Jammu & Kashmir. The position is as follows :

Andhra — 4, Assam — 2, Bihar — 4, Gujarat — 4, Kerala — 2, Madhya Pradesh — 3, Madras — 2, Maharashtra — 6, Mysore — 2, Orissa — 2, Punjab — 4, Rajasthan — 1, Uttar Pradesh — 5, West Bengal — 6, Delhi — 1, Himachal Pradesh — 1.

### STATEMENT II

#### **Recommendations of the Committee Appointed to Consider the Secondary Education Commission Report for Implementation**

The Committee has considered the various aspects of the Report and has formulated its recommendations under three broad categories :

- (A) The general pattern of secondary education.
- (B) List of priorities, indicating the items or action-points which should be implemented during the next seven years.  
(The agencies which should be responsible for initiating action on each item are mentioned at the end of each item.)
- (C) A list of recommendations which do not fall under (B) but for various reasons deserve special attention of the Central and State Governments.

## PART A

The Committee is of the opinion that the eventual pattern of education should be as follows and educational planning should be oriented in that direction:

- (a) Eight years of integrated elementary (Basic education).
- (b) Three or four years of secondary education where there will be a diversification of courses. (The first year should be devoted mainly to orientation and exploration of the students' aptitudes, and diversified courses should be normally taken up during the last two or three years of the secondary stage).

In the secondary course certain core subjects should be common to all students whatever diversified courses of study they may take. These core subjects should consist of :

- (i) Languages
- (ii) General Science
- (iii) Social Studies
- (iv) One of the crafts

Diversified courses of study may cover the following seven groups of subjects of which each student should select one group :

1. The Humanities
2. Sciences
3. Technical subjects
4. Commercial subjects
5. Agricultural subjects
6. Fine Art
7. Home Science

- (c) Three years of university education after the higher secondary school leading to the first degree.

Shri Mallaradhy expressed the view that the committee should only fix the total duration of 12 years for primary and secondary stages of education, leaving it to the States to divide this period according to their needs and that no rigid uniformity of pattern should be stressed.

## PART B

## I PRELIMINARY

(a) The Central and State Governments should declare their general acceptance of the pattern set in Part A above and formulate their plans in such a way as to bring the system into conformity with it within a specified number of years. They should draw up, in accordance with this policy, a programme of seven years in two phases, the first phase consisting of remaining two years of the first Five-Year Plan and the second phase to cover the period of the following five years—Second Five-Year Plan.

*(Government of India and State Governments)*

(b) The acceptance of this policy will involve amendment to the Universities Act and in some States also the enactment of Secondary Education Acts. This should be taken up immediately.

*(State Governments)*

## 2. INTRODUCTION OF DIVERSIFIED COURSES

(a) The highest priority should be given to the introduction of diversified courses in the existing and new high schools. All States, while providing diversified courses in schools in all regions according to their needs and the aptitude of students, should provide special facilities for agricultural education in rural schools. Such courses should include horticulture, animal husbandry and cottage industries.

*(State Governments)*

(b) Within the next two years all Government secondary schools should be converted into multipurpose high schools providing courses in some of the practical groups enumerated in Chapter VI of the Commission's Report.

*(State Governments)*

(c) Of the remaining high schools, semi-government or private, at least five per cent should be enabled to provide for the teaching of at least one practical group of subjects (in addition to the existing subjects). During the period of the Second Five-Year Plan ten per cent more of the remaining high schools should be enabled to introduce diversified practical courses. Since the number of high schools is nearly 10,000 the proposal would mean the introduction of diversified courses to some extent in 500 schools in the first two years and in 1,000 schools in subsequent five years.

*(State Governments)*

(d) The State and Central Governments should give financial assistance to high schools to enable them to run diversified courses. In this connection the following alternative types of financial assistance by the Government of India were discussed by the Committee :

- (i) Subject to funds being available, the Government of India to bear non-recurring expenditure and the State Government to be responsible for the recurring expenditure.
- (ii) 50 per cent of the total non-recurring expenditure and 50 per cent of the expenditure on teachers' salaries in practical subjects only to be borne by the Government of India and the rest by the State Governments. In both cases the Government of India's contribution will be only on improvements made on the lines formulated.

*(Government of India)*

(e) As recommended in Chapter XIII (Para 35 of the chapter on summary recommendations), expert committees should prepare clear-cut statements giving the amount and the kind of equipment required for various types of diversified courses and also the cost of workshops to be utilised for the purpose. Self-contained brochures on various types of courses to be introduced in the new type of schools, should be prepared or sponsored by the Ministry of Education and should be made available to the State Governments and high schools all over the country.

*(Government of India)*

(f) As recommended in Chapter IV (para 12 of the summary recommendations) where feasible, the Central technical institutes should be utilised for training students who follow diversified courses of studies in the neighbouring high schools. This may require some expansion of such technical institutions, but this would be the most effective and economic arrangement until such time as multi-purpose high schools can be developed

in the country on a large scale. Such a Central technical institute should also be utilised for part-time training in industrial courses and for further apprenticeship training of those who have completed their secondary education.

*(State Governments)*

(g) No State Government should ordinarily recognise a new high school unless it provides for instruction in at least one practical group in addition to the academic group.

*(State Governments)*

(h) In view of the extreme shortage of teachers in technical (engineering) subjects, provision should be made where necessary for the payment to them of special pay over the prescribed scale.

*(State Governments)*

#### REVISION OF CURRICULUM AND INTRODUCTION OF THE NEW CURRICULUM IN HIGH SCHOOLS

(a) Every high school in the country should be enabled during the next seven years to make provision for effective teaching of general science, social studies and crafts.

*(State Governments)*

As recommended in Chapter VI, an initial grant at the rate of about Rs. 15,000 should be sanctioned for equipping each school for this purpose. The grant should cover the cost of setting up (or improving) the laboratory for general science, for producing equipment for crafts and charts, posters and audio-visual aids etc., and for teaching social studies. So far as recurring expenditure is concerned an attempt should be made to meet a part of it from the sale of articles made by the students. The scheme should be spread over seven years, in which case it would involve an expenditure of about rupees two crores per annum for the whole country. This cost should be shared by the Central and State Governments in the proportion of one to two, the balance being found by the schools concerned from other sources.

*(Government of India and State Governments)*

(b) The Central Government should set up small panels of experts drawn from all over the country and ask them to prepare detailed model syllabuses for various subjects, incorporating the essential items of subject-matter and suitable instructions to teachers for its integration with other subjects, and so far as possible, with the activity programme envisaged in the report. Such work should be first taken up with reference to the new subjects included in the curriculum recommended in Chapter VI.

*(Government of India)*

(c) The State Governments should take steps to have their prescribed curricula for the middle and higher stage, examined by expert committees in the light of the recommendations of the Commission.

*(State Governments)*

(d) In the training colleges and/or the university departments of education, research in curriculum and assessment of the results of introduction of the new curricula should be instituted.

*(State Governments)*

(e) As good and effective school libraries are essential for proper education and for the successful implementation of the new curricula and

progressive teaching methods recommended by the Commission, every school must build up a good library under a librarian who has received training for the purpose. In order to equip the libraries properly and improve their stock of books, an initial grant of Rs. 5,000 should be made to each school shared in the ratio of one to two by the Government of India and State Governments. The total financial implications of this proposal which may be spread over five years, will be about rupees five crores.

*(Government of India and State Governments)*

#### 4. EXAMINATION SYSTEM

(a) Remodelling of the examination system in so far as it is possible within the existing pattern, on the lines recommended in Chapter XI should be immediately taken up in every State. This will involve abolishing public examinations (if any) before the end of the high schools shifting the emphasis from the annual examinations to periodical tests, giving consideration to the results of these tests and the day-to-day progress of the pupils at the final examination, liberalising the system of compartmental examinations and including in the school-leaving certificates a summary of the results of the school tests as well as that of the school records in the various social and co-curricular activities.

*(State Governments)*

(b) The training colleges should take up research on examination techniques.

(c) Seminars and training camps of selected headmasters and teachers should be organised under suitable experts on a regional basis for discussing and popularising new examination techniques. If necessary, competent foreign experts who have specialised in this field should also be invited for this purpose. Introduction of objective tests, adoption of the system of symbolic marking, evaluation and grading of school records etc., should form some of the subjects of study at these seminars.

*(State Governments)*

#### 5. TRAINING OF TEACHERS

(a) Workshops should be attached to training colleges for training teachers for teaching crafts under Group C. Short-term training courses may also be organised for this purpose for teachers in service either at training colleges or at special centres set up for the purpose or at technical institutions.

*(State Governments)*

(b) For practical subjects under Group D, until such time as properly equipped workshops can be established, short courses for training craft teachers should be organised in centres attached to technical institutions or in centres set up for the purpose.

*(State Governments)*

(c) Specialists in technical subjects, willing to join the teaching profession, may be appointed as teachers in subjects under Group D after being given three months' intensive course in teaching methods in the training colleges. As a further encouragement to them to join the teaching profession they should be given full salary during this period of intensive training. A small committee of experts should draw up a detailed syllabus for these courses.

*(State Governments)*

(d) State Governments and universities should take steps to revise their syllabuses of training in the light of the recommendations of the Secondary Education Commission Report.

(e) In order to attract larger number of well-qualified and suitable candidates to training colleges and to save them from financial worries, the following measures should be adopted :

(i) No tuition fees should be charged in any training college.

*(Government of India and State Governments)*

(ii) In the case of trainees serving in any private schools, it should be the responsibility of the managements (and in the case of Government schools, of the Government) to pay them a full salary for the period of training. Other trainees, who are not in receipt of salaries from the management or Government, should be given stipends for the period of training.

*(State Governments)*

(f) A large number of refresher courses, seminars and conferences of headmasters, teachers and inspectors of schools should be organized both on all-India and State basis every year in order to create an effective climate of opinion for educational reform and reconstruction.

*(Government of India and State Governments)*

(g) Suitable literature for improving the efficiency and for the inspiration of teachers should be produced by the Education Departments of all States and either the office of the Director of Education or one of the training colleges should be adequately equipped for the purpose.

*(State Governments)*

## 6. ADMINISTRATIVE REORGANISATION

(a) In the Central Ministry of Education there should be a unit, assisted, if necessary, by a Standing Advisory Committee, to watch over the progress of the implementation of the recommendations of the Report and to advise the Ministry in this behalf. The section should be headed by an officer who should occasionally visit the States and discuss with the State officers and secondary education boards the problems and difficulties encountered by them in the implementation of the programme.

*(Government of India)*

(b) In every State there should be, as recommended in Chapter XIII (para two of the chapter on summary of recommendations) a committee consisting of the Ministers concerned with various grades and types of education in order to discuss how best the resources of the departments could be pooled for the furtherance of education of all types. There should be a similar committee at the Centre.

*(Government of India and State Governments)*

(c) In every State a small implementation committee consisting, say, of three persons should be set up to watch the progress of the implementation of the recommendations of the Commission.

*(State Governments)*

(d) The boards of secondary education should be reorganised (or set up as the case may be) in the different States in the light of the recommendations of the Commission in Chapter XIII (para four of summary of

chapter XIII) and other consequential administrative arrangements should be made including the creation, where necessary, of a separate post of a deputy director of secondary education.

*(State Governments)*

(e) In each district there should be a class I district education officer directly in charge of secondary education in the district, and having supervising authority over the whole field of pre-university education. This should be in addition to the existing district inspectors or district superintendents who are usually in class II of the Education Service. He should coordinate and stimulate all education work within his jurisdiction.

*(State Governments)*

(f) The inspectors of schools should study carefully the special problems of each school in their charge and learn to view them in the context of educational objective as outlined in the Report.

*(State Governments)*

#### **7. CONDITIONS OF SERVICE OF TEACHERS**

(a) The Central Government should set up a committee which should examine the existing scales of salaries in the different States in the context of their economic conditions and recommend the minimum salary to be paid to teachers of different qualifications.

*(Government of India)*

(b) Every State Government should set up a committee to examine the revision of salary scales of teachers of different categories in the light of the recommendations of the committee to be set up by the Central Government referred to in para (a) above.

*(State Governments)*

(c) The principal consideration in fixing the minimum salary and in the revision of scales of pay should be that teachers may be brought on par with personnel in other walks of life with similar qualifications and responsibilities.

(d) The system of triple benefit schemes for teachers, namely, pension-cum-provident fund-cum-insurance, as recommended in Chapter XII should be introduced in all States as early as possible.

*(State Governments)*

#### **8. INSTITUTION OF DETAILED RECORDS OF EVERY STUDENT IN THE SECONDARY STAGE**

As recommended in Chapter XI (para two of summary of Chapter XI) a school record presenting a continuous and clear statement of attainments—intellectual pursuits, behaviour pattern, interests and attitudes, practical and social activities etc.—of every pupil should be progressively introduced in all schools. Specimens of cumulative record forms given in Appendix VII of the Commission's Report may be adopted with suitable variations for this purpose. Where such records cannot be introduced in all the classes, a beginning may be made in the lowest class at the higher secondary stage or at a stage where the pupils have yet to put in at least two years' of schooling at the higher secondary stage. Teachers should be trained to understand and maintain these records properly, which may be done at seminars, training colleges etc. At least one teacher in every school should be given training in the technique of maintaining their cumulative record forms.

*(State Governments)*

## 9. PRODUCTION OF TEACHING MATERIAL

### I. TEXTBOOKS

(a) The State Government or the educational authorities concerned should take up gradually the production of textbooks and/or source books of good standard in some subjects, in the light of the recommendations made by the Commission in Chapter VI (paras seven, eight, nine and ten of the summary of Chapter VI). In the first instance, it may consider the production of books in new subjects proposed to be introduced in the curricula.

*(State Governments)*

(b) The State Governments should appoint textbook committees as envisaged in the Report. However, in selecting High Court Judges and Members of the Public Service Commissions to serve on these committees, care should be taken to see that they have the requisite educational background and experience.

*(State Governments)*

(c) In order to improve the standard of book illustration, the Central and State Governments should maintain libraries of blocks of good illustrations which could be lent to textbook committees and publishers.

*(Government of India and State Governments)*

(d) The Central Ministry of Education should build up a comprehensive library of good textbooks, both Indian and foreign.

### II. FILMS

Films should be prepared for schools showing the different types of work and processes involved in the various industries. These film shows should be supplemented by actual visits to industries etc., wherever possible.

*(Government of India and State Governments)*

### 10. VOCATIONAL GUIDANCE

(a) As recommended in Chapter IX (para four of the summary of recommendations of the Chapter) the Ministry of Education should assist in the opening of regional centres of training for guidance officers or career-masters to which the State Governments may send a number of teachers or other suitable persons for training.

*(Government of India)*

(b) In every State suitable machinery should be set up to enable high school students to seek employment of a kind for which they may be suited by training and aptitude. Such a machinery should

- (i) conduct periodical surveys of the likely requirements of personnel of different kinds and the number of school-leavers who could be absorbed in these opportunities,
- (ii) compile lists of institutions, offices, factories and establishments where apprenticeships for school-leavers might be arranged, and
- (iii) furnish such other information to the headmasters of the schools and the Departments of Education as may be useful to them in planning the expansion of diversified courses.

*(State Governments)*

### INTRODUCTION OF CRAFTS AT THE MIDDLE STAGE

As a preliminary to the recasting of courses of study at the high school stage it is necessary that changes should be immediately effected in the



course of studies at the middle stage. Where crafts have not been already introduced, steps should be taken to do so immediately at the middle stage and funds provided for the purpose.

*(Government of India and State Governments)*

## 12. MANAGEMENT AND CONDITIONS OF RECOGNITION OF SCHOOLS AND DISTRIBUTION OF GRANTS

Every State Government should take steps to revise the existing rules and regulations regarding

- (a) constitution and functions of managing committees,
- (b) conditions of recognition of schools, and
- (c) basis of Government grants to non-Government schools.

In taking up such revision, the recommendations contained in Chapter XIII, especially recommendations 17 and 27 of the summary of recommendations of the chapter, should be carefully considered. Every managing committee should be a registered body.

Before a managing committee is allowed to set up a school, it should at least have a reserve fund equivalent to the working expenditure on the school for one academic year.

## PART C

While all recommendations made by the Commission deserve careful consideration, some of them have been spotlighted below either because they have a special importance or because there is a danger that their significance may be overlooked for one reason or another :

### 1. PUBLICITY

The State Governments should give publicity to the contemplated reforms in secondary education through well-produced pamphlets in local languages and thus with public cooperation.

### 2. LEGISLATION

The Government of India should institute studies on the various recommendations of the Commission which require legislation and prepare Model Acts wherever necessary.

### 3. TEXTBOOKS

(a) A fund should be maintained from the amount realised from the sale of textbooks published by the Government which may be utilised for awarding scholarships, and/or providing books and other amenities for school children.

(b) The textbook committee should lay down clear criteria for the type of paper, illustration, printing and format of the books to be submitted for adoption.

(c) The Central Government should set up a new institution or help some existing art schools, to develop special courses of training in the technique of book illustration.

### 4. METHODS OF TEACHING

In order to popularise progressive teaching methods and facilitate the introduction, "Experimental" and "Demonstration" schools should be estab-

lished and given special encouragement where they exist, so that they may try out new methods freely without being fettered by too many departmental restrictions.

#### 5. EXTRA-CURRICULAR ACTIVITIES

(a) The State should give adequate financial assistance to the scout movement and should help to secure suitable sites for scout camps. Schools should, as far as possible, afford an opportunity for groups of their students to spend a few days every year at such camps.

(b) The N.C.C. should be brought under the Central Government which should take the responsibility for its proper maintenance, improvement and expansion.

#### 6. STUDENT WELFARE

(a) A properly organised school meals and medical service should be established in all States. Managing committees should be encouraged to provide facilities to enable students and teachers to grow their own food produce as far as possible.

(b) Each school should have at least one specialist in physical education and one or more teachers to assist him.

#### 7. TEACHERS' WELFARE

(a) The teachers possessing the same qualifications and performing the same type of work, should be treated on par in the matter of grades of salary, irrespective of the type of institution in which they are working.

(b) Special committees should be set up to review the scales of pay of teachers of all grades and recommend such scales of pay that will meet in a fair and just manner the varying cost of living.

(c) The children of teachers should be given free education throughout the school stage.

(d) Teachers wishing to go to health resorts or holiday camps or to attend educational conferences, seminars, etc. should be given travel concession and leave facilities.

(e) In order to attract persons of the right type to the responsible position of the headmaster the emoluments of the post should be made sufficiently attractive.

#### 8. TRAINING OF TEACHERS

(a) The Government of India should start a monthly bulletin which should contain suggestions for the improvement of secondary schools and related matters of interest to secondary school teachers. The bulletin should be sent to every secondary school in the country.

(b) There should be a teachers' training board for supervising and laying down the conditions necessary for the proper training of undergraduates and for suggesting, for the consideration of the universities, improvements that may be needed in the training of graduates.

(c) The State Governments should run training camps or seminars for training librarians working in secondary schools.

#### 9. INSPECTION OF SCHOOLS

In order to evaluate thoroughly the academic side of activities of every school, there should be a panel of experts, with the inspector as chairman, to inspect the schools thoroughly once in three or four years.

## 10 SCHOOL PREMISES AND EQUIPMENT

(a) The open spaces available in cities must be conserved to be utilised as playgrounds by groups of schools and the State and Central Governments should prevent through legislation, encroachment on them for industrial or commercial purposes or by housing societies.

(b) In the type, design, furniture and other requirements of schools, research should be carried on to improve efficiency and to adjust them to Indian conditions.

(c) So far as possible, quarters should be provided for teachers in rural as well as urban areas to attract suitable persons to the profession and to facilitate development of a corporate community life in the schools.

(d) The State Governments should assist schools in setting up hostels for secondary schools in rural areas.

## 11 RECRUITMENT TO PUBLIC SERVICE

The suggestion made by the Commission for lowering the maximum age for recruitment to Public Service and for making the high school examination as the normal qualification for entering into Government service should be examined by every State Government and its practical implications worked out.

## 12. SPECIAL ASSISTANCE TO WEAKER STATES

It was agreed that the States which are financially weak should be given special assistance in speeding up their programmes of secondary education.

## HIGHER EDUCATION

### UNIVERSITY EDUCATION COMMISSION (U.E.C.) REPORT

1954

#### RECOMMENDATION

1. The Board accepted generally the report of the Committee on the Implementation of Recommendations of the University Education Commission and resolved that :

- (a) Measures should be taken for the reconstruction of university senates, syndicates and academic councils generally in terms of the recommendations of Radhakrishnan Commission.
- (b) It may be left to the discretion of the State Governments to decide whether or not, the Head of the State should be an ex-officio chancellor of the university/universities within their jurisdiction.
- (c) The vice-chancellor should be appointed by the chancellor out of a panel of names selected in accordance with the practice in vogue in the Delhi University.
- (d) As an interim measure, that is, before secondary schools can be upgraded to provide the extra year's schooling having teachers with necessary qualifications, the first year of the four years' degree course (two years intermediate and two years B.A.) should be replaced by one year pre-university and three years' degree course. The pre-university course should be designed to

improve the students' general education and to give them such intensive training in English as will help them to follow lectures in it, so long as it is the medium of instruction in the university.

- (e) In teaching work, great emphasis should be placed on the tutorial classes so that the number of hours devoted to tutorial classes is at least the same as that devoted to lectures. A tutorial class should not have more than 10 students.
- (f) The salary grades of teachers should be improved on the lines proposed in the Report.
- (g) The Government should give interest-free loans for students' hostels and loans on a low rate of interest for teachers' quarters.
- (h) Each university should offer at least 100 scholarships to be awarded each year, or scholarships equivalent to one per cent of its student strength whichever is greater for poor but meritorious students.
- (i) Universities should appoint examiners from a permanent panel, with a fixed duration for the period of examinership, more or less on the lines of the procedure followed in Madras and Baroda Universities.
- (j) In order to attract better teachers, steps should be taken to provide suitable facilities, for instance, housing and children's education to teachers in universities and colleges.
- (k) The Central and State Governments should give grants to universities in the form of non-lapsable block grants which may be reviewed every five years.

#### ACTION TAKEN

(a) The State Governments and universities were advised to revise the constitution of the senates, syndicates and academic councils of the universities on the lines indicated by the University Education Commission.

(b) The matter was left to the State Governments.

(c) The recommendation was conveyed to the Education Ministers of the States pointing out the necessity of modifying the rules regarding the appointment of vice-chancellors so as to conform generally to the procedure adopted in the case of the appointment of the Vice-Chancellor of Delhi University which was considered suitable by the Central Advisory Board of Education.

(d) & (e) A committee, known as the Three-Year Degree Course Estimates Committee was appointed to work out the estimates of expenditure involved in changing the pattern of four-year degree course to three-year degree course. This committee was to consider, *inter alia*, the question of improvement of teacher-pupil ratio, the institution of tutorial system and other problems related to the improvement of collegiate education. A majority of the universities have since introduced the three-year degree course scheme and the remaining are expected to fall in line in the next few years.

(f) The University Grants Commission have taken various steps to revise the scales of pay of university and college teachers and are giving financial assistance to the extent of 80 per cent of the increased cost in

the case of salaries of university teachers and 50 per cent in the case of college teachers.

(g) The Ministry is operating a scheme of giving loans to the affiliated colleges for construction of hostels since 1956-57. The Ministry has reviewed the scheme and has decided that from 1959-60, the following procedure may be adopted for grant of loans for construction of hostels :

- (i) The present practice of giving loans direct by the Centre to educational institutions managed by voluntary organisations will be discontinued.
- (ii) The sum provided in the budget for loans will be placed at the disposal of the State Governments who will also include a suitable provision in their own budgets for making advances to the educational institutions eligible for assistance under the scheme; and
- (iii) The Government of India would also provide funds in the form of grant-in-aid to the State Governments to the extent the interest charges on the loans advanced to the institutions are waived by them after taking into account the financial capacity of the institutions concerned.

(h) }  
 (i) } Action is to be taken by the universities.  
 (j) }

(k) The Ministry as well as the U.G.C. have been giving block grants to Central universities for the block years, 1951-52 to 1955-56 and 1956-57 to 1960-61. The U.G.C. have also appointed a reviewing committee for fixation of annual block grants payable to the Central universities during the next quinquennium 1961-62 to 1965-66. The recommendations of the Reviewing Committee are awaited.

### THREE-YEAR DEGREE COURSE

#### 1955

##### RECOMMENDATION

The degree course should be three years and 17 plus should be the minimum age for entry into universities.

##### ACTION TAKEN

A Three-Year Degree Course Estimates Committee, (also known as the First Deshmukh Committee) was appointed in 1956, to work out the estimates of expenditure involved in changing the pattern of four-year degree course into three-year degree and to make recommendations regarding the best manner in which the change could be introduced. The Committee submitted its report in 1957 and it was generally accepted by the Government of India. Now a majority of the universities have introduced the three-year degree course and the remaining are expected to fall in line in the next few years.

#### 1958

##### RECOMMENDATION

"To consider the question of continuance of I.Sc. course during the Second Plan period."

The Board noted the decision taken by the Joint Sub-Committee of the All-India Council for Technical Education and Inter-University Board on this matter and resolved to await the decision of the Science Sub-Committee of the Second Deshmukh Committee on three-year degree course. The Board also desired that the resolution be conveyed to this committee.

#### ACTION TAKEN

The report of the science sub-committee of the Second Deshmukh Committee was sent to the C.A.B.E. and was considered by it in its meeting held in 1959.

### 1959

#### RECOMMENDATION

The Board considered the question of three-year degree course in the light of the Second Deshmukh Committee Report and was strongly of the view that having regard to the fact that almost all the universities and even the Uttar Pradesh Government (where there were very special difficulties) have fallen in line with the proposal and that about 18 or 20 universities have already introduced the three-year degree course, the University of Bombay should also fall in line with the scheme at an early date in the interest of the uniformity of standards.

It was further suggested that the University Grants Commission and the Inter-University Board may be requested to pay special attention, while examining the syllabuses, to the question of securing as far as possible uniformity of standards.

#### ACTION TAKEN

The University of Bombay has been allowed to have a three-year honours course after the intermediate, while retaining the present two-year pass course after intermediate. For bringing more and more uniformity in the standards of the various universities, the University Grants Commission and the Inter-University Board are examining their syllabi etc.

### RURAL INSTITUTES

### 1951

#### RECOMMENDATION

The Board considered the question of higher education with special reference to the requirements of rural areas and recommended that the Government of India may appoint a committee to enquire into the experiments that are being carried on throughout India in rural education at the collegiate stage.

### 1952

#### RECOMMENDATION

With regard to the recommendation of the Board about the appointment of a committee by the Government of India to enquire into the experiments that are being carried on throughout India in rural education at the collegiate stage, the Board recommended that this committee should also consider the question of suggesting changes in the syllabus and curricula of the existing universities in such a way as to meet the requirements of both rural and urban students and make facilities for higher education available to both types of students on equal terms.

**1953****RECOMMENDATION**

The Board considered recommendations of the Higher Education Committee on the report of the Committee on Rural Education at the collegiate stage and recommended that the Government of India should set up an All-India Council on Rural Higher Education to examine the work of the present rural higher educational institutions in various parts of the country and advise on their future development.

**ACTION TAKEN**

The Government of India appointed a Committee on Rural Higher Education in October, 1954 to make a comprehensive survey of the existing institutions and experiments in the field of higher education in rural areas and to recommend a suitable pattern which could meet the requirements of rural India.

The committee submitted its report in January 1955 which was again discussed in August 1955 in a conference of the representatives of various State Governments, educationists and the representatives of universities. This report was submitted to the Central Advisory Board of Education at its meeting held in 1956.

**1956****RECOMMENDATION**

The Board generally approved of the Report of the Rural Higher Education Committee and recommended that since technical education is expensive and many poor boys of merit are unable to utilise the facilities available in the country, the provision for scholarships and free places should be considerably increased.

**ACTION TAKEN**

The recommendation was accepted by the Government of India and a stipend scheme for the students in Rural Institutes was evolved under which Government of India agree to award stipends to 20 per cent of the students on roll in each course at the following rates :

- |   |             |
|---|-------------|
| (1) Three-year Diploma Course in Rural Services         | Rs. 60 p.m. |
| (2) Three-year Diploma Course in Civil and Rural Engg.  | Rs. 50 p.m. |
| (3) Two-year Certificate Course in Agricultural Science | Rs. 40 p.m. |
| (4) Preparatory Course                                  | Rs. 40 p.m. |

A letter was also written to the State Governments inviting their attention to the above recommendation, and requesting them to institute scholarships for deserving students in the Rural Institutes so that a larger number of deserving students in rural areas could be benefited.

The Rural Institutes were also advised in July 1956 to institute free-ships to the extent of 20 per cent if the students on roll in each course; of these 10 per cent may be full fee concessions, while the other 10 per cent may be half fee concession.

Besides, Scheduled Caste students are also eligible to get the Scheduled Castes and Backward Classes scholarship from the State Governments.

## 1957

## RECOMMENDATION

Regarding the scheme of Rural Higher Education, the Chairman observed that since this was a new experiment the cooperation of all the State Governments was essential for its success. The Board was in general agreement with the issues discussed.

## ACTION TAKEN

The Government of India is meeting 75 per cent of non-recurring and 50 per cent of recurring approved expenditure on the Rural Institutes (100 per cent in the case of Rural Institutes at Sriniketan and Jamia Nagar). The balance *i.e.* 25 per cent non-recurring and 50 per cent recurring in respect of nine Rural Institutes is to be borne by the Rural Institutes and/or State Governments concerned. The State Governments were addressed in the matter and have agreed to share expenditure as follows :

<i>Name of Rural Institute</i>	<i>State Government</i>	<i>Share of Expenditure</i>
1. Rural Institute, Amravati	Maharashtra	25% of both recurring and non-recurring
2. Mouni Vidyapeeth Rural Institute, Gargoti	Maharashtra	25% of both recurring and non-recurring
3. Gandhigram Rural Institute	Madras	In 1957 the State Government decided to pay recurring grant of Rs. 15,000 per annum for both the Institutes
4. Shri R.K. Mission Vidyalaya Rural Institute, Coimbatore		
5. Lok Bharati Rural Institute, Sanosara	Gujarat	The erstwhile Government of Bombay was meeting 25 per cent of both non-recurring and recurring expenditure; the position of the Gujarat Government is not known.
6. Vidya Bhavan Rural Institute, Udaipur	Rajasthan	40% of recurring and <i>ad hoc</i> non-recurring grant
7. Kasturba Rural Institute, Rajpura	Punjab	Nil
8. Balwant Vidyapeeth Rural Institute, Bichpuri, Agra	U.P.	The State Government has made a provision of Rs. 25,000 for the financial year 1960-61 only for grant to this Rural Institute so far; the State Government had not been in favour of this scheme.
9. Rural Institute, Birouli	Bihar	This is run by the State Government.

## 1958

## RECOMMENDATION

With regard to the recognition of Three-year Diploma Course in Rural Services by the universities, the Board expressed itself in favour of first awaiting the decision of the Inter-University Board.

## ACTION TAKEN

The Inter-University Board of India was approached in 1957 to recognise the Diploma in Rural Services awarded by the National Council for Rural Higher Education as equivalent to the first degree of a university for the purposes of pursuing the post-graduate studies. The Board has set up



a committee and after the report is received the question of recognition of the Diploma will be considered.

#### RECOMMENDATION

The Board also resolved to invite the attention of the State Governments to their need for looking into the question of the recognition of the diplomas and certificates awarded by the Rural Institutes for employment in Government service.

#### ACTION TAKEN

At present the following courses are being run in various Rural Institutes :

- (1) Three-year Diploma Course in Rural Services.
- (2) Three-year Diploma Course in Civil and Rural Engineering
- (3) Two-year Certificate Course in Agricultural Sciences.

#### *Diploma in Rural Services*

On the request of this Ministry, the Ministry of Home Affairs in consultation with the U.P.S.C. set up an Assessment Committee on Rural Higher Education. This Committee recommended that the diploma awarded by the National Council for Rural Higher Education should be considered as equivalent to the first degree of Indian universities for a period of five years in the first instance and that the diploma holders should be eligible for all types of service under the Government where the minimum qualification is the first degree of a university. The recommendation was accepted by the Government of India and the Ministry of Home Affairs were requested to inform the State Governments.

The Diploma in Rural Services has now been recognised by nine State Governments, viz., the Punjab, U.P., Rajasthan, West Bengal, Bihar, Madras, Kerala, Andhra Pradesh and Madhya Pradesh. The matter with regard to recognition by other State Governments is being pursued vigorously.

#### *Diploma in Civil and Rural Engineering*

All-India Council for Technical Education have recognised the Diploma in Civil and Rural Engineering as equivalent to the national diploma accorded by it.

The State Governments of Assam, Bihar, Madhya Pradesh, Rajasthan, Mysore, Jammu and Kashmir and Madaras have also recognised it for purposes of employment in subordinate posts under them.

#### *Certificate Course in Agricultural Science*

On the request of this Ministry, the Ministry of Community Development and Cooperation and the Ministry of Agriculture issued instructions to State Governments for the recruitment of the agricultural certificate holders in suitable posts, such as village level workers etc.

### 1959

#### RECOMMENDATION

The Central Government should explore the possibility of having more Rural Institutes in different States.

**ACTION TAKEN**

In addition to the ten Rural Institutes established in various States in 1956, another Rural Institute *i.e.*, Kasturba Rural Institute, Rajpura, Punjab was established in 1959.

The paucity of funds during the Second Plan period did not permit the establishment of more Rural Institutes. In the Third Five-Year Plan it is proposed to establish three more Rural Institutes.

**NATIONAL SERVICE SCHEME****1960****RECOMMENDATION**

The Board resolved as follows :

The Board welcomes the report of the National Service Committee under the Chairmanship of Dr. C. D. Deshmukh, warmly commends the objectives and policies outlined in the report, and recommends its speedy implementation after careful working out of the details, specially in view of the many practical difficulties as envisaged and pointed out by the Board. The Board is of the view that the entire scheme should be formulated and implemented within the broad frame-work of education in this country.

**ACTION TAKEN**

The Ministry has appointed a working group of educationists, administrators, defence experts and others to formulate a detailed programme of national service. The Ministry had also sent Shri K. G. Saiyidain, Officer on Special Duty (formerly the Education Secretary) to the U.S.A. and the European countries to study various schemes in operation in those countries and give a report on them. Shri Saiyidain has since returned and is writing his report. The report of the working group is also awaited.

**FACILITIES FOR TEACHERS****1959****RECOMMENDATION**

The Board was of the view that having regard to the shortage of teachers, universities should arrange for special facilities for teachers to enable them to improve their qualifications.

**ACTION TAKEN**

The U.G.C. who was consulted in the matter, has agreed to operate this scheme subject to the availability of funds. The universities now have to submit definite proposals to the Commission for consideration.

**GRANTS TO UNIVERSITIES****1952****RECOMMENDATION**

The Board discussed the suggestion that State Governments as well as the Centre should give block grants to the universities for a period of five years so that they could plan ahead with confidence. The Chairman informed the Board that a University Grants Commission would be set up in the

very near future to examine this and allied questions and explained what type of constitution was contemplated for it.

#### ACTION TAKEN

The University Grants Commission was established in November, 1953 and was reconstituted as a statutory body on the 5th November, 1956. The Commission has the power to enquire into the financial needs of the universities, allocate and disburse grants to them out of the Fund of the Commission created under Section 16 of the Act.

In so far as the Central universities are concerned, block grants have been given by this Ministry as well as the U.G.C. from 1951-52 to 1955-56 and from 1956-57 to 1960-61. The U.G.C. have also appointed a reviewing committee for fixation of annual block grants payable to the Central universities during the quinquennium 1961-62 to 1965-66. The recommendations of the reviewing committee are awaited. In so far as the State universities are concerned it was for the State Governments to implement the recommendations of the Central Advisory Board of Education to whom the proceedings of the Board for the year in question were sent for such action as might be considered necessary.

#### 1958

##### RECOMMENDATION

The Board recommended that the Ministry of Education and Scientific Research should release funds to those universities which have introduced the three-year degree course with the concurrence of their respective State Governments.

##### ACTION TAKEN

The grants to State Governments in respect of government colleges and to the University Grants Commission in respect of universities and non-government colleges, which had introduced the three-year degree course were released with effect from the year 1958-59.

### TEACHING OF HINDI IN UNIVERSITIES

#### 1953

##### RECOMMENDATION

The Board considered the recommendations of the Conference of University Teachers of Hindi regarding the teaching of Hindi in the universities. It drew the particular attention of the universities to the recommendation that they should take steps for the establishment of academies and bureaux for the preparation of suitable textbooks in all subjects and also for translating books into Hindi from other Indian and foreign languages.

A central committee of representatives of all universities should coordinate and direct the work done in Hindi by the various universities.

##### ACTION TAKEN

In 1954 the State Governments and universities were informed of the recommendations on the teaching of Hindi in the universities, as recommended by the Central Advisory Board of Education and were requested to implement the recommendation.

The University Grants Commission which was addressed in the matter informed this Ministry that it was necessary that the question of setting up a

committee of representatives of all universities to coordinate and direct the work done by different universities in Hindi should be postponed in view of the following reasons :

- (i) The progress of implementation of recommendations of the Conference of Professors of Hindi, endorsed by the Central Advisory Board of Education has been very poor. Only Travancore University appears to have responded to the communication from this Ministry.
- (ii) Some universities have already taken steps to adopt the regional languages (not Hindi) as the medium.
- (iii) The University Grants Commission was of the view that in the interest of University standards it would be desirable to continue to use English as the medium of instruction at the universities for some time more.

In February, 1957, it was suggested to the U.G.C. that it would be useful if a committee consisting of the representatives of such of the universities in India as have already switched over to Hindi or have decided as a matter of policy to introduce Hindi as a medium of instruction and examination, could be constituted immediately, in order to coordinate the work of those universities, in regard to the preparation of textbooks, etc. The U.G.C. was accordingly requested to reconsider the matter with a view to appointing a smaller committee.

The U.G.C. informed this Ministry in December, 1957 that the proposal of this Ministry was considered by the Commission on the 4th December, 1957 which passed the following resolution :

“The Commission was of the view that it was not the function of the Commission to form a committee such as the one proposed by the Ministry. It was, however, agreed that if the universities themselves require the assistance of the Commission, this matter may be considered again.”

### **LOANS FOR HOSTELS**

**1958**

#### **RECOMMENDATION**

The Board recommended that increased funds for interest-free loans for residential facilities in affiliated colleges, especially for women-students should be made available as there was great dearth of such facilities at present.

#### **ACTION TAKEN**

While inviting proposals from the State Governments for grant of loan for the construction of hostels, the State Governments of West Bengal, Bihar, Rajasthan, Madhya Pradesh, Jammu and Kashmir, Orissa, Andhra Pradesh, Mysore and Assam were informed that according to the recommendations of the 25th Session of the Central Advisory Board of Education held in New Delhi on 6th and 7th February, 1958, women's colleges should be given preference in the allotment of loans. The State Governments were requested that the recommendation made by the Central Advisory Board of Education may be kept in view while recommending proposals of affiliated colleges for grant of loans for the construction of hostels.

**CAPITATION FEES****1951****RECOMMENDATION**

The Board regrets to note the position in regard to levy of capitation fees. The States concerned may once again be urged in the interest of national unity and harmony and justice to students in less flourishing States, to abolish capitation fees in respect of students not sponsored by State Governments.

**ACTION TAKEN**

In January, 1952, a circular letter was addressed to all State Governments urging them to take immediate steps to abolish the levy of capitation fees in all types of institutions. All the State Governments except the State Governments of West Bengal, Bihar and Assam, agreed to the abolition of capitation fees without any reservation. The State Governments of West Bengal, Bihar, and Assam agreed to the abolition of capitation fees with certain conditions.

**ADMISSION TO UNIVERSITIES****1959****RECOMMENDATION**

The Board considered the question of limiting admission to universities. It reiterated the principle that access to higher education has to be regulated by adjudged capacity of students to benefit from higher education with due regard to the needs of backward communities. In order to raise and maintain academic standards and to ensure discipline it was imperative that admission to colleges should be determined according to their capacity and resources.

The Board recognised the need for providing additional facilities for higher education by establishing new institutions and departments, specially in fields in which the pressure of admission was acute. For this purpose, it was necessary, the Board felt, to allocate increased resources to university education.

The Board concluded that the real remedy lay in the speedy reorganisation of secondary education, closer relationship between the employment pattern in the country and the output of graduates and the provision of a large variety of courses at the secondary and post-secondary levels for those not suited to university education. The Board urged that all possible measures should be taken to implement these recommendations as early as possible in view of the recommendation of the first Deshmukh Committee.

**ACTION TAKEN**

In implementation of this recommendation the Ministry of Education in consultation with the U. G. C. placed the following proposals before the State Education Ministers' Conference held in August, 1959 in order that the selection for admission to universities may be made on merits :

- (i) Initiating research programmes to devise satisfactory objective and other admission tests for various courses of study

which could be informally applied throughout the country. Experimentation with such tests may be made in selected institutions before enforcing them as a basis for admission to institutions of higher education.

- (ii) Pending the formulation of objective admission tests, admission to institutions of higher education may be regulated by results of qualifying examinations for the purpose; and
- (iii) No deviation from the principle of selection for admission on merit should be permitted on any ground, except for special cases like students coming from backward communities but even in their cases certain minimum criteria, which may be lower than those for others, should be observed.

The Conference after considerable discussion recommended that in view of the serious nature of the issues raised, the problem should be further studied carefully by each State and the views of the States placed at the next meeting of the State Education Ministers. The matter was referred to the State Governments for analysis. Some of the States have replied and the matter is under consideration of other States. This position was placed before the State Education Ministers' Conference held in November, 1960.

The Vice-Chancellors' Conference held in June 15-16, 1960 also considered the problem and made the following recommendations which have been forwarded to the State Governments and universities for necessary action :

- (a) In regard to methods of selection, it was recognised that in all professional institutions and some of the good institutions in the country these were already employed. The basis of selection generally was the higher percentage of marks obtained in the qualifying examination. It was recommended that institutions and universities should employ these and other techniques of selection bearing in mind the availability of teaching, library and laboratory facilities, accommodation for students etc.
- (b) Students who do not secure admission may have potentialities in them for benefiting by further education. It should, therefore, be the objective of a planned system of education to ensure that such opportunities are not denied to them. Among the measures suggested for this purpose, the Committee recommended introduction of external degrees, evening colleges, workers' institutions, etc. They further suggested that those who registered for external degrees should be guided, as in some advanced countries, by different methods of training, such as correspondence courses. Before introducing any such techniques it is essential that they should be carefully studied.

In order to link the expansion of higher education with the employment pattern of the country, the Director General of Resettlement and Employment is conducting a survey of the pattern of graduate employment in India and on the basis of the findings the expansion programme of higher education will be linked with the pattern of employment.

**TEACHING OF ENGLISH****1953****RECOMMENDATION**

In considering the place that the teaching of English should occupy in the educational institutions in the country, the Board generally endorsed the report of the Conference of Professors of English held at New Delhi in January, 1953. It particularly drew the attention of the Central and State Governments and the universities to the recommendations of the conference that questions relating to the medium of instruction should be tackled by the universities on an all-India basis and that the transition from English to regional languages or Hindi should be effected in a gradual and coordinated manner, so that there would be no fall in the academic standards or hardships to students or teachers.

**ACTION TAKEN**

The recommendation was brought to the notice of the State Governments and universities for implementation.

**GRANT OF CENTRAL ASSISTANCE FOR SCHEMES UNDER UNIVERSITY EDUCATION TO STATES HAVING LOW OUTPUT OF GRADUATES****1959****RECOMMENDATION**

The Board viewed with sympathy the proposal of additional Central assistance beyond the standard rate of 50 per cent to State Governments on a scale based on the comparative backwardness of the State as revealed from its annual output of matriculates per lakh of population. It noted, however, that the general question was under discussion between the Ministry of Education and the Planning Commission. As such, it was decided to await the decision of the Central Government in this behalf.

**ACTION TAKEN**

The Planning Commission have not agreed to the Ministry's proposal of giving liberalised assistance to educationally backward States for implementation of their educational development programmes. They have, however, suggested that the position could be reviewed at an appropriate stage in connection with the Third Five-Year Plan.

**1960****RECOMMENDATION**

In view of the action taken on the recommendation reported above, the matter was left for discussion in connection with the Third Five-Year Plan between the State Governments, the Ministry of Finance, the Ministry of Education and the Planning Commission.

**ACTION TAKEN**

This is being kept in view in working out the estimates for various schemes of higher education to be implemented by the State Governments during the Third Five-Year Plan.

**STUDENT INDISCIPLINE****1952****RECOMMENDATION**

The Board recommended that the question of discipline among students should be referred for consideration to the proposed Secondary Education Commission.

**ACTION TAKEN**

The matter was referred to the Secondary Education Commission who made certain recommendations in this connection.

**1954****RECOMMENDATION**

The Board considered the note on student indiscipline prepared by the Secretary, Education Ministry, and generally agreed with the analysis of the student unrest made therein and approved the various suggestions contained in it. In particular, the Board recommended :

- (a) Special teachers' constituencies in State legislatures should be abolished. (Minister of Education, Mysore recorded his dissent to this).
- (b) A survey should be made of the living conditions of students in metropolitan cities and the State Governments should prepare programmes for constructing school and college hostels in these areas in accordance with the needs revealed by the survey.
- (c) The Central Government should give loans on easy terms to State Governments for improving facilities like hostels and playgrounds. The State Governments should similarly float loans for the purpose.
- (d) It is essential that salary scales of teachers at all levels should be improved. In the case of university and college teachers, the scales recommended by the committee on the implementation of the recommendations of the University Education Commission should be accepted as a first step. In respect of salaries of teachers in secondary and elementary schools, the matter should be considered in the light of the recommendations of the Implementation Committee.
- (e) The Government of India should take early steps to institute national professorships at each university.
- (f) Suitable facilities should be provided for teachers within the age-range of 25 to 35 for higher specialised study abroad.
- (g) Refresher courses and such amenities as holiday camps, convalescent homes and residential quarters etc., should be provided for teachers of all grades.
- (h) Better amenities in schools and colleges should be provided by utilising student labour as much as possible, thereby helping poorer students to earn some money to maintain themselves during their student life.



- (i) Students in secondary schools and colleges should be given greater opportunities for participating in such co-curricular activities as the National Cadet Corps, manual and social service and scouting and guiding.

#### ACTION TAKEN

In July 1954 a detailed note was submitted to the Cabinet by the Ministry of Education containing proposals for the improvement of discipline of students and the general standards of education. The proposals were in two parts, those with financial implications and those which were not financial in nature. The proposals which were of a financial nature dealt with the improvement of the salaries and service conditions of teachers at all stages including colleges and universities. The Government of India have decided that these proposals should be considered in detail after the Report of the Taxation Enquiry Committee had been received and examined. The proposals which were non-financial in nature related to :—

- (i) Amendment to University Acts in order to reconstitute senates and syndicates on the lines of the recommendations of the Radhakrishnan Commission Report;
- (ii) Reconstitution of managing committees;
- (iii) Improvement of status of teachers;
- (iv) Reconstruction of the system of examinations;
- (v) Measures to encourage self-discipline, social service activities and extra-curricular activities among students; and
- (vi) Measures to introduce an ethical content in instruction in schools.

Letters covering parts (i) to (iv) above have been issued to all the State Education Ministers and Education Secretaries.

This recommendation, along with others, was circulated as usual to the State Governments.

## SOCIAL EDUCATION

### LITERATURE FOR SOCIAL EDUCATION

1957

#### RECOMMENDATION

Regarding the scheme to produce suitable literature for adults and children, the Board recommended that a suitable book on the geography of India should also be produced with the other three books, namely, History of India, History of the World, The Story of Life, now under preparation. It was also recommended that these books should be translated in all the regional languages.

#### ACTION TAKEN

Of the three books, viz., (i) The History of India, (ii) The Story of Life and (iii) History of the World, planned for publication as follow-up literature for neo-literates, the book entitled 'History of the World' was subsequently dropped by this Ministry, as the attitude of State Governments was not helpful. As for the other two books the position is given below :

*(a) The History of India*

It has been decided to publish the book in Hindi and any other regional language, including English. The manuscript of the book is already with the Ministry of Information and Broadcasting, who are taking necessary action in the matter.

*(b) The History of Life*

The Ministry of Information and Broadcasting have been requested to suitably edit the manuscript as prepared by the author and then to bring it out in Hindi and any other regional language including English.

As regards C.A.B.E.'s recommendation to bring out a suitable book on 'Geography of India' on the lines of the books cited above, it was decided that this may be taken up only after we have seen how our present programme to bring out other follow-up books for neo-literates actually works out. In fact, we are still wading through our programme and it is only after 'The Story of Life' has come out that the Ministry will be in a position to decide whether it will be advisable to produce 'Geography of India'.

**1958**

## RECOMMENDATION

The Board suggested that the training of authors through literary workshops should be assessed and, if necessary, better methods of training them should be devised.

## ACTION TAKEN

The evaluation of literary workshops (*Sahitya Rachanalayas*) is now complete and is under the active consideration of the Ministry. In case, it is decided to hold workshops in future, the various suggestions received from trainees/directors will be accommodated, keeping in view the nature of the suggestions made and how best they will be able to give a fillip to the programme, within the resources available in the 'Plan'.

**LITERATURE FOR NEO-LITERATES****1957**

## RECOMMENDATION

With regard to the subsidy to State Governments for the production of literature for neo-literates and children, the Board recommended that, in order to make reading material available to neo-literates at half the cost of production, the Central Government and the State Government concerned should each provide 25 per cent of the cost by way of subsidy, and that the price of the material should be fixed by consultation.

## ACTION TAKEN

It was decided that there was no need to change the prevailing practice (*i.e.*, giving 50 per cent as Central subsidy and distribute literature free of cost) which had been approved after consultation with the Planning Commission, Ministry of Finance and State Governments. The recommendation was not accepted.

**1958**

## RECOMMENDATION

The Board recommended that popular periodicals published by organisations of standing may be taken up under the scheme for the encouragement of literature for neo-literates in Hindi.

## ACTION TAKEN

The recommendation was accepted but the scheme for the purchase of social education literature in Hindi under which popular periodicals in Hindi were proposed to be purchased has been dropped (after the first competition for the purchase of social education literature in Hindi) for want of adequate demand from the State Governments for selected books.

**GYAN SAROVAR****1959**

## RECOMMENDATION

The Board noted with regret the slow progress in the preparation and publication of *Gyan Sarovar* and recommended that the work should be expedited.

## ACTION TAKEN

The question of general policy whether the publication should be published through Jamia Millia Islamia or Government channels was under consideration since October, 1958 and it has now been decided that it should be done through Government channels. This has resulted in delay but now the completed manuscripts of Volumes III and IV have been sent to Publications Division of the Ministry of Information and Broadcasting for printing and it is expected that these would be published very shortly. Volumes I and II have already been published.

**PLANNING AND COORDINATION OF SOCIAL EDUCATION****1958**

## RECOMMENDATION

Both in States and at the Centre, the entire planning and coordination of social education work should be the responsibility of a single department, which should be the Education Department concerned and the Ministry of Education respectively.

## ACTION TAKEN

This recommendation was referred to the State Governments since they were vitally concerned with it. Most of the State Governments have accepted the recommendation.

## RECOMMENDATION

Ministry of Education at the Centre may from time to time take up projects for the evaluation of one or more aspects of social education.

## ACTION TAKEN

On the recommendation made in the fourteenth report of the Estimates Committee we have already requested the Committee on Plan Projects to take up the work of evaluation of some aspects of social education. They are seized of the matter.

1959

## RECOMMENDATION

The Board approved of the concept of social education as developed in the country after independence and recommended that social education should form an integral part of community development programmes. It reiterated that the entire planning and coordination of social education work in the States and at the Centre should be the responsibility of a single department which should appropriately be the Education Department concerned at the State level and the Ministry of Education at the Centre. The State Governments that have not yet effected the proposed integration should be requested to expedite the same.

## ACTION TAKEN

The recommendation was referred to State Governments since they were vitally concerned with it. A majority of them have accepted the recommendation.

At the Centre, two committees of the Ministry of Education and Ministry of Community Development and Cooperation have been set up (one at Ministers' level and the other at officers' level) to look after the work.

## RECOMMENDATION

The Board was further of the opinion that the responsibility for the training of social education organisers should be that of the Ministry of Education and recommended that the social education organisers' centres should, therefore, be under the control of the Ministry of Education.

## ACTION TAKEN

During the last year this question was considered by the officers of this Ministry and those of the Ministry of Community Development and Cooperation. After some discussion, a joint note was drafted. The Ministry of Community Development and Cooperation did not accept the viewpoint of the joint note. The question of the administrative control of the social education organisers' training centres will be discussed by the two committees set up by this Ministry and the Ministry of Community Development and Cooperation.

1959

## RECOMMENDATION

While noting the statement indicating the position with regard to the appointment of district social education organisers and joint deputy directors of education, the Board observed that some of the important States had either not appointed or appointed very few of such officers. The Board felt that this scheme should be given high priority and State Governments should be asked to appoint district social education organisers for each district and a Joint-Deputy Director of Social Education. Officers' responsibility *vis-a-vis* development staff in the blocks or the district should be clearly understood and brought home to all State Governments. Endorsing the decision of the Inter-Ministerial Committee of the Community Development and Education Ministry on the responsibility of the district social education organisers, and their relation to the blocks and the district development staff, the Board desired that the decision should be circulated to the State Governments etc.

**ACTION TAKEN**

The recommendation was duly communicated to all the State Governments and Union Administrations and replies have been received from them. It is seen therefrom that out of the 117 sanctioned posts of D.S.E.Os., 99 were appointed by 31st March, 1959.

**NATIONAL FUNDAMENTAL EDUCATION CENTRE****1956****RECOMMENDATION**

The Board noted the progress report and recommended that the National Centre for Research in Basic Education should be located in a rural area.

**ACTION TAKEN**

It is proposed to locate both these offices in Chhattarpur, a rural area of Delhi.

**RECOMMENDATION**

The Board recommended that the objects and functions of the National Fundamental Education Centre should be rephrased as follows :—

**1. Object**

To serve as an efficient and well-equipped national centre for training key-personnel for social education and to conduct research and evaluation in the field of social education.

**2. Functions :**

- (a) To carry out research in the field of social education.
- (b) To train the higher level personnel for social education, for example, the district social education organisers.
- (c) To conduct experiments in the production of better type of material and equipment for social education.
- (d) To act as a clearing house of ideas and information pertaining to social education.

**ACTION TAKEN**

The recommendation has been carried out.

**1958****RECOMMENDATION**

The Board recommended that the National Fundamental Education Centre may train workers to be employed under the scheme of social education in urban areas.

**ACTION TAKEN**

Since the scheme is not yet in sight, implementation of the question of the training of the workers does not arise.

**ADULT EDUCATION****1958****RECOMMENDATION**

The Board approved the proposal for setting up adult schools for the consideration of State Governments and desired that the States in which such schools are established should report their experience to the Central Ministry of Education.

## ACTION TAKEN

Attention of the State Governments was drawn to this recommendation since they were vitally concerned.

**JANATA COLLEGES**

1957

## RECOMMENDATION

The Board recommended that State Governments should assist voluntary organisations in maintaining and developing janata colleges. The Board expressed itself in favour of giving preference as far as possible to social education organisers for posts of district education organisers.

## ACTION TAKEN

A copy of the recommendation was sent to all the State Governments for implementation and letting us know their views on the subject. A committee (Committee on Rural Education) was appointed in 1958 to examine the working of janata colleges, which submitted its report in 1959.

The Standing Committee on Social Education of the Central Advisory Board of Education discussed the portion of the Report of the Committee on Rural Education relating to janata colleges and recommended : (i) the appointment of a small committee of experts to examine the precise causes of the failure of the existing janata colleges and to suggest how its specific objectives could be best served; (ii) that, to begin with, the janata colleges should be run as Centrally sponsored pilot projects and that the principals of these colleges should be selected with care and should be given freedom to work out the objectives of the institution. Both these recommendations have been accepted by the Government of India and further necessary action is being taken on them.

**SOCIAL EDUCATION PROGRAMMES IN STATES**

1959

## RECOMMENDATION

While considering the progress reports of the State Governments, the committee noted most regretfully that the progress of social education schemes was very meagre. In several cases it was noted that an insignificant amount out of the budget allotment had been actually spent. Further, the funds provided for social education were diverted to other activities.

## ACTION TAKEN

This recommendation of the Central Advisory Board of Education was duly communicated to all the State Governments and Union Administrations and reports were sought from them. From the replies received so far, it has been found that in almost all cases funds meant for social education were utilised in full and not diverted to other activities.

## RECOMMENDATION

The Board felt that the opening of district libraries had been going on at a slow pace and urged that the State Governments should be requested to speed up the development of district libraries.

**ACTION TAKEN**

The recommendation of the Board was communicated to the State Governments and Union Territories for necessary action. The number of central state libraries and district libraries set up in States up to 1959 is 130 and 172 respectively.

**LIBRARIES****1957****RECOMMENDATION**

While looking through the reports of the State Governments the Board noted that the development of libraries should have received greater attention. The Board recommended that all States be requested to set up central state libraries as well as libraries in all the districts as early as possible, and not later than the end of the Second Five-Year Plan.

**ACTION TAKEN**

At the beginning of the Second Five-Year Plan, we had impressed upon the State Governments to give priority to the scheme of setting up of district and central state libraries. Every year the State education development plans are discussed by educational working groups. The policy of the Ministry has been to persuade representatives of the State Governments to make provision for this scheme, by internal readjustment, if not already done.

**EDUCATION OF THE HANDICAPPED****1953****RECOMMENDATION**

The Board considered the report on the education of the handicapped and recommended that in addition to providing vocational training for the handicapped, the State Governments should take necessary steps for providing sheltered workshops for their employment.

**ACTION TAKEN**

As a first step in this direction, the Government of India established a small sheltered workshop as part of the Training Centre for the Adult Blind in July, 1954. This sheltered workshop employs four weavers and five chair-caners.

**1953****RECOMMENDATION**

Further, a central survey should be made of the handicapped in the country so as to devise a more comprehensive and concrete scheme for their rehabilitation.

**ACTION TAKEN**

A scheme for carrying out random sample surveys of the handicapped was included in the Second Plan. Random sample surveys have already been completed in Bombay and Delhi. They are in progress in Kanpur and in a village near Nagpur. There is a possibility of undertaking more surveys through the agency of the National Sample Survey of India.

**1958**

## RECOMMENDATION

That model schools for handicapped children should be started as early as possible in all parts of the country.

## ACTION TAKEN

A Model School for Blind Children was started on January 4, 1959 at Dehra Dun. This school at present has a kindergarten section and five primary classes. Tuition, lodging, clothing etc are free for all the inmates. At present there are only 34 children in the school. It is expected that soon it will be possible to raise the school to higher secondary standard and to attach a teachers' training department to it.

**EMPLOYMENT OF THE HANDICAPPED****1956**

## RECOMMENDATION

The Board approved the report and specially recommended the scheme for setting up a network of employment exchanges for the handicapped as well as the appointment of an expert in each employment exchange for assisting the handicapped to secure employment.

## ACTION TAKEN

The first Special Employment Office for the Physically Handicapped was established at Bombay in March, 1959. During 1959-60 it is proposed to establish two more offices—one in Madras and the other in Delhi. Special instructions have also been issued to all employment exchanges in the country to offer special assistance to the handicapped.

**1958**

## RECOMMENDATION

The Board noted with satisfaction the progress of various schemes for the training of the handicapped in the country and suggested that facilities for such education should be increased in view of the large number of handicapped persons in the country. The Board also felt that training of the handicapped is not of much use unless equal emphasis is also placed on the employment of the trained persons.

## ACTION TAKEN

During the Second Plan period, the Government of India have been giving assistance to the State Governments to the tune of 50 per cent of the actual expenditure on schemes for the development of educational and training facilities for the handicapped. As a first step, the Government of India established a Model School for Blind Children at Dehra Dun in January, 1959. Steps are also being taken to undertake the training of teachers of the blind in collaboration with the American Foundation for Overseas Blind.

The National Advisory Council for the Education of the Handicapped has appointed a small sub-committee to examine the existing training programmes in institutions for the handicapped with a view to suggesting their reorganisation in the light of the employment market information. It is hoped that proper reorganisation of the existing training programmes will facilitate the employment of trained handicapped persons.



**1959****RECOMMENDATION**

The Board expressed the view that the only employment centre for the handicapped at Calcutta, which is yet to be established, is not going to touch even the fringe of the problem. The handicapped all over the country have to be found suitable employment particularly after being trained. It recommended, therefore, that industries in the public and private sectors should be asked to reserve a certain percentage of jobs for the trained handicapped. If necessary, an expert body may be appointed to conduct a survey of the types of work that are suitable for such people.

**ACTION TAKEN**

The first special Employment Office for the Handicapped was established in Bombay in March 1959 instead of at Calcutta.

Three such offices are expected to be established by the end of the Second Plan period. Instructions have also been issued to all State directors of employment asking them to offer special employment assistance to all handicapped persons who present themselves at ordinary employment exchanges. During the Third Plan period, it is proposed to establish at least one special employment office for the handicapped in each State.

**1959****RECOMMENDATION**

The Board recommended that the Central Government should give liberal assistance to States for starting schools of various categories for the training and rehabilitation of the handicapped.

**ACTION TAKEN**

During the Second Plan period, the Government of India have been giving assistance to the State Governments to the tune of 50 per cent of the actual expenditure on development schemes for the provision of educational and training facilities to the handicapped.

**RECOMMENDATION**

The Board suggested that schemes for providing aids for the handicapped—whether visual, hearing or prosthetic—should be taken up with more speed.

**ACTION TAKEN**

The possibility of establishing a workshop for the manufacture of prosthetic appliances is being examined in consultation with the Ministry of Health. The Ministry of Commerce and Industry had also been requested to consider the possibility of making arrangements for the indigenous manufacture of cheap hearing aids, prototypes of which have already been prepared by the National Physical Laboratory.

**AUDIO-VISUAL EDUCATION****1952****RECOMMENDATION**

The Board received the report and noted its contents. It recommended that greater use should be made of the folk dramas, dances, ballad singers, etc., in the development of audio-visual education.

## ACTION TAKEN

Due importance is given to the role of folk dances and dramas in the audio-visual education in all the seminars/conferences/training courses held for the development of audio-visual education.

**1953**

## RECOMMENDATION

The Board considered the report "Audio-Visual Aids in India" and emphasised the need for the Government of India to help in the preparation of films in the regional languages. The Board also recommended that some of the films for children should be in cartoons.

## ACTION TAKEN

Steps have been taken to acquire the dupe negatives of the foreign films for dubbing into regional languages. Two Canadian films have already been dubbed in Hindi and the dupe negatives of the third have since been acquired by the Films Division. Negotiations are going on for obtaining the negatives of the films produced in other countries.

All the films produced by the Films Division for the Ministry of Education are in English and Hindi versions. State Governments can get those films dubbed in regional languages if they so desire.

Films Division is not fully equipped to undertake the production of cartoon films. They have so far produced only one film "Golden Deer". A good number of foreign cartoon films has, however, been acquired for the Central Film Library.

**1956**

## RECOMMENDATION

The Board desired that the production of educational films and filmstrips in India should be intensified. It was also suggested that the State Governments should assist their educational institutions with equipment and apparatus for the promotion of audio-visual education.

## ACTION TAKEN

The yearly quota of the production of educational films by the Films Division, Bombay, is twelve films only. This could not be raised because of the inability of the Films Division to provide extra staff for this purpose. The State Governments are gradually equipping the schools with audio-visual aids. The Central Government offers 50 per cent aids for the purpose, if the scheme is included in the State Plan.

**1957**

## RECOMMENDATION

The Board noted that the present customs duty on 16 m.m. projectors was a great handicap for audio-visual education and desired that either the duty on these projectors should be abolished or it should at least be put on par with duty on commercial 35 m.m. projectors.

## ACTION TAKEN

The matter was taken up with the Ministry of Finance who did not agree to bring the 16 m.m. projectors on par with the 35 m.m. projectors in respect of the payment of customs duty, but they agreed to the payment of grants to the schools for paying their customs duty on audio-visual

aids/equipment to be imported by them. Accordingly, a scheme has been framed in consultation with the Ministry of Finance in this direction. The rules for this scheme are yet to be finalised.

#### RECOMMENDATION

The Board noted that only two States had introduced audio-visual education in teachers' training colleges. It desired that in view of the importance of the subject, other States should also make an early move in the matter.

#### ACTION TAKEN

The following State Governments/Union Territory Administration have implemented the recommendation : (1) Bihar, (2) Orissa, (3) Andhra Pradesh, (4) Madras, (5) Mysore, (6) Bombay, (7) the Punjab, (8) Kerala, (9) Rajasthan, (10) Himachal Pradesh, (11) Delhi, (12) Madhya Pradesh.

There is no training college in the following territories :—

(1) Andaman; (2) Manipur.

The matter is still under consideration of the following States :—

(1) West Bengal, (2) Assam, (3) Jammu and Kashmir, (4) Uttar Pradesh.

### 1958

#### RECOMMENDATION

The Board suggested that the reasons for not setting up State boards and not introducing audio-visual education in teachers' training colleges should be enquired into. The Board should also be informed about the difficulties which some of the State Government were experiencing in exempting educational films from the operation of the Cinematograph Act, 1952. The Board was of the view that many of the models and charts being sold in the market were not quite accurate. As such, the Central and State Governments should take steps to produce accurate charts, models and other audio-visual aids and/or get accurate material produced by private agencies.

#### ACTION TAKEN

The State Governments of Andhra Pradesh, Assam, Mysore, Madhya Pradesh, Orissa, Punjab, Rajasthan, Uttar Pradesh, Jammu and Kashmir, and the Delhi and Himachal Pradesh Administrations have set up the State boards for audio-visual education. As regards the remaining States' Administrations, the position is as follows :

#### *Manipur*

A whole-time officer incharge of audio-visual education has been appointed.

#### *Bombay*

The proposal to establish a separate board for audio-visual education is not at present under consideration of this Government. It has, however, been decided to give adequate representation to the interests of audio-visual education on State Education Council proposed to be formed by this Government. The question of the formation of the State Education Council is

under active consideration and is expected to be finalised shortly.

*Audio:*

The question of renewing the term of office of the non-official members was taken up. The view was held that the advisory committee need not be reconstituted as all matters connected with audio-visual education could be dealt with without any reference to the committee. The Government accordingly decided not to set up the advisory committee which has ceased to function with the afflux of time.

*Govt. Bone:*

A regional board has been set up by the State for advising producers to produce educational films. The regional board set up will serve the purpose.

*Social:*

The question of constituting a board for audio-visual education in the State will be considered when audio-visual education expands in the Third Plan period.

As regards the difficulties experienced by various State Governments in exempting educational films from the operation of the Cinematograph Act, 1952, the recommendation has been implemented by all the State Governments.

As regards the production of accurate charts etc., the National Institute of Audio-Visual Education, New Delhi, has taken up the task of producing charts etc.

**1959**

#### RECOMMENDATION

The Board urged on the National Board of Audio-Visual Education to give high priority to the production of filmstrips to be used as a media of social education.

#### ACTION TAKEN

In pursuance of this recommendation, a programme of production of filmstrips for social education has been prepared. A number of titles on which the filmstrips are to be put into production, have been selected. Some of the filmstrips will portray the benefits of education, some will be related to personal and social cleanliness in rural areas, some are related to the life and people of India and the aim of these filmstrips will be to bring out the notion of unity in diversity.

The full details of each filmstrip are yet to be worked out. Much progress could not be made since the chief of the filmstrip section had to devote his active attention to the training programme of the Institute. Secondly, the specialised equipment required for large-scale production and further reproduction of prints of each filmstrip which were to be obtained from the United States under the T.C.M. programme, could not be obtained as a result of a cut made in one of the procurement lists. The Institute is, however, making arrangements to buy the equipment from its own resources of foreign exchange. The actual procurement of the equipment is expected to materialise only during the year 1961. Until then steps will be taken to collect relevant data and information required for the filmstrips and then to prepare shooting scripts of the filmstrips.

**RECOMMENDATION**

Considering newsreels to be very useful for social education programme, the Board recommended that the Ministry of Education should take steps to make these available in 16 mm to all social education agencies.

**ACTION TAKEN**

As the social education organisation fell within the purview of the State Governments, the recommendation as such was brought to the notice of all the State Governments/Union Territory Administrations for its implementation. From the reports received from the State Governments, it is manifest that the recommendation is already being implemented by the State Governments of Kerala, Bombay, Bihar, Uttar Pradesh and the Administrations of Andaman and Nicobar Islands, Delhi, Tripura and Manipur. The State Governments of Madras, Andhra Pradesh, Mysore, Madhya Pradesh, Punjab, Jammu and Kashmir and Assam sought certain clarifications with regard to the supply of 16 mm newsreels on hire/purchase or loan. They also enquired about the cost of newsreels, its footage, number of newsreels so far produced etc. The requisite information was supplied to them. Only interim replies have been received from the rest of the State Governments.

**COMPREHENSIVE REPORT ON THE USE OF RADIO****1959****RECOMMENDATION**

The Board agreed that radio was a very important medium of education. It desired to have a more comprehensive report on the use of the radio as a means of education at various stages of education *i.e.*, in schools, colleges, universities etc.

**ACTION TAKEN**

The recommendation was communicated to the State Governments/Union Territories for comprehensive report on the use of the radio as a means of education at various stages of education.

The replies received from 11 State Governments have been tabulated and may be seen in Statement III that follows.

Interim replies were received from the other State Governments/Union Territory Administrations.

### STATEMENT III

#### *Report on the Use of Radio in Education*

State Government/ Union Territory Administration	No. of Schools, Colleges and Universities Equipped with Radio			Brief Report on the Use of Educa- tional Broadcast	Any Other Relevant Material
	Schools/Training Schools	Colleges	Universities		
(1)	(2)	(3)	(4)	(5)	(6)
West Bengal (As on 31-7-59)	798 schools	Only a few col- leges	One (Vishva- Bharti) has a number of sets.	Schools are using more and more the educational broad- cast of A.I.R., Calcutta. A survey conducted by Listener Research Unit, A.I.R. in 1956 revealed that 68 per cent schools preferred listening to be made compulsory by Government, while 27 per cent opposed such a measure.	An important feature of the social education programme in West Bengal is the conti- nued expansion of the scheme for the supply of radios to various social education centres.
Himachal Pradesh (As on 20-11-1959)	14 middle schools 48 high/higher secondary schools 3 primary schools 3 training colleges	3 colleges	—	The listening to the educational broadcast has been made a part of school time-table.	An additional supply of 25 com- munity receiving sets is being made by the A. V. Education Section during the year 1959-60.
Laccadive, Minicoy & Amindivi (As on 7-12-59)	Education has rea- ched only the pri- mary stage; no radio sets at pre- sent.			—	—
Mysore (As on 24-12-59)	240 schools			A panel consisting of heads of the educational institutions and inspecting officers of the Department advise the A.I.R., Bangalore on the programmes of educational broadcasts.	The programme of A.I.R. Banga- lore can be heard to a radius of 200 miles. State Govern- ment has, therefore, suggested that the educational program- mes may be broadcast from the A.I.R. Bangalore and Dharwar, simultaneously.

(1)	(2)	(3)	(4)	(5)	(6)
Delhi (As on 2-1-60)	—	—	—	Both shifts of the higher secondary sections and middle school sections get school broadcast programmes twice a week. Radio listening programme is a regular part of the school time table. A special booklet is distributed in advance to provide discussion material to the teachers, who are encouraged to conduct pre-broadcast discussions so as to make listening really effective.	
J & K (As on 20-1-60)	51	—	—	The programme has not yet been introduced. The matter is under correspondence with the Producer, Educational Broadcasts, A.I.R., New Delhi.	
Andhra Pradesh (As on 26-10-59)	450 schools	36	3	One period is allotted for listening to educational broadcast.	Radio clubs are being formed in this State.
Punjab	—	—	—		There are some radio sets which are used in the radio class for the purpose of imparting instruction in radio technology as a hobby.
Manipur	29	1	—	There is no radio station in this territory. The Gauhati station of All-India Radio is broadcasting Manipur programmes daily but since it is outside school hours only hostellers get the benefit of the educational programmes.	

(1)	(2)	(3)	(4)	(5)	(6)
Assam	64	-	-	School broadcasts are provided during school working hours and they are expected to be included in the curriculum of the school. An assistant producer to take charge of the planning and production of these broadcasts has been appointed at the Gauhati station.	
Bihar	276	29	-	Students and teachers listen to the news broadcasting during the recess hours and to educational broadcast on some of the week days.	



## REHABILITATION OF TEACHERS AND STUDENTS FROM PAKISTAN

**1952**

### RECOMMENDATION

The Board drew the attention of the Government to the following points :

- (a) Need for temporary modification of the rules of retirement of teachers employed by local and private bodies in view of the exceptional circumstances created by the Partition;
- (b) Recovery of dues to university teachers by the Panjab University for paper-setting, examining and other similar work;
- (c) Rehabilitation of displaced educational institutions; and
- (d) Payment of the provident fund of teachers.

### ACTION TAKEN

(a) All the State Governments with the exception of Punjab Government have accepted the Board's recommendation. The matter is still under the consideration of the Punjab Government who are being reminded semi-officially from time to time.

(b) The Panjab University, Chandigarh, has already paid dues to some of the paper-setters, examiners etc. and other staff of the University. As regards the remaining claimants, the question of payment of their dues is under consideration of the Ministry of Rehabilitation and Panjab University, Chandigarh.

(c) This work is still being done in the Ministry of Rehabilitation.

(d) Cases of all the displaced teachers whose provident funds were deposited in the post-office savings bank accounts have been settled by the D.G.P. & T. without previous verification from Pakistan. There are a few cases of provident funds of those displaced teachers whose accounts were deposited in post office savings bank as conjoint account (*i.e.* in the name of the management).

These are still under the consideration of the D.G.P. & T., India and D.G.P. & T., Pakistan.

**1953**

### RECOMMENDATION

The Board considered the report on the work of rehabilitation of students and teachers displaced from Pakistan and recommended that the Government of India should consider paying at least a part of their dues to displaced teachers after making adequate investigation of their claims without waiting to settle this matter with the Government of Pakistan.

### ACTION TAKEN

The question of payment of dues to displaced teachers has been solved.

**1955**

### RECOMMENDATION

The Board considered the report on the work of the rehabilitation of students and teachers displaced from Pakistan and recommended that

the process of rehabilitation of the displaced teachers and students was likely to be spread over a fairly long number of years, a long-term programme should be drawn up to be presented to the Board at its next meeting.

#### ACTION TAKEN

Almost seven years have elapsed since the report was recorded by the C.A.B.E. some time during 1954. Much of this problem has already been solved by now. The Government of India have, however, taken steps to continue to provide financial assistance to displaced students from West Pakistan till the end of the year 1963-64 and from East Pakistan till 1962-63, as by that time it is expected that not only this problem would cease to exist but the students concerned would be merged into the normal pattern of education.

#### RECOMMENDATION

It was further resolved that while the age of retirement of teachers should be generally 60, in States where Government teachers have to retire at 55, at least the displaced teachers in government service should be allowed to continue till the age of 60.

#### ACTION TAKEN

All the State Governments with the exception of Punjab Government have accepted the Board's recommendation. The matter is still under the consideration of the Punjab Government who are being reminded demi-officially from time to time.

### 1957

#### RECOMMENDATION

Regarding the report on the rehabilitation of displaced students and teachers from Pakistan, the Board noted with regret that a large number of States had not supplied any information, regarding the financial assistance rendered to displaced students. Further efforts should be made to obtain this information.

#### ACTION TAKEN

All the State Governments with the exception of the Governments of Jammu and Kashmir and Madhya Pradesh have supplied the requisite information. Since no reply was given by these two State Governments in spite of repeated reminders, the matter was closed.

## PROPAGATION AND DEVELOPMENT OF HINDI

### 1951

#### RECOMMENDATION

The Board recommended that the following suggestions may be referred to the proposed conference on Hindi :

- (i) Comparative vocabularies of basic and cognate Hindi words prevalent in different States may be compiled; and
- (ii) An adequate number of periods should be devoted to the teaching of Hindi in secondary schools in non-Hindi-speaking States.

## ACTION TAKEN

The two items in question were placed before the conference which was convened in March, 1951 by the Akhil Bhartiya Hindi Parishad at the instance of the Ministry of Education. Subsequently, another conference of the principal Hindi organisations operating in non-Hindi-speaking areas was called in June, 1951 in the Rashtrapati Bhavan. In accordance with the recommendations of these two conferences, Government have set up a Central Hindi organization (Hindi Shiksha Samiti) to advise them from time to time in regard to matters concerning the propagation and development of Hindi in the non-Hindi-speaking areas.

The Ministry of Education have published two booklets, *viz.*,

- (a) Basic Hindi Vocabulary—2,000 Words
- (b) Basic Hindi Vocabulary—500 Words

In addition, the Ministry has published lists of common words in Hindi and other regional languages. Copies of all these publications have been sent to all the State Governments, universities etc.

## 1956

## RECOMMENDATION

The Board felt that, as Hindi is the official language of the country, it is desirable to make a thorough study of the methods and problems of teaching Hindi and, for this purpose, recommended that the task be entrusted to the Hindi Shiksha Samiti. The Samiti should also be requested to advise on the establishment of institutions for Hindi in the various universities. In this connection the Board took note of the work done by the Ministry of Education regarding the preparation of Hindi terminologies for subjects such as physics, chemistry, etc. and the Basic Vocabulary and the Basic Hindi Grammar, which are now under preparation.

## ACTION TAKEN

The recommendation can be bifurcated into two as follows :

- (i) It being desirable to make a thorough study of the methods and problems of teaching Hindi, this task may be entrusted to Hindi Shiksha Samiti.
- (ii) The Samiti may be requested to advise on the establishment of institutions for Hindi in the various universities.

(i) Accordingly, the recommendation was placed before the Hindi Shiksha Samiti in its 6th meeting held in July, 1956. The Samiti recommended that a sub-committee may be set up to go into this question in detail. This recommendation was accepted by the Government and a sub-committee consisting of five members was set up. The sub-committee made certain recommendations. It was decided that before the recommendations of the sub-committee were accepted by the Government, they should be referred for comments to certain selected Hindi scholars and teacher having practical experience of teaching Hindi to non-Hindi-knowing persons. On receipt of their comments it has been decided that the question of research into the methods of teaching Hindi should be made the concern of the Akhil Bharatiya Hindi Mahavidyalaya, Agra (now Kendriya Hindi Shikshana Mandal, which is an autonomous body), and the material collected in this connection should be passed on to that Institute as soon as it is in a position to take up such responsibilities. The

Mandal has been got registered recently under the Societies Registration Act, 1860. The material collected by the Ministry will be transferred to the Mandal shortly.

(ii) The Samiti recommended that the various universities should be requested to open Hindi departments to teach Hindi up to M. A. standard if such facilities do not exist there already. The matter was accordingly referred to the University Grants Commission.

## 1958

### RECOMMENDATION

While appreciating the work done to evolve a uniform scientific terminology, the Board suggested that the preparation of the glossaries should be completed as early as possible so that the present situation in which sometimes the same words conveyed different meanings in different parts of the country could be avoided.

### ACTION TAKEN

Work of preparing glossaries is progressing satisfactorily. So far glossaries of scientific and technical terms in Hindi in 20 subjects have been finalized. Provisional lists in 32 other subjects have also been prepared.

## PHYSICAL EDUCATION

## 1951

### RECOMMENDATION

The Government of India should take in hand the preparation of a brochure giving a statement of the work which is being done in the country in the field of physical education.

### ACTION TAKEN

The Government of India published in 1956 a 'National Plan of Physical Education and Recreation' prepared by the Central Advisory Board of Physical Education and Recreation. The 'Plan', which is by far the most authentic document on the subject, makes a survey of the present facilities available for physical education and recreation in the country and makes valuable suggestions, both immediate and long-term, for making them more effective. The 'National Plan' has now become the sheet anchor of the Government of India's policy in physical education and recreation.

## 1953

### RECOMMENDATION

The Board noted that there were four types of organisations working in the educational institutions in the field of physical education, namely, Scouting, A.C.C., N.C.C. and National Discipline Scheme. There were also a large number of children who were not covered by any one of the above organisations. The Board felt that the time had come to assess the educational benefit in the light of the cost of each of the four schemes. The object should be to bring the largest possible number of children under one or other scheme which was the cheapest and the soundest from the educational point of view. If, however, more than one scheme had to be introduced, it would be desirable to try each scheme in a compact area so that at a later stage a comparative study could be made of the potentialities of each scheme. The Board felt that it was extremely desirable to

assess the cost and relative benefits of A.C.C. on the one hand and Scouting and Guiding on the other. Whether the expenditure on A.C.C. in schools was commensurate with the educational benefits was a point that needed close scrutiny.

#### ACTION TAKEN

The Government of India appointed in May, 1959 a Committee on Co-ordination and Integration of Schemes operating in the field of physical education, recreation and youth welfare.

The Committee had issued a questionnaire to about 11,000 high/higher secondary schools, colleges and other educational institutions in the country. The material received has been consolidated and is under the examination of the Committee. Besides that, the Committee has visited Bombay, Madras and Gwalior and recorded oral evidence of the heads of organisations like the Bharat Scouts and Guides, Bharat Sevak Samaj and National Discipline Scheme and several principals of schools and colleges and other officials connected with the schemes which come under the purview of the Committee. The Committee is still to tour certain parts of the country and to continue its deliberations. They are likely to furnish the Government with their report early next year.

### YOUTH WELFARE

#### 1951

##### RECOMMENDATION

The Board considered the question of how best to promote a well-organised youth movement, which will provide useful and constructive activities for the youth, and resolved that an expert committee may be appointed by the Chairman to consider the desirability and feasibility of such an organisation.

##### ACTION TAKEN

As recommended by the Board, a committee consisting of eminent persons in the field of physical education was set up in 1951. The Committee met on 23rd November, 1951. The proceedings of the meeting have already been published in the "Proceedings of the 19th Meeting of the Central Advisory Board of Education" held in 1952.

#### 1952

##### RECOMMENDATION

The Board recommended the opening of youth hostels and providing travel and other facilities for students and advised that special attention should be paid to the needs of children leaving schools at the age of 12 and suitable organisations set up for their educational and other needs.

##### ACTION TAKEN

The programme of youth welfare caters to the needs of the youth within the age-group of 15 to 24. All students within this age-limit and belonging to recognised high schools/colleges are eligible for grant for educational tours to the extent of full third class railway fare at students' concession rates. It has not been possible to give this assistance to children of 12.

In the sphere of youth hostels, active cooperation of the State Governments has been enlisted and a number of grants have been given to them to construct youth hostels at suitable places to provide the touring youth with cheap facilities of board and lodging. The ceiling of the grant is Rs. 40,000 to cover the entire cost of the construction of one hostel.

### 1952

#### RECOMMENDATION

The Board emphasised the need for opening annual training camps to train scout leaders including guides. It also stressed the need for starting olympic organisations for the promotion of athletic activities.

#### ACTION TAKEN

There already exist an All-India Olympic Association and an Amateur Athletic Federation of India. They have branches in the various States. As sports and games are run by private bodies, Government need not start another parallel organisation. All possible assistance is being rendered to these two bodies to promote athletic activities.

### 1953

#### RECOMMENDATION

The Board recommended that the State Governments should promote hobbies and establish scout and guide organisations, youth hostels, etc., and stress the importance of athletics and of the N.C.C. in their schools.

#### ACTION TAKEN

The promotion of scouting and guiding activities in India is the concern of the Bharat Scouts and Guides, which is an all-India organisation run and managed by private individuals. All possible assistance, including large grants, are paid to this body to promote these activities in the country. The all-India body has its branches in the various States. Government as such need not set up new organisations for the same purpose.

### 1956

#### RECOMMENDATION

The Board received the report and, while it appreciated the work being done in the field of youth welfare leading to the promotion of corporate life, discipline and better integration of personality etc., it recommended that this service should also be extended to young people, who are not members of educational institutions and organised associations, such as the Bharat Sevak Samaj or the Bharat Scouts and Guides.

#### ACTION TAKEN

20 per cent non-student youth of the total strength of a camp are admissible. Besides, the Bharat Sevak Samaj holds camps exclusively for the rural youths. The non-student rural youths do not belong to educational institutions.

### 1959

#### RECOMMENDATION

The Board recommended that adequate steps, including provision of suitable incentives to attract promising students to different sports and to help them to cultivate them, should be taken at an early date.

**ACTION TAKEN**

No action has been possible so far on the question of providing suitable incentives to attract promising students to different sports. However, the Government of India have sanctioned financial assistance to State Governments for acquisition of playfields and purchase of sports equipment for educational institutions.

**OVERSEAS SCHOLARSHIPS****1951****RECOMMENDATION**

The Board received a report on the progress made with the Modified Overseas Scholarships Scheme and recommended that the candidates sponsored by the State Governments and universities other than the Central universities, should also be eligible for overseas scholarships under the same conditions as the candidates sponsored by the universities and institutions under the Central Government.

**ACTION TAKEN**

The Modified Overseas Scholarships Scheme from 1952-53 onwards was so devised as to give the same terms regarding allowances, etc., to teachers sponsored by the State Governments, Central universities, institutions under the Central Government and the other universities. The scheme had not been in operation since 1959-60 because of the foreign exchange difficulties, as also owing to large number of awards being made to Indian nationals under the Commonwealth Scholarships/Fellowships Plan and those made by other foreign governments/organisations, etc.

**1958****RECOMMENDATION**

The Board suggested that the Ministry should make an assessment of the scholars who have been sent abroad for training through the Government of India under one or the other scheme. The purpose of the enquiry should be to ascertain as to how many of the scholars were being utilised for the purpose for which they were sent.

**ACTION TAKEN**

Assessment has been made in respect of the scholars who were sent abroad (and have returned) under the three schemes, namely, Modified Overseas Scholarships Scheme, Foreign Languages Scholarships Scheme and the Imperial Relation Trust (London University Institute of Education) Fellowships. It is revealed that the scholars were suitably employed on return and the knowledge gained by them abroad was being usefully utilised. Action in respect of the other scholars has yet to be completed.

**MERIT SCHOLARSHIPS****1953****RECOMMENDATION**

While appreciating the idea of introducing merit scholarships in public schools, the Board recommended that the Government of India should request the State Governments to introduce similar scholarships, particularly in the public schools situated in their respective areas. In the

award of scholarships, preference should be given to deserving students coming from lower income groups.

### 1955

2. In regard to the scheme of introducing merit scholarships in public schools, the Board felt that such State Governments as have not agreed so far to introduce scholarships in the public schools situated in their areas should be requested to reconsider their decision. It was also felt that if a State Government made certain recommendations in favour of any scholars, the Government of India should make arrangements to accommodate them in some public school outside the State if the particular State has no public school of its own.

#### ACTION TAKEN

Every year, while drawing up the "Government of India Scheme of Merit Scholarships in Public/Residential Schools", all the State Governments, particularly those who have not instituted their own scholarships, are requested to institute such scholarships on the lines of the Government of India scheme. As a result of the Government's approach in this direction, the following State Governments have instituted up to 1960-61 their own scholarships for residents of their States (enable in schools located in their areas :

Bombay	3 scholarships	} Selection for scholarships instituted by these States/Territories is made by the Government of India.
Punjab	2 scholarships	
Orissa	4 scholarships	
Rajasthan	6 scholarships	
Andhra	7 scholarships	
Kerala	2 scholarships	
Delhi	1 scholarship	
Tripura	4 scholarships	

The remaining States have expressed their inability to do so.

No request has so far been received from any State Government for accommodating a scholar selected by them outside their State. In case such a request is received the Government will undoubtedly assist the State Government in the matter.

### CULTURAL SCHOLARSHIPS

### 1956

#### RECOMMENDATION

The Board suggested that in order to minimise the possible difficulties of adjustment which the foreign scholars have to face in this country every effort should be made for their admission to institutions located in large and cosmopolitan centres as far as possible.

#### ACTION TAKEN

The suggestion made by the Board is taken into consideration while arranging admissions for fresh scholars every year. Efforts are made to place them in large and cosmopolitan centres like Delhi, Bombay, Calcutta and Madras, as far as possible.



## SCHOLARSHIPS TO SCHEDULED CASTES AND SCHEDULED TRIBES

**1951**

### RECOMMENDATION

The Scheduled Castes and Backward Classes may be encouraged by award of stipends but there should be no special hostels or classes exclusively for them.

### ACTION TAKEN

In order to give an incentive to the backward classes students to go in for post-matric studies, since the year 1952-53 scholarships are being awarded to all the eligible Scheduled Castes and Scheduled Tribes students on the basis of merely passing the last university examination irrespective of the class/division obtained. Selection of other Backward Classes students is, however, made on the basis of merit. The encouragement received by these Backward Classes students may be judged from the fact that in the year 1944-45 when the scheme was instituted, only 114 scholarships were awarded, whereas in 1959-60, 61,962 scholarships were awarded to these classes of students.

As regards special hostels or classes for these pupils, no special grants are given for the purpose.

**1952**

### RECOMMENDATION

The Board appreciated the fact of the increased grants made in recent years for scholarships to Scheduled and Backward classes and expressed the hope that even larger allocation of grants will be made in future for this purpose particularly scholarships to Backward Classes.

### ACTION TAKEN

Since the inception of the scheme of award of post-matric scholarships for the Scheduled Castes, Scheduled Tribes and other Backward Classes in the year 1944-45, funds for the scheme have been progressively increased every year; whereas in 1944-45 a sum of about rupees forty-seven thousand was spent for award of scholarships, in 1959-60 an amount of over rupees two and a half crore was spent on the same.

## PUBLICATIONS

**1951**

### RECOMMENDATION

The Board noted with regret that only three States had so far sent the information for 1949-50 which should have been received three months ago and resolved that the attention of the States should be drawn to the need for sending promptly and carefully the information and statistics required for compiling reports on education in India.

### ACTION TAKEN

The process of collection of the statistics in the States entails considerable time and some time the delay in the submission of the returns, as has been experienced during the past decade, has been to the extent of a year and a half. The delay is attributable to many causes, the most

important being inadequacy of trained staff at the district/divisional level, a long hierarchy through which the statistics have to pass and the general apathy to work of this nature by dealing hands of subordinate offices.

These statistics when received at the Centre are scrutinised and discrepancies got reconciled with the States. Reconciliation again takes a year or so, thus further increasing the time lag.

The Estimates Committee of the Parliament had in its 24th Report, *inter alia*, recommended frequent personal contacts with the officers of the State Governments to reduce the time lag in compilation and publication of statistics. This recommendation was accepted by the Parliament. The Ministry has been making persistent efforts towards this end and the time lag in bringing out the major publication of the Ministry, "Education in India—Vol. I" was reduced considerably.

Personal contacts with the States resorted to in the past by this Ministry have contributed much in reducing the time lag to the minimum. This contact with the State and university officials had been brought about by (i) central training courses, (ii) regional training courses, (iii) visits to States for reconciliation of discrepancies in the statistics, and (iv) calling officials from States to New Delhi for reconciliation of discrepancies in the statistics.

### 1953

#### RECOMMENDATION

The Government of India should consider reduction in the price of the publications to enable educational institutions and teachers to purchase them in larger quantities.

#### ACTION TAKEN

The prices of publications of the Ministry issued during the current year are comparatively much lower than those published in previous years. The prices of some are as follows :

	Rs.
(i) Student Indiscipline	-/4/-
(ii) Handbook of Suggestions for Teachers in Small Rural Schools	-/4/-
(iii) Headmasters on Secondary Education	-/5/-
(iv) Better Teacher Education	-/5/-

### 1958

#### RECOMMENDATION

The Board suggested that the "Education Quarterly" and other publications of the Ministry should be sent to all members of the Board. As copies were already being supplied to a large number of the members in other capacities the Board felt that this should not entail much additional expenditure.

#### ACTION TAKEN

Free mailing list maintained by the Publications Section of the Ministry has been amended embracing members of the Central Advisory Board of Education.

## ALL INDIA EDUCATIONAL SERVICE

1952

## RECOMMENDATION

The Board considered the memorandum and desired that the Ministry of Education may, in consultation with the Hon'ble Ministers of Education in the States, examine again the desirability and possibility of forming an all-India educational service.

## ACTION TAKEN

As stated in the memorandum placed before the Central Advisory Board of Education, the majority of the States, for one reason or another, were not in favour of the proposal to set up an all-India educational service. The matter was, however, considered in detail with reference to the Board's recommendation (reproduced above) and it was decided to discuss the same informally at the Conference of Education Ministers of States which was called by the Union Education Minister at New Delhi on 18th and 19th April, 1953. Nothing materialised from this informal discussion and there was thus no further progress.

1956

## RECOMMENDATION

The Board recommended that, in view of the recommendation of the State Reorganisation Commission that certain all-India services should be constituted, the question of instituting an all-India education service should be further explored.

## ACTION TAKEN

The State Governments were again requested to consider their earlier decision in regard to the formation of an all-India educational service, but this time again their response was not encouraging.

## CENTRAL EDUCATIONAL POOL

1957

## RECOMMENDATION

The Board discussed at length the proposal for setting up an all-India education service and suggested that instead of establishing an all-India service, it would be better to establish a central educational pool consisting of educationists of proved merit. The function of such a pool should be to help State Governments, on request, in the examination of their educational problems and formulation and execution of suitable educational policies and programmes. It was emphasised that the pool should be open only to those who by their ability, character and professional competence gave promise of shouldering this responsibility worthily.

## ACTION TAKEN

The Board's recommendation was considered in the Education Ministry, in the context of the original proposal for the constitution of an all-India educational service and the poor response thereto from the State Governments. Certain difficulties were envisaged in the formation of the pool recommended by the Board, *e.g.*, (1) prescribing a comprehensive standard for selection; (2) the willingness of States, universities,

institutions etc. to spare their good officers in the interest of other parties; and (3) the willingness of the concerned officer to be at the disposal of the Ministry of Education. In September, 1957, it was decided at a meeting of the Departmental Heads of the Education, Scientific Research and Cultural Affairs Departments of the erstwhile Ministry of Education and Scientific Research and Cultural Affairs, that a scheme for a general cadre should be prepared by including the following posts, namely,

- (1) Gazetted posts in the Education Departments including Government educational institutions of the Union Territories suitable for inclusion;
- (2) Suitable advisory posts in the Ministry of Education and Scientific Research including educational and scientific institutions.

Action taken in this behalf is explained below. It may, however, be stated that on 10th December, 1957 the Cabinet decided that the question of revival of the all-India medical, engineering, *education* and forest services may be taken up by the Centre. The Ministry of Home Affairs accordingly addressed the State Governments in the matter early in 1958, but they were not found enthusiastic about the proposal. The matter was then discussed by the Ministry of Home Affairs with the Chief Ministers of States in November, 1953. The Chief Ministers suggested that instead of constituting all these services, a *beginning might be made with the setting up of a central pool of engineering specialists* and that the question of setting up the all-India services, referred to above, might be considered in the light of the experience gained from the working of the central pool of engineers. The Ministry of Home Affairs are now pursuing the question of setting up the central pool of engineering specialists only.

## 1958

### RECOMMENDATION

The Board noted with concern that although a whole year had passed no concrete scheme of a central educational pool had been prepared. The Board felt that in the interest of the unity of the country and in order to improve the educational standard in the country, it was necessary to form the proposed Central Educational Pool at an early date. It was suggested that as soon as a concrete scheme had been prepared, it should be placed before the Board for consideration.

### ACTION TAKEN

In pursuance of the "action taken" report given under the '1957' recommendation above, a note regarding the proposal for the formation of the Central Educational Service, with a permissive clause regarding the interchangeability of officers with the university personnel, etc. was prepared by this Ministry and submitted to the Cabinet in December, 1959. The Cabinet considered this note in January, 1960, and postponed further consideration of the matter. It is now proposed to take up the matter again with the Cabinet after holding an Inter-Ministerial meeting with the Ministries of Home Affairs and Scientific Research and Cultural Affairs in the near future.

## SETTING UP PLANNING UNITS IN STATES

**1956**

## RECOMMENDATION

The Board recommended that a planning unit should be set up in each State in order to act as a liaison between the Centre and the State Governments in regard to development plans.

## ACTION TAKEN

Planning/statistical units have been set up in all the States and Union Territories of Delhi, Himachal Pradesh, Manipur and Tripura. Central assistance on 50 per cent basis is being given for the implementation of this scheme during the Second Plan.

## DIFFICULTIES IN THE IMPLEMENTATION OF THE PLAN PROGRAMME

**1958**

## RECOMMENDATION

The Board noted the difficulties such as inadequate provision for development schemes from year to year, restriction on the construction of educational buildings, shortage of technical equipment and qualified teaching personnel that the State Governments had been experiencing in implementing the development programmes according to the schedule. The Board was of the view that at least 50 per cent of the total Plan funds for education should be spent in the first three years of the Plan period. In order to achieve this target and to be able to account for the remaining portion during the last two years, the present procedure should be simplified in that the States should not be required to come to the Centre for assistance for every project once the project has been included in the National Plan. The Board further suggested that the money released as a result of the postponement of building programmes should not lapse and should be made available for the other programmes of educational expansion and improvement. The grants for equipment also should be released early in the year and the existing bottlenecks in the way of expenditure removed so that the pace of expenditure was quickened and the money spent on articles of requisite quality.

## ACTION TAKEN

The procedure for the release of Central assistance has been revised with effect from 1958-59. Under the revised procedure, lumpsum ways and means advances are made available to the State Governments to the extent of the three fourths of the Central assistance calculated on the Centrally aided and Centrally sponsored schemes included in the State programme. Such payment is issued in nine equal monthly instalments and the final payment sanction against which the advance is adjusted is issued towards the end of the fiscal year. This procedure has considerably eased the difficulties of the State Governments in implementing their plans and helped them in achieving targets.

Regarding the adjustment on account of postponement of building programmes etc., the Planning Commission do not object to such adjustments being made between different schemes in the education sector provided the ceiling fixed is not exceeded.

## LIBERAL FINANCIAL ASSISTANCE TO BACKWARD STATES

**1958**

## RECOMMENDATION

The Board considered the proposal of the Orissa Government and endorsed the principle of giving more liberal financial assistance to the backward States for implementing educational schemes sponsored by the Government of India. Such assistance was necessary to minimise the present disparities between States and to bring them all to the same educational level as early as possible.

## ACTION TAKEN

The Ministry has been pursuing the matter with the Planning Commission. The draft outline of the Third Five-Year Plan brought out by the Planning Commission, while discussing the balanced regional growth, emphasises that "balanced development of different parts of the country and the stress on extending the benefits of development to the more backward regions are part of the accepted policy of Government as outlined in the Second Five-Year Plan and the Industrial Policy Resolution of April, 1956". The Draft Outline also lays down: "It is proposed to set up a special working group for a closer study, in collaboration with the State Governments and others, of different aspects of regional development, including the indicators and the resources and to make proposals for reorienting existing programmes or devising additional measures with a view to securing balanced development in different parts of the country".

In view of the limited funds, no specific scheme for assistance to backward States has been included in the draft Third Five-Year Plan of the Ministry. The working groups on education while discussing the draft plans of the States have, however, taken into consideration the number of children who are not attending schools and recommended suitable funds to enable backward States to come to the level of advanced States.

APPOINTMENT OF A COMMITTEE TO PREPARE THE  
EDUCATION PLAN**1959**

## RECOMMENDATION

The Board desired that in so far as the Third Five-Year Plan of education is concerned, a special committee should be appointed to look into the educational needs of the country and to work out the financial implications of the programmes necessary to meet these needs. The Board desired that the committee should place its report before the Board at its next meeting. The Board authorised the Chairman, Dr. K. L. Shrimali, to appoint this committee.

## ACTION TAKEN

In view of the fact that the Ministry of Education had set up the Central Working Group on Education, the appointment of a special committee was not considered necessary. The Working Group examined the educational needs of the country and recommended an outlay of Rs. 980 crores for the Third Five-Year Plan. The Commission, however, did not agree with the recommendations of the Group and allocated only Rs. 365

crores instead. Copies of the report of the Group have already been circulated to the State Education Ministers, Education Secretaries, D.P.I.'s etc.

## TECHNICAL EDUCATION

### 1951

#### RECOMMENDATION

The Board considered the decision of the All-India Council for Technical Education arrived at their meeting held on 24th and 25th July 1950, regarding the council requiring statutory authority to affiliate technical institutions and confer degrees in engineering, technology and commerce and resolved that :

The right of universities to impart technical education and to affiliate institutions should not be curtailed or prejudiced in any manner.

#### ACTION TAKEN

It has been decided that the proposal to confer statutory status on the All-India Council for Technical Education be dropped for the time being.

### 1955

#### RECOMMENDATION

While considering the report on the progress made in the field of technical education, the Board suggested that regional committees set up for inspecting and recommending technical institutions for Central grants should be requested to complete their assignments with expedition so that the institutions applying for grants do not have to suffer on account of delayed action.

#### ACTION TAKEN

The regional committees have completed the inspection of all technical institutions for purpose of improvement and development of instructional facilities for various courses. The development of technical institutions and establishment of new institutions is a continuous process that extends over successive Plan periods. As and when specific schemes are received, the regional committees take quick action to process them and inspect the institutions, wherever necessary.

## APPENDIX M

### MEMORANDUM

on

SUPPLEMENTARY ITEM **Adoption of international form of numerals (Indian) for all purposes**

*(Ministry of Education)*

At the last meeting of the Advisory Board of Scientific and Technological Terminology held at New Delhi on 6th November, 1960, the question of adoption of the international form of numerals (Indian) for scientific and statistical purposes was considered. During the course of discussions, the Education Minister, Madras suggested that the international numerals should be adopted not only for scientific and statistical purposes but for all purposes. While it was decided to adopt the international numerals for scientific, technical and statistical publications, it was left to the Central Advisory Board of Education to decide upon the larger question of adopting such form of numerals for all purposes.

The matter is, therefore, placed before the Central Advisory Board of Education for their consideration. In this connection a note received from the Madras Government which forms the basis of discussion is given herewith (Note 1 that follows).

For purposes of reference, extracts from the Report of the Official Language Commission (Note 2), Committee of Parliament on Official Language (Note 3) and Order made by President (Note 4) are also given herewith.

#### NOTE 1

on

**Adoption of international form of (Indian) numerals for all purposes**

*(Government of Madras)*

The Official Language Commission have recorded in their report that a large number of States have expressed in reply to the Commission's questionnaire the view that the international form of numerals may continue to be exclusively used along with Hindi in Devanagari script as the language of the Union. The Commission have also expressed the view that the fact that the international form of Indian numerals has been widely adopted in current practice for the regional scripts for the languages of the South and the Constitutional provision that this form of numerals should be used for the purpose of the Union and for purposes of inter-State communication, mark it out for universal adoption in the country by public authorities if there is to be a common series of numerals all over India; and that it would certainly be an advantage if a common system of numerals came to be used for the widest possible purposes in the whole country and that such a common system of numerals would have to be the international form of Indian numerals. The Commission have



recorded that the so-called international form of numerals is nothing but yet another mutation of the ancient Indian numerals and there should be no objection, even on the ground of sentiment, to their adoption. The Presidential directions on the Report of the Committee of Parliament on Official Language have stated, *inter alia*, that for scientific, technical and statistical publications, the international numerals should be adopted uniformly in all publications of the Central Government.

The adoption of international numerals for scientific, technical and statistical purposes justifies their adoption for all other purposes also, if we want to avoid confusion, lack of understanding and wastage of time and energy in mastering the numerous linguistic numerals. In multi-lingual areas if each language is to have a separate set of numerals, it would be placing an undue burden on the children not only to learn the scripts but also the numerals and later on the symbols. The symbols of the international form of Indian numerals are more convenient for easy reading and spotting whereas the Devanagari and other Indian numerals being more curvilinear are not so quickly distinguished. We have been falling in line with other countries in adopting the decimal coinage, metric systems of weights and measures etc. and it will be advantageous to follow the international numerals which are adopted by almost all the countries in the world for all purposes. At a time when considerable stress is laid on the unity of the country and the emotional integration of its people it is not seen why a system of numerals commonly used in the Southern States and widely known in other parts of India also should not be adopted for all purposes by the Government of India. Such a course will facilitate inter-State communication and understanding.

## NOTE 2

### Extracts from the Report of Official Language Commission on NUMERALS

6. One of the specific terms of reference referred to the Commission for making recommendations to the President is 'the form of numerals to be used for any one or more specified purposes of the Union.' The provisions of the Constitution in this regard are as under. It is enacted in clause of Article 343 of the Constitution that 'the form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals'. In the next clause it is provided that the President may, during the period of 15 years until the Hindi language becomes the official language of the Union, 'by order authorise the use of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.' In the third clause of the Article it is enacted that 'notwithstanding anything in this Article, Parliament may by law provide for the use, after the said period of fifteen years, of the Devanagari form of numerals for such purposes as may be specified in the law.'

As laid down in Article 344, the form of numerals to be used for any one or more of the specified purposes of the Union is one of the terms of reference on which this Commission have to make recommendations.

These recommendations, like others, will be reported upon by a Committee of parliament consisting of 30 members, after consideration of which the President may issue appropriate directions in this behalf.

So far as provision by Parliament by law for the use of the Devanagari form of numerals after the period of 15 years is concerned, we do not consider it necessary for us to make any recommendation. There will be another Commission five years hence, with similar terms of reference; and in respect of its recommendations a similar procedure will be followed. Thereafter, the Parliament will doubtless give further thought to the matter before it decides by law whether any provision should be made for the use of the Devanagari form of numerals for any of the purposes of the Union after 1965.

The only point that we have to consider is whether we could recommend to the President the issue of directions for providing for the use of the Devanagari form of numerals for any purposes between now and the time when the issue will be re-examined by the next Commission due to be appointed in 1960. It may be mentioned that of the two orders issued by the President as regards the use of Hindi language in addition to the English language, in one, the President has been pleased to authorise the use of Devanagari numerals in addition to the international form of Indian numerals, for the purposes referred to in that order and re-cited below :

For warrants of appointment of

- (i) Governors of States,
- (ii) Judges of the Supreme Court, and
- (iii) Judges of the High Court

### NOTE 3

## Extract from the Report of the Committee of Parliament on Official Language on NUMERALS

Sl. No.	Recommendations of the Official Language Commission	Views of the Committee of Parliament on Official Language
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#### *The Form of Numerals*

- |     |   |                       |
|-----|---|-----------------------|
| 28. | The international form of numerals is itself of Indian origin and as such is nothing but yet another mutation of the ancient Indian numerals, analogous to the several forms of numerals developed, together with their separate scripts, by the modern Indian languages. | This may be accepted. |
|-----|---|-----------------------|

It is to be noted that in the South the international form of numerals is in current use in the four great Dravidian languages, sometimes and to a varying extent, alongside of the numerals of their respective scripts.

29. In certain States in the Hindi-speaking region the Devanagari form of numerals is used either exclusively or in addition to the international form of numerals for internal purposes of the State administration.
- So far as the Union Government is concerned, the Committee considers that there should be a uniform basic policy as to the use of Devanagari numeral in addition to the international form of numerals in the publications of the different Ministries depending on the public intended to be addressed and the subject-matter of the publication.
- It is for the respective State Governments to decide whether this should be so. So far as the Union Government is concerned, there should be a uniform basic policy depending on the public intended to be addressed as to the use of Devanagari numerals in addition to the international form of numerals in the publication of the different Ministries.
30. We have no recommendation to make for the issue of directions by the President for the use of the Devanagari form of numerals in addition to the international form of Indian numerals for any purposes of the Union between now and the time when the issue will be re-examined by the next Commission to be appointed in 1960.
- This appears to be unnecessary and need not be taken into consideration.

#### NOTE 4

**Extract from the Order dated the 27th April, 1960 made by the President  
on  
NUMERALS**

As suggested by the Committee, a uniform basic policy should be adopted for the use of Devanagari numerals, in addition to the international numerals, in the Hindi publications of the Central Ministries depending upon the public intended to be addressed and the subject-matter of the publication. For scientific, technical and statistical publications, including the budget literature of the Central Government, the international numerals should be adopted uniformly in all publications.