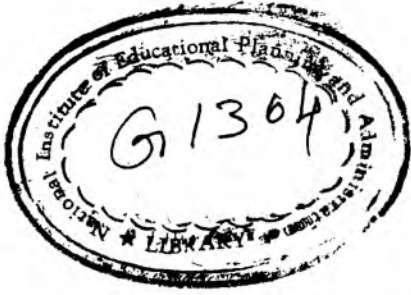


PROCEEDINGS
OF
THE THIRTY-FIFTH MEETING
OF
THE CENTRAL ADVISORY
BOARD OF EDUCATION

PARTS I & II
MAY 2 & 3, 1970, NEW DELHI



MINISTRY OF EDUCATION AND YOUTH SERVICES
GOVERNMENT OF INDIA ● NEW DELHI ● 1971



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CONTENTS

PART ONE

	Page
I. Introduction	3
II. Inaugural Session	5
Welcome Address by Shri S. Chakravarti, Secretary, Ministry of Education & Youth Services	5
Inaugural Address of Prof. V. K. R. V. Rao, Union Minister for Education & Youth Services	5
III. General Discussions	11
IV. Resolutions	35

ANNEXURES

I. List of Members of the Central Advisory Board of Education	38
II. List of Officers and Others who attended the 35th Meeting of the Central Advisory Board of Education	42
III. Centre-States Relations in Education—A Paper read by Prof. V. K. R. V. Rao, Union Minister for Education & Youth Services	44

PART TWO

I. ITEMS SUGGESTED BY THE MINISTRY OF EDUCATION AND YOUTH SERVICES	51
To Record Appreciation of the Services rendered by those who have ceased to be members of the Board and to welcome new members	51
The Role of the Ministry of Education & Youth Services and the Manner in which the Centre and the States can cooperate and collaborate in Educational Development	52
Implementation of the Government Resolution on the National Policy on Education	53
Fourth Plan, Annual Plan for 1970-71 and Related Problems	68
Introduction of Merit-cum-means test for Free Education etc.—Issue raised by the Planning Commission.	84
Gandhian Values in Indian Education—Consideration of the Recommendations of the Seminar	85
SUPPLEMENTARY ITEMS SUGGESTED BY THE MINISTRY OF EDUCATION & YOUTH SERVICES	91
(a) National Scholarships for Children from Rural Areas	91
(b) Language Policy & Plans	93
(c) Learning of Languages by the Children of Linguistic Minorities	97
(d) International Education Year	102
(e) A Note on Time-lag in the Supply of Educational Statistics by State Governments	108

	Page
II. ITEMS SUGGESTED BY STATE GOVERNMENTS AND MEMBERS OF THE BOARD	112
Government of Pondicherry	
Effective Utilisation of AIR as an Agency of Education	112
Utilisation of Community Efforts for School Improvement	112
Government of Himachal Pradesh	
Construction of Buildings for Primary Schools	112
Government of Orissa	
Introduction of Free and Compulsory Primary Education	113
Work-oriented Scheme—Introduction of Agriculture as Compulsory Subjects in Schools	113
Hindi and Sanskrit Education	113
Implementation of the Recommendations of the Education Commission Relating to Pay scales	114
Provision of Amenities to solve Students' Unrest	114
Exchange Programme of Teachers and Students for National Integration	114
Central University in Each State	115
Government of Andhra Pradesh	
Inclusion of the Scheme of Translation of Guide Books/Reference Books for Schools	115
Government of Uttar Pradesh	
Consideration of the Problems of Students of the Board of High Schools and Intermediate Education, Uttar Pradesh, Relating to Admission in Other Universities	115
Government of Kerala	
Constitution of an All India Panel of Teachers	116
Creation of a Special Cell in the Ministry of Education to study the Problems of Minority Controlled Educational Institutions	117
Setting up of the Committee to Study the Merits and Demerits of Shift System	120
Dr. Surya Prakash Puri, M. P.	
Education of Physically Handicapped—Education and training of the Deaf, Blind and other Physically Handicapped	120
The Brain Drain—Migration of Talented Youth	121
Guidance of Youth Leadership	122
Improvement of Textbooks	122
Information on Educational Institutions from Pre-primary Stage Onwards	122
Central Schools	122
Libraries in Villages	122
Service Conditions of Teachers—Sports	122

	Page
Dr. R. K. Singh	
Improvement of Qualification of Teachers	123
SUPPLEMENTARY ITEMS SUGGESTED BY THE STATE GOVERNMENTS AND MEMBERS OF THE BOARD	124
Smt. Mina Swaminathan	
Community Resources in Pre-School Education	124
Government of Rajasthan	
Gradual Taking over of CARE Programme	125
III. ITEMS CIRCULATED FOR THE INFORMATION OF MEMBERS	126
A Note on National Service Scheme	126
Supplementary Item of Agenda Suggested by the Government of Kerala—Developments of Sanskrit Education	131
Minutes of the Fifth Meeting of the Consultative Committee of Parliament for the Ministry of Education & Youth Services	132
Ninth Report of the National Council for Women's Education	138
Draft Resolutions—35th Meeting	154

PART ONE

I. INTRODUCTION

The thirty-fifth meeting of the Central Advisory Board of Education was held at New Delhi on May 2 & 3, 1970 under the Chairmanship of Prof V.K.R.V. Rao, Union Education Minister. The following members attended the meeting:

EX-OFFICIO MEMBERS

1. Prof. V. K. R. V. Rao
Minister of Education and Youth Services,
New Delhi
2. Shri Bhakt Darshan, Minister of State, Ministry
of Education and Youth Services, New
Delhi
3. Shri S. Chakravarti, Secretary, Ministry of
Education and Youth Services, New Delhi
4. Dr. D. S. Kothari, Chairman, University
Grants Commission, Bahadur Shah Zafar
Marg, New Delhi
5. Shri Ram Niwas Mirdha, M. P., President,
All India Council of Sports, 17, Safdarjung
Road, New Delhi-3
6. Dr. B. V. Keekar, Chairman, National Book
Trust, 23, Nizamuddin East, New Delhi
7. Smt. Indumati Chimanlal, Chairman, National
Council for Women's Education C/o Sheth
C. N. Vidya vihar, Ambavadi, Ellis
Bridge, Ahmedabad
8. Dr. P. K. Duraiswami, Director General of
Health Services, New Delhi
19. Smt. Asha Devi Aryanayakam, Sarva Seva
Sangh, Sevagram, Wardha, Maharashtra
20. Smt. Kamalini H. Bhansali, Registrar,
S. N. D. T. Women's University, Queens
Road, Bombay-1
21. Prof. S. V. C. Aiya, Director, N.C.E.R.T.
Aurobindo Marg, New Delhi
22. Miss Sitimon Sawain, Umsohaun, Shillong
(Assam)
23. Dr. B. D. Nag Chaudhari, Member
(Education), Planning Commission, New
Delhi

ELECTED BY THE PARLIAMENT OF INDIA

Rajya Sabha

24. Shri K. P. Subramania Menon, M. P.,
4, Ashoka Road, New Delhi
25. Prof. Saiyid Nurul Hasan, M. P., 32, Western
Court, New Delhi

Lok Sabha

26. Shri S. D. Patil, M. P., 166, North Avenue,
New Delhi-1
27. Dr. Surya Prakash Puri, M. P., 114, Vithal
Bhai Patel House, New Delhi
28. Shri Biswanarayan Shastri, M. P., 202
South Avenue, New Delhi-11
29. Smt. Sangam Laxmi Bai, 17, South Avenue,
New Delhi

NOMINATED BY THE INTER-UNIVERSITY BOARD

30. Shri Suraj Bhan, Vice-Chancellor, Panjab
University, Chandigarh
31. Shri I. J. Patel, Vice-Chancellor, Sardar Patel
University, Vallabh Vidyanagar Via Anand,
Gujarat.

NOMINATED BY THE ALL-INDIA COUNCIL FOR TECHNICAL EDUCATION

32. Prof. P. J. Madan, Pro-Vice-Chancellor,
M. S. University, Baroda

NOMINATED BY THE INDIAN COUNCIL OF AGRICULTURAL RESEARCH

33. Dr. O. P. Gautam, Dy. Director General
(Education), Indian Council of Agricultural
Research, Dr. Rajendra Prasad Road,
Krishi Bhawan, New Delhi

NOMINATED BY THE GOVERNMENT OF INDIA

9. Shri A. E. T. Barrow, M.P., 13-A, Ferozshah
Road, New Delhi
10. Dr. R. K. Singh, Vice-Chancellor, Meerut
University, Meerut
11. Smt. Mina Swaminathan, Bungalow No. 12,
Indian Agricultural Research Institute,
New Delhi
12. Shri A. R. Dawood, 24, Hotel Delamer,
Sunder Mahal, Marine Drive, Bombay-20
13. Rear Admiral R. N. Batra, I. N. Commandant,
National Defence Academy, P. O. Khadak-
vasla (Poona)
14. Shri A. C. Deve Gowda, 17, Miller Road,
Bangalore
15. Shri S. S. Bhandarkar, Vice-Chancellor,
Jiwaji University, Gwalior
16. Prof. M. V. Mathur, Director, Asian
Institute of Educational Planning and Ad-
ministration, Indraprastha Estate, New Delhi
17. Shri Radhakrishna, Gandhi Peace Founda-
tion, 221, Rouse Avenue, New Delhi
18. Dr. S. Misra, Vice-Chancellor, Utkal
University, Bhubaneswar

NOMINATED BY THE MEDICAL COUNCIL OF INDIA

34. Dr. A. D. Joseph, M. D., Dy. Director of Medical Education, Gujarat, Ahmedabad

REPRESENTATIVES OF STATES

35. Shri P. V. Narasimha Rao, Education Minister, Government of Andhra Pradesh, Hyderabad
36. Shri G. Chokhawalla, Education Minister, Government of Gujarat, Ahmedabad
37. Shri N. P. Singh, Minister of State, Government of Bihar, Patna
38. Shri Maru Singh Malik, Education Minister, Government of Haryana, Chandigarh
39. Shri C. H. Mohammed Koya, Education Minister, Government of Kerala, Trivandrum
40. Shri J. N. Awasthy, Education Minister, Government of Madhya Pradesh, Bhopal
41. Smt. Sushila Dixit, State Minister, Government of Madhya Pradesh, Bhopal
42. Shri B. R. Pawar, State Minister, Government of Madhya Pradesh, Bhopal
43. Shri M. D. Chaudhari, Education Minister, Government of Maharashtra, Bombay
44. Shri K. V. Shankara Gowda, Education Minister, Government of Mysore, Bangalore
45. Shri Banamali Patnaik, Education Minister, Government of Orissa, Bhubaneswar
46. Shri Surjit Singh, Education Minister, Government of Punjab, Chandigarh
47. Shri S. C. Mathur, Education Minister, Government of Rajasthan, Jaipur
48. Shri V. R. Nedunchezian, Education Minister, Government of Tamil Nadu, Madras
49. Shri Shripat Misra, Education Minister, Government of Uttar Pradesh, Lucknow
50. Shri K. Sen, Adviser to the Governor of West Bengal, Calcutta

51. Shri V. K. Malhotra, Chief Executive Councillor, Delhi Administration, Delhi
52. Shri G. G. Mayeker, Education Minister, Government of Goa, Daman and Diu, Panjim
53. Shri S. Arumugham, Education Minister, Government of Pondicherry, Pondicherry
54. Shri D. R. Kohli, Lt. Governor, Mapur
55. Shri J. P. Naik, Adviser, Ministry of Education & Youth Services, New Delhi

The following members were unable to attend the meeting and were granted leave of absence:

1. Smt. Jahanara Jaipal Singh, Deputy Minister, Ministry of Education and Youth Services, New Delhi
2. Dr. B. R. Saksena, Chairman, Standing Commission for Scientific and Technical Terminology, New Delhi
3. Chairman, Central Board of Secondary Education, 17-B, Indraprastha Marg, New Delhi
4. Dr. T. S. Sadasivan, Director, Centre of Advanced Study in Mycology and Plant Pathology, University Botany Laboratory, University of Madras, Madras
5. Shri K. C. Chacko, Pro-Vice-Chancellor Calicut University, Calicut
6. Education Minister, Government of Assam, Shillong
7. Education Minister, Government of Jammu & Kashmir, Srinagar
8. Education Minister, Government of Meghalaya, Shillong
9. Education Minister, Government of Nagaland, Kohima
10. Education Minister, Government of Himachal Pradesh, Simla
11. Education Minister, Government of Tripura, Agartala

II. INAUGURAL SESSION

Welcome Address

Shri S. Chakravarti, Education Secretary, welcomed the members on behalf of the Ministry of Education and Youth Services. He said :

On behalf of the Ministry of Education and Youth Services and myself, it is my proud privilege and pleasure to welcome you to this, the thirty-fifth meeting of the Central Advisory Board of Education.

The problems of education are becoming more complex and difficult. The pressures of expansion are continually on the increase, and at every stage, and especially in higher education, the enrolment is increasing very fast. And with the limited resources available, the standards are tending to deteriorate. There is a crisis in values and the student youth is in revolt. Studenthood is inherently a tension-creating period; and its tensions can often lead to healthy growth. It is unfortunate that this desire for change has often taken violent and undesirable forms. The task of education has thus become more difficult even while its challenges have become more urgent and significant.

Yet another problem is the drastic reduction in the resources available to education, especially at a time when its problems have become more demanding than at any time in the past. As you are aware, the Fourth Five Year Plan has just been finalised and the allocation to education has been placed at only Rs. 829 crores, most of it falling on the State sector. The centrally-sponsored schemes have also been drastically reduced.

It is in this context that the agenda for this meeting has been prepared. The tone is set by a concrete view of the role of the Ministry, and importantly, the search for talent, the approach to programmes in the Fourth Plan and the Government Resolution on the National Policy on Education. The emphasis everywhere is on action. During the last year or so, the focus of work in the Ministry has been to give concrete shape to promises and programmes with a view to their effective implementation. Yet we have many promises to keep and I hope that this

meeting under the distinguished chairmanship of an eminent educationist whose understanding of the problems of education at all levels is luminous and almost unrivalled, will lead us on the forward path of formulating and distilling sound guidelines for action and fulfilling more and more of these promises.

May I now request you, Sir, on behalf of the members of the Board and the Ministry of Education and Youth Services and myself, to deliver the inaugural address?

Inaugural Address

Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services then delivered the inaugural as well as the presidential address. He said :

I join my friend and colleague Shri Chakravarti in extending a warm welcome to you all to the thirty-fifth meeting of the Central Advisory Board of Education. There is a large number of new members this year whom I am happy to welcome. I wanted to extend a very warm welcome to the Education Minister of our youngest State—Meghalaya—who now becomes a member of the Central Advisory Board of Education. But some difficulty seems to have prevented him from attending. I would also like to take this opportunity to offer our very sincere appreciation of the cooperation and good work done by the members who have retired from the Board.

As you are aware, this Board generally meets once a year, some time in September to December in New Delhi. The last meeting of the Board was held in October 1968. So this meeting should have been held last winter and it was originally planned to hold it in December 1969. But I was advised that it would be better to wait till the Fourth Five Year Plan was finalised. The National Development Council gave its approval to the Plan towards the end of March 1970 and thereafter I took the earliest opportunity to convene this meeting.

I would like to draw your special attention to the exhibition of books in the corridors. I would like the members of the Board and the representatives of the press to

find some time to look at this collection of books which represents a part of the activity of the Ministry and its associated organisations in the matter of book production. I am sure you will appreciate it.

Instead of making a general speech, I want to be practical and place certain suggestions before you to invite your comments. As you know, the Central Advisory Board is the supreme advisory body in the country on matters of education. Its role is advisory. But its advice, I have no doubt in my mind, will be given the greatest respect, both by the Central and State Governments. I think that we have been rather amiss in not taking a greater advantage of this Board. In a federal constitution like ours, a body of this character is, I think, extremely important and as far as I am concerned, I propose to give increasing importance to the Central Advisory Board of Education. I am also thinking of setting up a full-time secretariat for the Central Advisory Board so that we can get more concrete advantage of the working of this organisation which is a Centre-State Organisation.

I would like to say something about the Fourth Five Year Plan although I have said it so often and am tired of saying it. You all know I have been very distressed at the priorities (or the absence of priorities, if I may say so) that have been given to education in the Fourth Five Year Plan. This Plan originally had an outlay of Rs. 1,210 crores for education out of a total outlay of about Rs. 16,000 crores or something like 7.4 or 7.5 per cent of the total outlay. This was the highest allocation given to education so far. Unfortunately as a result of subsequent revisions and redraftings, the outlay on education has now come down to Rs. 829 crores, taking the States and Centre together. This is the lowest allocation in terms of percentage of the total plan ever since planning began in this country. I had come to this Ministry with enthusiasm, experience and a real sense of passionate commitment, and it is rather unfortunate that I should have done so at a time when it has the lowest Plan allocation since 1950. For this, neither you nor I are to be blamed; and I mention it merely to illustrate the continuous constraint under which we have to work. Of course, we must try to do the best we can within the available resources. But we must also express our protest and strive to get larger allocations. I hope the State Education Ministers will talk to their Chief Ministers and the Union Minister to the Prime Minister and so on and

the matter should also be taken up in the State Assemblies and in Parliament. We must make a consistent effort and build up propaganda to get more money for education. I might also mention that the efforts to be made in the States are more difficult than at the Centre, especially because the cut in allocations has fallen more heavily on the State sector than on the Central one. I do not know what to do about it. I do not want to go to the States to make propaganda in the State capitals because there may be trouble. I do not want to enjoy the hospitality of the States in a rather unpleasant way. So we have to be a little careful. But I do want to say to the State Ministers that if they were to take the initiative, I am behind them. I also think it necessary to carry on a nationwide campaign on the importance of giving due priority to education. I am, therefore, trying to lobby the Central Advisory Board of Education and my colleagues in the States to join with me in this great campaign to awaken the national conscience.

I would like to draw your attention to the paper which has been circulated on the subject of Centre-State relations. I think it is important for us to realise that Education is not a concurrent subject and that the problem cannot be solved by saying that education should be made a concurrent subject. Anybody who says so should be in a position to get it implemented. Otherwise such a statement is only a form of escape. My distinguished predecessor in office, Mr. Chagla a very fine person and a man of great reputation and influence in the country, tried his best to place education in the concurrent list. But he failed. I think the only Government which showed some friendly interest in the idea was the Punjab Government. All the other States emphatically said 'No'. It is therefore no good to pursue this idea which, I said, is nothing better than escapism. In my opinion it is far more important to realise that that, after 1967, conditions have become more explicit than before 1967. Even before 1967, the States were very jealous of their autonomy and the reduction of centrally-sponsored schemes was done, not by DMK Ministers, or CPI Ministers or UF Ministers, but by Congress Ministers. Now the position has become even clearer and there is no chance of our being able to do anything which will diminish the power of the States. The trend, on the other hand, is in the direction of increasing the jurisdiction of the States and I do not think that it will be wise to pin our hopes on a programme which will confer more powers

on the Centre. We must remember that this is a Federal country, that there is a written Constitution and that there is a distribution of functions between the Centre and the States. We have to take that as the starting point and within the constraints of this constitutional position, see what we can do and what role the Centre can play in education. My own feeling is that the Centre, which is comparatively free from local pressures, has a special responsibility for taking a long term and coordinated view and to strive to play a stimulating, innovative consultative and promotional role in educational development. This is an area where the States will not only not grudge but welcome the initiative by the Centre.

I would also like to have the advice of the Board, and if possible its support, to another idea. I feel that we should expand the Central sector in such a way that it can stimulate State enterprise or supplement it and also expand the Centrally-sponsored sector within the limitations of the Constitution. We can have a programme of increasing allocations for the Centre in terms of Central schemes and Centrally-sponsored schemes of educational development and if these schemes are formulated and operated in close cooperation with the State Governments, the Centre will be really helped to play the kind of role that I have been talking about.

Similarly, I think it to be very important that the Centre should play the role of what I would call an experience-exchange institution. This we have already been doing. I have been bombarding my colleagues in States about what is being done in Tamilnadu, Maharashtra or in some other States, so that the useful experiments which are being conducted in some States should be tried out in others as well. It is obvious that by this exchange of mutual experience, we would be able to go further than otherwise.

I also think that there should be much more discussion between the Central and State officials and that they should come together far more frequently than at present. The State Education Secretaries and Directors of Public Instruction should meet the officials at the Centre one another and discuss problems. These meetings should be of longer duration and discuss a few problems at a time but in great depth. I think that some method has to be devised to enable the experts and officials of the State Governments to work, in a coordinated fashion with the Central experts and officials so that an

efficient framework will be created for the purpose of implementing the national education policy.

In this connection, I would like particularly to refer to the directive principle of State policy included in the Constitution regarding free and compulsory education up to the age of 14. The present situation is almost scandalous. The Constitution laid down that compulsory and free education up to the age of 14 should be provided by 1960. Ten more years have gone by and, as you are aware, we are yet far from the goal. Even the most progressive of the States will not be able to achieve this target for at least ten years and, in the number of States, we are not likely to reach it till the twenty-first century. This is a problem on which we are worried — Members of Parliament as well as State Education Ministers. I would request the Central Advisory Board of Education to authorise me to set up a small group of Ministers to consider this problem. We can have experts to assist us in the matter. I must say that this is a question to which top priority has to be given. If earnest efforts are made even from now onwards, we may be able to implement this programme throughout the country and make primary education free and compulsory for all children by 1985. This will certainly be a great achievement.

One of the important things on which my friend Shri Chakravarti said something relates to student unrest or student indiscipline, violence and to the attacks that are being made in universities and colleges and in examination halls on individual teachers, college principals, vice-chancellors and so on. A stage has now come when we have to consider this problem urgently and do something about it. Otherwise, a stage might soon come when teachers may decide not to teach. I am speaking with a certain amount of passion on the subject because I belong to the class of teachers. I have been a teacher all my life and I still regard myself as a teacher. I therefore feel extremely distressed over these developments.

I think we have got to tackle this problem by the foreleg. We have got to put our heads together and see what we can do. I would also like to refer to the most recent thing that has happened; the destruction of Gandhian pictures, Gandhian statues, Gandhian literature and Gandhian books. We have never heard about it in our country and we have never had in this country a tradition of burning books. Moreover this

disrespect to Mahatma Gandhi is most distasteful. Who can deny the fact that this nation exists because of Gandhi and that he was the architect of the nation? One may not like his philosophy and his non-violence is not accepted by all. But who was the person who aroused this country, who restored the self-respect of this country and who encouraged the various language-groups all over the country and made the entire Indian people, right from the tip of the Cape Camorin to the northern-most tip of India, come together? Who gave battle to the British and brought freedom to India? We may disagree with his political philosophy—I do not mind that at all. But should such things happen to the Father of the Nation and that too, within a few weeks of the country-wide celebration of the Gandhian Centenary? I feel extremely unhappy that such things should be happening at all. I do not know what to do about it. But I feel distressed and upset and it seems to me that a time has now come when all of us who are engaged in education work, whether they are Vice-Chancellors, Ministers or Administrators or others, have to do something immediately to restore the image of the nation. It seems to me that this Board, which advises State and Central Governments, should take up this question again. I do not think we can find a solution in a hurry, especially as this is a very complex problem involving human minds. But I do know that it is important and that a Committee of this Board should take up this question of the present stage of student violence and indiscipline and approach it imaginatively, not only from the point of view of law and order, but also from the point of view of the young themselves.

I would like to draw the attention of my friends to one collection which is outside, the collection of the books of Acharya Vinobha Bhave. We held a seminar in Wardha where I had the privilege of discussing these things with him. As you all know, Vinobaji is not a reactionary, not a revivalist. But he is deeply rooted in Indian culture and philosophy and is the most forward-looking revolutionary that we know of. The essence of his teaching is the introduction of moral and spiritual values in our educational institutions. Our educationists cannot teach religion. But students should be trained in spiritual or moral values which are not inconsistent with atheism or any religion started anywhere in the world. There is the Sri Prakasa Committee Report but nothing has been done to implement it. I think the time has come when, to meet the onset of violence

and deterioration of values, we must go to the roots of the problem. We may find out that the roots have dried up so that no amount of dressing up of the plant will help unless water and manure are put into its roots. These, I think, are the moral and spiritual values such as the value of human dignity, brotherhood, fraternity, the overwhelming inspiration of social justice, etc. Somehow we have to get them into the minds which are still young so that they are integrated into their personality. This is a matter to which I am very anxious that this Board should pay some attention.

One of the most important programmes which we are now developing in the Central sector is the discovery and development of talent. Talent is not only not confined to the upper classes but is distributed in a random way, as Prof. Kothari tells us, all over the community, all over the territories, whether rural or urban. We have, therefore, to search for talent and when found, to encourage it. We have, in the last twenty years, developed a large complex of scholarship programmes. We now award, apart from substantial programme of scholarships given to Scheduled Castes and Scheduled Tribes students, 8,500 national scholarships, 20,000 loan scholarships, 500 scholarships for the children of school teachers and 200 scholarships in residential schools. Organisations like UGC, CSIR and NCERT have their own scholarship programmes in addition.

To this large complex, we have made three additions during the current year. First is the scholarships for sports talent at the school stage. I believe that this talent has to be discovered at the middle school stage when the boy is 13-14. We shall award 600 scholarships—400 at the State level and 200 at the national level—and they will be available throughout the school career. The second programme is about the scholarships for cultural talent. We are thinking of instituting scholarships for identifying cultural talent among the school children. In this we would like to include things like music, painting, dancing etc. I came across a young boy studying in XI class whose painting I found was extraordinary. I know also people who have got musical talent at the age of 8 or 10 years. We must discover such cultural talent and encourage it by giving scholarships.

The third scheme which we are introducing relates to the institution of scholarships for the rural areas only. It is a special scheme which has been drawn up very imaginatively

by my Ministry for identifying talent in rural areas. Under this scheme, scholarships will be awarded to at least two talented boys who stand first and second in each community block. This implies that we are ultimately going to give 20,000 scholarships because there are 5000 community blocks in the country. The scholarships will be awarded at the 7th or 8th class level or where the middle stage ends and the secondary stage starts. This will go up to the higher secondary level. Thus, the total number of scholarships will be 30,000 to 40,000 during the course of three or four years. What is even more important, the scholarships will be linked to a placement programme. National scholars who will be drawn from the rural areas will be provided admission to the best schools in that district. If necessary, assistance will be provided to such schools and in that way, if I may say so, the old idea of having a few good schools in each district will also get implemented. We are also providing, under the scheme, for the training of the backward among the talented boys so that they may come at par with the students coming from forward blocks. Those who are not well and up to the mark will have to be specially coached and helped so that in the course of time, these boys and girls coming from our rural areas can match well with the students coming from urban areas and also with those children who come from upper classes of the society. I think this will be the first concrete example—and a concrete scheme under which the talented children belonging to the rural areas will be able to compete with others.

I would like to make a request to my colleagues in the States. They should think of providing two such scholarships—if not two, at least one to start with—from their own resources. That will help the cause much better. The quantum of scholarship will be Rs. 1000 per year per student.

Another major programme of ours refers to language development. I have often spoken about it both in Delhi and in States, and hence I will not go into details. I may, however, mention only two points. The first is the provision we are making for providing facilities for learning an Indian language other than one's own. In the first instance, we want the Hindi-speaking States to introduce another Indian language and preferably one of the South Indian languages, in their areas and we also want to train the teachers in every State to teach these languages. This training with the help of modern methods can be given in one year and the entire cost thereof will be

borne by the Government of India. It is for this purpose that we have established a Central Language Institute at Mysore and we are proposing to establish four language Institutes at Mysore, Bhubaneswar, Patiala and Poona. Two of these—those at Mysore and Bhubaneswar—have started functioning already. I would appeal to my colleagues, the Education Ministers of all States, and especially of the Hindi-Speaking States, to take full advantage of this scheme. This will be a great step towards national integration.

The second programme—and this is a big programme—refers to language laboratories. We have come to the conclusion that language is the most important subject in our country. We have to learn as many languages as possible. At the same time, we do not want to spend too much time on learning a language. This is, therefore, a problem of methods of teaching or using language laboratories. It is, therefore, necessary to provide trained teachers and language laboratories in educational institutions—not only in universities and colleges, but even in secondary schools. This will mean thousands and thousands of language laboratories. These will have to be produced in the country itself and if possible, through small scale industry rather than through a big factory. An expert Committee is now examining all aspects of the problem. It is my ambition to put this programme on the ground in a big way; and when that happens and people realise that languages can be learnt easily and in a short time, the quarrels over language issue would be considerably reduced.

I want to say a word about national integration programmes. You know of Nehru Bal Pustakalaya, production of core books in regional languages, the production of books in regional languages at the university stage with a view to bringing about a change in the medium of instruction, provision of subsidy to Indian writers of English books to enable them to compete, on equal terms, with foreign writers, programmes of securing copy-rights, reproduction rights and translation rights, and cheap translations from foreign publishers. All this massive programme of book production is already under way.

Another important central programme which is proposed to be developed relates to the organisation of pilot projects. We want to develop pilot projects in a number of fields such as girls' education, reduction of wastage, vocationalisation, introduction of work-experience, etc. The idea behind the programme

is that we should evolve new methods and techniques of giving effect to well-known objectives on a small scale, as it were, in a laboratory. In the light of the experience gained, these techniques may be extended to new areas and ultimately to the country as a whole.

I have one more thing to say and that is about the International Education Year. The United Nations has declared that this year will be the Educational Year and Unesco has asked us to have a big programme about this. We cannot do it without the full cooperation of the States. We would like each State to set up a small committee for the purpose. We would like each State Minister of Education to set up a small committee for the celebration of the International Education Year.

Among the more important programmes of the International Education Year, I would like to mention the celebration of the birth centenary of Madam Montessori on 31st of August. On that day, we propose to organise a nation-wide programme to stress the importance of the child education. A postal stamp is also proposed to be released. The second big programme is to organise a number of seminars. The State Governments would organise their own State seminars and a national seminar will be held towards the end of the year in Delhi. The object of these seminars is to discuss the problems of educa-

tion in the Seventies which will really be preparing children for life in the twenty-first century. It is also proposed to have a seminar, especially of an international character, for all audio-visual aids in education such as the radio, the film and the television. It will especially discuss the problem of the university of the air. I do not want to take your time with further details and would like to conclude by appealing to you all to participate in the programmes of the International Education Year.

There are many other points which I would have liked to mention but, I think, I will conclude here. I thank you, ladies and gentlemen, for the patience with which you have heard me and I hope you will excuse me for having talked at such great length. I am told that Ministers should not be emotional, that they should be soft spoken and that they should speak as little as possible. In so far as I am concerned, I do not accept all this. I function exactly as I think I should function.

I thank you once again, ladies and gentlemen. I have great pleasure, both in presiding over and in inaugurating this Conference.

Vote of Thanks

With a vote of thanks proposed by Shri J. P. Naik, Adviser, Ministry of Education and Youth Services, the inaugural session came to an end.

III. GENERAL DISCUSSIONS

After the inaugural session, a general debate on the agenda items was initiated and continued on the whole of 2nd May and from 9 A.M. to 11 A.M. on 3rd May. Almost all the members participated. The brief summary of the points raised by them is given below.

Agenda Papers

At the very outset, Shri Vijay Kumar Malhotra, Chief Executive Councillor, Delhi raised a point that the agenda papers of the Central Advisory Board of Education should be supplied in Hindi as well as in English. The chairman assured him that this would be done from the next meeting.

Education Minister, Tamil Nadu

I would like to make a few general observations on some aspects of education.

I have read with great interest the paper on Centre-State relations in Education by the Union Education Minister. This has some relevance to the role that the Ministry of Education and Youth Services can play in this matter and the manner in which the State and Centre should collaborate in educational development. The framers of the Constitution gave considerable thought to this question. The constitution makes it clear that education is a State subject. The final responsibility for educational development rests on the States. The Education Commission has rightly held the view that the present status given to education in the Constitution is as it should be and that no amendment of the Constitution in this regard is called for. The Administrative Reforms Commission has also recommended that State subjects should be dealt with only in the States and the Centre should play a purely advisory role. I hope nothing would be done to upset this balance.

I welcome the suggestion that the Centre should have an inherent responsibility to discover talent and promote programmes of national integration. I am not, however, very happy about the suggestion made that the Centre should increase its investment in education, not only for the Central Sector but also in the Centrally-sponsored sector. The Centre should not distribute its resources in such a

way that the so-called educationally backward States get grants from the Centre at the expense of the educationally forward States. It is not possible to stop the development of education at a particular stage and wait till the least developed State comes to the level of the forward State. Every state should get its due share of the amount available with the Central Government and the educationally forward states should continue to develop further on right lines. As far as Tamil Nadu is concerned, there has been considerable taxation on the people during all the plan periods and the entire additional amount collected has been spent on the development of educational facilities. Even now there is considerable demand for opening more schools. I do not want that by increasing the amount available on educational development in the Central Sector and the Centrally-sponsored sector, the amount available to State Governments for education schemes is reduced.

With regard to language policy, our position has been made clear more than once. Our State Assembly passed a Resolution, with no member dissenting, that the State should follow only a two-language formula and that only English and Tamil should be taught. The Government of Tamil Nadu is not opposed to Hindi language as such, but is vehemently opposed to Hindi being imposed on non-Hindi States. It is, however, sad to point out that the three-language formula is not implemented in many States which profess to follow the three-language formula. In fact, in some States, there is only one-language formula and even English is being abolished. It is unfortunate that the Regional language is not taught at all in the Central Schools on the plea that such schools are meant only for children of Central Government employees who are liable to transfer. (At this stage, the Chairman intervened and pointed out that it had since been decided to permit the teaching of the regional languages in the Central schools outside the school hours and that instructions to that end had been issued).

I am in agreement with the view that a decision adopted by the majority of the State Governments should not be regarded as binding on others.

As for Tamil Nadu is concerned, any opinion expressed by a Minister is given the greatest weight and any scheme approved by the Education Minister is not likely to suffer because of the absence of the Chief Minister in the process of decision-making.

For strengthening Centre-State relations, it would be good if the Officers of the Central Government and Academicians at the Centre establish a dialogue with the corresponding Officers and Academicians in the State Government. Both sides would benefit by such exchange of views, information and experience.

I shall now come to the question of study of modern Indian languages. No doubt the 'One crore' scheme has been evolved for the production of books for colleges in regional languages. The total amount available for this scheme has not been distributed equitably among the languages mentioned in the Constitution. A major portion is earmarked for the development of Hindi. Our Government feels that every language should receive its share of Central assistance. I only plead that whatever special facilities are given for the development of Hindi language should be extended to all languages including Tamil. As a result of two International Conferences on Tamil in Malaya and in Madras, a great interest has been created in the study of Tamil throughout the world and there is a proposal to start an International Institute of Tamil Studies and Research with Headquarters in Tamil Nadu. I would request the Central Government to give liberal assistance, outside the one crore scheme, to make this Institute work successfully. It is not possible to divert any amount from the one crore scheme for this Institute since the amount is hardly sufficient for the production of Tamil Books for colleges.

Our Government is opposed to the establishment of colleges and other institutions of higher education in non-Hindi States where Hindi will be the medium of Education. If such a college is opened in Tamil Nadu, a similar college should be opened in each State by the Centre with Tamil as the medium of instruction. (At this point, the chairman intervened to say that no Central college with Hindi as medium will be opened in Tamil Nadu, or any other State, without the approval of the State Government).

I am very happy to note that large amounts have been set apart for grants by the UGC to the various universities and colleges in the States in such a way that the total grant given to institutions in a state will bear some relation to the population of the State instead of to the number of universities in the State. In Tamil

Nadu, there are only three universities and hence the total aid from the UGC for the universities in Tamil Nadu compares very unfavourably with such aid to the universities in other States.

I would like to mention only a few words about the Fourth Plan. Notwithstanding the severe financial constraints, the Tamil Nadu Government has been able to set apart Rs. 5 crores under the Fourth Plan. This amount may slightly go up when the total amount under the plan is increased from Rs. 543 to Rs. 558 crores for the State. Notwithstanding this large amount set apart for education, it has not been possible to take up any worthwhile scheme to improve the quality of education. The existing resources have been used up mostly on giving various benefits to the teachers and even during the Fourth Plan, the maximum amount will be spent on the salaries of teachers that will be employed to meet the increase in enrolment. To some extent, the Plan schemes have become inelastic and it has not been found possible to make any cuts in amounts in continuing schemes. I would therefore suggest that instead of expending the Central sector, the Central Government should aim at spending more money in the States on improvement schemes so that the quality of education may go up.

I am not very happy about the idea of starting a Central University in each State, when the existing Central Universities except the Delhi University cannot be said to work very satisfactorily. Such universities loose touch with the State Government and any number of problems crop up which require solution.

Our Government has been repeatedly pressing for a reduction in the lists of monuments of national importance so that certain monuments could be taken over by State Government for preservation and conservation. In my State, a full-fledged Archaeological Department has been created with the complementary staff and experts and it should not be difficult for this Department to take care of such monuments. In fact, it is our view that such monuments could be better taken care of by the State Government than by the Central Government. We in particular have urged upon the Central Government to transfer the temple of Thanjavur, the temple at Gangaikondacholapuram and the Fort in Vellore to the State Government immediately. The Central Government officers of the Archaeological Survey are not sufficiently responsive to the wishes of the local people in the State. The sooner this state of affairs is ended, the better it is.

I am glad that the Union Minister has pinpointed to this meeting the concern of the country over the worsening situation in the student-world at present. This is a delicate issue but it has to be handled with a sense of urgency and an awareness of the root causes of student unrest and indiscipline. I have been bestowing some thought on this problem and I feel convinced that the issue could, to a great extent, be resolved if we could approach it with imagination and thoughtfulness. I may suggest that, to begin with, every educational institution should set up what I may call a joint council consisting of representatives of popular teachers, influential parents and ideal students who are charged with the responsibility of settling all issues relating to student grievances. The council should have a common code of regulations acceptable to the students, and teachers and its decisions should be accepted as part of a code of agreement. The council should discuss the problems dispassionately and frankly and come to pragmatic decisions wisely and imaginatively.

The Union Minister for Education is an eminent educationist with a great deal of administrative ability. He has had his education in Tamil Nadu and knows intimately the problems of the Southern States and the problems of the educationally advanced States. He has had the advantage of seeing for himself some of the schemes of the Tamil Nadu Government for mobilising local resources like the School Meal Programme, School Improvement Conferences, contributions from public for starting schools and colleges. With all this, he is aware that the State Government is finding it difficult to meet the ever increasing demand for resources for education. I am sure the Union Minister will appreciate our difficulties and do justice to us.

Education Minister, Kerala

I would like to say something about the language problem. We are implementing the three-language formula in the Kerala State. This is only nominal because there is not much utility. We are sending our teachers to the Regional Language Training Institutes. As the Education Minister from Tamil Nadu has said, education in forward States has its own problems. We are spending about 42 per cent of our total budget on education. Our expenditure on general education is increasing year by year. So are the salaries of teachers. We have 100% enrolment as far as 6 to 11 years age-group is concerned. I think, we are almost very near to the target. For the age-group of 11 to 14 years, we have 70%

enrolment. After the Kothari Commission report, the teachers have begun to demand an improvement in teachers' salaries and therefore, we will have to think about providing an increase in the salaries of teachers. Without Central assistance, we will not be able to meet the additional expenditure involved in this.

Then we have the other question of amenities and facilities given to the students. I have a feeling that amenities in schools and colleges are, in a way, connected with the student problems. We are trying an experiment in student participation. Ours is the first university that has given representation to the students in the Senate. But there is so much of politics on the campus. That is one of the reasons why it is not working satisfactorily. There is no method by which it can be prevented. But the provision of facilities will certainly help. (At this stage, the chairman intervened to inform the Board that, this year, the Central Government had specially earmarked Rs. 3 crores for student welfare activities in colleges and universities all over the country). That will surely go a long way to solve this. Another problem which I would like to mention is that of school buildings. Many students die in Kerala during the monsoon because of the sad plight of our buildings. This time we are thinking of changing the holidays to avoid the monsoon. But that is not a solution. Also, there is opposition from the teachers. I know the difficulties of the Central Government also. But can you not think of giving us a loan for constructing school buildings? We are constructing one school building a day at present. But we are still not able to solve the problem.

Then is the problem of backward areas and of backward social groups. In higher education, we have to admit students on merits as we are not in a position to give education to every boy. We have, therefore, to give this facility to areas where the backward classes are in a minority. For education of girls, especially Muslim girls who have been neglecting education for centuries, encouragement has also to be given.

I find that minority schools run by the minorities are now claiming a number of privileges. We find it very difficult to have some check on such minority institutions. It would, therefore, be advantageous if the Central Government examined the legal aspects of this problem.

All our regional languages are closely connected with Sanskrit. I am told that the Government of India is thinking of various

schemes for Sanskrit education. We will have to give more scholarships if Sanskrit education is to be provided to a large number of students. I think there is a separate conference arranged by Shri Bhakt Darshan on this subject.

Finally, I would like to stress the pay-scales of teachers. We must all put our heads together to solve this difficult problem. But unless something really worthwhile is done in this sphere, no improvement will be possible in any sphere of education.

Education Minister, Andhra Pradesh

We are very grateful to you for your inspiring address. I am sure we shall carry back this inspiration and try to benefit from it.

You have already announced two committees—one on student unrest and the other on compulsory education. I hope that these two committees will complete their work very soon so that concrete proposals can be formulated.

About the outlay on education in the Fourth Five Year Plan, we find ourselves very much in agreement with you in so far as the Plan outlay is concerned. The priority given to education is not somebody's arbitrary choice. It is the choice of the State Cabinets. It may therefore not be quite correct to equate the outlay on education with the influence of the Education Minister. In my own case, even if it is assumed that I am a very un-influential person, we have had far more influential persons in charge of education in the past, but education has nevertheless remained where it was. We have our own priorities when a plan is drawn up and I am afraid that a major change in the broad picture that has emerged may not be very feasible. While trying to get more funds for education, therefore, we should also try to find out how the available funds can be utilised to the greatest advantage.

You have been good enough to announce a few things which are really inspiring. I am particularly grateful for this announcement about the scholarships for talented students, two from each C.D. Block. We have also been thinking on similar lines. In fact, we have formulated a scheme to this end from the next academic year. We are ourselves starting quality schools on the Netarhart pattern. Your announcement has come in at the most appropriate time. The only problem which we are facing at the moment in this scheme and we would like to have the opinion of the NCERT and the Ministry of Education in the method

of selecting these students. It is quite possible that the selection may not be uniformly correct in the sense that the most talented boy is always selected. On that point we would like to have some more thinking at the Central level as well as at our level. I feel that this is a continuous process in which the NCERT, the Central Ministry and the States will have to collaborate and compare notes from time to time.

I am glad that the language question has been posed here. We have been very vigorously and sincerely implementing the three-language formula. But, as I had an occasion to submit to you earlier, the question of paying Hindi teachers has become a costly problem in Andhra Pradesh. We have appointed thousands of teachers and thousands more will have to be appointed. I would request you not to look at it from the point of view of how much a State gets but how much it requires if this scheme is to be implemented in full. There is no point in having this scheme half-way.

About the minority schools to which my friend Mr. Koya has referred, an allied question is the language load on a boy of a linguistic minority. I had occasion to raise this point previously. But I am not sure whether any study has been made on this subject. In the case of most minority students, they have to study four languages. How are these four languages going to be fitted into his education? At the end of ten years, will he be able to get an equal proficiency with others who are following the three-language formula? These are very ticklish problems which we are facing in Andhra Pradesh, particularly with boys with Urdu or Kannada medium. In the first four years, if a boy is going to be taught in Urdu only, how is he going to catch up with other students at the end of his tenth class? I am glad that we are now introducing the new scheme for teaching of languages. But all the same, I would like to emphasize that all these things will have to be gone in detail and the question of linguistic minorities will have to be studied in depth.

I very much support the proposal of loans for school buildings. Naturally, we all support any schemes which give us loans. Our performance in repaying has not been very bad. You may take it that this is the unanimous opinion of this Board. In the recent cyclone in the coastal areas in Andhra, the schools have been very badly hit and it will take years and years to reconstruct them. This is therefore a very important problem and we would very much like the Central Ministry to take it up.

Education Minister, Gujarat

I entirely agree with the Education Minister of Tamilnadu about the Centre-State relations in education. The sphere of the Centre should not be enlarged, the States would not perhaps like that. The Centre should be a coordinating agency to give guidelines to the States in educational matters and possibly to give financial help where necessary. The truth is that we are very short of funds and cannot therefore implement several desirable schemes. In Gujarat, we have made primary education free up to standard VII. Primary education is available in 97% of the villages and secondary education is available within a radius of 4 or 5 miles. Of course, stagnation and wastage are large. This is due to several reasons. One of them is the adoption of the shift system. We are giving only one teacher for every 80 students. The school is run in two shifts, each shift lasting for about 2 hours and 40 minutes for a class of 40 pupils. But that generally does not happen at all. The students come together to school and stay throughout the day. That is why perhaps the teacher is not in a position to take proper care of the class. We are thinking of abolishing this system and giving a teacher for 50 students. Perhaps that may improve the situation and the stagnation may be reduced.

About indiscipline amongst students, much may be done by diverting the attention of our college and university students to other activities. But unless the social atmosphere improves, I do not think much improvement is going to take place. The elders are setting such a bad example before the youth that I do not think we can blame them. It is a very serious matter and we have to look within ourselves to find out why this is happening and what the remedies may be. It is good that you are thinking of appointing a committee to find out the remedies. It should consider all the aspects of the problem and suggest proper remedies.

Our state has already adopted the three-language formula. Along with the mother-tongue, Hindi is compulsory from Standard V. From Standard VIII, English is compulsory. In this way, we have implemented the three-language formula completely. We also start the study of English on voluntary basis from Standard V.

We also provide schools for minorities. In Ahmedabad, there are people who speak Telugu, Malayalam, etc. For them, schools are run by the local bodies and full facilities

are given for them. There are also Marathi schools and all facilities are given to them.

In my view, the main difficulty is about finance. After all, we have tried to make that maximum possible provision in the plan for education, subject to the priorities now in vogue. Education is an investment (like industry, irrigation or agriculture) and a long-term investment. But this position has not been accepted as yet. Hence we have a poor allocation.

I support the proposal about loans to be given to educational institutions for building construction and even for maintenance. Educational institutions are not in a position to maintain their schools properly. They do not have enough funds. Moreover, they have to pay loans with a very heavy rate of interest. For construction purposes, they have to pay interest at 9% or even more. I do not know how we will be able to help them. But the rate of interest which the officials are offering is always very high. I do not know how we can lower it. But we have made some provisions so that colleges or the secondary schools could get loans from the banks and government would guarantee such loans.

The other problems cover school feeding, appointment of lady teachers and construction of buildings. It is also necessary to ensure that teachers should live in villages where they are posted.

Education Minister, Maharashtra

At the outset, please allow me to congratulate you for your inspiring inaugural address. I should mention here that I was very pessimistic about the working of this body. Last year, I even suggested its winding up. If this body were to remain without funds and without programmes, it is, I think, better that we wind it up. But you have made very good suggestions and very important announcements. Perhaps, for the first time in the history of the Central Government, this advisory Board of Education is making a very concrete and practical approach to the problem of Central-State relationship. I am also happy to note that, for the first time, it has been realised that the important resolutions of the Board should be implemented in right earnest and that, for that purpose, some sort of secretarial establishment is necessary. We have seen that the resolutions passed by this body are not implemented. They are merely conveyed to the State Governments at a very late stage. Even the agenda of the meetings and the notes which

are prepared for the meetings are supplied to the States very late. I hope that all this will now be a thing of the past. I also support what my friend, Shri Malhotra has said. I fully commend his suggestions that the agenda and papers of the Board should be, not only in one language, but least in two languages. If possible, three-language formula should be implemented here also. It is necessary that the agenda supplied to the State Government, should be in English, Hindi and if possible, in a regional language. Then only will the regional languages get importance at the Centre.

I would like to remove a very wrong impression which has prevailed for some time, and which might be strengthened by your observation that in the Maharashtra, Saraswati and Lakshmi live together. It is not so. The people of Maharashtra are most heavily taxed and they have accepted to make this sacrifice for the cause of development. The Zila Parishads in the State have almost doubled their land revenue and it is because of this that we have been able to increase the size of the plan. Let there be no impression that Maharashtra is a rich State. I am not mentioning this to advance my case for larger financial assistance from the Centre. I am sure that whatever is possible for the Centre to give will be distributed equitably between the States. I also accept the viewpoint that, while making Central allocations, the backward States must be given priority. If we talk about socialism and equity, we should be certainly prepared to concede that there are some States which are backward and that the somewhat favoured treatment they need should not be grudged. At the same time it should always be borne in mind that even the advanced States should not suffer.

You have mentioned about the language problem in your inaugural address. By and large, the three-language formula has been accepted in the country. Sometimes an impression is created that Hindi will be thrust on the non-Hindi speaking areas. It is necessary to develop Hindi as a link language. I am not opposed to English. Maharashtra has recently published a policy statement on education in which we have kept English as a compulsory subject of study from class V because we feel that English needs to be improved. It is an all-India language and even from the world perspective, it is necessary that our students do not suffer from the handicap of a weak knowledge of English. At the same time,

along with English, it is necessary to develop Indian language as the link language. Therefore, I feel that Hindi should not suffer. In fact, more and more assistance should be given for the development of Hindi.

You have stated that the Central Government will be supporting a teacher's training programme for giving facilities for Hindi-speaking teachers to learn non-Hindi languages or Southern Indian languages. I think it is a very important programme. But let it not be confined to Hindi speaking teachers only. Let this programme be taken up for non-Hindi speaking teachers for learning other Indian languages also. It is necessary that teachers should learn some other language. I think that this is a two-way traffic. You have given a very practical approach to the problem.

We must also strive to tackle the problem of student unrest. It is a very important problem and we should try to find out some solution to it. You have already taken a decision to appoint a Committee. I am sure the Committee will give its considered opinion. But let me make it clear that this is not really a problem for the students or the student generation. I feel that it is a problem of our generation which should give a correct lead to the younger generation. This is the crux of the problem. I feel that we should evolve a code of conduct for the elders, for the politicians and more so for the teachers, the community to which you belong and to which I also belong. I feel that it is the teaching community which has not been able to enthuse the students and which have failed to guide the younger generation on right lines. There are no doubt youth programmes which will be able to enthuse the younger generation. But what is necessary is to provide correct leadership to the younger generation and this lead must necessarily come from the teaching community. The social atmosphere has been spoiled by the political parties. Many disturbances among the students are due to the interference of the political parties. It is necessary that we solve this problem in right earnest. If a code of conduct is to be evolved, it is necessary for the politicians and the political parties. That is one thing which I want to say.

I have all sympathies for teachers and their problems. By and large, I can claim that many of the problems of the teachers at the primary and secondary level in the State of Maharashtra have been more or less

solved. I am not saying that all problems of teachers have been solved. There are many things that we have still to do. But sometimes, the teachers and their organisations adopt attitudes and take measures which directly lead to indiscipline among the students. I would therefore say that an effort will have to be made at the State and Central level to bring all the teachers organisations together and instil a sense of responsibility among them. I have always been quoting the example of the National Education Association which has been working very effectively in U.S.A. This Association is the representative body of the teachers in that country. Out of 20 lakhs of teachers, 18 lakhs teachers are members of this Association. It has not merely dealt with the problem of their pay scales and other grievances, but has also tried to deal with the problem of education as a whole. The basic objective of the Association is to improve education in U.S.A. I would suggest that some such approach will have to be made to the solution of our problem also.

You also referred to the availability of funds and to the allocation for education. It is not as if this problem has come up before this body for the first time. I would like to remind the Board that such an effort was made in the last CABE when your predecessor was in the chair and we deliberately requested him to invite the Deputy Chairman of the Planning Commission to the meeting because we felt that it was not enough to argue our case for more allocation in the State Cabinet only. I entirely agree with the Andhra Pradesh Education Minister that it is not the personal influence of the Education Minister that matters. It is the decision of the Cabinet and the State Government and the general approach of the State Government to its Plan that counts most. We feel that a very low priority has been given by the Planning Commission to the Social Services and as education has been regarded as a social service, all our claims have been badly hit. Of course, first priority has to be given to Defence. Then comes Agriculture, irrigation and power. Industry and Family Planning come next; and after the demands of all these have been met, Education comes in at the tail end as a poor relation. Unfortunately, at the time of formulation of these priorities in the Planning Commission, enough consideration has not been given to the cause of education and therefore what is necessary is to create consciousness in the Planning Commission of which you had the honour to be a member once. The Prime

Minister in her first address to the country, said that education should receive first priority. But in spite of this, the allocation for education is inadequate. In my opinion, what is necessary is to convince the Prime Minister who is the Chairman of the Planning Commission that education should be given a higher priority. It is not necessary that we should have meetings with the people at street corners. All that is necessary is to convince the national leadership.

In so far as the State of Maharashtra is concerned I would like to mention, for the information of this Board, that Maharashtra Government has recently issued a Statement on Education Policy. We had published a draft white paper for the consideration of the people in the State of Maharashtra. It was very widely discussed at all levels. It was also discussed in the Legislature, by universities, by secondary and primary school teachers. After great consideration, we have evolved a policy on education. It has very recently been announced and today I have supplied copies of the policy to all the members here. I will not go into its details. One of its important aspects is the provision of building for schools and colleges. This is an important problem. About 55% of our primary schools are without schools buildings. I think that this is the state of affairs in almost all the States in the country. It is very necessary that we improve this state of affairs. The same is the condition of secondary schools which are more or less managed by private agencies. In some States, secondary education is managed by Government also. College education also is suffering for want of buildings. We have evolved a scheme to finance school and college building programme. The idea of setting up a Finance Corporation at the Central level is a very laudable one and I welcome it. Till such a corporation comes into existence I would suggest that the financial agencies should be approached for giving assistance to this programme. Banks have been nationalized; but they have not been extending their support and cooperation as yet. I think the Central Government should take up this problem immediately. In my opinion, 60 per cent of the amount required should be given by way of loans by various Banks, Life Insurance Corporation or any other agency. The loans should be given to the local bodies or the Zilla Parishads. The Government should stand guarantee and after the completion of the building, the Government should give a rent grant @ 7½% of the cost for the repayment of instalments which

should be spread over 10 to 15 years. If this approach is accepted and if the loan is given @ 7½%, the management will be able to repay the whole amount in 10 to 15 years and thereafter the scheme will be a self-generating one. But the main difficulty is that these financing agencies are not coming forward to render assistance to this scheme. Till some Central Financing Agency is set up, these financing agencies *e.g.*, the Banks and L.I.C. should be induced to give assistance in this programme.

A reference was made to teacher training. In India, what is really necessary is to train teacher leadership. If some more thinking can be done at the Centre level, this training for teacher leadership would, in my opinion, benefit the whole of the teaching community. We will have to have a training college in each State, and it would be better if one could be established at the national level. I am not opposed to Central Government opening colleges in the States. Central Government is most welcome to open one in Maharashtra and I hope other States will also agree to the Centre's opening such colleges in their States. These are very helpful and they will also be able to promote national integration. If some kind of training programme is evolved and leadership training institutions for teachers are started, they will be very helpful.

Chief Executive Councillor, Delhi

Some thought should be given to the preparation of the agenda for the meetings of the Central Advisory Board of Education. We have at this meeting, for instance, more than 40 items, some of which are suggested by the Government of India, some by State Governments and others by Vice-Chancellors and other Members of the Board. In the two days that we have at our disposal, we may not be able to give even five or six minutes for the discussion of each of these items whereas some are so important that even three or four days would not be enough for them. It may be desirable, therefore, to plan the agenda items in a more realistic manner.

The National Policy on Education has stated that the goal of official policy is to increase the investment in education to 6% of the National Income as early as possible. But what are the facts? In 1965-66, we spent 2.9% of our National Income on education. In 1968-69, this proportion has gone down to 2.7%. At the moment it may be the same or 2.8%. In other words, we are going backward. Under these circumstances, how can we

reach 6% of National Income at any time. It is very wrong to make one announcement in the National Policy and to act in exactly the opposite way in practice.

About the allocation to education, I do not see how the State Governments can escape their share of responsibility. In the National Development Council, the Chief Ministers took the line that the Central assistance should be made available to the States in bulk and that they would allocate the funds to different programmes according to local conditions. If education has received a poor allocation in the Plan, a part of the responsibility at least has to be shared by the State Governments.

I find that we are not aware of the Central Plan and its details. It would help the State Governments and Union Territories considerably if a booklet is prepared showing all the schemes included in the Central and Centrally-sponsored sector and giving their details so that the States and Union Territories can take the best benefit out of them and adjust their plans accordingly.

I am very sorry that there is a vacuum for university and college students at present. Formerly the NCC was compulsory. We made NCC voluntary on the understanding that a programme for National Social Service or National Sports Organisation would be developed in such a way that every student would choose either NCC or NSC or NSO. But I now find that the NCC has become voluntary while the NSC or NSO have developed only to a very limited extent. So, an undesirable vacuum has been created and many students of universities and colleges have no programme at all. (At this stage the Chairman intervened to say that allocation for NSC/NSO was only about Rs. 6 crores and that it was not possible to cover all the students who did not take the NCC under this programme).

We cannot ignore the problem of teachers which is very important. In every State, the teachers are agitating for one reason or another. The recommendations of the Kothari Commission no longer meet their demands and they want something more in view of the increase in prices. The State of Punjab has given good scales of pay and this has led to a similar demand in other States as well. It will be necessary to find out what is possible and practicable in this matter and to implement the agreed programme.

I may also state that we have done a good deal to improve textbooks and in the field of examination reform. I do not know what is being done in these matters in other States. It would be of great help if this information can be made available.

With regard to the Public Schools, the National Policy on Education has stated that students should be admitted to public schools on the basis of merit. This is not possible unless the number of scholarships in these schools is substantially increased. It is also wrong to talk of socialism when such schools for the rich continue to exist. I would also make one point. The State must have some control over teachers in Public Schools or in minority schools. They cannot be left to manage their affairs in a lawless manner.

I do not at all desire to thrust Hindi on anyone but I do not understand why English should be thrust on those who do not want it. This problem needs much closer attention.

Delhi has an Education Plan of Rs. 27 crores. It is possible for us, therefore, to take up schemes of educational development. We are also prepared to introduce scholarships in each block—even 6 to 8 scholarships per block.

(At this point the Board adjourned for lunch and reassembled at 3 P.M. to continue the general discussion).

Education Minister, Orissa

The approach made to the problem of Centre-State relations in the speech of the Union Education Minister is generally welcome. We agree that the Centre should have a promotional role, a role of leadership. This however, cannot be achieved by increasing the Central sector only. We have to develop a leadership independent of the financial power of the Centre. As a matter of fact, the really promotional role of the Centre would be in danger with a larger budget because it might tend to function as an executive agency for functions which the States are in a better position to discharge. The leadership role of the Centre, in my opinion, should consist, firstly, in organising qualitative improvement programmes in education and, secondly, in removing regional imbalances. This would meet with greater acceptance at the State level.

Let me point out that, although we have allocated 50 per cent of our plan allocation to primary education, our achievement at the

end of the fourth plan would be lower, in terms of percentages, than at the end of the third plan. I would suggest that such cases may be investigated by the Centre which could then prepare a case for larger allocations. Three of the districts in Orissa have the lowest level of education, according to the Report of the Education Commission. This is due mostly to the large proportion of tribal population. After independence, in a particular area, *i.e.*, Malkangiri Subdivision of Koraput District, more than ten lakhs of rupees have been spent for the development of education, but hardly we have ten matriculates from the area. The primary need of that area is to teach the tribal boys in their own languages and this should become a five-year scheme. The Centre has a strong apparatus of planning and it is, therefore, the responsibility of the Centre to remove regional imbalances. Otherwise, planning has no meaning to the people in general.

There is nothing wrong in the proposal to create a Central University in each State. Having accepted the idea of Central Schools, it follows, as a necessary corollary, that we should have Central Colleges or, even, Universities. The State cannot afford to have various media in higher education and, therefore, the Centre should come forward to have Central Colleges in each State.

Much has been said about student indiscipline. I do not like to dilate upon that. So far, our education is not job-oriented. Universities must find out ways of changing the curriculum and the courses of studies so that our boys may have a greater aptitude for different jobs and may be able to generate self-employment. Our secondary education is not terminal. It has to be made so and vocationalised.

The Chairman has been kind enough to refer to Gandhian ideas and values. We have neglected his philosophy and have not accepted his advice on basic education. I would like to suggest that the Centre should come forward to translate the complete works of Gandhiji which is being published by the Ministry of Information and Broadcasting, in all the regional languages. Some funds should be allocated for this programme.

The schemes of scholarships now announced are very good. We have scholarship schemes in our State also. The Board of Secondary Education conducts a middle school scholarship examination and each middle school is asked to send five students, two of whom must be girls. But our scholar-

ships are not confined to the Block; they cover the whole educational district. Moreover, the quantum of scholarship is much less than is expected by the Centre. However, we are prepared to cooperate with the Central scheme so that more talented boys get the opportunity for higher education. I may also suggest that one school may not be sufficient to admit all the students of the district. There are districts which have more than 40 blocks, so that we will have to select two or three good schools in each district.

One more point relating to student indiscipline. After graduation, the medical graduates have to undergo training either in the rural areas or in a hospital for one year. It is only after such training for one year that they get a degree. Similarly, can we not ask all our graduate students to work in rural areas for one year for the spread of education before they take the degree? This will help in eradicating illiteracy and the student community will begin to love the villages and understand their problems. Similarly, there is a large number of retired persons in urban and rural areas who are in a position to advise the primary school teachers and to help them improve primary schools. I had an experience of such a scheme when I was in England. I was with Mr. Mansfield, a retired I.C.S. officer, who told me that he was working in a primary school after retirement. It was his duty to teach in the primary school for three hours a day. If we have the will and desire, there is a way to improve the rural areas.

Education Minister, Mysore

Let me at the outset congratulate you for the inspiring speech you made. You have expressed indignation over some recent happenings in some parts of the country. To burn Gandhiji's books is the greatest crime in this country. Who will not be irritated over this? In the short time that you have been in office you have been able to get a thorough grasp over our educational problems to which you are now trying to find solutions. I am happy that with your able guidance we will be able to solve them.

I agree that there is no necessity to place Education in the Concurrent List. It can remain as it is. But this does not mean that the Central-State relationship should not be improved. This can be achieved by holding meetings of the officers and experts in the Ministry of Education and State Education Departments. This will help to solve many problems in the educational fields.

I am happy to say that in Mysore we have implemented the three-language formula vigorously. We have adopted English, the mother-tongue and Hindi as the three languages. Let me be frank in this connection. There is a feeling in the Southern States that this formula is not being strictly implemented in the Hindi States. This is a matter for concern. Similarly, I feel that it is high time that we should switch over to the regional languages as media of education at the university stage.

I quite appreciate your feelings about the student indiscipline. But student behaviour is nothing but a reflection of the conditions existing in society. Students are influenced by politicians, they are influenced by parents and by teachers. There is something radically wrong with all these three organs. Unless that is rectified, it is impossible to deal with this problem. Therefore we have to analyse the problem in depth and find out the causes for this malaise. You have rightly thought of setting up a committee. I hope the committee will study the basic causes of student indiscipline and suggest concrete ways and means for improvement of student behaviour.

Much has been said about school buildings. I am happy to state in this connection that we have tackled this problem with a fair measure of success in our own State. In my State, 75% of the buildings of primary schools have been constructed. The Taluka Boards are really responsible for this and the cost of each buildings is shared between the local community, the Taluka Board and the State Government. But in some areas of economic backwardness, the local contributions are not coming in adequately and progress is being hampered. I therefore think that it is better to have a financial corporation to help in this programme.

I would like to say with regret that education which should have been given the top priority has been given only a low priority in the Plan. I must say in this connection that our total Plan for five years is only for Rs. 12 crores. The amount recommended by the Working Group was Rs. 44 crores and it has been drastically cut to Rs. 12 crores. What can be achieved by this sum of Rs. 12 crores? The planners, in my opinion, will have to think afresh and they will have to make arrangements for giving priority to education.

The Kothari Commission have given preference to trained teachers and we have implemented these recommendations. But the untrained teachers have a grievance. They are being penalised for no fault of theirs. But if

We have to extend the Kothari Commission recommendations to untrained teachers, we will require some financial help.

We are making direct payment to the private school teachers, both at the secondary and primary stages.

Education Minister, Rajasthan

I had come to this meeting of the Central Advisory Board of Education in the hope of being able to secure substantial Central assistance for States like mine which are completely backward in education. But what I have heard from the Chairman makes me feel very disappointed and I do not know when the educational deficiencies of a State like Rajasthan would be removed.

The situation in Rajasthan is really one that causes grave concern. We have ordinarily three years of famine in every period of five years. We have large tracts of desert land where there is no human habitation for miles together. Our revenue resources are limited. I must also point out that we have been giving high priority to education ever since independence. Our Chief Minister was Education Minister for four years and the Finance Minister also held the Education portfolio for three years. But in spite of this, we have not been able to make much headway for two reasons—the overall paucity of resources and the very backward condition of education in the State. In the Fourth Five-Year Plan, we wanted a sum of at least Rs. 30 crores as against which, we have been given an allocation of Rs. 17 crores only. We have not been able to get full enrolment in the age-group 6-11. For hundreds of years, Rajasthan has lagged behind in the education of girls. It is, therefore, obvious that unless there is substantial Central assistance, States like Rajasthan will not be able to discharge their responsibilities in education.

I will now refer to some interesting experiments we have carried out successfully in Rajasthan. We started three-hour evening schools for children who were required to work. These have been very successful and I feel that unless a programme of this type is developed, the large majority of our children will never receive education. We have successfully implemented the scheme of School-Complexes. We have also made an interesting experiment in introducing work-experience in schools. The scheme was tried out in 250 schools and students were able to earn anything between Rs. 50 to Rs. 250.

The scheme of scholarships for talented children from rural areas which has been formulated by the Government of India is very good, I would, however, make one suggestion. The Government of India should not discontinue any scheme of scholarships which it has once started.

I find that student indiscipline is largely a phenomenon of the university stage and, to some extent, of the higher secondary stage. It needs immediate attention because we are spending a substantial part of our resources on higher education.

I have one suggestion to make regarding the Central Advisory Board of Education. I find that the Board is not very effective in implementing programmes. It may, therefore, be advisable to set up a Standing Committee which will meet quarterly and supervise the implementation of its recommendations.

Education Minister, Punjab

I will refer only to a few points. The first is about 400 State-level scholarships and 200 national-level scholarships to sportsmen. It is a very good idea. In fact, Punjab State has already started this programme. It also has a State College of Sports. In this College we admit only those students who are good sportsmen and they are paid according to merit. We are thus producing good sportsmen. My suggestion therefore would be that schools and colleges of sports should be established.

The programme of scholarships for talented rural children is a very good idea. I would suggest that we should have selective schools for these students and not merge them with ordinary students. We should also have selected teachers so that talented teachers and talented students will come together. If the experiment succeeds, we will proceed further.

We have already implemented three-language formula, we start compulsory Hindi from fourth class. We have made all the necessary efforts for the Hindi language. In private institutions, Hindi is allowed. I was very happy to see the language laboratory working in NCERT. This type of laboratory should be produced in all the States, particularly in non-Hindi States.

Another suggestion will be that we must lay emphasis on Science and Technology and provision of spiritual and moral education. That is also a good idea. Moral values are declining every day in the country. The earlier we start this programme, the better would

it be for all of us. We must accept the recommendations of the Education Commission with regard to teachers. We accepted them in entirety. But now the teachers have started making some allegations, although we pay good salaries. We have been doing a lot for the teachers, for their security of service, etc. I would suggest that a committee should be constituted to examine this problem further.

Education Minister, Bihar

We are all distressed at the deteriorating situation in education which is failing to deliver the goods. We are developing education and spending crores of rupees on it in the hope that it will lead to a cultural renaissance or to a new awakening in our country. But these objectives are not being realised. We must, therefore, think deeply about this and reform our educational system.

It is a pity that our examination system has fallen on evil days. We are not in a position to hold examinations without seeking the protection of military or police. We find that some students go to the examination hall with lathies and others with pistols. The extent of malpractices in examinations has greatly increased. This is causing us great anxiety in Bihar. Our Chief Minister feels deeply concerned and we are thinking of appointing a high-level committee to examine the whole problem. I feel grateful that the Chairman has decided to appoint a committee to look into this important problem. We will fully cooperate with the committee and help it in its task.

I also congratulate you on two other things. The first is your concrete programme for developing a close partnership between the Centre and the States for educational development. The second is your scheme of giving scholarships to talented children which will really help the nation to go ahead. I also welcome your proposal of a university of the Air and request you to consider locating it in Bihar.

I am afraid that we have not made much progress in implementing the three-language formula in Bihar. But we will strive to improve the situation and I will be able to tell you something definite in the next two or three months.

I am grateful to the Education Ministers who have supported the idea that backward States should be given special assistance.

Bihar is an educationally backward State. We are now trying to make education free for girls from Class VI to Class XI. We are making primary education for boys free. But there are 4,000 schools which have no buildings. We have a long way to go in giving buildings and textbooks to primary schools and in improving quality.

We have tried to improve the remuneration of teachers. The salaries of primary teachers are being paid through cheques and within the next three months, the Government of Bihar will try to fulfil all its commitments to teachers. We are finding it very difficult to meet the growing expenditure on higher education, especially with the introduction of UGC scales of pay.

We are badly in need of funds for our various deficiencies at all stages from primary to the university and for the establishment of the Mithila University.

I request that a Central University may be established in Bihar.

Education Minister, Madhya Pradesh

I regret that I was not present in the morning session because of the late arrival of my train and missed your inspiring address. I am, however, glad that I can attend at least this session and participate in the discussions.

The objectives of our educational system are not being realised. It is not that everything is wrong. There are several good schools and good students. But we are not able to improve standards all round and make all our schools good and help all our students to do well in their studies. We are short of buildings and of equipment. There is not also adequate employment for our children. They first go to the primary school, then to the secondary school, then to the college and even at the end of this long journey, they are not quite sure of getting a job. All these are matters of concern for us.

I am also distressed that the sanctity of our examinations has been rudely shattered. The close relationship between teachers and students has disappeared and they do not respect one another.

Madhya Pradesh is the biggest State in the country but its allocation to education in the Fourth Five Year Plan is only Rs. 18 crores. I can do very little in this small allocation when our minimum requirement was estimated at Rs. 56 crores. One of our great problems is the lack of school buildings. Many

Our school buildings are so old that they may collapse any time. The other day one of our school buildings collapsed, fortunately at night. I, therefore, pray to God that if our buildings are to continue to be so weak, if we cannot have the money to repair them, and if they must collapse, let them at least collapse at night time so that our children will remain safe. At one time, in the old Madhya Pradesh State, the entire budget was about Rs. 55 crores. Today our budget has gone up to Rs. 200 crores and we are spending about Rs. 54 crores on education alone. In spite of this, our needs are many and we have no resources to meet even a fraction of them.

Ours is a predominantly agricultural country and I, therefore, think that all our schools up to higher secondary stage should be built round agriculture, specially in rural areas. In the cities, our secondary schools should be oriented to industry and must provide technical education. In this way, education will promote economic growth.

You referred in your speech to the message of Mahatma Gandhi and Vinoba Bhave. We have great need for non-violence which they taught. We have an equally great need for the social and moral values which they preached. Unfortunately, there is a crisis of values and the teachings of such great men are no longer popular. Instead, our youth is more attracted to the cinema and our films are having a very bad influence on their lives. We must do something to remedy this situation. I also feel that we must make provision for physical education and moral education in all our institutions.

The three-language formula is not all difficult and we will learn all the three languages easily. I feel that we should also learn, Sanskrit which should receive its proper place in our educational system.

I welcome your proposal to appoint a Committee to go into the problem of examinations. I also suggest that more vigorous steps should be taken to make the regional languages the media of education at the university stage.

Education Minister, Haryana

Haryana is a new State. It has been able to make progress in several fields of education. At the primary stage, our enrolment is about 64%, the proportion of boys being greater than that of girls. I suggest that a

pilot project for the spread of education amongst girls should be given to Haryana. The progress of education is fairly satisfactory at other stages also. There is one middle school for every three primary schools. There is one high school for every two middle schools. There are also adequate facilities for collegiate education.

Adviser, West Bengal

To tackle the problem of student indiscipline, we will have to begin when the student is young so that, if we begin today, its results may be available only after eight or ten years. We have to go in for some kind of moral instruction from the primary stage onwards and improve the moral content of education. We have also to create conditions under which moral teaching is likely to succeed. In this context may I refer to some of the books which are sold in the market? I would plead for some control over publication and import of books. Some of the imported books are really so poisonous and corruptive that their import should be banned and the foreign exchange thus released may be used for importing worthwhile foreign books.

Let me now come to the situation in West Bengal. As we all know, there has been a great deal of student indiscipline. But I may say that what is happening in West Bengal today is not really student indiscipline, although in one or two cases, some students might be involved. But it is not really student unrest. Today the professors and principals are being terrorised; window panes are being smashed; furniture is being broken; pictures of our national leaders are being burnt; and libraries and laboratories are being destroyed. In my opinion all these things are politically motivated and all this is certainly not student indiscipline. This is all political terrorism and is being done by an organised political party which is bent on destroying the existing social order by methods of violence. These people owe their allegiance to somewhere else. They are burning the portraits of Gandhi and other national leaders because they consider their ideologies as a great hindrance to the achievement of their objectives. They are reckless, highly organised and very clever. I cannot mention the things which have been found inside hostels. They are documents which should not have been found in school or college hostels. All this is not student unrest. We are trying to find a solution to this problem, but that will take time. In the meanwhile, what we are to do? We cannot close our schools and colleges indefinitely. It is a temporary

solution and the moment they re-open, the same things will happen again. We have been trying to carry on, if necessary with the help of the police inside or outside the campus; and I can assure you that, if the professors and teachers try to be firm, they will get full support from the Government. Sometimes, we find the flags belonging to some foreign countries hoisted on the premises of the Universities and colleges. When the staff of the University or college were asked to get the flags down, they were hesitant to do so because of fear and the police had to be called in to do the job. We would rather like the staff of the university to do this under the orders of the Vice-Chancellor. We have to handle this situation and get the fear out of the people. But this will take time and we cannot expect miracles to happen overnight.

You are all aware of what happened in the Jadavpur University. After considering what has happened and after consulting the academic staff, it was decided that the police should be called in. It is very unfortunate that police had to be called in for tackling the problem. If we want to maintain discipline in the Universities, it is very necessary that the academic staff of the universities should be able to handle the situation. The police should only be allowed to go in, if there is any danger to the property of the Universities and to the members of the staff or to the students.

One other point which I would like to make is about the village schools. We find that some sections of the population are not sending their children to primary schools, especially scheduled castes and scheduled tribes. The scheduled castes and muslims are not sending their girls to schools. There is need for some intensive work among these communities to induce them to send their children, especially girls, to the schools. This needs some kind of social work. I would suggest that some kind of pilot project should be undertaken where we might try to tackle this problem. One of the reasons why the scheduled tribes and scheduled castes do not send their children to schools is poverty. If some financial assistance is provided to these communities, they might perhaps be induced to send their children to schools. Wherever we have provided mid-day meals or such other programmes, the attendance has improved.

(At this stage the Board adjourned the discussion for the day. It met again at 9:00 AM on 3rd of May, 1970 when the general discussion was resumed)

Shrimati Indumati Chimanlal

I would like to restrict my observations only to girls education. As you are aware, the provision of free and compulsory primary education means really the expansion of girls education. At present, about 90 or 95% of the boys are in schools. But what is the condition of girls? You will find a great imbalance between the education of boys and girls. The number of girls enrolled in primary schools is 60% in the age-group 6 to 11 which is very inadequate. This imbalance between girls and boys is greater in the age-group 11 to 14. It seems that, in the middle school stage, the proportion of girls enrolled is only 30 per cent. In my opinion, all children—boys and girls—have to be in schools till the age of 14. We are talking about social education which is good. But it cannot replace or can be a substitute for primary education. There must be full equality of opportunity for our girls and women and this can be had only if primary education is made free and universal. In some States, new universities are being established even though primary education is sadly neglected. Universities are quite expensive and they want to have universities at the cost of the development of primary education. I would urge very strongly that no State should be given any new universities unless they have made adequate provision for primary education. I would request the UGC Chairman to adopt such a policy but he cannot do anything unless the Government also helps.

Today the slogan is that women should go back to the kitchen and look after the children. But the Indian woman has taken a two-fold responsibility on herself—she is a mother and a citizen. As a citizen, she wants to help in economic development, in increasing production and in helping to remove poverty from the country. This role of hers as a citizen is important and full opportunity should be provided to her to do justice to it. Education is necessary for this.

I would therefore plead very strongly that women's education should have a priority. In Saurashtra we had a small State where only girls education was compulsory and here also we must see that primary education for girls is compulsory. It is the Central Government's responsibility to see that inequality and imbalance are removed from the society. Women form a very important section and if we do not do something to remove the imbalance between their education and that of men, it

will be very unfair. The women are now getting conscious of their rights but they do not know what to do.

Some States have made girls' education free up to the secondary school stage. I welcome this. But merely making education free is not enough; you have to educate the parents also. It needs harder work and I hope the Government will take care to see that legislation on compulsory education is properly implemented.

I shall say a few words about improvement in education. I would like to emphasize the need to carry out surveys of girls' education. We have proposed some surveys in the National Council for Women's Education which will give a clearer picture of girls' education as it is today. I hope that these surveys will get through. I am not happy at the complacency in this regard that I find in certain quarters. I hope the Chief Ministers and the Education Ministers will take upon themselves the task of ensuring that girls' education is also made free and universal. It is up to the State to see that girls are not treated as step-children. Education is as good and as important as food. I would even say that a little less expenditure on food does not matter but proper education does matter. I would therefore urge that girls' education should be given top priority.

Education Minister, Uttar Pradesh

I want to say a few words regarding the Resolution of which I have given notice. It says that the Government of India should bear 80 per cent of the additional expenditure involved in improving the scales of pay of school teachers on the broad lines recommended by the Education Commission. I am aware of the argument that may be advanced against consideration of this Resolution at the present stage. It may be argued that the resources of the Centre and the State have already been tied up in the Fourth Five Year Plan. But it is well known that the allocation to primary education has been cut drastically. In my view, the best way would be to increase this allocation for several programmes of primary education and particularly for the improvement of the remuneration of primary teachers. The second argument may be that that this is a State responsibility. That may be the Constitutional position. But the fact remains that the States do not have the necessary resources. If, for instance, Uttar Pradesh had the resources, it would have adopted the new scales of pay

four years ago. But it is not able to provide the wages fixed by the Kothari Commission. The magnitude of the responsibility is too much and the resources are too small. The number of elementary teachers in the State of Uttar Pradesh is two lakhs and 25 thousand. It has been calculated that if the primary teachers are to be given the scale of pay of Rs. 125-250, the cost involved is of the order of Rs. 130 crores. It is apparent that without assistance from the Centre, the State will not have the resources to revise the pay scale of the teachers. One of your predecessors—Shri M. C. Chagla— invented a Centrally-Sponsored Scheme for improvement of salary scales of university and college teachers under which 80% of the additional expenditure involved was to be borne by the Central Government. I know your name will also be associated for the improvement of salary scales for school teachers. I would request you to have a similar scheme under which 80% of the additional expenditure involved in the improvement of salary scales for school teachers should be given by the Government of India. I hope that this resolution will be accepted by the Board and the Central Government.

Education Minister, Goa, Daman and Diu

I would like to say a few words on the problem of school buildings. It is not enough to have additional funds for school buildings. We must also ensure that school buildings are properly planned and economically constructed. It is our experience that 25 to 30% of the cost of buildings can be reduced by adoption of modern techniques. In collaboration with the Central Building Research Institute, Roorkee, we have evolved certain prototypes. The experts from UNESCO had the opportunity to visit Goa and saw the schools constructed on these prototypes. They recommended and appreciated them and will be publishing a booklet on them very soon. What I would like to emphasize is the necessity of using the available funds to the maximum benefit. I am glad that other Education Ministers also have taken up work in collaboration with the Central Building Research Institute.

I will refer briefly to some other programmes suggested by the Education Commission which have worked well in Goa. The School-Complex and the School-College complex programmes have given definite benefits in the field of education. The main difficulty we have found so far is the lack of enthusiasm on the part of teachers themselves. I don't

know what to do about it. But if enthusiasm is lacking on the part of teachers, all the schemes of educational reform will just remain on paper. I would therefore like to suggest that our schemes must reach the teachers who are ultimately going to implement them. We have also tried the school improvement programme on the Tamil Nadu pattern. It has received a tremendous response from the people.

Prof. Nurul Hasan

I would like to start my comments with one suggestion. In future, the programme of the CABE may be organized in a manner that each member is given at least 10-12 minutes to speak.

First of all, I would refer to the question of student unrest. It can broadly be divided into two categories. In the first category, I would include all incidents arising from local conditions. We must go ahead quickly for devising a machinery for consultation between the teachers, the students and the authorities so that many of these grievances can be removed. What is even more important, we must have more funds for providing better amenities to the students. In regard to examination system, the Kothari Commission has laid down the lines, at least for the Universities. It does not cost much money but I am afraid the implementation of the examination reform proposals to the Board and especially to the State Governments. Along with this, there is another scheme i.e. re-organization and modernisation of courses. I am sorry to say that in spite of the review committees appointed by the UGC, very little has been done in this regard. The problems of examination reform and modernisation of courses are linked to one another and with the system of recruitment to Public Services. I would, therefore, strongly urge both at the Centre and States to take the matter up with the Public Service Commissions so that it is possible to introduce these reforms.

The second category of student unrest is due to *status quo* and unemployment. Because of this, unscrupulous elements quite frequently exploit the students. The worst example in my humble opinion is when the students participate in rioting, whether on communal or language issues. This is most unfortunate. Even the basic norms of civilised behaviour have not been put across to students.

When people commit atrocities in the name of religion, I think it is an insult to the religion. You referred to the burning of books. I hope you are aware that books of the library were burnt in Gaya University in the name of communal violence. I hope the Education Ministers will try to utilise the educational machinery for combating communal forces.

I will now refer to science education. The Kothari Commission stressed and the National Policy on Education has laid down that science teaching should be made compulsory up to high school stage. I am sorry to say that very little has been done in this regard. Even in respect of Central Schools, Government has not taken any steps. I hope that this reform will be speedily implemented. Similarly, our policy with regard to admissions to technical institutions needs a second look. It has been said that our intake capacity is 25,000. But since there are no employment opportunities, the intake capacity should be reduced. This may not be wise in the long run. I find that there are only 11,000 apprenticeship places visualized for the next Plan. This is, in my opinion, much too inadequate. I would also suggest that Vijnan Mandirs should be activated so that the scientific attitude is developed among the people.

In regard to the National Policy on Education, I would only submit that it makes a reference to Article 351 and to Hindi being the vehicle of the composite culture of India. I hope this point is not ignored. It is most important.

In regard to the education of linguistic minorities the Commissioner for Linguistic Minorities is more interested in bringing about a radical change in the accepted policy of Chief Ministers of the States, instead of suggesting as to how it can be implemented. I hope that the Ministry of Education will ensure that the present policy is implemented rather than give hundred and one reasons that why it cannot be done.

Finally, I would support the plea for larger allocation of resources. In this connection, I would make bold to say that there would not be any defence of the country, no industrialisation and no agricultural progress if education and research are neglected. Agriculture and Defence should have priority. But the problems of defence and agriculture cannot be solved without progress in education and science. I therefore hope that your efforts will be successful.

Shrimati Sangam Laxmi Bai

I want to say a few words about the education of girls. I do not want to propose that the advantages of the boys should be reduced and transferred to girls. What I plead for is equal treatment for both boys and girls and for giving both of them a good primary education.

The gap in the education of boys and girls is still large at the primary stage. It is larger still in the less advanced States like Andhra Pradesh, Rajasthan or Bihar. As one goes up the educational ladder, this gap tends to be wider. I would like the Government to concentrate its efforts on narrowing this gap.

I welcome the scheme of scholarships for talented rural children which has now been announced. The Government of India will give two scholarships per Block and most States will add another two. I plead that at least two of these four scholarships should be reserved for girls. This does not involve any additional expenditure.

On this Board, 16 members are nominated by Government but out of there, only four are women. I suggest that women should form 50 per cent of the nominated members. Even this will not involve additional expenditure.

It is said that we do not have resources for education. If we have a will, there will be a way. If a unit of electricity is charged even at the rate of half a paise, we shall get enough money for the education of girls.

The State of Orissa is very backward in education. The Government of India must give special assistance to such backward States.

Prof. Nag Choudhury

I would like to clarify three or four points which have been raised in the course of the discussion. The first point is about the Plan allocation for education. I may say that Plan allocations are not arrived at wholly by the Planning Commission. Priorities and resources are determined by the National Development Council. I must also invite the attention of the Board to some limitations in providing larger allocations for education. Firstly, there is the overall paucity of resources. Secondly, there are certain important demands like irrigation and power which cannot be ignored. Thirdly, the States have their own priorities and, in their final decisions, educa-

tion is not always given the highest priority or even as high a priority as some of us would like to give it. Fourthly, and this is the most important point, the expenditure on the maintenance of educational organisations is very heavy. The Non-Plan expenditure on education is quite heavy and the overall national expenditure on education has been growing at the rate of 13%. This is one of the most important points which has to be considered. So far as Central sector is concerned, a large number of Centrally-sponsored schemes have been transferred to the State sector. This is the most important reason for the reduction of the allocation to the Central sector. But in several fields, the allocations have increased. For UGC, the allocation has gone up from Rs. 58 crores to Rs. 115 crores. On youth programmes also, the allocation has gone up—from Rs. 6 crores to Rs. 16 crores. In regard to technical education, there has been a fall because the unemployment of engineers has posed many problems which have not been solved. The amount for elementary education, for the first time, has been earmarked. These are no small gains. Lastly, I must also emphasize the point that it is not the *size* of the allocation but its *use* that matters. How the present allocations will be utilized is largely a concern of the State Governments and the expert bodies.

The next point that I would like to stress is that there seems to be no way of achieving the constitutional directive in this century unless we look at the problem of free and compulsory primary education up to the age of 14 as a national objective and unless it is dealt with as a national responsibility. It will therefore be appropriate to evolve a mixture of approaches in which many things like shift of system will be involved. It is only a total involvement of this type that can solve this gigantic problem.

I agree with Prof. Nurul Hasan that science and technical education is extremely important for the future of our country and I believe that this has to be introduced in schools. But let us remember that science is not theoretical and that the limitations are not only with regard to teachers but about equipment also. These are very real limitations and the most important thing is to devise cheaper methods and techniques without which we cannot progress. The NCERT is acquainted with this problem and it is trying to do its best to solve it.

The last point, which has been the concern of many speakers, is the problem of student unrest. I don't think I can add to

what has been already said. I can only say that the solution of the problem is far from easy. The violence is not of the same kind in every case. I would suggest that the Committee which is being appointed should go into this problem deeply and consider it in its entirety.

Shri Ram Niwas Mirdha

Yesterday, a concern was expressed at the slow development of National Service Scheme. But if you will examine the manner in which the National Sports Organisation is progressing, you will have cause for a much deeper concern. Out of the total allocation of Rs. 6.5 crores, Rs. 4.9 crores have been allotted for the National Service Scheme and only Rs. 1.6 crores have been given to the National Sports Organisation. This is quite inadequate. I would like a group to go into this. I would also like to commend the Punjab experiment and suggest that at least one College of Sports should be opened in every State. Such institutions would be very helpful for sports as well as for education.

I will now say something about cultural matters. Firstly, in every school and college, there is a general neglect about our cultural heritage. There is hardly any picture of a reproduction of painting, sculpture etc. in any school or college. I think that this aspect should be taken up and something should be done to give a greater cultural content to education.

We are talking about the constitutional directive on compulsory education. In this context, we must give close attention to the problem of wastage. We are now reaching new areas which are backward in resources and in attitudes. If we strive only to increase the coverage we will get statistical satisfaction but no socially and economically worthwhile results. The percentage of drop-outs will increase and there will be a greater waste of resources. I therefore submit that expansion of education and reduction of wastage should be thought of in one single context. In this context, adult education has a great importance and so also pre-school education.

One last thing about the constitution of the Board: We are not satisfied that we are getting the best return for the time spent here. I suggest that the matter needs examination.

Mr. A.E.T. Barrow

I do not want to comment on the manner in which the meeting of the Board is being

conducted, but I do feel that we are spending too much time in making speeches and perhaps it would have been better to break up into Committees.

Reference has been made to control over minority institutions. I would like to clarify the position.

To implement and fortify the concept of a secular democracy the framers of the Constitution provided certain fundamental rights to linguistic and religious minorities. These are set out in Articles 29 and 30 of the Constitution. The Supreme Court has in a series of decisions defined the scope and limits of these rights especially the right envisaged in Article 30(1) of the Constitution. These decisions distinguish between minority-run:—

- (1) recognised and aided institutions.
- (2) recognised and unaided institutions.

The Supreme Court has laid down that the State has the right to lay down conditions for recognition and conditions for recognition-plus-aid, but these conditions must be reasonable. Such reasonable regulations will include:—

- (i) the provision of proper accommodation according to the number, ages and sex of the pupils;
- (ii) efficient and suitable instructions according to the ages and sex of the pupils;
- (iii) teachers with certain qualifications;
- (iv) service agreements for teachers and
- (v) inspection of Schools.

The Supreme Court has, however, clearly stated that the power of administration of minority-run institutions must not be destroyed. In one of its judgments it has stated:—

“If every order which while maintaining the formal character of minority institutions destroys the power of administration is held justifiable the right guaranteed under Article 30(1) would be a teasing illusion, a promise of unreality.”

Anglo-Indian Schools are working under codes of regulations in many States, such as Tamil Nadu, West Bengal, and there are no difficulties. There is also a machinery for periodic consultation and I would appeal to all State Education Ministers to create some consultative machinery for minority-run insti-

sions whereby the Education Departments can meet the representatives of the managements of these institutions.

With regard to private independent institutions, I would like to say that all independent institutions should be registered. The Kothari Commission had made a recommendation to this effect at p. 272 of their Report that all State Governments should see that private institutions are registered and that they maintain certain educational standards. If they fail to do so, this registration should be withdrawn. If this is done the problem will be solved.

I would like to say something with regard to rural scholarship scheme; it is a commendable scheme. But the process, the method of selection must be very carefully devised otherwise all the educational aims in the class-room will be superseded by and subordinated to securing scholarships. This will be disastrous, so I would once again urge that the method of selection, etc. will have to be very carefully devised.

Dr. D. S. Kothari

One is reminded of the phrase that "knowledge and survival literally go together". I am just reminded of what Gunnar Myrdal said that what happens in the South Asian countries with regard to various challenges would depend largely on the determination with which they reorganize their educational system. Nothing is more important than to stress education and give the highest priority to education. The world has now become a knowledge-based world. Our knowledge is expanding at a very rapid rate. In ten years from now, that is in 1980, the new knowledge discovered by mankind will be about equal to all that has been learnt from the beginning of the world till now. Therefore, our libraries also must double in every ten years or so. Laboratory equipment has also to be renovated in a period of 10 years. Most of this new knowledge is being generated outside our country. But as it is a knowledge which we must harness for our own economic development, we must have effective channels of imparting this knowledge for our own benefit. It is therefore necessary for us to study languages like English and Russian on a very large scale and very well.

We should not abolish English, but we should get rid of 'Anglicization'. English must be given an effective role and made an effective instrument of education. Other

languages like Russian must also be studied. This does not mean that English should be the medium of education.

The doubling of knowledge also inevitably means that university budgets will double in 10 years time. The University budgets must increase by 15% to 20% a year. This point has also been stressed in the Education Commission's Report.

I would like to lay special emphasis on two points, very important points, namely, quality and relevance. Education must be of good quality and it must be relevant to our national needs and to the needs of society and of the individual. I do not want to repeat all that several distinguished persons have said about this.

I would also like to stress that every individual in the country should have access to higher education, because higher education is the most powerful instrument of social equalization. What is the way to become equal? The only way is higher education. Every individual, no matter in what part of the country, must therefore have access to higher education. But we cannot provide full-time institution-based higher education to everyone. Our class-size is limited. We cannot enrol more than a certain number of students without affecting the quality of education adversely. But we can organise correspondence courses making use of the radio (and the T.V. where it is available) so that every individual who wants to study further can have access to higher education. Correspondence courses have already been introduced by some Universities and I think it should have an increasing role in higher education in future.

I would also like to suggest that agricultural and allied sciences should be given a very important place in university education. We have Agricultural Universities and there are agricultural colleges in almost all our universities. But we must not be content by merely setting up Agricultural Universities. If we want to solve the problem of food and face the challenge of industrialisation, agricultural education must have an important role in our leading universities. The Delhi University has no faculty of agriculture. It means that the people who, in the next two or three decades are going to get positions of leadership in our country in the field of politics, education and administration and so on will have no contact with agricultural development. Our leading universities like

Bombay, Delhi, Madras and Calcutta have nothing like a proper faculty of Agriculture although some of them have a department of agriculture. It is necessary that leading universities in our country have strong faculties of agriculture so that our leaders in public life can acquire some appreciation of agriculture at a time when they are in the university.

The last point that I want to make is with regard to this question of qualitative improvement. We are all agreed on one thing, namely, the resources allocated to education are severely limited. But howsoever limited the resources may be, it should always be possible to give education of the highest quality in certain important areas. We must have some nucleus of quality in certain selected areas of study. In every State, there should be a small committee to look into this problem. It should have the support of the State Government (the UGC could also collaborate) in the Committee. This committee could determine what one might call the Centres of Advanced Study in the different universities in the State. One University should specialise in, say, physics, another in Chemistry and a third in Mathematics and so on. This should be made into a five year plan. But the important thing is that, within a State, unless there is concentration of effort on a carefully selective and coordinated basis, it is not possible to improve the quality of education. It is not possible to have every Physics Department in every University of the same calibre. But through some selective and coordinated efforts, it is surely possible to bring about an improvement of quality. If the Mathematics Department of University 'A' is excellent, it should be possible for good students in other States to go there. In some ways, the planning of higher education should also cut across the boundaries of the States and a number of States can join together in working out the details of the programme. We should never make all universities in a State self-sufficient. They should cut across State boundaries, and this would also bring about national integration.

It is quite apparent that, in the world in which we are entering, only countries which are big in size and big in population and natural resources can become great countries in the years to come. There will be large centres of science and technology which only large countries with large populations can develop. Our country is large but we have

to harness our resources. Our universities should function on a coordinated and not on a fragmented basis. Side by side with this, what I would like to emphasize is that priority should be given to establishing, in the State Universities, some Centres of Excellency, something on the lines of the All-India Centres of Excellence. We have about 30 of the latter which have been started by the UGC. These are intended to function at the international level of excellence. In addition to these, we can have some national centres of excellence which will be established by the State Governments on the basis of selectivity within a State. It is a new idea and we shall be most grateful if the States will give thought to this because this is the only way to bring qualitative improvement in the universities.

Dr. S. P. Puri

At the outset I would like to refer to a point made by Prof. Nurul Hasan. He said that, in the name of religion, books were burnt in the university of Gaya. I am afraid that this is not a fact. It is true that some books were burnt but the main reason was that of rivalries between student groups. Probably outside elements were also responsible for this incident.

I am afraid that many of the books which we import have a bad effect upon our young. It is, therefore, necessary to exercise some control on books imported from abroad.

The main point I want to make is to encourage the study of Sanskrit, which is the mother of all Indian languages. The study of Sanskrit must be made a part of study of regional languages at the university stage.

There is no adequate provision at present for the education of the deaf and the mute. A good deal more has to be done. (At this point, the Chairman intervened to say that the education of handicapped children is the responsibility of the Department of Social Welfare and that it may not be quite proper to discuss the issue in the Central Advisory Board of Education). I agree that a different Ministry looks after the education of the deaf and the mute at the Centre. This is unfortunate. But I raised the issue because, in the States, the same Education Ministers look after both the programmes. I would appeal to them to give some priority and importance to this programme for the handicapped children.

I am a strong supporter of the programme of central schools which have been taken up by the Ministry of Education & Youth Services. I suggest that at least one central school should be established in every district headquarters.

Prof. M. V. Mathur

I would like to make a few observations. Firstly I would recommend the constitution of a Human Resources Development Board at the Centre which should take care of the overall development. The proposal needs special attention.

I do believe that the problem of student unrest and that of educated unemployment largely go together. We must therefore make education job-oriented and also create more jobs. I think Government should do everything within its own power to this end.

Our examination system is also creating many difficulties right now. I do not know whether, at any time, even Great Britain had the kind of system which it gave to us. Unless we do something radical about it, no worthwhile results are possible. On the important recommendation which the Education Commission has made, namely, setting up of a few autonomous colleges, nothing concrete has been done. I would appeal to all the Education Ministers present here and the UGC to take up this programme in right earnest.

I would like to state here that there should be small continuing group which could give us a new strategy for getting additional resources in the years to come.

Smt. Mina Swaminathan

I have been very much impressed by the scheme of scholarships which was announced yesterday. Everyone here is a distinguished educationist and every educationist all over the world has accepted the fact that the first eight years of life are most significant from the point of view of education. The child learns more in the early stage in terms of percentage of learning and yet we have hardly any provision for this. I would strongly urge that nursery or pre-primary school is a vital educational activity and should not be regarded as a mere welfare measure. In particular, I would stress the development of a programme of pre-school education based on the harnessing of local community resources.

A reference has been made to the problem of wastage at the primary stage. I agree that the main reasons for this are social and economic. But I would also like to refer to a third reason, namely, the lack of adequate preparation at the pre-primary stage which would enable the child coming from underprivileged homes to make full use of the primary school. Most of the children are not in a position to understand what is happening in the primary school. They have to be intellectually prepared and the proper agency is the pre-primary school. We have vast resources of unemployed labour in the rural areas. There are many girls in the rural areas who have got education up to the middle or matric stage. They can be adequately trained to conduct the pre-primary school. Some encouraging experiments show that, except in the most backward areas, community self-help projects can be started through the use of very cheap and indigenous material; and with the help of trained and semi-trained persons, the pre-primary schools can be started with a very small financial support from the State or any outside agency. I specially mention this low cost in view of our very limited resources. I shall be glad to supply information about this.

There is one more point about the intensive training programme. From 1970 onwards, facilities like television will be available to a very large number of people and these can be used as a training agency for preparing the middle school or matriculate girls who can be asked to take up this programme.

Dr. Sadashiv Misra

I think that the most important problem is the student problem. All the other problems like improvement of quality, etc. will not be solved unless this basic problem is not solved. It is not merely a *chronic* problem but it has also become *acute*. In fact, the problem of students has become equivalent to that of the survival of education. If we do not do anything to solve it, all our other efforts will bear no fruits at all.

I want to suggest that examinations should be conducted in small groups. This is the most important reform needed. For example, even today an external examiner goes to a college for holding the examination of students of a small number and there is no trouble. Hence we should strive to reduce the scale of our examinations. If this is done, many of the things which are happening to day might not happen.

Secondly I suggest that statements which involve internal contradictions should be avoided. For instance, it has been said that the National Integration Council was of the view that regional imbalances should be removed and that some sort of special assistance should be provided for the purpose. It is also stated that the Finance Commission did not agree to this and that lack of resources does not permit any further action in the matter. All this becomes inconsistent. Then a mention has been made regarding the establishment of a Study Group for this purpose. What is the use of such a group? (It was explained here that the Study Group would look into imbalances at the district level only). The same is the case regarding language also. We all talk of the three-language formula; but Madras has been allowed two-language formula only. It is our policy to adopt the regional languages as the media of education at the university stage. But there is also a suggestion about Hindi-medium colleges in non-Hindi areas. All this leads to confusion.

Shri B. N. Shastri

Dr. Kothari observed that the world has now become a knowledge-based world. I would like to know what the media or agencies for dissemination of knowledge are. I do not think the universities and the colleges are the proper agencies for this purpose. The Board should, therefore, pay attention to other agencies which should cater to the needs of the people, namely the cultural institutions.

Student unrest is mainly due to aimlessness of the education and scepticism. Students coming out of the schools and colleges do not know how they will be employed. Therefore there is scepticism. This can be overcome by creating adequate employment avenues. There are some professional students who move from institution to institution and there are political parties who instigate them and finance them. The solution of this problem may need a national policy formulated by the Government of India.

Although I come from a non-Hindi area, I support Hindi. There is some objection to Hindi because of the tendency to impose Hindi on non-Hindi speaking people which is resented. Our policy should, therefore, make it clear that there is no attempt to impose Hindi on non-Hindi persons. It has been suggested that the Hindi States should teach one of the Southern Indian languages as a part of the three-language formula. But I am

afraid that there is no motivation for learning it. Particularly in my State, the three-language formula becomes a four-language formula.

Some of the students have their primary education in a language other than the regional language. Then they have to learn the regional language and English and Hindi. It thus becomes a four-language formula and if classical language is added to it, it becomes a five-language formula. More attention should be paid to this problem.

As I come from a rural area and I have some intimate knowledge of primary education (I have served as Chairman of the District School Board in my State), I have seen the dilapidated condition of the schools. It has become a Herculean task on the part of the single school teacher to teach simultaneously in five different classes to the students coming from different social strata. There should be some facilities for pre-primary education which is now available only in urban areas. I quite agree that there should be some provision to assist State Governments for construction of primary school buildings. These could be loans.

Some aesthetic sense should be cultivated in the minds of young people. If that is done most of the student unrest will disappear.

Finally, I want to emphasize one more point, i.e., pre-primary education. In certain areas, i.e., the urban areas, there are facilities for pre-primary education; but in rural areas there are no facilities. I therefore think that the Central Government should provide finance for pre-primary education.

Dr. A. D. Joseph

I would like to comment on only a few points. One is regarding compulsory education. The main difficulty is the limited resources available. If it is so, we have to think in terms of voluntary workers. We should get the support of voluntary organisations and voluntary agencies. There may be many difficulties in doing so. But if we consider this a national task, I would request that the possibility of harnessing private enterprise may be explored.

There are two views regarding student unrest. One is the complacent view that this is bound to happen because of a gap between two generations; and since we find the problem in developed as well as in undeveloped countries, it is not necessary to worry about it greatly. The other view which is exactly the opposite looks upon student unrest as inevitable and uncontrollable. It is, there-

He, argued it would eventually spread to all universities in the event and that all of them will have to be closed. I do not think that either of these extreme views are justified. I would, therefore, suggest that the grievances of students should be duly remedied by the provision of facilities. If they are tackled at the right time, the tendency for indiscipline will decrease and unnecessary demands will not mount up. If we do not delay the matters and the legitimate grievances of the students can be remedied, a part of the indiscipline at least can be controlled. We must also discover the leadership among the students. It is only a few students who are involved in cases of indiscipline and they hold others to ransom. If we deal with the leaders, it is likely to have a salutary effect.

I also feel that a major predisposing factor in the genesis of student indiscipline is the academic insipidity prevailing in the education institutions. A joint endeavour by teachers and students to remedy this would help to reduce the incidence of indiscipline.

In the Gandhi Centenary celebrations, some universities tried to spread Gandhian thought among the students. I would mention the Saurashtra University which has taken steps in this direction. If we encourage the spread of Gandhian thought in the educational institutions, it would go a long way in improving the situation.

Shri A. C. Deva Gowda

I would like to say only a few words about the problem of examinations. One account of various historical reasons, examinations have come to occupy an important place in our educational system. I know that this problem of examinations is being tackled by various bodies in this country. The Curriculum and Evaluation Department of the N.C.E.R.T. has been doing some very good work, particularly to reform the system of examinations. I am glad that yesterday we have taken a decision to appoint a Committee to go into the question of making suitable arrangements for examinations. In this connection, I would like to say that there is a need to study this problem in greater depth. In our country, an unholy alliance between Education, Examinations and Employment has developed and in this alliance education is the weakest partner. Education is being controlled by examinations and examinations are being controlled by employment. That is why we came across

so many cases of malpractices. So I would strongly suggest that the Committee that has been suggested, might go into the causes and find out why students resort to such methods—what are the motives and what are the objectives and then examine whether some solution can be suggested.

I would also like the question of the relationship between examinations and employment to be gone into. For example, many Public Service Commissions have laid down a university degree as the minimum requirement for upper division clerks. I do not see any reason why a person should have a university degree to become an upper division clerk. I believe we have a large number of students in our colleges who are not really interested in education as such but they are interested in getting degrees only for employment purposes. I would request you to kindly see whether we can dissociate university degrees from employment. The committee which has been constituted may go into this question also.

Dr. R. K. Singh*

The statement which stands in my name is unhappily worded and can be disposed of in a sentence with my full concurrence—In the present state of educational development in the country it is neither advisable nor feasible. The note appended to the resolution, however, expresses my meaning more fully. I will explain.

The plea is to implement the recommendations of the Kothari Commission in one very important sector of higher education which touches 85 per cent of students pursuing higher courses of studies. It is the collegiate education. It is fully recognised that qualitatively our best universities compare unfavourably with their counterparts in the more affluent and educationally advanced countries of the world. There is a marked time lag in the introduction of new knowledge in our syllabi. In the words of the Commission "what is worse, the large gap between the standards in our country and those in the advanced countries is widening rapidly". In emphasising this contrast the Commission had for reference the best universities in this country. It is a known fact that the gap between the standards in our colleges and universities is wide and has a tendency to become wider for precisely the same reason as pointed out by the Commission in reference to Universities.

*To save time, Dr. R. K. Singh did not speak but handed over this statement for inclusion in the proceedings.

To remedy the situation the Commission recommended the institution of a New Academic Degree to be earned essentially by examination. The degree could be called B. Phil as at Oxford or M. Phil as at Yale. In response to this suggestion some of the universities have started an intermediate degree between M.A. or M.Sc. and Ph.D. In the University of Meerut this has been done with one main object to provide inservice education to practising teachers. From personal knowledge I am in a position to make a categorical statement that a large majority of the teachers have great potentiality but poor achievement. They have been fed on old knowledge which they continue to impart to their students. Our problem is how to bring them to the university centre for 14 months which is the duration of the course. The colleges neither have the resources nor the necessary motivation. The teachers do not have the financial resources although by and large they recognise the need of fresh orientation.

The University Grants Commission has done much to improve the working conditions of the colleges through several grants to improve library and laboratory facilities and the living conditions of students. It must however be pointed out that it has done very little to improve the capacity of the teachers to impart modern knowledge. It gives a large number of scholarships to freshers who are either preparing themselves

for teaching in the universities or getting ready for export—which has been called brain drain. The practising teacher on whom depends the future of collegiate education goes un-noticed and most of the time untouched. The summer courses provided by the UGC hardly touch the fringe of the problem.

I have a conviction that M. Phil courses can bring a revolution in collegiate education provided means are found to enable teachers to benefit by the courses. Without this provision M.Phil courses will not produce the result expected of them.

It costs Rs. 5,000 to bring a teacher to the M.Phil centre for a period of 14 months. The UGC could make a Pilot Project. According to my calculation it will cost about Rs. 15 lakhs in three years to modernise the 55 colleges of the Meerut University and about 4 times that amount to modernise all colleges of U.P. may be about 10 crores for the whole of the country.

May I request that a question be posed—Is it worth doing and if not, what is the alternative?

(At this stage, the general discussion was adjourned and Board took up the consideration of draft resolutions. After full discussion, the following resolutions were adopted unanimously.)

IV. RESOLUTIONS

I. The Board records its appreciation of the services of the following persons who have ceased to be the member of the Board after the last session :

1. Dr. Triguna Sen.
2. Prof. Sher Singh.
3. Shri Bhagwat Jha Azad.
4. Shri G. K. Chandiramani.
5. Gen. K. M. Cariappa.
6. Km. S. Panandikar.
7. Shri L. R. Sethi.
8. Prof. Samuel Mathai.
9. Dr. (Smt.) Durgabai Deshmukh.
10. Dr. D. M. Sen.
11. Shri V. K. Gokak.
12. Smt. Raksha Saran.
13. Dr. Romila Thapar.
14. Shri Anil Mohan Gupta.
15. Shri S. K. Vaishampayan, M.P.
16. Shri Samar Guha, M.P.
17. Shri Ram Krishan Gupta, M.P.
18. Shri J. M. Lobo Prabhu, M.P.
19. Dr. A. L. Mudaliar.
20. Dr. D. S. Reddy.
21. Dr. R. M. Kasliwal.

II. The Board extends a hearty welcome to the following new members who were appointed to the Board after the last session :

1. Prof. V. K. R. V. Rao.
2. Shri Bhakt Darshan.
3. Smt. Jahanara Jaipal Singh.
4. Shri S. Chakravarti.
5. Shri Ram Niwas Mirdha, M.P.
6. Smt. Indumati Chimanlal.
7. Dr. P. D. Shukla.
8. Dr. R. K. Singh.
9. Smt. Mina Swaminathan.
10. Dr. A. C. Deva Gowda.
11. Shri S. S. Bhandarkar.
12. Smt. Asha Devi Aryanayakam.
13. Smt. Kamalini H. Bhansali.
14. Prof. S. V. C. Aiya.
15. Shri S. D. Patil, M.P.
16. Prof. Saiyaid Nurul Hasan, M.P.

17. Dr. Surya Prakash Puri, M.P.
18. Smt. Sangam Laxmi Bai, M.P.
19. Shri Suraj Bhan.
20. Shri I. J. Patel.
21. Dr. A. D. Joseph.

The Board also welcomes the Education Minister of the State of Meghalaya which has become a member of the Board for the first time.

III. The Board welcomes the assurance given by the Chairman that a whole-time secretariat will be provided to the Board. It also requests the Chairman to review the procedures laid down for the Board so as to make its functioning more effective in practice.

IV. The Board noted the report on the implementation of the Government Resolution on the National Policy on Education prepared by the Ministry of Education and Youth Services. It requests that similar information should be collected from all States and Union Territories and a comprehensive document should be prepared showing the steps taken so far, in the country as a whole, to implement the National Policy on Education. This should be placed before the next meeting for information.

V. The Board broadly approves the proposals made by the Union Education Minister on Centre-State relations in education as contained in his paper read at the National Convention on the Constitution. (Annexure III).

VI. The Board is distressed to note that, in spite of the strong plea made in the earlier meetings for the provision of a sum of not less than Rs. 1,300 crores for education, the finalised Fourth Five Year Plan allocates only a sum of Rs. 829 crores for the purpose. In the opinion of the Board, this allocation is totally inadequate to meet the needs of the situation. What is even more disturbing is the fact that a very heavy cut has been made in the State sector and particularly in primary education and in schemes of qualitative improvement. In some States, the cut has been as high as about 70 per cent of the original outlays proposed. The Board would like to place on record its deep sense of disappointment over the policy adopted in

this matter by the authorities concerned. It feels very strongly that unless this policy is changed and adequate allocations are made, educational standards will continue to deteriorate and pose a serious threat to national progress or even stability. The Board, therefore, urges upon the Government of India, the Planning Commission and the State Governments to reconsider the situation and to make larger allocations to education through the successive annual Plans, in keeping with the declared national policy of increasing the investment in education to six per cent of the national income as early as possible.

VII. The Board accepts the recommendations made by the National Seminar on Gandhian Values in Indian Education held at Sevagram, Wardha, from 9th to 11th February, 1970. It appeals to the Central and State Governments to launch an all-out effort to implement this programme from the beginning with the next academic year. It requests the Chairman to set up a Standing Committee to guide the development of this programme and to watch over its progress.

VIII. The Board welcomes the three new programmes for discovery and development of talent which have been initiated by the Government of India during the current year, namely, the Sports Talent Scholarships Scheme, the Cultural Talent Scholarships Scheme and the Scheme of Scholarships for Talented Children from Rural Areas. It congratulates the Government of India for this undertaking and especially for the scheme of National Scholarships for Talented Children from Rural Areas which will materially help the rural sector and promote equality of educational opportunity as between rural and urban areas. It joins the Chairman in making an appeal to the State Governments to come forward and add one or two scholarships per block to the scheme. The Board would like to emphasize the need to work out all details of the scheme and especially the methods of examination and selection. It welcomes the proposal to set up a special study Group for this consisting of the members of the Board, representatives of State Governments and experts.

IX. The Board deplores and condemns the concerted and organized attacks that are recently being made on educational institutions, libraries, portraits of national leaders including that of Mahatma Gandhi, the Father of the Nation. These in the opinion of the Board, should not be regarded as acts

of student indiscipline. Behind them is a group of persons who are committed to bring about a complete social change in the country through organized violence. While the Board reserves its opinion on the ideology of this group, it unequivocally condemns the methods employed which can only endanger the progress of democracy in the country and national security and growth. In the opinion of the Board, violence has no place in the civil life of a democracy and certainly none in the holy precincts of educational institutions.

X. The Board is distressed at the growing incidence of student unrest and its increasing manifestations of violence. It is deeply pained to hear of malpractices in examinations and of the attacks made on invigilators, teachers and principals, some of which have ended fatally. The Board is of the view that the situation is serious and effective programme of action will have to be developed to counteract these trends. It, therefore, requests the Chairman to set up a Committee to go into this problem in detail and to make appropriate recommendations to the Central and the State Governments, universities and other concerned.

XI. The Board views with concern the progress of primary education in the country. On the basis of the present trends, it appears that no State would be able to realise the goal set in Article 45 of the Constitution earlier than 1980, and several States will be able to do so only in the 21st century. The Board, therefore, feels that the whole situation should be reviewed afresh and concrete proposals put forward, both before the Central and the State Governments, so that the goal set down in the Constitution with regard to free and compulsory primary education would be reached in all parts of the country by 1985 at the latest. The Board requests the Chairman to set up a high level Committee to examine the whole issue in all its aspects.

XII. The Board requests the Chairman to set up a Committee on Examinations which will examine the present situation and make recommendations to counteract malpractices and to give protection to invigilators and others concerned with examinations.

XIII. The Board views with concern the slow development of the NSC/NSO programmes due to inadequacy of the funds provided. The original proposal recommended by the Board was that NSC/NSO should be an option to the NCC, but that

Every student should be required to opt for either one or the other. In the present situation the NCC has been made optional and reduced while NSC/NSO has not been expanded adequately with the result that there is a vacuum for a large proportion of students. This is highly undesirable. The Board therefore recommends that NSC/NSO programmes should be expanded in such a way that every student will be covered either under the NCC or under the NSC/NSO.

XIV. The Board emphasizes the urgent need to provide buildings to educational institutions, especially at the primary stage. In its opinion, this massive problem can be tackled only if local resources are harnessed and a scheme is devised under which it would be possible to make loans available to State and local Governments and voluntary organizations at minimal rates of interest. The possibility of the nationalised banks making some funds available for this programme should be explored and, as a long term measure, a Central Financing Corporation for educational buildings may be set up. Full use should be made of the work done at the Central Building Research Institute, Roorkee, to reduce constructional costs.

XV. The Board broadly approves the programme of the International Education Year drawn up by the Central Committee. It appeals to the State and local Governments, universities, teachers organizations and educational institutions of all categories to participate in the programmes for the Year and to make them a success. In the opinion of the Board, the occasion should be used to awaken public opinion and to strengthen all efforts for the development of education.

XVI. The Board emphasizes the need to develop facilities for physical education and games and sports for student and non-student youth in a coordinated manner. It, therefore, requests the Chairman to work out a scheme, to be implemented over the next few years, in consultation with the State Governments and the All-India Council of Sports.

XVII. The Board requests the State Education Ministers to convene conferences of all Vice-Chancellors of their universities to discuss problems of higher education. Among others, these conferences should consider ways and means of expanding programmes of correspondence and part-time education at the university stage, the manner in which centres of excellence could be developed in

State universities in a coordinated manner and the establishment of autonomous colleges. The UGC should be associated with these conferences.

XVIII. The Board recognises the significance of pre-primary education and commends the proposal to try out pilot projects to develop a programme of pre-primary schools by mobilizing local community resources, especially in rural areas.

XIX. The Board notes the clearing house services being provided by the Ministry of Education and Youth Services. In order to further strengthen the exchange of experiences and information between States, the Board recommends that each State Government should send to the Ministry self-contained notes on significant developments, experiences, institutions, etc., in the field of education for transmission to the other States. The Board also welcomes the proposal to establish a National Staff College for Educational Administrators.

XX. The Board recommends that the Ministry of Education and Youth Services should bring out an Annual Report on Educational Developments in India in collaboration with the State Governments and Union Territory Administrations.

XXI. The Board recommends that the Central and State Governments should adopt all measures to promote the study of Sanskrit.

XXII. The Board requests the Chairman to examine further the suggestions made at the meeting which could not be incorporated in the form of specific resolutions. It also recommends that, wherever possible, the necessary steps should be taken to implement them.

The Chairman announced that the next meeting of the Board would be held earlier, probably in January or February 1971 and that by then, the reports of the committees constituted by the Board would also be available. He also assured the Board that he would report to the next meeting the action taken to implement the recommendations made by the Board at this meeting and the suggestions made by its members.

The meeting was then adjourned after a Vote of Thanks to the Chair was proposed by Prof. Nurul Hasan.

ANNEXURE I

Members of the Central Advisory Board of Education

EX-OFFICIO MEMBERS

1. Prof. V. K. R. V. Rao
Minister of Education
& Youth Services
New Delhi
2. Shri Bhakt Darshan
Minister of State
Ministry of Education
& Youth Services
New Delhi
3. Smt. Jahanara Jaipal Singh
Deputy Minister
Ministry of Education
& Youth Services
New Delhi
4. Shri S. Chakravarti
Secretary
Ministry of Education
& Youth Services
New Delhi
5. Dr. D. S. Kothari
Chairman
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi
6. Shri Ram Niwas Mirdha, M.P.
President
All India Council of Sports
17, Safdarjung Road
New Delhi-3
7. Dr. B. R. Saksena
Chairman
Standing Commission for
Scientific and Technical
Terminology
New Delhi
8. Dr. B. V. Keskar
Chairman
National Book Trust
23, Nizamuddin East
New Delhi

9. Smt. Indumati Chimanlal
Chairman,
National Council for
Women's Education
C/o. Sheth C. N. Vidyavihar
Ambavadi, Ellis Bridge
Ahmedabad
10. Dr. P. K. Duraiswami
Director General of Health
Services
New Delhi
11. Chairman
Central Board of Secondary
Education
17-B, Indraprastha Marg
New Delhi

NOMINATED BY THE GOVT. OF INDIA

12. Shri A. E. T. Barrow, M.P.
13-A, Feroz Shah Road
New Delhi
13. Dr. R. K. Singh
Vice-Chancellor
Meerut University
Meerut
14. Smt. Mina Swaminathan
Bungalow No. 12
Indian Agricultural Research
Institute
New Delhi
15. Shri A. R. Dawood
24, Hotel Delamer, Sunder Mahal
Marine Drive
Bombay-20
16. Rear Admiral R. N. Batra, I. N.
Commandant
National Defence Academy
P.O. Khadakvasla (Poona)

17. Dr. T. S. Sadasivan
Director
Centre of Advanced Study in
Mycology and Plant Pathology
University Botany Laboratory
University of Madras
Madras

18. Shri A. C. Deva Gowda
17, Miller Road
Bangalore

19. Shri S. S. Bhandarkar
Vice-Chancellor
Jiwaji University
Gwalior

20. Prof. M. V. Mathur
Director
Asian Institute of Educational
Planning and Administration
Indraprastha Estate
New Delhi

21. Shri Radhakrishna
Gandhi Peace Foundation
221, Rouse Avenue
New Delhi

22. Dr. S. Misra
Vice-Chancellor
Utkal University
Bhubaneswar

23. Smt. Asha Devi Aryanayakam
Sarva Seva Sangh
Sevagram, Wardha
Maharashtra

24. Smt. Kamalini H. Bhansali
Registrar
S.N.D.T. Women's University
Queens Road
Bombay-1

25. Prof. S. V. C. Aiya
Director
N.C.E.R.T., Aurobindo Marg
New Delhi

26. Miss Sitimon Sawain
Umsohaun
Shillong (Assam)

27. Dr. B. D. Nag Chaudhuri
Member (Education)
Planning Commission
New Delhi

ELECTED BY THE PARLIAMENT OF INDIA

Rajya Sabha

28. Shri K. P. Subramania Menon, M.P.
4, Ashoka Road
New Delhi
Or
Navakal, Via Cochin
Ernakulam District (Kerala).

29. Prof. Saiyid Nurul Hasan, M.P.
32, Western Court
New Delhi
Or
Prof. of History
Aligarh University
Aligarh

Lok Sabha

30. Shri S. D. Patil, M.P.
166, North Avenue
New Delhi-1
Or
Radhakrishna Extension
"Krishna Kripa"
Sangli, Maharashtra

31. Dr. Surya Prakash Puri, M.P.
114, Vithal Bhai Patel House
New Delhi
Or
Budhouli House
Gaya, Bihar

32. Shri Biswanarayan Shastri, M.P.
202, South Avenue
New Delhi-11
Or
"Ritayan", Navagiri
Chandmari, *Gauhati-3*
Assam

33. Smt. Sangam Laxmi Bai
17, South Avenue
New Delhi
Or

210, Indira Seva Sadanam
Saidabad
Hyderabad (A.P.)

NOMINATED BY THE INTER-UNIVERSITY BOARD

34. Shri Suraj Bhan
Vice-Chancellor
Punjab University
Chandigarh
35. Shri I. J. Patel
Vice-Chancellor
Sardar Patel University
Vallabh Vidyanagar
Via Anand, Gujarat

NOMINATED BY THE ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

36. Prof. P. J. Madan
Pro-Vice-Chancellor
M. S. University
Baroda
37. Shri K. C. Chacko
Pro-Vice-Chancellor
University of Calicut
Calicut, Kerala

NOMINATED BY THE INDIAN COUNCIL OF AGRICULTURAL RESEARCH

38. Dr. O. P. Gautam
Dy. Director General (Education)
Indian Council of Agricultural Research
Dr. Rajendra Prasad Road, Krishi Bhawan
New Delhi

NOMINATED BY THE MEDICAL COUNCIL OF INDIA

39. Dr. A. D. Joseph, M.D.
Dy. Director of Medical Education, Gujarat
Ahmedabad

REPRESENTATIVES OF STATES

40. Education Minister
Government of Andhra Pradesh
Hyderabad
41. Education Minister
Govt. of Assam
Shillong
42. Education Minister
Government of Gujarat
Ahmedabad

43. Education Minister
Government of Bihar
Patna
44. Education Minister
Government of Haryana
Chandigarh
45. Education Minister
Govt. of Jammu & Kashmir
Srinagar/Jammu.
46. Education Minister
Government of Kerala
Trivandrum
47. Education Minister
Government of Madhya Pradesh
Bhopal
48. Education Minister
Government of Maharashtra
Bombay
49. Education Minister
Govt. of Meghalaya
Shillong
50. Education Minister
Government of Mysore
Bangalore
51. Education Minister
Government of Nagaland
Kohima
52. Education Minister
Government of Orissa
Bhubaneswar
53. Education Minister
Government of Punjab
Chandigarh
54. Education Minister
Government of Rajasthan
Jaipur
55. Education Minister
Government of Tamil Nadu
Madras
56. Education Minister
Govt. of Uttar Pradesh
Lucknow

57. Education Minister
Govt. of West Bengal
Calcutta
58. Chief Executive Councillor
Delhi Administration
Delhi
59. Education Minister
Govt. of Goa, Daman & Diu
Panjim
60. Education Minister
Govt. of Himachal Pradesh
Simla
61. Education Minister
Govt. of Pondicherry
Pondicherry
62. Education Minister
Government of Manipur
Imphal
63. Education Minister
Government of Tripura
Agartala
64. Shri J. P. Naik
Adviser
Ministry of Education
& Youth Services
New Delhi
-

ANNEXURE II

List of Officers and others who attended the 35th Meeting of the Central Advisory Board of Education held at New Delhi on 2nd and 3rd May, 1970.

ANDHRA PRADESH

1. Shri Ramamurti, Secretary, Education Deptt.
2. Shri M. V. Rajagopal, Joint Secretary, Education.
3. Shri B. Pratap Reddy, Director of Public Instruction.

ASSAM

NONE

BIHAR

4. Shri N. P. Sinha, Education Commissioner.
5. Shri B. N. Jha, Dy. Director of Education (Planning).

GUJARAT

NONE

HARYANA

6. Shri V. K. Sibal, Director of Public Instruction.

JAMMU & KASHMIR

NONE

KERALA

7. Shri K. C. Sankaranarayanan, Education Secretary.
8. Smt. Padma Ramachandaran, Secretary, School Education.
9. Shri A. K. N. Nambiar, Director of Public Instruction.

MADHYA PRADESH

10. Shri L. O. Joshi, Education Commissioner and Education Secretary to Government.
11. Shri P. S. Raizada, Additional Secretary.
12. Shri R. K. Sharma, Deputy Secretary.
13. Shri S. P. Varma, Director of Public Instruction.
14. Shri M. C. Dubey, Dy. Director of Public Instruction.

15. Shri C. P. Varma, Director, State Institute of Education.

16. Shri H. S. Mishra, Director, Text Book Corporation.

MAHARASHTRA

17. Shri R. G. Salvi, Secretary, Education, Sports and Social Welfare.

18. Shri Ramamoorthi, Deputy Secretary, (Education).

19. Shri C. G. Sahasrabudhe, Director of Education.

20. Shri G. V. Sapre, Director of Technical Education.

MEGHALAYA

NONE

MYSORE

21. Shri K. R. Ramachandran, Education Secretary.

NAGALAND

22. Shri R. H. M. D. Silva, Special Secretary.

ORISSA

23. Shri R. K. Rath, Education Secretary.

24. Shri B. Das, Director of Public Instruction (Higher Education).

25. Shri B. N. Rath, Director of Public Instruction, (School Education).

PUNJAB

26. Shri Kulwant Singh, Education Secretary.

RAJASTHAN

27. Shri J. S. Mehta, Education Commissioner & Secretary.

28. Shri H. M. Mathur, Director of Education.

UTTAR PRADESH

29. Shri G. P. Pandey, Education Secretary.

30. Shri C. M. Bhatia, Director of Education.

TAMIL NADU

31. Shri O. R. Rao, Deputy Secretary, Education.
32. Shri S. V. Chittibabu, Director School Education.
33. Shri V. T. Titus, Director of College Education.

WEST BENGAL

NONE

CHANDIGARH

34. Shri L. D. Gupta, Director, State Institute of Education.

DELHI

35. Shri Virendra Prakash, Director of Education.

GOA, DAMAN & DIU

36. Shri M. H. Sardeshi, Director of Education.

HIMACHAL PRADESH

37. Miss K. Pasricha, Director of Education.
38. Shri S. L. Talwar, Under Secretary (Education).

PONDICHERY

39. Shri K. Gopalan, Director of Public Instruction.

MANIPUR

40. Shri Madan Jha, Education Secretary.
41. Shri A. Halim Chowdhury, Director of Education.

NEPA

42. Shri P. N. Luthra, Adviser to the Governor of Assam.
43. Shri S. L. Soni, Director of Education.

TRIPURA

NONE

MINISTRY OF EDUCATION & YOUTH SERVICES

1. Shri G. K. Chandiramani, Additional Secretary.
2. Shri L. S. Chandrakant, Joint Educational Adviser.
3. Dr. P. D. Shukla, Joint Educational Adviser.
4. Shri Kanti Chaudhuri, Joint Secretary.
5. Shri A. B. Chandiramani, Joint Educational Adviser.
6. Shri T. R. Jayaraman, Joint Secretary

7. Dr. S. N. Saraf, Director.
8. Shri B. N. Bhardwaj, Deputy Secretary.
9. Shri N. D. Jayal, Deputy Secretary.
10. Shri R. S. Chitkara, Deputy Educational Adviser.
11. Shri M. Kashyap, Deputy Educational Adviser.
12. Shri P. Somasekharan, Deputy Secretary.
13. Shri J. Veeraraghavan, Deputy Secretary.
14. Shri K. D. Bhargava, Deputy Secretary.
15. Dr. S. M. S. Chari, Deputy Educational Adviser.
16. Mrs. S. Rao, Deputy Educational Adviser.
17. Shri S. Krishnamurti, Deputy Educational Adviser.
18. Col. P. Dayal.
19. Smt. H. J. Moos, Assistant Educational Adviser.
20. Shri H. D. Gulati, Assistant Educational Adviser.
21. Smt. S. Doraiswami, Assistant Educational Adviser.
22. Smt. Vijay Mulay, Assistant Educational Adviser.
23. Dr. R. K. Sharma, Assistant Educational Adviser (Sanskrit).
24. Shri M. L. Kapur, Assistant, Educational Adviser.
25. Shri A. N. Dhawan, Assistant Educational Adviser.
26. Km. V. Kitchlu.
27. Shri N. K. Sundaram.

UNIVERSITY GRANTS COMMISSION

1. Dr. P. J. Philip, Secretary.
2. Shri R. K. Chhabra, Joint Secretary.

PLANNING COMMISSION

1. Shri D. P. Nayar, Senior Specialist.
2. Shri A. H. Hemrajani, Director.

DIRECTORATE GENERAL OF EMPLOYMENT AND TRAINING

1. Shri K. C. Jaitly, Deputy Director.
2. Shri K. T. N. Nambiar, Director of Employment Exchange.

DEPARTMENT OF SOCIAL WELFARE

1. Shri B. S. Ramdas, Deputy Secretary.

ANNEXURE III

Centre-State Relations in Education—A Paper read by Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services at The National Convention on the Constitution: Union-State Relations

FRIENDS,

I am grateful to the Institute of Constitutional and Parliamentary Studies for having given me this opportunity to express my personal views on the Centre-State Relations in Education. These, I must clarify, do not necessarily represent the views of the Government of India.

Significance and Urgency

The significance of a proper understanding of the Centre-State Relations in Education is obvious because it is on this understanding that the proper development of education in the country will depend to a large extent. The problem is also being widely discussed during the last three years. Even prior to independence and especially thereafter a demand has gradually grown in all parts of the country that there should be a national system of education and a national education policy with certain common objectives and major programmes. When this demand seemed to have reached its peak and gathered the largest strength, the fourth General Election created a political situation which revealed how limited was the real Central authority in education—a fact which had hitherto been disguised by the accident of a single political party being in power at the Centre as well as in the States. This sudden contrast that has developed between the deepening desire for a National Education policy on the one hand and the realisation of the lack of constitutional authority to formulate and implement it effectively on the other, adds a unique urgency and poignancy to the discussion. It is, therefore, no wonder that the problem continues to hold public attention in all major educational debates.

A Historical Perspective

What should be the ideal Centre-State relations in education at present or in the years ahead—this is the question to which we are all striving to find a satisfactory answer. It is not at all easy to do so, especially because the usual tools of educational analysis—historical review, comparative evaluation or a con-

sensus of the current opinions on the subject—all seems to fall to provide a clear answer that would find a substantial measure of support all round.

For instance, Centre-State relations in education over the last 170 years have presented an extremely variegated picture in our country. Prior to 1833, we had a period of *total decentralization* when all the three Presidencies of the British Empire followed their own educational policy, subject only to the distant and sporadic supervision of the Court of Directors in London. The Charter Act of 1833 went to the other extreme and created a highly centralized form of administration in the country under which education, like any other subject, became a responsibility of the Government of India. During this period, for instance, the Directors of Public Instruction in the Provinces used to complain that they could not incur an expenditure of even one rupee without the sanction of the Imperial Government at Calcutta. This was thus a period of *extreme centralization*. In 1870, a period of decentralization of authority was initiated by Lord Mayo. This decentralization was gradually increased till 1918, by which time the Provincial Governments came to possess large authority over education, although the Government of India did continue to exercise considerable supervisory powers in essential matters. In addition, there was the Indian Education Service which was created in 1897 and whose officers filled the important posts in all the Provincial Education Departments. This period may, therefore, be regarded as a period of *large decentralization combined with limited but essential, Central control*.

The Government of India Act of 1919 made a still more radical change. It introduced diarchy in the provinces under the control of Indian Ministers responsible to a legislature with a large elected majority. As a corollary to this, therefore, the Central control over education had to be reduced to the minimum if not eliminated altogether. Consequently, there came about what the Hartog Committee calls a 'divorce' between education and the Government of India. This situa-

tion continued right till 1950 although, in view of its disastrous results, some attempts were made, from 1935 onwards, to bring the Government of India back into the picture through such measures as the revival of the Central Advisory Board of Education.

The adoption of the Constitution in 1950 changed the situation to some extent. The Government of India now obtained a larger authority over education than under the Government of India Act 1919 or 1935 and the coordination and maintenance of standards in higher education was made a Central responsibility. This trend towards centralization was incidentally supported by three extraneous factors, namely, (1) the adoption of Planning as the technique of development with the consequential creation of a Planning Commission and the formulation of five-year plans covering both Central and State developmental activities, (2) the institution of large Central grants earmarked for specific education schemes and (3) the political accident of the same party being in power at the Centre and in the States. Till 1967, therefore, it may be said that education, though constitutionally a 'State' subject, could in essence be administered as a concurrent subject.

It will thus be seen that historically we have had experience of a variety of positions in Centre-State relations beginning with (1) extreme decentralization and passing on successively to (2) total centralization, (3) a large measure of decentralization combined with some form of direct and indirect supervisory control, (4) an almost complete 'divorce' between the Centre and education, (5) a limited Constitutional authority converted into a "de facto concurrency" through accidental factors, and finally (6) a return back to a position of limited authority in higher education and a few other matters. It is not possible to draw any concrete guidelines for the future from a series of such historical developments.

A Comparative Survey

A comparative study of Centre-State relations in Education in other countries of the world with a federal form of Government shows a similar and bewildering variety of practices. At one extreme is a country like the USSR with its highly centralized educational system. At the other extreme is a country like Canada where the Federal Government has very little to do in education beyond a few clearing-house functions. West Germany also does not give any authority to the Federal

Government in education, although the federal interest in education is growing in recent years. The same can be said of Australia. In USA, the word "Education" does not even figure in the Constitution. But in practice, federal interest in education is more than a hundred years old and federal grants for educational purposes, which have played a very significant role in the overall educational development of the country, are continually increasing, both in volume and in diversity. It is obviously not possible to draw any precise conclusions from the practices of other lands which would either be fully applicable to our conditions or would claim general support in our midst.

Current Opinion

The expression of current opinion also fails to indicate any consensus on the subject. At one extreme, for instance, is the view or views which would like to have education as a Central or a concurrent subject. The All-India Federation of Primary Teachers has always pleaded for primary education being made a Central subject. The All-India Federation of Secondary Teachers has also recommended the establishment of a Secondary Education Commission like the University Grants Commission. The Sapru Committee recommended that higher education should be made a concurrent subject. These and similar views taken together make out a case for education being classified as a Central or at least as a concurrent subject. At the other extreme are views which challenge any authority given to the Centre in matters educational. Some even recommend the abolition of the Ministry of Education at the Centre; and even the Administrative Reforms Commission has recommended a combined Ministry of Education, Health and Social Welfare. In between these two extremes, one also finds a variety of intermediate positions. The Education Commission, for instance, put forward the view that the present status given to education in the Constitution is as it should be and that an amendment of the Constitution in this regard is hardly called for on any grounds. With such bewildering variety of views held in different quarters, it is obviously far from easy to arrive at a consensus that would be acceptable to all.

A Pragmatic Approach

What is the way out? Mere reiteration of national responsibility or far-fetched implications drawn from the constitutional provisions

in order to give more legal authority to the Centre or constant appeals to the public and to the States to recognize the need for central regulations of educational policy or even formulating a national policy statement on the subject are not likely to yield any practical results. I would, therefore, like to make a pragmatic approach to the understanding and solution of this problem—an approach which is realistic and practical and which is most likely to find support in the relevant quarters and enable us to formulate and implement a National Education Policy which is the agreed objective of us all.

My first suggestion is that, at least for some years to come, there should be no talk of amending the Constitution to make education a Central or a concurrent subject. Even if it were a *desirable* proposition—and there are large sections of opinion, both political and academic, which do not consider it to be so, it is certainly not a *practicable* proposition. In reality, all that such talk achieves is to irritate the States and to put their backs up. The Centre-State relations, none too happy at present, may, therefore, get even more strained and the progress of education itself become the main casualty. Instead, I would suggest that every effort should be made to fully utilize the existing provisions of the Constitution and concentrate on the development of those urgent programmes of educational development in which the Centre and the States can readily and willingly cooperate and collaborate. There are several such programmes. For instance, the Centre has an inherent responsibility to discover and develop talent, a programme that is so essential for national progress and even for survival. The Government of India already operates a large programme of scholarships at the university stage, but it has only a few small programmes at the secondary stage. If the Centre were to expand these, I am sure the States would welcome the move and so would the academic community and the public. Another instance is that of the imbalances of educational development as between States—there is wide gap between the levels of development reached in a State like Kerala on the one hand and Orissa or Bihar on the other. Even in respect of universal primary education, which is a constitutional directive, some States can reach the goal in ten years while others may need more than thirty to do so. Anything that the Centre can do to reduce these imbalances—it can do quite a lot and there are some aspects of the problem which the Centre alone can deal with—will be welcome in all quarters and conducive to

national progress. Yet another instance is the *710* of the programmes which promote national integration. The Centre can promote intellectual contacts between different regions by bringing together teachers and students, by promoting “twin-ship” relations between educational institutions in one part with corresponding institutions in other parts of the country, by assisting exchanges of teachers and students, and by encouraging the study of an Indian language in other linguistic regions. I can easily multiply instances, but I do not think it necessary. What I have said is enough to show that, even under the Constitution as it stands, there is a tremendous scope for the Centre and the States to work together and for the Centre to develop supplemental programmes in crucial educational sectors. If this opportunity is fully and immediately exploited, the cause of education would gain and the harmonious working relations between the Centre and the States so created will, in themselves, facilitate an increasing cooperation and collaboration over ever widening fields.

The second concrete suggestion I have is that the Centre, which is in the happy position of being less involved with day-to-day administrative details of education, better able to take the coordinated and long-term view of the problem, and more able to utilize all the best talent the country can offer, can and should play a stimulating, innovative, consultative, and promotional role in educational development. I am afraid that, even here, not enough is being done and there is an almost unlimited scope for useful activity. For instance, the Centre's efforts to improve the teaching of Science or to bring about examination reform at the school stage have been well received. We are now striving to intensify them and to initiate reforms in the teaching of languages; and I am sure that both these efforts will find welcome and support. Similarly, we are now striving to promote research, to establish pilot projects in important fields like vocationalization of education, to evolve programmes of intensive educational development closely related to economic growth in a few selected districts, or to develop new techniques like programmed instruction. All these have been welcomed with great enthusiasm. Since the best stimulation to local effort comes from contact with other successful efforts developed elsewhere, we are trying to study the good work done by every State Government and bring it to the notice of all the others through correspondence, through specially designed publications and where necessary, through the actual visits of select-

ed officers. This programme of identifying successful good programmes and confronting others with them is having a good effect and, if sustained over a period of time, is sure to achieve considerable results. I would, therefore, suggest concentration, in the immediate future, on the stimulating, innovative and promotional role of the Central Government in educational development. Needless to say, its chances of success will increase materially if it can be played with humility and in a spirit of service and if the best human talent available in the country is fully tapped for the purpose.

My third suggestion is that the Centre should increase its investment in education and make larger grants available, not only for the Central sector, but also for the Centrally-sponsored sector. We need, not only more education, but good education as well; and if this is to be provided and greater equality in educational opportunity is to be created to promote social justice and the creation of a socialistic pattern of society, more funds will have to be found for education. This, of course, is a responsibility of all concerned—the public, the local governments, the State Governments and the Centre. The role of the Centre in this programme is comparatively limited but extremely significant. In short, what I recommend very strongly is “financial concurrency” in education so that the funds of the Central Government would be available for promoting fundamental programmes in education rather than “legal concurrency” which can, at best, enable the Central Government to pass a law on education. As you well know, laws have only a limited capacity to bring about basic changes, especially in a field like education.

I am deliberately putting forward a plea for the Centrally-sponsored sector which has now fallen in disfavour. Let us remember that, in the first three Five-Year Plans, this was a very favoured sector and used to receive comparatively larger allocations. It was through this Sector that the Central Ministry of Education got its opportunity to influence State educational policies and it was this that gave it a certain prestigious image among the States. It is true that this splendid opportunity was not always used to the full and was sometimes even mis-used. Complaints, therefore, grew up of non-essential schemes being included in the Centrally-sponsored sector, of Central funds being utilized to ride hobby horses of doubtful significance, of over-dominance by Central officials, of wasteful expenditure, of needless redtape and of insistence on conformity with standardized regulations.

The pendulum has, therefore, now swung to the other extreme and there is a demand that the Centrally-sponsored sectors should be either totally abolished or reduced to the minimum. In the draft Outline of the Fourth Five-Year Plan, for instance, the Centrally-sponsored schemes received an allocation of Rs. 98 crores. In the new Fourth Five-Year Plan, this has been reduced to Rs. 28 crores. The number of Centrally-sponsored schemes in education in the Third Plan, and even in the draft Outline of the Fourth Plan, was about twenty. It has now been reduced to four. While I do not hold a brief for the manner in which the Centrally-sponsored schemes were operated in some cases in the past, I do feel that it would be wrong to go to the other extreme and to throw out the baby with the bath water. We must remember that the Centrally-sponsored sector, or earmarked Central grants for education, are in vogue on a large scale even in the United States. Experience has also shown that they can help the Centre to develop a coordinated and concerted programme of educational development in a few crucial sectors in all parts of the country. It should, therefore, be our concern to see that the weaknesses of the old form of operating the Centrally-sponsored sector are eliminated. We should discover and develop—and this is by no means beyond the excellent administrative talents that we have—to provide Central support for selected educational programmes without bringing in unnecessary centralization or standardization and without unduly interfering with the initiative and authority of the States. I wish that public opinion were more educated to the significance of the development of the Centrally-sponsored sector and much greater administrative attention were paid to the manner in which such a sector could best be operated collaboratively by the Centre and the States.

My fourth suggestion refers to a very difficult area, namely, the area of likely conflicts between the Centre and the States in certain programmes of educational development. What I have discussed so far are techniques which will be of value where the Centre and the States agree, in principle, on the programmes to be developed. But we cannot always assume such agreement; and in a subject like education, where controversies often form the core of progress, conflicts are bound to arise, sooner or later, over several issues. In fact, some of these have developed already. For instance, some years ago, the Government of India recommended, in the interest of national integration, that no State should impose any restriction on admissions to medi-

cal and engineering institutions on grounds of domicile and that admissions to these institutions should be open, on equal terms, to all citizens of the country. But in spite of protracted negotiations, it has not been possible to make the States agree to this suggestion. Everyone recognizes the significance and importance of a vigorous implementation of the three-language formula at the school stage. But we have not been able to persuade all States to accept this. One State has refused to allow Hindi while some others seem to be bent on eliminating English. In respect of textbooks, complaints have often been received that some books used in some subjects contain material prejudicial to national integration or offend some other State or a part of the country. The need for creating an All-India Educational Service has been largely recognized. But in spite of the efforts made by Centre, the proposal has not been become acceptable to the State Governments. Other examples of such conflicts which have arisen in actual practice can be easily multiplied. All that I want to emphasize is that conflict of views and policies are inevitable in the present situation where education is mostly a State responsibility and the Centre is required to evolve a long-term and coordinated view on the problem, although it has no adequate authority to enforce it.

How shall we deal with conflicts of this type when they arise—This is the question to which we have to address ourselves. The most favourite solution is to make education a concurrent subject so that the legal authority of the Centre can resolve the dispute through the imposition of a solution. As I have said already, this is hardly a practicable programme at present. The other suggestion put forward by the Emotional Integration Committee is that a decision adopted by a majority of the State Governments should be regarded as binding on the others. I am afraid that this solution also will not work even if provisos are introduced to the effect that the decision will need a two-thirds or three-fourths majority among the States. In my view, there is no alternative in this case except to evolve a consensus through the democratic process of discussion and persuasion. From this point of view, I would like to make two concrete suggestions. The first is that organizations which can help us to strive to resolve such conflicts, *e.g.*, the Central Advisory Board of

Education, will have to be considerably strengthened and properly worked. The second is that the Chief Ministers of States will have to be involved in this process of discussion to a considerable extent. At present, all discussions of educational policy are generally held with Education Ministers only and it is our sad experience that the results of such discussions cannot always be put across. It would, therefore, be a great help, if, for discussions of basic or important issues, joint conferences of Chief and Education Ministers could also be held. This is done in subject like Food or Finance. I do not see why the same practice should not be extended to Education as well.

The fifth and the last suggestion I would like to make relates to the creation of the necessary atmosphere in which harmonious and effective Centre-State relations in education could be evolved. In educational matters, policy discussions take place at three levels—at the level of the Government between the Union Minister of Education and the State Education Ministers; at the official level between the officers of the Ministry of Education and the State Education Departments; and at the academic level between the academic personnel working at the national level (in organizations like the NCERT) with corresponding officers in State Institutes of Education. All these three channels of communication between the Centre and the States will have to be strengthened so that any two of them will support the third. For instance, if greater collaboration is promoted at the official or academic level, the possibility of obtaining greater success in the discussions at the governmental level will correspondingly increase. I would, therefore, plead that, while we are striving to promote more harmonious relations between the Government of India and the States, we should also make simultaneous efforts to strengthen a close working collaboration between officers and academicians at the Centre with the corresponding officers and academicians in the States.

Friends, I will not take any more of your time. I have put forward a few concrete programmes which I think should be adopted with the object of improving Centre-State relationships in education with a view to promoting rapid educational development in the country. I hope these will receive due attention from all concerned.

PART TWO

I. ITEMS SUGGESTED BY THE MINISTRY OF EDUCATION AND YOUTH SERVICES

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

The Board records its appreciation of the services of the following persons who have ceased to be the members of the Board after the last session :

1. Dr. Triguna Sen
2. Prof. Sher Singh
3. Shri Bhagwat Jha Azad
4. Shri G. K. Chandiramani
5. Gen. K. M. Cariappa
6. Km. S. Panandikar
7. Shri L. R. Sethi
8. Prof. Samuel Mathai
9. Dr. (Smt.) Durgabai Deshmukh
10. Dr. D. M. Sen
11. Shri V. K. Gokak
12. Smt. Raksha Saran
13. Dr. Romila Thapar
14. Shri Anil Mohan Gupta
15. Shri S. K. Vaishampayan, M.P.
16. Shri Samar Guha, M.P.
17. Shri Ram Krishan Gupta, M.P.
18. Shri J. M. Lobo-Prabhu, M.P.
19. Dr. A. L. Mudaliar
20. Dr. D. S. Reddy
21. Dr. R. M. Kasliwal

The Board extends a hearty welcome to the following new members who were appointed to the Board after the last session.

1. Prof. V. K. R. V. Rao
2. Shri Bhakt Darshan
3. Smt. Jahanara Jaipal Singh
4. Shri S. Chakravarti
5. Shri Ram Niwas Mirdha, M.P.
6. Smt. Indumati Chimanlal
7. Dr. P. D. Shukla
8. Dr. R. K. Singh
9. Smt. Mina Swaminathan
10. Dr. A. C. Deve Gowda
11. Shri S. S. Bhandarkar
12. Smt. Asha Devi Aryanayakam
13. Smt. Kamalini H. Bhansali
14. Prof. S. V. C. Aiya
15. Shri S. D. Patil, M.P.
16. Prof. Saiyaid Nurul Hasan, M.P.
17. Dr. Surya Prakash Puri, M.P.
18. Smt. Sangam Laxmi Bai, M.P.
19. Shri Suraj Bhan
20. Shri I. J. Patel
21. Dr. A. D. Joseph

The Board also welcomes the Education Minister of the autonomous State of Meghalaya who would be attending the Board meeting for the first meeting.

Item No. 3.—The role of the Ministry of Education and Youth Services and the manner in which the Centre and the States can co-operate and collaborate in educational development.

In this connection, the paper on the subject of Centre-State Relations in Education, read by Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services at the

National Convention on the Constitution: Union State Relations, may be seen. (Annexure III of Part D).

Item No. 4.—Implementation of Government Resolution on National Policy on Education.

The recommendations of the Education Commission were considered by Government and its decisions are included in the Resolution on the National Policy on Education. Copies of the Resolution were sent by the Ministry to other Ministries concerned, the State Governments, the University Grants Commission, the Universities, etc. for information and necessary action. In discussing the Fourth Five Year Plan of the State Governments, an attempt was made to follow the broad guidelines contained in the National Policy on Education to the extent possible. But unfortunately, not much could be done because of the constraint of resources. Similarly, in formulating the Fourth Five Year Plan of the Ministry itself, an attempt was made, to the extent resources permitted, to follow the broad guidelines laid down in the National Policy on Education. More recently, some of these programmes have been taken up for implementation through the Conference of Education Secretaries, the Conference of the Directors of Public Instruction/Education, the All-India Institute of Educational Planning and Administration and the National Council of Educational Research and Training.

2. It must be pointed out, however, that the implementation of the National Policy on Education is largely the responsibility of the State Governments; and the Centre is not in

a position to do much in this matter for the following reasons :

- (i) The Centre has no authority over education, which is mostly a State subject.
- (ii) The Centre can indirectly influence educational policies of the States provided it is in a position to give substantial financial aid. This is possible only through a large centrally-sponsored sector. But unfortunately, the centrally-sponsored sector in education has been immensely reduced in the Fourth Five-Year Plan. Unless this sector is enlarged, the Centre will not be in a position to develop effective policies covering the entire country.
- (iii) In the absence of authority or funds, the Centre can only act as an adviser or a guide and concern itself with tasks like research, experiments or pilot projects. Some programmes in these fields are being developed. But it is obvious that they will not be of very much help in implementing the major recommendations of the Education Commission.

3. Following is a statement which shows, programme by programme, the action taken so far and the achievement in respect of the different programmes included in the Statement on the National Policy on Education.

Action taken to implement the Government Resolution on National Policy on Education

1. **Free and compulsory education.**—Strenuous efforts should be made for the early fulfilment of the Directive Principles under Article 45 of the constitution ~~seeking to provide free and compulsory education for all children up to the age of 14.~~
 2. Suitable programme should be developed to reduce the prevailing wastage and stagnation in schools to ensure that every child who is enrolled in school successfully completes the prescribed course.
 3. The emoluments and other service conditions of teachers should be adequate and satisfactory, having regard to their qualifications and responsibilities.
1. At the beginning of the Fourth Five Year Plan, the enrolment in Classes I—V (age group 6—11) was only 77.9% of the population in the age-group ; and in Classes VI—VIII (age-group 11—14) it was only 33.5%. With the funds available for the development of primary education in the Fourth Plan, the enrolment in classes I—V will only increase to 85% of the age-group 6—11 in 1973-74 and that in classes VI—VIII will only increase to 42.1% of the corresponding age-group. The Education Commission had recommended that free and compulsory primary education up to the age of 14 should be provided by 1986. At the present rate, even this moderate target does not seem to be feasible. The States which will fulfil the Constitutional directive the soonest are Kerala and Tamilnadu which may do so between 1975-76 and 1980-81. Maharashtra, Mysore and Gujarat may follow soon thereafter. But in backward States like Bihar or Rajasthan, the target may not be reached till 2,000 A.D. Obviously, a more vigorous effort and a larger allocation is called for.
 2. It has been decided to conduct pilot projects for reduction of wastage and stagnation and some funds for this have been provided in the Central Plan. A Committee has been set up to work out the details.
 3. The Government of India has adopted the scales of pay for university and college teachers recommended by the U.G.C and the Education Commission. A scheme has been introduced at the Centre under which 80 per cent of the additional expenditure involved is being given as grant-in-aid to the State Governments for a period of 5 years. At the end of this period, the entire expenditure will become the committed expenditure of the States concerned. A large number of States have accepted and implemented the scheme. The matter is being pursued with others and it is hoped to implement this scheme in all the States before this period is over.

In so far as the school stage is concerned, it has not been possible to provide any central assistance to the State Governments to improve the salaries of school teachers, although they have been asking for 80 per cent of the additional expending as grant-in-aid on the analogy of the university and college teachers.

However, owing to several pressures from the public and the teachers' organisations, a good deal has been done to improve the remuneration of school teachers in the States and Union Territories. In Punjab and Haryana, the scales of pay recommended by the Education Commission have been adopted by the State Governments. In several other States, the D. A. of the State Government servants was equalised with central D. A. and this has substantially upgraded the remuneration of teachers. In some other States (e.g. Mysore, Gujarat, Maharashtra, etc.) pay commissions were appointed to revise the salary scales of Government servants including teachers and effect has been given to these recommendations.

- All things considered, the salaries of primary and secondary school teachers have, on the whole, been upgraded substantially in all parts of the country, although they generally fall much below to what has been recommended by the Education Commission (except in Punjab and Haryana). In U. P. the scales of pay, especially of primary teachers, are still very low. A proposal was placed before the Finance Commission that it should assist the State Governments for improving the remuneration of school teachers to the levels recommended by the Education Commission. Unfortunately it has not been accepted.
4. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.
 5. Teachers' education particularly in-service education should receive due emphasis.
 4. This recommendation has been circulated to the State Governments and the universities,
 5. Teacher education at the primary stage has been included entirely in the State sector in the Fourth Five Year Plan. The allocation available, is, however, so limited that the programme will not make much headway.

At the secondary stage, the U.G.C. has been requested to assist universities and the teachers' colleges in programmes of qualitative improvement. A sum of Rs. 8 crores has been provided for the purpose in the Fourth Five-Year Plan. The U. G. C. has set up a Standing Committee to supervise the implementation of the programme.

6. Energetic development of Indian languages and literature is a *sine qua non* for educational and cultural development. Regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should now be taken to adopt them as media of education at the university stage.
6. Prior to the adoption of the National Policy on Education, Ministry of Education on the advice of the Planning Commission, had taken steps for the formulation of a 12 crore scheme for writing of books at university level in regional languages with a view to switching over to regional languages as media of instruction at the university stage. This scheme is being run in co-operation with the State Governments and university authorities under which a sum of Rs. 1 crore spread over a period of six years is being made available to each State except Jammu and Kashmir and Nagaland for writing of such books. From this year the Government of India have taken upon themselves the production of certain core books to be used in all universities in India. Urdu being an important non-state language, Government of India has set up a Tariqqi-e-Urdu Board for production of educational literature in Urdu.

It has also been decided in principle to set up such a board for Sindhi. In the case of the Hindi-speaking States, Government of India, for better co-ordination in the book production programme in Hindi and in order to avoid duplication has set up a conference of representatives of Hindi-speaking States, the co-ordinating and core committee of which are meeting frequently to expedite writing of books. The Gov. of India will also implement a scheme from this year under which 100 fellowships will be offered through the University Grants Commission annually to those who will be appointed, after training in translation, in different universities to take up translation work of books in various regional languages. It is estimated that within the next five years all the universities in India will adopt regional languages as media of instruction at the first degree level in some of the disciplines. As on today, 55 universities in the country allow regional languages as medium of examination.

7. At the secondary stage the State Governments should adopt, and vigorously implement the three-language formula which includes the study of a modern Indian language preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in non-Hindi speaking States.

8. Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States of colleges and other institutions of higher education which use Hindi as the medium of education to be encouraged.

In nearly 15 universities the proportion of students opting for regional languages as medium at the first degree level is about 90% ; in 17 the regional languages can be used as medium of education at the post-graduate stage also. Government has also decided to establish a Central Institute of Indian Languages.

7. In some form or the other, the Three-language Formula has been accepted by all State Governments excepting Tamil Nadu. Government of India have been giving assistance to the non-Hindi speaking States so far for appointment of teachers to teach Hindi and for establishment of Hindi Teachers Training Colleges. So far there has been no scheme for giving financial assistance to the Hindi-speaking States for appointment of teachers in modern Indian languages other than Hindi. For the first time such a scheme on pilot basis, with a small allocation of Rs. 1 crore has now been prepared. It would train over 1,000 teachers from Hindi speaking States for teaching of southern languages and other modern languages other than Hindi during the Plan period.

Suitable courses in Hindi/English would also be available for universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standard. This is under study by the Central Institute of English, Hyderabad and Central Hindi Institute Agra.

8. The first priority programme relates to production of books at university level so that Hindi becomes medium of instruction at the first degree level in all Hindi-speaking States. A total provision of Rs. 5 crores will be spent during the six-year period commencing from 1968-69. These books will be produced by the State Govts. of Hindi-speaking States in co-operation with their universities. In addition to this, it has been decided to produce in Hindi at national level books on technology, agriculture and medicine.

The other important scheme is the evolution of terminologies in humanities and science subjects including medicine, engineering and agriculture. In their effort to produce an all-India terminology the Commission for Scientific and Technical Terminology have adopted international terms by transliterating them in Devnagari and such works represent about 10% of the terminologies finalised by the Commission. 80% of the terms have been drawn from various regional languages.

The National Book Trust and the Sahitya Akademi are also publishing books in Hindi for the enrichment of Hindi language. The Sahitya Akademi has so far brought out 60 books in Hindi which are mostly translation of classics and award winning books of other Indian languages. The N.B.T. has so far brought out 81 Hindi books.

Ministry of Education & Youth Services have also instituted awards of prizes to Hindi writers from non-Hindi speaking States.

During the current financial year provision has been made for providing financial assistance to existing colleges in non-Hindi States for opening Hindi-medium sections. A total Plan provision of Rs. 50 lakhs has been made.

5. Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Development of new methods of teaching the language should be encouraged, the possibility explored of including the study of Sanskrit in those courses (such as Modern Indian language, Ancient Indian History, Indology and Indian Philosophy) at the first and second degree stages.
10. *International Languages*—Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.
11. Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.
12. To promote social cohesion and national integration the Common School System as recommended by the Education Commission should be adopted. Efforts should be made to improve the standard of education in general schools.
9. In pursuance of the recommendations of the Sanskrit Commission, Ministry of Education & YS launched several schemes during the second and third Plan periods for the development of Sanskrit. A total provision in the third plan was Rs. 75 lakhs and in the fourth plan a provision of Rs. 2.55 crores has been made for the purpose. This recommendation has been brought to the notice of all universities for implementation. Kendriya Sanskrit Vidyapith, Tirupathi, is already engaged in development of improved methods of teaching Sanskrit. This work is continuing.
10. An Institute of Russian Studies has been established at New Delhi and strengthened. Negotiations have been initiated for the establishment of Institutes of German and French Studies, both at New Delhi. Plans are being developed for strengthening of the C. I. E. Hyderabad, the State Institutes of English and their co-ordination with the Regional Colleges of Education. A study group has been set up to work out all the details under the Chairmanship of Prof. V. K. Gokak.
11. Proposals were made to the Planning Commission that there should be special Central grants for the development of education in the less advanced States with a view to reducing imbalances of educational development at the State level but these were not accepted by the National Development Council.
- A suggestion was made to the Finance Commission that it should take into consideration regional imbalances in educational development while making its award, especially the imbalances in the development of primary education. Unfortunately, the proposal was not agreed to.
- To reduce imbalances of educational development between different districts and States or between urban or rural areas proposals were discussed with the State Governments at the time of the formulation of the Fourth Five Year Plan. Something has been done but it is not adequate to meet the situation. The main difficulty which impedes progress is lack of resources.
- It is proposed to develop a system of District level planning which will help, ultimately, in reducing imbalances of educational development at the District level. A study group has been set up to work out the details ; and on receipt of its report, pilot projects are proposed to be launched.
- As the outlays to education stand at present, the cuts have been very severe in those States where education has been backward and least in those where it has been advanced. The regional imbalances between the States may therefore increase rather than decrease in the Fourth Plan.
12. These proposals have been referred to the State Governments for necessary action. They were also discussed with them at the time of the formulation of the Fourth Five Year Plan. While some programmes have been included in most States for improving quality of education at the primary and secondary stages, no State has come forward to adopt the Common School System so far.

13. All special schools like public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free studentships to prevent segregation of social classes. This will not, however, effect the rights of minorities under Article 30 of the Constitution.
14. The education of girls should receive emphasis; not only on the grounds of social justice, but also because it accelerates social transformation.
15. More intensive efforts are needed to develop education among the backward classes and especially among the tribal people.
16. Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.
17. *Identification of Talents*—For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible, and every stimulus and opportunity given for its full development.
18. *Work-experience and National Service*—The school and community should be brought closer through suitable programmes of mutual service and support. Work-experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in these programmes should be on self-help, character formulation and on developing a sense of social commitment.
13. The Indian Public Schools Conference has been requested to provide scholarships to poor and needy students. They have accepted the suggestion and details are now being worked out.
14. This programme was discussed with the State Govts. at the time of the formulation of the Fourth Five Year Plan. But the funds provided by them for girls' education are very limited. In the Central sector, some funds provided for pilot projects are proposed to be utilised for this programme and for conducting pilot projects for universal enrolment of girls in selected areas especially in the country side. Union Education Minister has addressed a letter to all Education Ministers of States and Union Territories on December 18, 1969, enclosing a note reviewing the progress of education of girls and indicating the major problems faced at present and suggesting some programmes of action to be taken by the State and Union Territory Governments. (Annexure I).
15. The Planning Commission set up a special group to examine and make proposals for the development of education among the scheduled castes and scheduled tribes. On the basis of its recommendations, programmes have been included in the State and Central Plans. The main difficulty here also has been lack of adequate resources. The approved programmes included largely are the programmes of free education, mid-day meals, free grant of books and written materials, scholarships and establishment of hostels (including Ashram Schools).
16. This programme was discussed with the State Governments at the time of the Plan formulation. But very little progress has been possible because of the paucity of resources available.
17. The programme of scholarships is being expanded by about 10 per cent in the Fourth Five Year Plan.
- The Scheme of Science Talent Search which is being operated upon by the N.C.E.R.T. is being developed further. Tests will be held in Indian languages, in addition to English.
- A Scheme has been formulated to identify sports talent and to give scholarships on a very limited scale. (Total provision is only Rs. 8 lakhs for the Plan period). The Scheme is to be implemented from this year.
18. A Study Group has been set up to prepare the design for a pilot project for the introduction of work-experience in schools. When its report is received, pilot projects are proposed to be introduced.
- The original idea was to introduce national service programmes on a large scale making it obligatory on every student to choose either the N.C.C., N.S.C. or the N.S.O. This was estimated to cost Rs. 21.5 crores. Since an amount of Rs. 6.5 crores only has been allocated in the Fourth Plan for this programme, it has been decided to modify the original proposal and to introduce this programme on a selective basis.

19. *Science Education and Research.*—With a view to accelerating the growth of the national economy, science education and research should receive high priority.

Science and Mathematics should be an integral part of general education till the end of the school stage.

20. There should be at least one agricultural university in every state. These should, as far as possible, be single campus universities ; but where necessary, they may have constituent colleges on different campuses. Other Universities may also be assisted where the necessary potential exists, to develop strong departments for the study of one or more aspects of agriculture.
21. In technical education, practical training in industry should form an integral part of such education. Technical Education and research should be related closely to industry, encouraging the flow of personnel both ways and providing for continuous cooperation in the provision, design and periodical review of training programmes and facilities.

There should be a continuous review of the agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously to maintain a proper balance between the output of the educational institutions and employment opportunities.

19. These programmes are being promoted through the C.S.I.R. and the U.G.C. The allocation to both has been fairly increased in the Fourth Five Year Plan.

This recommendation has been brought to the notice of the State Governments. For the improvement of science education at school stage, text materials and teachers' guides incorporating the latest concepts have been developed for teaching various science subjects as separate disciplines from class VI upwards. Alongside, laboratory kits have also been developed. The work for primary stage is practically complete, and the work for the secondary stage is in progress. These materials are now being passed on to the States for use in the schools, and this project is being assisted by U.N.I.C.E.F. Discussions have been held with all the States except Nagaland and these have accepted the programme for implementation, in the first instance as a pilot project in 1970-71. Discussions with Nagaland will be completed shortly.

20. These programmes are being implemented, by the Ministry of Food and Agriculture. 12 universities have already been established and steps to establish additional universities in States where they do not exist so far, are being taken.

21. The following programmes initiated by the Ministry seek to achieve the objectives laid down in the policy :

- (1) *Sandwich courses.*—At the diploma level, nearly 10 Centres have been offering sandwich programmes in Mechanical, Electrical and Chemical Engineering. More Centres are proposed to be organised in the Fourth-Five Year Plan for which adequate financial provision has been made. At the degree level, Baroda University has started a sandwich programme.
- (2) *Industrially Oriented Post-Graduate Courses.*—The introduction of 25 industrially oriented post-graduate courses in seven Regional Engineering Colleges with assistance from U.N. Special Fund is also a step in this direction. These courses seek to train specialist engineers required by industry and the courses themselves are run in close collaboration with the industry.

The Board of Post-graduate Engineering Studies and Research has set up a high powered committee to work with closer collaboration between the technical institutions and the industry and to discuss and settle the lines on which collaboration between industry, national laboratories and technical institutions could be brought about at this stage.

- (3) *Programme of Apprenticeship Training.*—For the students who have completed their institutional training, Practical Training is provided in industry in order to condition them for gainful employment. The programme which has been in operation on a modest scale has been expanded last year. 11,000 graduates and diploma holders are provided training in various public and private industrial establishments. In order to ensure meaningful training and for effective supervision, Regional Boards of Apprenticeship Training are being set up. Two of them have already come into existence—one in the East and the other in the South.

A more close association of industry with technical education is sought to be achieved during the Fourth Plan. The broad details of programmes designed to ensure this were discussed at a conference of Directors of Technical Education in May 1968. The Fourth Five-Year Plan was formulated on the basis of the guidelines laid down by this conference. A plan of action to implement these programmes has now been drawn up. The specific schemes that have been drawn up are (i) Diversification and reorganisation of diploma courses in consultation with industry, (ii) introduction of sandwich and co-operative courses wherever possible, and (iii) development of suitable and modern curriculum for the degree and diploma courses.

Regarding manpower needs and its relation to educational output Planning Commission had set up a special study group whose report is under examination.

22. *Production of Books.*—The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality text books for schools and universities. Frequent changes of textbooks should be avoided and their prices should be low enough for students of ordinary means to buy them.

The possibility of establishing autonomous book corporations on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages.

22. The steps that are being taken to produce textbooks in the Indian languages for the university stage have already been described earlier. In so far as the school stage is concerned the most important steps have been the following :

(1) A National Board of School Textbooks has been constituted. It also held its first meeting in April last. It has made a number of useful suggestions which are now being followed.

(2) A Department of Textbooks has been created in the N.C.E.R.T. to provide the academic services for the proper development of the textbook programmes. An All-India Conference on School Textbooks was held in New Delhi on the 15th and 16th of January 1970 to discuss the problems faced by States in printing and distributing school textbooks.

(3) A scheme for producing books for children entitled the Nehru Library for Childrens Book has been taken in the Fourth Five Year Plan. It is being implemented through the National Book Trust. It is proposed to bring out 100 books for children in all major Indian languages during the Plan period.

(4) The Science textbooks produced by N.C.E.R.T. are likely to be used in all the States in a pilot project under the U.N.I.C.E.F. assisted Science Education programme for 1970.

23. *Examinations.*—A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the students to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.

23. A programme of examination reform has been in operation in the N.C.E.R.T. for the last five years. This will be expanded.

The University Grants Commission has taken up a few programmes for improvement of the examination system. It is proposed, in the Fourth Five Year Plan, to intensifying this programme as has already been done earlier for the school stage.

24. *Secondary Education.*—Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for Secondary education should accordingly be extended expeditiously to areas and classes which have been denied these in the past.

24. This programme was discussed with the state Governments at the time of the formulation of the Fourth Five-Year Plan. In 1968-69, the enrolment at the secondary stage -Classes IX-XI (age group 14-17) was 6.6 million or 19.4% of the age group. At the end of the Fourth Five-Year Plan this will increase to 10.4 million or 26% of the age group. A fairly substantial proportion of this increase will take place in rural areas. To provide facilities to the poorer classes, State Governments have made secondary

- education free (Kerala, Madras, Mysore, Andhra Pradesh, Jammu & Kashmir and Nagaland). In some States very liberal free studentships exist. For instance in Gujarat and Maharashtra children of all parents whose monthly income is less than Rs. 100 get free secondary education.
25. There is need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training, etc.
26. *University Education.*—The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.
27. Considerable care is needed in establishing new universities. These should be started only after adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.
28. Special attention should be given to the organisation of post-graduate courses and to the improvement of standards of training and research at this level.
29. Centres of advanced study should be strengthened and a small number of 'clusters of centres' aiming at the highest possible standards in research and training should be established.
30. There is need to give increased support to research in universities generally. The institutions for research should, as far as possible, function within the fold of universities or in intimate association with them.
31. *Part-time Education and Correspondence Courses.*—Part-time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should also be developed for secondary school students, for teachers and for agricultural, industrial and other workers. Education through part-time and correspondence courses should be given the same status as full-time education. Such facilities will smoothen transition from school to work, promote the cause of education and provide opportunities to the large number of people who have the desire to educate themselves further but cannot do so on a full-time basis.
32. *Spread of Literacy and Adult Education.*—The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and National Service Programmes.
25. The Ministry of Food and Agriculture is undertaking a programme of providing facilities for agricultural education at the secondary stage. In so far as technical education at the secondary stage is concerned, no new polytechnics are being established. Even in the existing polytechnics full enrolment has not taken place because of difficulties of employment.
- It is proposed to set up pilot projects for development of worth while programmes of vocationalisation. A Study Group is working out the details and action will be taken on the receipt of its report.
- 26—30. The University Grants Commission appointed a Committee to examine the National Policy on Education and to identify programmes for action in the Fourth Five-Year Plan. The Committee has submitted its report.
- The allocation to University Grants Commission has been considerably increased in the Fourth Five-Year Plan. (In the old Plan it was Rs. 58 crores out of total plan of Rs. 1,210 crores. In the new Plan it is Rs. 115 crores out of total plan of Rs. 829 crores). Although this allocation is not quite satisfactory, it will be possible to develop the programmes to a fairly large extent in the Fourth Five Year Plan.
31. The University Grants Commission has adopted a programme of encouraging part-time education and correspondence courses. A special committee was appointed by the U.G.C. to work out the details. The report of the Committee has been submitted. The necessary financial provision for the development of these programmes in the Fourth Five-Year Plan has been made. It is hoped that these programmes will really grow in a big way during the next five years.
32. This was discussed with the State Governments at the time of the formulation of the Fourth Five Year Plan but the response was poor, and the allocation to programmes of adult education has been very small—about 2—3 crores. In the Central Sector, some steps are being taken. A National Board of Adult Education has been set up to promote, guide and evaluate the various programmes of adult education and literacy to be implemented by the Central Government and various State Governments. Pilot projects for liquidation of illiteracy are proposed to be organised on the pattern of Gram Shikshan Mohim to be implemented in selected areas including

33. Special emphasis should be given to the education of young practising farmers and to the training of youth for self-employment.
34. *Games and Sports.*—Games and Sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department. Where playing fields and other facilities for developing a nation-wide programme of physical education do not exist, these should be provided on a priority basis.
35. *Education of Minorities.*—Every effort should be not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central Ministers held in August 1961.
36. *The Educational Structure.*—It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.
37. The reconstruction of education on the lines indicated above will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible.
38. Considering the key role which education, science and research play in developing the material and human resources of the country, the Government of India, will, in addition to undertaking programmes in the Central sector, assist the State Governments for the development of programmes of national importance where coordinated action on the part of the States and the Centre is called for.
39. The Government of India will also review, every five years, the progress made and recommend guidelines for future development.
- tribal and backward areas. The details of the projects are being worked out. The scheme for assistance to Voluntary Organisations working in the field of Adult Education has been revised. Under this scheme, grants will be given for (i) meaningful projects in the field of adult literacy (ii) intensive literacy work amongst the tribals (iii) literacy work projects in Harijan colonies. The programme will also be emphasised as part of the National Service Programme.
33. A scheme for the education of young practising farmers is being drawn up for implementation in the Fourth Five Year Plan by the Ministry of Food and Agriculture.
- For training of youth for vocational education and self-employment pilot projects will be set up in selected districts. A Study Group has been set up to work out the details.
34. The whole of this programme has been included in the State sector. But owing to paucity of funds, it is feared that not much headway will be made. The only programme in the Central sector to which help can be given for assistance of games and sports are the following :
- (1) Programmes of the All-India Council of Sports ;
 - (2) The N.S.O. programmes which will be developed side by side with N.S.C.
35. This was referred to the Commissioner for Linguistic Minorities and the Ministry of Home Affairs. Certain issues have been raised which are now under examination.
36. This recommendation has been referred to the State Governments. The States of Kerala and Andhra Pradesh have adopted this pattern. It is under examination of other States.
37. In 1965-66, the total educational expenditure was raised to Rs. 600 crores or 2.9 per cent of the national income. Because of the comparative neglect of education in the three annual plan years the total educational expenditure increased only to Rs. 850 crores or 2.7 per cent of the national income in 1968-69. On the basis of the present allocation for the Fourth Plan, educational expenditure is expected to rise to only Rs. 1,200 crores or 3 per cent of the national income in 1973-74, the educational expenditure will be practically at the same level as it was in 1965-66, if the proportion to national income is to be considered.
38. The main idea under this recommendation was that the Centrally Sponsored Sector will be expanded. But the decision of the N.D.C. has gone counter to this proposal and the centrally sponsored schemes have been considerably reduced (from Rs. 88 crores in the old Fourth Plan to only Rs. 28 crores in the new Plan).
39. This will be undertaken in due course.

ANNEXURE I

27-34/69-BSE-4
EDUCATION MINISTER
INDIA
NEW DELHI

December 18/22, 1969

Education of Girls and Women

MY DEAR

I am writing this letter to invite your attention to the important problem of the education of girls and women. This issue, which has been exercising the minds of several Members of Parliament, was recently raised in the Consultative Committee of Parliament for the Ministry of Education and Youth Services. The Committee was of the view that the spread of education amongst girls and women is very important for the development of democracy as well as for accelerating the process of modernisation and has to be developed on a priority basis. The members of the Committee therefore requested me to write a personal letter to all Education Ministers in States and Union Territories and to request them to give priority to this programme in the Fourth Five-Year Plan.

I enclose herewith a copy of a note on the education of girls and women which is largely based on the material prepared for the Consultative Committee. It reviews the progress of education of girls and women in the country in the last 170 years, states the major problems it is facing at present and suggests some programmes of action by State Governments and Union Territory Administrations. I would be grateful if you will have these proposals examined in the State Education Departments and initiate necessary action thereon beginning with the annual plan for 1970-71.

A line in reply regarding the action taken or proposed to be taken on these suggestions will greatly oblige.

With best regards,

Yours sincerely,

Sd/ (V. K. R. V. Rao).

To
Education Ministers of all States/Union
Territories.

EDUCATION OF GIRLS AND WOMEN—ACHIEVEMENTS, PROBLEMS AND SOME PROGRAMMES FOR ACTION

1. *Progress of Education of Girls and Women in the Pre-Independence Period.*—The education of girls and women was almost totally neglected at the beginning of the 19th century. Hardly any girls went to schools and naturally, there were hardly any women teachers. In Bengal, Adam reported (1835) that there was a superstition that any girl who learnt to read and write would become a widow. Of course the absence of such formal education did not mean lack of culture or training in domestic tasks which every girl learnt at home by being an apprentice to her mother. However, as compared to this situation, the present progress is phenomenal.

The education of girls, except in a very small way in a few Mission schools, may be said to have begun by about 1850. For quite a few years, the main emphasis was on primary education for girls. By about 1870, girls began to go to secondary schools. By about 1880, they began to go to colleges, the first two girls graduating themselves from the Calcutta University in 1883. Even at the beginning of the 20th century, however, the progress of education among the girls was very small. The total number of girls in schools of all types was 444,470 or less than a ninth of the number of

boys enrolled. The percentage of girls enrolled to total female population of school going age was only 2.49 and the percentage of literacy among women was only 0.9. Considerable progress was, however, made by 1947. The total number of girls enrolled increased, in 1946-47, to 33 lakhs of whom 28.3 lakhs were in primary schools; 1.7 lakhs in middle schools; 1.8 lakhs in high schools and 18,000 in colleges.

2. *Education of Girls and Women in the Post-Independence Period.*—Commendable as this progress in the pre-independence period was, the development of the education of girls and women in the post-independence period was even faster. In 1968-69, the number of girls enrolled in primary schools or classes I-V will be 209.8 lakhs or 59.7 per cent of the age group; in middle schools or classes VI-VIII, their enrolment will be 37.2 lakhs or 20 per cent of the age group; in classes IX-XI or secondary schools, their enrolment will be 16 lakhs or 9.6 per cent of the age group and at the university stage their enrolment will be about 4 lakhs. In this context, the following Table taken from the Report of the Education Commission (p. 136) may be of interest.

TABLE NO. 1
Education of Girls (1950—1965)

	1950-51	1955-56	1960-61	1965-66 (Estimated)
1. Enrolment of Girls in Classes I—V				
(1) Total enrolment (in 000's)	5,385	7,639	11,401	18,145
(2) No. of Girls for every 100 Boys enrolled	39	44	48	55
(3) Percentage of Girls in Schools for Boys	74.8	79.2	82.1	85.0
2. Enrolment of Girls in Classes VI—VIII				
(1) Total enrolment (in 000's)	534	867	1,630	2,839
(2) No. of Girls for every 100 Boys enrolled	21	25	32	35
(3) Percentage of Girls in Schools for Boys	26.7	51.8	68.9	78.0

TABLE NO. I (Continued)
Education of Girls (1950—1965)

		1950- 51	1955- 56	1960- 61	1965- 66 (Estimated)
3. Enrolment of Girls in Classes IX—XI					
(1) Total enrolment	(in 000's)	163	320	541	1,069
(2) No. of Girls for every 100 Boys enrolled		15	21	23	26
(3) Percentage of Girls in Schools for Boys		21.0	29.7	36.4	40.0
4. Enrolment of Girls at the University stage (General Education)					
(1) Total enrolment	(in 000's)	40	84	150	271
(2) No. of Girls for every 100 Boys enrolled		14	17	23	24
(3) Percentage of Girls in Boys' institutions		56.0	53.1	50.2	48.2
5. Enrolment of Girls in vocational courses (School standard)					
(1) Total enrolment	(in 000's)	41	66	86	120
(2) No. of Girls for every 100 Boys enrolled		28	31	25	23
6. Enrolment of Girls in Professional Courses (Collegiate Standard)					
(1) Total enrolment	(in 000's)	5	9	26	50
(2) No. of Girls for every 100 Boys enrolled		5	7	11	14

Source :—Report of the Education Commission, page 136.

It will be seen that we have every reason to be proud of the progress of the education of girls and women in India since the beginning of the 19th century. In fact, this may be regarded as the most outstanding achievements of the educational system and as of even greater significance, for the process of modernisation, than the education of boys and men.

There is, however, no room for complacency because the journey ahead is by no means easy or inconsiderable. In the Census of 1961, the literacy among women was only 12.8 per cent. Even in 1973-74, the last year of the Fourth Five-Year Plan, the enrolment of girls in classes I-V will only be 71.7 per cent of the

corresponding age-group and that in classes VI-VIII, only 29.0 per cent. The minimum goals to be reached—a hundred per cent literacy and universal primary education up to the age of 14—are, therefore, a long way off. While, therefore a review of our past achievements gives us courage and confidence to look ahead to the future, it should not be forgotten that there is still so much to do and that the education of girls and women will need continuous attention and emphasis for several years to come.

3. *Enrolment of Girls at the School Stage according to States (1968-69).*—The enrolment of girls at the school stage in 1968-69, the latest year for which the data is available, are given in Table No. II.

TABLE NO. II
Enrolment at School Stage by sex: 1968-69

Sl. No.	State/Union Territory	Classes I—V Percentage of the corresponding age-group			Classes VI—VIII Percentage of the corresponding age-group			Classes IX—XI Percentage of the corresponding age-group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<i>States</i>										
1	Andhra Pradesh	83	58	71	46	18	30	23	8	16
2	Assam	93	55	74	42	17	30	37	12	25
3	Bihar	84	30	57	33	6	20	24	3	13
4	Gujarat	104	65	85	49	28	39	32	17	25
5	Haryana	85	40	64	63	21	43	27	8	18
6	Jammu & Kashmir	194	37	66	49	18	39	42	12	28
7	Kerala	123	114	119	83	70	77	36	30	33
8	Madhya Pradesh	82	36	59	36	11	24	22	5	14
9	Maharashtra	108	81	93	60	34	47	38	14	25
10	Mysore	101	77	89	48	25	36	26	10	18
11	Nagaland	148	79	114	69	16	49	30	9	19
12	Orissa	95	54	74	42	8	25	21	5	13
13	Punjab	81	61	71	59	26	43	21	9	15
14	Rajasthan	79	32	56	38	8	23	18	3	11
15	Tamil Nadu	119	91	104	69	38	54	42	18	30
16	Uttar Pradesh	102	64	84	42	10	27	20	5	13
17	West Bengal	89	55	73	45	20	32	31	9	20
<i>Union Territories</i>										
18	Andaman & Nicobar Islands	120	86	99	51	30	40	19	12	16
19	Chandigarh	88	84	86	80	70	75	47	37	42
20	Dadra & Nagar Haveli	80	40	60	27	8	17	10	5	7
21	Delhi	97	88	93	92	69	81	59	40	50
22	Goa, Daman & Diu	100	65	88	67	45	52	40	28	36
23	Himachal Pradesh	106	68	87	79	27	53	39	13	26
24	Laccadive, Minicoy & Amin-divi Islands	142	107	126	66	27	47	41	7	19
25	Manipur	130	90	110	53	25	38	38	13	25
26	N. E. F. A.	61	8	34	14	10	12	10	4	7
27	Pondicherry	120	90	105	71	48	55	46	22	34
28	Tripura	85	66	75	49	30	39	28	13	20
29	Total	96	59	78	47	20	34	29	10	19

Source :—State Governments/Union Territories.

The following points will become evident from an analysis of the statistics given in this Table :

(1) There is still a wide gap in the education of boys and girls. Taking the country as a whole, the enrolment of boys in classes I-V is 96 per cent of the age-group 6-11 while that of girls is only 59 per cent; in classes VI-VIII the enrolment of boys is 47 per cent of the age group 11-14 while that of girls is only 20 per cent; and in classes IX-XI the enrolment of boys is 29 per cent of the age-group 14-17 while that of girls is only 10 per cent. Similar gaps will be found in all the States also.

(2) The above (statistics) also show that the gap between the education of boys and girls is fairly wide at the primary stage (classes I-V). But this becomes wider at the middle school stage and wider still at the secondary stage. In other words, the rates of wastage amongst girls are higher than those among boys. Not only fewer girls go to schools as compared to the boys, but the average span of their school life is also smaller in comparison.

(3) The variation in the development of education of girls amongst the States is very large. For instance, in Kerala, the enrolment of girls in classes I-V is 114 per cent of the age-group 6-11. This is the highest in the country. But the enrolment of girls in classes I-V is only 30 per cent of the age-group in Bihar, 32 per cent in Rajasthan, 36 per cent in Madhya Pradesh and 37 per cent in Jammu and Kashmir. Similarly in classes VI-VIII the enrolment of girls in Kerala is 70 per cent of the age-group 11-14. Once again this is the highest achievement in the country. But the enrolment of girls in classes VI-VIII is only 6 per cent of the age-group in Bihar, 8 per cent in Orissa, 8 per cent in Rajasthan, 10 per cent in Uttar Pradesh and 11 per cent in Madhya Pradesh. The enrolment of girls in classes IX-XI is 30 per cent of the age-group 14-17 in Kerala—again the highest in the country but the corresponding enrolment is 3 per cent in Bihar, 5 per cent in Madhya Pradesh, 5 per cent in Orissa, 3 per cent in Rajasthan and 5 per cent in Uttar Pradesh.

It will thus be seen that deliberate efforts will have to be made, in the years ahead, to reduce the imbalances in the development of the education of girls between the different States and Union Territories.

The Government of India is not in a position to take any direct action in the matter. As you are aware, a Centrally-sponsored

scheme for the promotion of girls' education was introduced as early as 1959, on the basis of a recommendation made by the National Committee of Women's Education, presided over by Smt. Durgabai Deshmukh. That scheme achieved very good results. But, unfortunately, it was discontinued in the Third Five-Year Plan. Instead, grants on a 100% basis were promised for girls' education under a Centrally-aided scheme and the State Governments themselves were requested to earmark allocations for the programme. In actual practice, however, the cause of education of girls and women was comparatively neglected in the Third Five-Year Plan in view of other competing claims. In the Fourth Plan, even the Centrally-aided schemes have disappeared and the entire responsibility for making adequate provision for the education of girls and women has been placed squarely upon the State Governments. Thus the provision is that either they do the needful in the matter or the cause will be neglected.

In view of the great significance of this problem, it is suggested that adequate provisions should be made for the promotion of the education of girls and women in the Fourth Plan of your State and especially in all the annual plans beginning with 1970-71. The programme to this end will have to be designed to suit the local conditions in each State. However, the following would be some of the major programmes that might be considered in this context :

- (1) Appointment of women teachers, particularly in primary classes;
- (2) Provision of condensed courses for the education of adult women as teachers, particularly in rural areas;
- (3) Provision of free books and writing materials, and even free clothes for girls;
- (4) Award of scholarships on the basis of attendance and performance;
- (5) Special appreciation and encouragement to teachers who might have done significant work to promote the education of girls and women;
- (6) Improving the facilities for training of women primary teachers;
- (7) Appointment of school mothers;
- (8) Construction of residential quarters for women; and
- (9) Encouragement to rural women to qualify themselves and to work as school teachers.

Item 5—Fourth Plan, Annual Plan for 1970-71 and related problems

The National Development Council have recently approved the Fourth Plan proposals embodied in the Planning Commission document : Fourth Five Year Plan—Revised Outline 1969-74. The revised allocation for educational development programmes in the Fourth Plan is Rs. 829 crores as against Rs. 802 crores provided in the draft Fourth Plan. The increases are shown in the Table below :

(Rupees in crores)

Sl. No.	Sector	As in the Draft Fourth Plan	As now worked out	Difference
1	2	3	4	5
1	Centre	231.00	241.00	+10.00
2	Centrally Sponsored	28.00	30.00	+2.00
TOTAL CENTRAL		259.00	271.00	+12.00
3	Union Territories	50.31	53.21	+2.90
4	States	492.69	504.57	+11.88
TOTAL		802.00	828.78	26.78

It will be seen that the allocation for education has increased by Rs. 27 crores; Rs. 12 crores in the Central Sector and Rs. 15 crores in the State Sector.

In the Central Sector, the additional allocation of Rs. 12 crores is distributed between programmes for Non-Student Youth and Technical Education. Additional provision of Rs. 5 crores has been provided for "Pilot Projects for Non-Student Youth" and Rs. 7 crores for Technical Education programme. The distribution of additional provision of Rs. 15 crores, provided in the States and Union Territories plans and between different States and various sub-heads of Education is not known.

A copy of the Chapter on Education, proposed to be included in the Fourth Plan document follows. The approach suggested and the programmes included in the Fourth Plan are now for the information of the Board.

I

EDUCATION

A suitably oriented system of education can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower for specific tasks of development but, what is perhaps even more important, by creating the requisite attitudes and climate. Provision of facilities for universal elementary education is a prerequisite for equality of opportunity.

2. There has been expansion at all levels of education during the last eight years (Annexures IA-IIA). The enrolment in classes I—V increased from 35 million in 1960-61 to 56 million in 1968-69; in classes VI—VIII from 7 million to 13 million; in classes IX—XI from 3 million to about 7 million and at the university stage (for arts, science and commerce faculties) from 0.74 million to 1.69 million. The admission capacity in engineering and technological institutions increased from 14,000 to 25,000 at the degree level and from 26,000 to 48,600 at the diploma level. Considerable thought has also been given to the reform of the education system. The recommendations of the Education Commission (1964-66) form the basis of the National Policy on Education and provide the framework for the formulation of the Fourth Plan. Some efforts have been made in the States and at the Centre to enrich curricula and improve textbooks and teaching methods. Steps have been taken to provide educational and vocational guidance, and develop facilities for science education and postgraduate research. The number of scholarships, stipends and free-ships have considerably increased, especially for the backward sections of the community. Salary scales and service conditions of teachers have been improved. Expenditure on education from all sources* is estimated to have increased from Rs. 344 crores in 1960-61 to Rs. 850 crores in 1968-69. During the same period expenditure from government sources increased from Rs. 234 crores, or 68 per cent of the total expenditure in 1960-61 to an estimated sum of Rs. 640 crores or 75 per cent in 1968-69.

3. The unfulfilled tasks are many. Much delay has already occurred in complying with the Constitutional Directive which enjoins on

*Government and non-govt. (local bodies, fees, endowments etc.) on all types of educational institutions.

The States to "endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years." By 1968-69, only 63 per cent of the children in the age-group 6-14 would be going to school. The percentage of the children in the age-group 6-11 would be 78 and that of the 11-14 age-group 33. The corresponding percentages for girls would be 60 and 20 respectively. The percentage of children going to school in rural areas is still much lower than that in the urban areas, though the gap has steadily narrowed. In spite of the rapid increase in the number of children at school from the Scheduled Castes, Scheduled Tribes and other backward classes, the percentage of their enrolment remains much below the national average. The position of facilities available or utilised differs from State to State and district to district. The State-wise data in Annexures II(A), II(B) and III reveal serious disparities. The problem of enrolling girls and the children of the Scheduled Castes and Scheduled Tribes assumes serious dimensions in some States.

4. The rapid expansion in numbers has put a severe strain on the physical facilities and teaching personnel of educational institutions. At the primary level there is considerable wastage and stagnation. The proportion of failure at the secondary and university levels is high. The quality of post-graduate education and research and science education needs to be upgraded. Insufficient attention has been paid to vocational education. In technical education, coordination between institutions and industry has not been very effective.

5. *Approach.*—Priority will be given to the expansion of elementary education and the emphasis will be on the provision of facilities for backward areas and communities and for girls. Other programmes of importance will be : improvement of teacher education; expansion and improvement of science education, raising standards of post-graduate education and research; development of Indian languages and book production, especially text-books; and the consolidation of technical education including reorganisation of Polytechnic education and its closer linking with the needs of industry and its orientation towards self-employment. Increased efforts will be made to involve people in education programmes and to mobilise public support. Emphasis will be laid on the development of Youth Services. It is proposed to effect economies by utilisation of existing facilities to the maximum possible extent, streamlining

of the planning, implementing and evaluating machinery, increasing the use of educational technologies part-time and correspondence courses, modern media of communication, optimum size of institutions which promote expansion and development with minimum investment and without lowering standards; and undertaking new tasks only after careful preparation through pilot projects. Such activities as do not require much finances, but have a large multiplier effect, will be encouraged. Educational programmes will be increasingly related to social and economic objectives. This will require among other things, coordination with development programmes in other sectors and the drawing up of a perspective plan on the basis of manpower needs, social demand, and the likely availability of financial material and human resources.

6. *Pre-School Education.*—In the field of pre-school education, Government effort will be confined mainly to certain strategic areas such as training of teachers, evolving suitable teaching techniques, production of teaching materials and teachers' guides. In the Social Welfare sector, however, there is a small provision for the opening of *balwadies*, both in rural and urban areas.

7. *Elementary Education.*—The targets of elementary education are set out in Table I.

TABLE I

Enrolment Targets for Elementary Education
(enrolment in million)

Stage (Age-group)	1960- 61 Actuals	1965- 66 Actuals	1968- 69 Estimated	1973- 74 Targets
	1	2	3	4
<i>Primary (6-11)</i>				
Classes I-V				
Enrolment .	34.99	49.72	55.96	68.27
Percentage of age-group .	62.4	75.6	77.9	84.9
<i>Middle (11-14)</i>				
Class VI-VIII				
Enrolment .	6.70	10.35	12.72	18.45
Percentage of age-group .	22.5	30.3	33.4	42.1
<i>Elementary (6-14)</i>				
Enrolment .	41.69	60.07	68.68	86.72
Percentage of age-group .	49.0	60.1	62.7	69.8

The State-wise position of enrolment is indicated in Annexures II(A), II(B) and III. Bihar, Madhya Pradesh, Rajasthan and Orissa have the problem of low enrolment of girls and of children of Scheduled Castes and Scheduled Tribes whose members in these States are quite sizeable efforts will be made to remove the imbalances within States in regard to the provision of educational facilities at the elementary stage. Some States are considering the adoption of double shift in Classes I and II, which between them account for 60 per cent of the enrolment in classes I-V. It is proposed to make a study of the system as it has operated in Kerala so as to facilitate its introduction elsewhere.

8. In regard to the age-group 11-14, the problem is much more difficult as a large majority of the parents in rural areas withdraw their children from schools. The problem needs special attention in Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. A possible remedy is to provide part-time education on a large-scale to children of this age-group and provision has accordingly been made for pilot projects, which will facilitate large-scale development later on. Setting up of schools within the easy reach of every child is the first necessary step towards universality of enrolment. To achieve this at minimum cost, detailed district plans will be drawn up. Each State will formulate a phased programme for the introduction of universal education for all children in the age-group 6-14.

9. *Secondary Education.*—In the Fourth Plan, it is expected to enrol 3.8 million additional pupils in classes IX-XI. The trend of expansion of facilities at the secondary stage shown in Table. 2.

TABLE 2
Enrolment at the Secondary Stage

Year	Enrolment (In million)			Percentage of age-group (14—17)		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1960-61 (actual)	2.46	0.56	3.02	17.5	4.2	11.1

	1	2	3	4	5	6	7
1965-66 (actual)	3.98	1.13	5.11	24.9	7.4	16.4	
1968-69 (estimated)	4.96	1.60	6.56	28.6	9.6	19.3	
1973-74 (estimated)	7.43	2.94	10.37	36.5	15.0	25.9	

The location of new schools will be determined according to the requirements of each area as spelt out in detailed district plans. The main effort in the Fourth Plan will be to enrich the content and improve the quality of secondary education. A few States have taken preliminary steps to adopt the new pattern of secondary education, recommended by the Education Commission and propose to complete the change-over during the Fourth Plan.

10. A major task in the field of post-elementary education is to provide a large variety of vocational courses for children who do not intend to continue their general education beyond the elementary stage. These courses have to be of varying durations depending upon the trades proposed to be learnt. The industrial training institutes will meet a part of this demand. To prepare students to take up employment after the secondary stage, a number of vocational courses are being provided after class X in industrial training institutes, polytechnics, schools for nursing, and agricultural schools. It will also be necessary to devise a number of additional courses in response to new demands. Provision is being made for pilot projects for the purpose.

11. *Girls' Education.*—Sustained efforts to extend the facilities for the education of girls have been made right from the First Plan. Girl Students as a percentage of their population in the relevant age-group, increased from 24.8 in 1950-51 to 59.7 in 1968-69 in classes I-V, 4.6 to 20.0 in classes VI-VIII and 1.5 to 9.6 per cent in classes IX-XI during the last 18 years. The gap between the enrolment of boys and girls is still considerable as shown in Table 3.

TABLE 3
Progress of Girls' Enrolment

(Enrolment in million)

Year	I—V			VI—VIII			IX—XI		
	Total	Girls	Col. 3 as Percentage of Col. 2	Total	Girls	Col. 6 as Percentage of Col. 5	Total	Girls	Col. 9 as Percentage of Col. 8
1	2	3	4	5	6	7	8	9	10
1950-51	19.15	5.38	28.1	3.12	0.53	17.0	1.26	0.17	13.5
1960-61	34.99	11.40	32.6	6.70	1.63	24.3	3.02	0.56	18.5
1965-66	49.72	17.73	35.7	10.35	2.79	27.0	5.11	1.13	22.1
1968-69	55.96	20.93	37.5	12.72	3.72	29.2	6.56	1.60	24.4

During the Fourth Plan the enrolment of girls will be further increased through the organisation of special programmes, the nature of which will vary from State to State.

12. *Teacher Education.*—At the elementary stage the number of teachers is estimated to have increased from about 1.1 million in 1960-61 to about 1.6 million in 1968-69. There has been correspondingly a steady expansion of teacher training facilities so that the number of elementary trained teachers during the period increased from about 0.7 million to about 1.25 million, raising the percentage of trained teachers from 65 to 78. Further, during the period 1966-69, owing to financial stringency some of the States were unable to employ all the teachers who passed out of the training institutions. This has led to considerable unemployment among trained teachers in some States. Faced with this situation, a few States have closed down some of the training institutions. Also taking advantage of the larger availability of trained teachers, some States have raised the period of training to two years. At present, the problem of untrained teachers is confined largely to the States and Union Territories in the eastern region. The programmes which need special attention in the Fourth Plan are : improving the quality of teacher education training of more women teachers and teachers from the tribal communities, training of mathematics and science teachers for the middle classes and in-service training of teachers. Wherever necessary, correspondence courses will be organised for training of untrained teachers now working in schools. The State Institutes of Education will co-operate actively in the implementation of these programmes.

13. At the secondary stage, the numbers of teachers in 1968-69 was estimated at 0.508 million of whom 0.366 million i.e. 72% were trained. The training facilities available, at present, at this stage are considered adequate and can be easily expanded of such need arises during the Fourth Plan. The correspondence courses organised by the Central Institute of Education, Delhi and the four Regional Colleges of Education are hoping to clear the back-log of untrained teachers at this stages. The main programme during the Fourth Plan will be to improve standards of teachers education at this level and to organise a large-in-service education programme especially for mathematics and science teachers. Funds will be placed at the disposal of the University Grants Commission to improve the physical facilities of the departments of education in Universities and Secondary training colleges and upgrade the professional competence of the teacher educators working in them. These programmes will be co-ordinated with those of NCERT the State Institute of Education and State Institutes of Science Education.

14 *NCERT. and State Institute of Education.*—To work out the programmes of qualitative improvement at the school stage, greater coordination will be effected between the National Council of Educational Research and Training (NCERT) at the Centre and the State Institutes of Education. Most of the States propose to bring under the State Institutes of Education the various improvement. During the Fourth Plan the programmes already initiated in the field of evaluation and guidance, curriculum construction, extension, text-book production, educational research and science education will be expanded. A

number of pilot projects will be worked out and evaluated through these organisations. An important area of investigation and experimentation will be the reduction of wastage and stagnation at the primary stage. Training programmes for teacher educators will also be continued. A Committee was appointed to review and evaluate the activities and programmes of NCERT. In the light of the recommendation of the Committee, the Departments of the National Institute of Education are being reorganised. Also suitable changes are being made in the working of the Regional Colleges of Education so that they may provide leadership in the field of teacher education in the region.

15. *Higher Education.*—The enrolment in Arts, Science, Commerce and Law Courses in universities and colleges increased by 0.2 million during each of the First and Second Plan and 0.5 million in the Third Plan. The additional enrolment in the Fourth Plan is estimated to be about one million. Of this 0.15 million will be provided through correspondence courses, evening colleges, and part-time classes. In providing for the additional enrolment, accent will be laid on the rational location of institutions and an optimum institutional size.

TABLE 4

Enrolment at the University Stage

State (Age-group)	(Enrolment in million)			
	1960- 61 Actual	1965- 66 Actual	1968- 69 Esti- mated	1973- 74 Esti- mated
1	2	3	4	5
<i>University/Colle- giate*</i> (age-group:17-23)				
Enrolment (Total)	0.74	1.23	1.69	2.66
Pe.centage of age group	1.5	2.3	2.9	3.8
Enrolment in science courses	0.19	0.51	0.68	1.19

*Arts, Science and Commerce subjects excluding Intermediate students of the U. P. Board but including the pre-university classes run by the universities.

16. During the Fourth Plan, the main emphasis will be on consolidation and improvement of higher education through the strengthening of staff and library and laboratory facilities. Funds will be provided to assist

affiliated colleges which provide education to more than 88 per cent of the university students. Special assistance will be given to a few selected colleges for fuller development on the basis of their achievements, existing facilities and potentialities for further development.

17. Postgraduate courses occupy a key position in the university system. Emphasis in the Fourth Plan will be on increasing the facilities for post-graduate education and research and on qualitative improvement. The centres of advanced study, which are intended to encourage the pursuit of excellence, will be developed further. It is also proposed to assist a few other promising university departments to grow as advanced centres. Emphasis will be laid on the development of inter-disciplinary research by the setting up of clusters of advanced centres in related subjects. The Indian Council of Social Science Research has been established to promote research in Social Sciences.

18. Proposals to set up new universities will be very carefully examined by the University Grants Commission and the Ministry of Education. The requirements of increased facilities for postgraduate studies will be met by establishing university centres in cities with a number of colleges and a large student population. These centres will have adequate library and laboratory facilities and a nucleus of university teachers.

19. The other programmes for improvement of facilities for higher education include provision for hostels, students study homes and other facilities. The programmes of improving the quality of teaching personnel include provision of summer schools, seminars staff quarters and other measures. The Rural Institutes will be oriented to assessed needs.

20. *Scholarships and Fellowships.*—The present schemes of scholarships administered by the Central Government like the National Scholarships Scheme, the National Loan Scholarships Scheme, National Scholarships for the Children of School Teachers and Merit Scholarships in Residential Schools will be continued. The University Grants Commission will also continue to provide fellowships for post-graduate education and research. The number of post-matric scholarships under the scheme for assisting the backward classes will be increased from 145,000 in 1968-69 to about 20,00,000 in 1973-74. Scholarships will also be awarded for medical and agricultural education and scientific and industrial research.

21. *Science Education.*—Enrolment for Science subjects, which was about 26 per cent (including pre-university classes) of the total enrolment at the university stage in 1960-61, rose to about 40 per cent in 1968-69 and is estimated to rise further to 45 per cent in 1973-74. Science education will be further expanded and improved at elementary, secondary and university stages. With this end in view, programmes of pre-service and in-service training of teachers will be strengthened, the curriculum in science upgraded and laboratory facilities provided. The administration and supervision of science programmes will be strengthened and informal activities encouraged through science clubs and science fairs.

22. *Social Education.*—The most significant programme of functional literacy will be implemented under the integrated programme of Farmers' Education and Functional Literacy in the High Yielding Variety Areas. This will cover 1 million adult farmers in 100 districts. Educational institutions will take up the programme of initial literacy through the National Service Corps and the Village adoption scheme. This will be followed up by the provision of reading materials and library services. Voluntary organisations will be assisted financially and with technical guidance. The University Departments of Adult Education will be helped to take pilot projects, to conduct research and organise extension and extra-mural lectures. The National Board of Adult Education has been set up to advise Government on the development programmes and for enlisting the cooperation of all the interests concerned and the different agencies involved.

23. *Language Development and Book Production.*—The Official Languages (Amendment) Act, 1967 and the Government Resolution thereon, enjoin on the Government of India to prepare and implement a comprehensive programme for the spread of Hindi as well as the other modern Indian languages mentioned in the Constitution. The three language formula will be progressively implemented. The Institute of Languages has been set up by the Central Government for Inter-Linguistic research, training of translators and encouraging the production of appropriate literature. The State Governments will also set up similar Institutes at the State Level. It is also proposed to set up four regional institutes for the training of teachers in modern

Indian languages so as to enable the Hindi States to introduce the teaching of modern Indian languages, other than Hindi, under the three-language formula. The work of the Scientific and Technical Terminology Commission will be continued. The schemes for the development of Sanskrit will be continued and their scope expanded.

24. Two important programmes are contemplated for book production : the production of books in modern Indian languages, with a view to their adoption as media of instruction at the university stage, and the indigenous production of books in English, with a view to reducing our dependence on imported books. These programmes will be taken up by the Central Government in collaboration with the University Grants Commission and State Governments. Programmes of production of cheap textbooks for the university stage in collaboration with the Governments of U.S.A., U.K., and U.S.S.R. will continue. At the school stage, intensive efforts will be made to improve the quality of textbooks, to produce ancillary teaching materials, and to make proper arrangements for the distribution and sale of school textbooks. Three modern printing presses will be set up in the Plan period with the assistance of the Federal Republic of Germany to print school textbooks. A number of State Governments propose to set up autonomous book production corporations. As recommended by the National Integration Council, a National Board of School Text-Books has been set up to coordinate the programmes of book production at the Central and State levels. Emphasis will also be placed on the production of children's books to promote national integration and develop their interest in science.

25. *Cultural Programmes.*—The existing programmes for the development of the three national Academies, the Archaeological Survey of India, the national and other museums, etc. will be stepped up. In addition, replicas and prints of museum and archaeological objects will be supplied to selected colleges and schools to increase the awareness among students of our cultural heritage. The work relating to the compilation of the Indian and district gazetteers will be continued.

26. *National Service, Youth Programmes, Sports and Games.*—The National Service Corps programmes will be implemented on

a selective basis. Under this scheme, development projects, likely to be of interest to students, will be taken up. The emphasis will be on the adoption of villages and slum areas for literacy drives and constructional activities of various types, on a voluntary basis, in cooperation with the local authorities. There is provision for the training of youth leaders. A student health service scheme will be introduced. The National Cadet Corps will continue on an optional basis. Efforts will be made to develop a wider national outlook among students by bringing them together from different parts of the country for studies, social service and recreation. Provision exists for assisting and setting up planning forums in colleges and universities. Grants will be given to organisations for the development of sports, games, physical education and other youth activities. Students, proficient in games and sports, will be awarded scholarships. In State Plans, there are provisions for programmes relating to physical education, youth welfare, sports and games, scouting and guiding, stadia, sports councils, coaching schemes, and indigenous games.

27. Technical Education.—Technical institutions have been planned for an annual admission capacity of 25,000 students at the degree level and 48,600 students at the diploma level. In view of the present unemployment among engineers, the actual admissions in 1968-69 were about 17,000 in degree and 27,000 in diploma courses. It is proposed to keep the enrolment targets under review in the light of the assessed demand of engineering personnel in the Fifth and the subsequent Plans. The main emphasis in technical education, during the Fourth Plan, will be on improving quality and standards. The improvement programmes would relate to pre-service and in-service training and training in industry of teachers, reorganisation of diploma courses in order to diversify and reorientate them functionally to the needs of industry, expansion and improvement of post-graduate engineering studies and research, curriculum development and preparation of instructional materials including laboratory equipment. The number of places for practical training in industry which was increased from 2,000 in 1967-68 to 11,000 in 1968-69 will be maintained at about the same level during the Fourth Plan. The Apprentices Act is proposed to be amended to include graduates and diploma holders. Centres of advanced study will be developed, one each in Aeronautics, Material Sciences and Electronics and Auto-

mation at Bombay, Kharagpur and Bangalore respectively. Part-time degree and diploma courses will be consolidated. Management studies at the Institutes of Management in Calcutta and Ahmedabad and in the universities will be further developed. Support will be given for further development to the Indian Institute of Science, Bangalore, the National Institute of Training in Industrial Engineering, Bombay, the National Institute of Machine Tools and Foundry, Ranchi and other institutions. An attempt will be made for the closer linking of science and technology. The activities of technical institutions in fabricating equipment will be developed.

28. Planning, Administration and Evaluation Machinery.—To put through the various educational programmes effectively, the administrative machinery will be streamlined. The strength of the cadres, their recruitment and training policies and the incentives provided to them at various levels as well as the remedial measures required will be reviewed. The work-load of supervisors will be examined and the concept of supervision broadened to include professional guidance to teachers. Provision will be made for the training and re-training of administrative cadres. Research will be carried out in procedures and practices in different States as well as in other countries. The State Directorates of Education will carry out periodic reviews to reform the administrative machinery in response to the changing needs of educational programmes and policies. The task of detailed planning will be progressively shifted to the district level and individual institutions will be encouraged to plan and implement their own programmes of development.

29. Outlays.—A total of Rs. 829 crores has been provided in the Plan in addition to an average annual non-Plan expenditure of Rs. 550 crores. Out of this Rs. 558 crores (67.3 per cent) will be in the State sector, Rs. 30 crores (3.6 per cent) in the Centrally sponsored sector, and Rs. 241 crores (29.1 per cent.) in the Central sector. State-wise allocations for education are given in Annexure IV. According to existing trends, it is estimated about Rs. 150 crores are likely to be available from non-government sources, which includes fees, contributions by local bodies and endowments. In addition, education cess could be levied for elementary education and local resources mobilised for school buildings, school improvement, and mid-day meals.

II MANPOWER

30. Ideally educational development at the higher levels should be broadly related to the pattern of jobs and the estimates of the future demand of the economy for educated manpower. This is important both for the individual and the society. The individual is enabled to take decisions about future careers with the assurance that his training will be put to proper use and he would be productively employed. The gain to society flows from the fact that a timely view of educated manpower required to achieve the varied tasks of economic development makes it possible to provide adequately, yet not excessively, for the scale and pattern of educational development which will best serve the purpose. There are uncertainties inherent in the task. Long-term forecast of the growth of the economy has to be made and in order to provide guidance for educational planning it must be not only sufficiently detailed but fairly authoritative. Even when this condition is broadly realised, it is not all too easy to work out the ramified implications for employment and the corresponding requirement of phased output from the educational system.

31. Nevertheless such projections must be made despite the tentative character of the estimates. As new facts emerge and better methods of analysis are evolved, fresh estimates will need to be made. It must also be recognised that manpower planning based on the needs of an economy postulated to grow at a certain pace will create problems of maladjustment if the pace of growth slackens significantly over protracted periods. On the other hand, if such planning is, from the beginning, predicated on the overcautious approach regarding the future tempo of development, there will be the certainty of exposing the economy to serve constraints imposed by shortage of trained personnel at various levels when other conditions happen to be favourable for faster growth. There are greater risks of loss when such avoidable shortages arise than when there is a marginal surplus of trained manpower.

32. As manpower is not homogenous, manpower planning has to concern itself with different categories, such as doctors, nurses, engineers, agricultural graduates and craftsmen, each having its own level of education and specialisation. The provision of educational facilities to meet the estimated man-

power requirements of some of the important categories is discussed below.

33. *Medical Personnel.*—Expansion in admissions and out-turn of doctors during the Third Plan Period, the three subsequent years and as planned for the last year of the Fourth Plan are shown below :

TABLE 6
Annual Admission and Out-turn of Medical Graduates

Year	No. of Colleges	Annual admission	Annual out-turn
1	2	3	4
1961 . . .	66	7,008	4,068
1962 . . .	71	7,348	3,992
1963 . . .	79	9,667	4,179
1964 . . .	81	10,227	4,415
1965 . . .	87	10,620	5,135
1966 . . .	89	11,079	6,159
1967 . . .	91	11,106	7,407
1968 . . .	93	11,500*	9,080*
1973 . . .	103	13,000*	10,300*

*Provisional estimates.

34. By the end of the Fourth Plan, the number of medical colleges is expected to increase to 103, with an admission capacity of 13,000. To meet the requirement of teachers in medical colleges, specialists and research workers, existing facilities for post-graduate education will be appropriately expanded.

35. The stock of doctors increased from an estimated 70,000 in 1960-61, to 86,000 in 1965-66 and to 102,000 in 1968-69. It is estimated that it will increase to 138,000 in 1973-74. The doctor-population ratio in 1968-69 was approximately 1:5,200. It is expected that by the end of the Fourth Plan a doctor-population ratio of 1:4300 will be reached, and five years later 1:3700.

36. The training of nurses and para-medical personnel takes less time and adjustments of supply and demand can be made within a shorter span of time. The programme of expansion of facilities for the training of nurses and para-medical personnel during the Fourth Plan period will be related broadly to the requirements of these categories of personnel in connection with medical, public health and family planning programmes. The expected increase in the number is indicated below :

TABLE 7
Stock of Para-Medical Personnel

Category	1965-66	1968-69 (anticipat- ed)	1973-74 (anticipa- ted)
Nurses	45,000	61,000	88,000
Auxiliary nurse- midwives	22,000	34,000	54,000
Health/sanitary ins- pectors	18,000	20,000	32,000
Pharmacists	48,000	31,000	56,000
Radiographers	700	1,800	11,300
Laboratory tech- nicians	2,000	3,200	8,600

37. *Agricultural Personnel.*—There has been a rapid expansion of facilities for the training of agricultural and veterinary graduates to meet the requirements of trained manpower for agricultural development.

TABLE 8
*Expansion in Training Facilities for Agricul-
tural and Veterinary Graduates*

Year	No. of Colleges	Annual admis- sion	Annual out-turn
1	2	3	4
<i>Agricultural Gradu- ates :</i>			
1960-61	51	5,634	2,150

	1	2	3	4
1965-66		70	10,049	5,259
1966-67		70	8,649	4,368
1967-68		70	8,407	5,800*
<i>Veterinary Gradu- ates :</i>				
1960-61		17	1,301	831
1965-66		20	1,513	990
1966-67		20	1,500	1,026
1967-68		20	1,500	850*

*Provisional estimates.

38. The stock of agricultural and veterinary graduates has increased from about 14,000 and 5,000 in 1960-61 to 32,000 and 9,300 respectively in 1965-66. On the basis of the present intake the stock of agricultural and veterinary graduates should increase to 71,000 and 15,200 respectively in 1973-74. It is expected that the requirements will be adequately met.

39. Provision is also being made to create suitable training facilities to meet the requirements for agricultural technicians of various types such as tractor operators and tractor mechanics.

40. *Engineering Personnel.*—During the Third Plan there was a considerable expansion of facilities for engineering education both at the degree and diploma levels. The admission targets set originally in the Third Plan were 19,100 for the degree courses and 37,400 for diploma courses. The position was reviewed in 1962 after the Chinese aggression and the declaration of a state of emergency. It was decided to accelerate the expansion of facilities for engineering education, both at the degree and diploma levels, ostensibly to meet the urgent additional requirements arising from the new developments. The time lags of the educational system do not appear to have been taken sufficiently into account. In the event, the targets set for the end of the Third Plan were exceeded even by 1963-64. The actual levels were :

TABLE 9
Expansion of Engineering Education

Year	Degree level				Diploma level			
	No. of institutions	Sanctioned intake	Actual intake	Out-turn	No. of institutions	Sanctioned intake	Actual intake	Out-turn
1	2	3	4	5	6	7	8	9
1960-61 . . .	102	13,824	13,692	5,703	195	25,801	23,736	7,969
1961-62 . . .	111	15,850	15,497	7,026	209	27,701	26,525	10,349
1962-63 . . .	114	17,074	17,889	8,246	231	30,826	29,924	12,046
1963-64 . . .	118	21,040	20,744	9,120	248	39,712	37,822	12,938
1964-65 . . .	131	23,757	22,214	9,456	264	46,243	41,645	15,202
1965-66 . . .	133	24,695	23,315	10,282	274	48,048	43,984	17,699
1966-67 . . .	137	25,000	24,934	13,051	284	48,579	46,461	22,260
1967-68 . . .	138	25,000	24,237	13,772	284	48,580	42,935	21,191
1968-69 . . .	138	(25,000)	16,800*	17,000*	284	(48,000)	31,000*	26,000*

*Provisional estimates.

41. There was virtually no increase in sanctioned intake at the degree and diploma levels of engineering education after 1965. But admissions dropped in 1967-68 and much more steeply in 1968-69 when these were 30 percent below the level of the previous year.

42. The stock of graduate engineers is estimated to have increased from 58,000 in 1960-61 to 134,000 in 1968-69, and of diploma holders from 75,000 in 1960-61 to 198,000 in 1968-69.

43. The decline and later the stagnation in the tempo of industrial development, the slowing down of the rate of investment, the severe control on government expenditure, which were features of the years 1966-67 and 1967-68 inevitably restricted the opportunities for satisfactory employment of engineers, while new output continued on the basis of admissions 3 to 5 years earlier. While long term solution was recognised to lie in the accelerated pace of economic development

and in particular on rapid industrial advance, a number of short-term measures were approved by Government to create employment opportunities for engineers, and seek a balance in supply and demand. As many institutions had expanded in a hurry, it was recommended that admissions be restricted to the number with which the institutions could adequately cope so that standards could be maintained. The out-turn of graduates and diploma holders during the Fourth Plan is, except to a marginal extent, predetermined by the admissions which have already taken place. The existing facilities for engineering education should be sufficient to meet the Fourth and the Fifth Plan requirements. No shortages are expected. The problem will be primarily of effective deployment and better utilization of persons trained. There is need for studies to be undertaken both industry-wise and regionwise in order to ensure that regional or inter-speciality imbalance do not develop between supply and demand of broad categories of personnel.

ANNEXURE I(A)

Growth of Enrolment in Schools & Colleges—1961-74

Stage and Age-Group	Unit	Boys/Girls	1960-61 (Actuals)	1965-66 (Actuals)	1968-69 (Likely Position)	1973-74 (Estimat- ed)
1	2	3	4	5	6	7
I. Primary (6—11) Classes I—V Enrolment	Million	TOTAL . . .	34.99 (62.4)	49.72 (75.6)	55.96 (77.9)	68.27 (84.9)
		Boys . . .	23.59 (82.5)	31.99 (95.7)	34.98 (95.7)	40.37 (97.5)
		Girls . . .	11.40 (41.4)	17.75 (54.8)	20.98 (59.7)	27.90 (71.6)
II Middle (11—14) Classes VI—VIII Enrolment	Million	TOTAL . . .	6.70 (22.5)	10.35 (30.3)	12.72 (33.4)	18.45 (42.1)
		Boys . . .	5.07 (33.2)	7.56 (43.5)	9.00 (46.6)	12.26 (54.6)
		Girls . . .	1.63 (11.3)	2.79 (16.7)	3.72 (20.0)	6.19 (29.0)
III. Secondary (14—17) Classes IX—XI* Enrolment	Million	TOTAL . . .	3.02 (11.1)	5.11 (16.4)	6.56 (19.3)	10.37 (25.9)
		Boys . . .	2.46 (17.5)	3.98 (24.9)	4.96 (28.6)	7.43 (36.5)
		Girls . . .	0.56 (4.2)	1.13 (7.4)	1.60 (9.6)	2.94 (15.0)
IV. University Education (17—23) (Arts, Science and Com- merce). Enrolment	Million	TOTAL . . .	0.74 (1.5)	1.23 (2.3)	1.69 (2.9)	2.66 (3.8)
V. Technical Education (Admis- sion Capacity)						
Diploma	Nos.	TOTAL . . .	25,800	48,000	48,600	48,600
Degree	Nos.	TOTAL . . .	13,820	24,700	25,000	25,000

NOTE :—Figures in parenthesis indicate percentages of enrolment to the population in the correspondin age-group.

*Includes enrolment in classes IX to XII in case of Uttar Pradesh which the State Government regard as part of school education.

ANNEXURE II(A)
Provision of Schooling Facilities—Classes I-V

(Enrolment in Thousands)

Sl. No.	State/Union Territory	1960-61		1965-66		1968-69	
		Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group
1	2	3	4	5	6	7	8
1	Andhra Pradesh	29,76	68	36,77	75	37,94	74
2	Assam	11,26	68	14,53	73	16,40	71
3	Bihar	31,84	51	38,03	52	44,44	57
4	Gujarat	20,30	72	28,83	89	29,88	85
5	Haryana	Included under Punjab				850	64
6	Jammu & Kashmir	210	47	333	71	337	66
7	Kerala	23,91	110	29,62	119	31,97	1,19
8	Madhya Pradesh	20,11	49	30,00	59	32,48	59
9	Maharashtra	39,49	77	52,34	89	60,99	95
10	Mysore	21,68	74	32,09	92	34,50	89
11	Nagaland	43	83	53	100	65	1,12
12	Orissa	14,11	64	17,68	71	20,31	74
13	Punjab	14,40*	57	23,11*	72	13,56	71
14	Rajasthan	11,15	41	17,35	54	20,13	56
15	Tamil Nadu	33,33	85	45,23	1,03	48,82	1,05
16	Uttar Pradesh	40,93	45	80,17	74	98,45	84
17	West Bengal	29,02	65	38,09	71	43,60	73
18	A. & N. Islands	4	63	10	100	10	99
19	Chandigarh	Included under Punjab				26	86
20	Dadra & Nagar Haveli	N.A.	N.A.	5	N.A.	6	N.A.
21	Delhi	2,86	79	4,30	1,00	4,75	93
22	Goa, Daman & Diu	N.A.	N.A.	95	81	1,04	88
23	Himachal Pradesh	84	51	1,39	76	4,01	87
24	L. M. & A. Islands	3	1,03	4	1,11	3,75	1,26
25	Manipur	57	52	75	56	1,03	70
26	N. E. F. A.	5	26	13	27	11	34
27	Pondicherry	31	74	47	98	54	1,05
28	Tripura	87	55	1,23	65	1,51	75
TOTAL		3,49,94	62	4,97,20	76	5,59,66	78

*Including Haryana and Chandigarh.

NOTE :—Totals do not tally because of rounding.

ANNEXURE II(B)
Provision of Schooling Facilities—Classes VI-VIII

(Enrolment in thousands)

Sl. No.	State/Union Territory	1960-61		1965-66		1968-69	
		Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group
1	2	3	4	5	6	7	8
1	Andhra Pradesh	4,08	17	6,62	25	5,80@	32
2	Assam	2,20	26	3,22	32	3,36	28
3	Bihar	3,35	17	6,61	17	8,21	20
4	Gujarat	3,87	26	6,17	36	7,27	39
5	Haryana	Included under Punjab				3,05	43
6	Jammu & Kashmir	59	24	95	37	99	39
7	Kerala	6,95	55	8,90	66	10,94	77
8	Madhya Pradesh	3,17	15	5,50	22	6,90	24
9	Maharashtra	7,48	28	12,61	40	16,10	47
10	Mysore	3,63	22	6,08	34	7,39	36
11	Nagaland	7	27	11	39	15	49
12	Orissa	1,08	9	2,35	18	3,59	25
13	Punjab	4,39*	29	5,49*	32	4,11	43
14	Rajasthan	2,07	14	3,50	21	4,32	23
15	Tamil Nadu	6,91	32	10,53	45	13,84	54
16	Uttar Pradesh	8,24	17	14,05	25	16,59	27
17	West Bengal	5,18	22	7,85	29	9,90	32
18	A. & N. Islands	0.5	14	1.4	33	3	40
19	Chandigarh	Included under Punjab				10	75
20	Dadra & Nagar Haveli	N.A.	N.A.	0.5	N.A.	0.8	N.A.
21	Delhi	112	58	1,90	79	2,13	81
22	Goa, Daman & Diu	N.A.	N.A.	19	37	29	52
23	Himachal Pradesh	20	23	37	38	1,21	53
24	L. M. & A. Islands	0.3	18	0.8	42	0.9	47
25	Manipur	15	27	22	32	30	38
26	N. E. F. A.	0.8	6	1.5	11	3	12
27	Pondicherry	7	31	12	50	15	55
28	Tripura	15	20	26	29	40	39
TOTAL		67,05	23	1,03,46	30	1,27,17	33

@Figure relates to classes VI and VIII only.

*Includes Haryana and Chandigarh.

NOTE :—Totals do not tally because of rounding.

ANNEXURE II(C)

Provision of Schooling facilities—Classes-IX-XI

(Enrolment in thousands)

Sl. No.	State/Union Territory	1960-61		1965-66		1968-69	
		Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group	Enrolment	Percentage of the age-group
1	2	3	4	5	6	7	8
1	Andhra Pradesh	1,96	9	3,38	14	3,87	15
2	Assam	1,26	17	2,06	23	2,49	18
3	Bihar	3,28	12	4,36	13	5,02	13
4	Gujarat	1,71	13	2,82	18	4,16	25
5	Haryana	Included	under	Punjab		1,17	18
6	Jammu & Kashmir	22	10	33	14	53	28
7	Kerala	1,77	16	3,77	31	4,43	33
8	Madhya Pradesh	1,24	7	2,50	12	3,40	14
9	Maharashtra	3,38	14	6,25	22	7,77	25
10	Mysore	1,69	11	2,92	18	3,19	18
11	Nagaland	2	9	4	28	6	19
12	Orissa	45	4	1,07	9	1,68	13
13	Punjab	1,60*	12	2,65*	17	1,77	15
14	Rajasthan	85	7	1,42	10	1,83	11
15	Tamil Nadu	2,68	13	5,46	25	7,07	30
16	Uttar Pradesh	501	9	7,54	15	9,30	13
17	West Bengal	2,10	10	3,22	13	5,45	20
18	A. & N. Islands	0.2	6	0.5	13	0.7	16
19	Chandigarh	Included	under	Punjab		6	42
20	Dadra & Nagar Haveli	N.A.	N.A.	0.2	N.A.	0.3	N.A.
21	Delhi	53	31	90	44	1,23	50
22	Goa, Daman & Diu	N.A.	N.A.	9	23	16	36
23	Himachal Pradesh	5	7	13	14	51	26
24	L. M. & A. Islands	N.A.	N.A.	0.2	12	0.4	19
25	N. E. F. A.	0.2	N.A.	0.2	1	2	7
26	Manipur	7	15	11	19	17	25
27	Pondicherry	3	13	6	27	9	34
28	Tripura	5	8	11	14	17	20
TOTAL		30,20	11	51,08	16	65,66	19

NOTE:—Totals do not tally because of rounding.

*Includes Haryana and Chandigarh.

ANNEXURE III
Enrolment at school stage—Boys, Girls and Total in 1968-69

(Enrolment in thousands)

Sl. No.	State/Union Territory	Classes I—V						Classes VI—VIII						Classes IX—XI					
		Enrolment			Percentage of the corresponding age-group			Enrolment			Percentage of the corresponding age-group			Enrolment			Percentage of the corresponding age-group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Andhra Pradesh	22,47	15,47	37,94	83	60	74	4,19	1,61	5,80	46	18	32	3,02	85	3,87	23	7	15
2	Assam	10,00	6,40	16,40	87	54	71	2,36	1,00	3,36	40	19	28	1,76	62	2,49	26	11	18
3	Bihar	33,10	11,34	44,44	84	30	57	6,94	1,27	8,21	33	6	20	4,54	48	5,02	24	3	13
4	Gujarat	18,83	11,05	29,88	1,04	65	85	4,78	2,49	7,27	49	28	39	2,79	1,37	4,16	32	17	23
5	Haryana	6,03	2,47	8,50	85	40	64	2,37	69	3,05	63	21	43	92	25	1,17	27	8	18
6	Jammu & Kashmir	2,45	92	3,37	94	37	66	79	22	99	49	18	39	42	11	53	42	12	28
7	Kerala	17,02	14,95	31,97	1,23	1,14	1,19	5,99	4,95	10,94	83	70	77	2,44	1,99	4,43	36	30	33
8	Madhya Pradesh	22,88	9,60	32,48	82	36	59	5,30	1,60	6,90	36	11	24	2,80	60	3,40	22	5	14
9	Maharashtra	35,45	25,54	60,99	1,10	78	95	10,59	5,51	16,10	60	34	47	5,66	2,11	7,77	38	41	25
10	Mysore	19,83	1467	34,50	1,01	77	89	4,88	2,51	7,39	48	25	36	2,34	85	3,19	26	10	18
11	Nagaland	43	8,22	65	1,49		1,12	10	5	15	69	16	49	5	1	6	30	9	19
12	Orissa	12,95	7,36	20,31	95	78	74	2,98	61	3,59	42	8	25	1,38	30	1,68	21	5	13
13	Punjab	8,10	5,46	13,56	81	54	71	2,88	1,23	4,11	59	26	43	1,26	51	1,77	21	9	15
14	Rajasthan	14,69	5,44	20,13	19	61	56	3,59	73	4,32	38	8	23	1,56	27	1,83	18	3	11
15	Tamil Nadu	28,00	2082	48,82	1,18	32	1,05	9,00	4,84	13,84	69	38	54	5,00	2,07	7,07	42	18	30
16	Uttar Pradesh	62,48	35,97	98,45	1,02	91	84	13,40	3,19	16,59	42	10	27	7,71	1,59	9,30	29	5	13
17	West Bengal	27,06	16,54	43,60	89	64	73	6,83	3,07	9,90	45	20	32	4,24	1,21	5,45	31	9	20
18	A. & N. Islands	6	4	10	1,20	55	99	5.5	1	3	51	30	40	0.4	0.3	0.7	19	12	16
19	Chandigarh	13	13	26	88	86	86		4.5	10	80	70	75	3.0	2.5	5.5	47	37	42
20	Dadra & Nagar Haveli	4	2	6	N.A.	N.A.	N.A.	0.6	0.2	0.8	N.A.	N.A.	N.A.	0.2	0.1	0.3	N.A.	N.A.	N.A.
21	Delhi	2,64	2,11	4,75	97	88	93	1,30	83	2,13	92	69	81	82	46	1,28	59	40	50
22	Goa, Daman & Diu	61	43	1,04	1,00	65	88	19	10	29	67	45	52	10	6	16	40	28	36
23	Himachal Pradesh	2,47	1,53	4,00	1,06	68	87	91	30	1,21	79	27	53	38	13	51	39	13	26
24	L. M. & A. Islands	3	2	5	1,42	1,07	1,26	0.7	0.2	0.9	66	27	47	0.3	0.1	0.4	31	7	19
25	Manipur	66	43	1,09	85	56	70	20	10	30	53	25	38	12	5	17	38	13	25
26	N. E. F. A.	15	2	17	61	8	34	2	1	3	14	10	12	1.2	0.5	1.7	10	4	7
27	Pondicherry	31	23	54	1,20	90	1,05	10	5	15	71	38	55	6	3	9	46	22	34
28	Tripura	92	69	1,61	85	66	75	24	16	40	49	30	39	12	5	17	28	13	20
TOTAL		3,49,79	2,09,87	5,59,66	95	60	78	89,99	37,18	1,27,17	47	20	33	49,66	16,00	65,66	29	10	19

ANNEXURE IV

State-wise allocations for education in the Fourth Plan

(Rs. in lakhs)						(Rs. in lakhs)					
Sl. No.	State/ Union Territory	General Education	Technical Education	Culture	Total (3+4+5)	1	2	3	4	5	6
1	2	3	4	5	6						
1	Andhra Pradesh	3,300	300	20	3,620	16	Uttar Pradesh	5,293	1,048	*	6,343
2	Assam	2,263	301	23	2,587	17	West Bengal	3,260	370	15	3,645
3	Bihar	3,061	310	*	3,371	18	A. & N. Islands	100	..	5	105
4	Gujarat	2,550	300	50	2,900	19	Chandigarh	50	20	*	70
5	Haryana	1,300	155	8	1,458	20	Dadra & Nagar Haveli	23	23
6	Jammu and Kashmir	769	60	20	849	21	Delhi	2,300	251	9	2,560
7	Kerala	1,700	225	*	1,925	22	Goa, Daman & Diu	300	84	10	394
8	Madhya Pradesh	3,200	400	25	3,625	23	Himachal Pradesh	609	50	2	661
9	Maharashtra	5,500	950	22	6,478	24	L. M. & A. Islands	36	..	*	36
10	Mysore	1,000	200	*	1,200	25	Manipur	303	20	*	323
11	Nagaland	401	45	10	456	26	N.E.F.A.	200	..	*	200
12	Orissa	1,425	150	25	1,600	27	Pondicherry	210	20	2	232
13	Punjab	2,100	85	2	2,187	28	Tripura	332	95	*	427
14	Rajasthan	1,400	30	15	1,445		TOTAL	47,987	5,972	298	54,257**
15	Tamil Nadu	5,000	503	40	5,543						

*Included in General Education.

**This has since been revised to Rs. 558 crores. The State-wise final break-up is not yet available.

Item 6.—Merit-cum-means test may be introduced for free education, scholarships or financial assistance to students at the secondary stage of education and above.

(Issue raised by the Planning Commission)

It has been pointed out that the introduction of free education for every student at all levels of education has far reaching implications in terms of expenditure involved, number of educated persons becoming available for pay packet employment and lowering of standards and quality of education. While constitutionally, it is imperative to provide free education up to the end of elementary stage there are no compulsions for a programme of free education beyond that stage. Some of the significant implications of a non-discriminating introduction of a scheme of free education for all the stages would be as under :

- (a) The Government will have to incur expenditure for the establishment of new institutions and reimbursement of the loss of free income to aided institutions.
- (b) Since the pace in the increase in numbers enrolled in educational institutions is always larger than the increase in expenditure that the Government can undertake, the quality of and equipment in education will be rapidly deteriorating.
- (c) As the number of graduates and matriculates is increasing at a phenomenal pace and because standards are lowering down, the situation in relation to both employment and employability will be fast worsening. At present the Government which is the only substantial employer of what is clerical and non-technical labour is finding it impossible to offer employment in adequate volume and faces a problem of educated-unemployment.

(d) Whatever expansion in educational institutions is taking place is mostly concentrated on the general education side and not in fields and courses preparing for various types of skilled labour and other personnel.

2. It has been suggested that unless there is a well-defined policy of applying strict criteria, based on merits, for purposes of admission to post-elementary stages of education it will be impossible to stop the rush to such courses which lead to white-collared jobs. Therefore, the policy of providing free education to all students at various levels, as adopted in certain States, needs to be reviewed immediately.

3. One of the possible solutions suggested is the introduction of merit-cum-means test at all stages above the primary education level. It is understood that the Government is finding it progressively necessary to introduce these elements to scholarships given even to Scheduled Castes and Scheduled Tribes. Their introduction in regard to generality of the population, it is suggested, should not be objected to.

4. While it is true that, as far as possible, merit should be the criterion for getting admission to post-elementary institutions, the facilities for further training in skills, vocational courses, in part-time and short-term courses, should not be denied to those who cannot be admitted to normal educational institutions. For this purpose, it would be necessary to evolve programmes of a vocational nature, which help the students in self-employment. They should also be given the opportunities of improving their qualifications, while in work, through correspondence courses etc. This would help in their horizontal and vertical mobility.

Item 7.—To consider the recommendations of the National Seminar held in Sevagram from 9th to 11th February, 1970 on Gandhian Values in Indian Education.

The Union Ministry of Education and Youth Services organised a National Seminar on Gandhian Values in Indian Education at Sevagram from 9th to 11th February, 1970 in the Gandhi Birth Centenary to consider some important facets of the problems relating to Gandhian Values in Indian Education. The Union Education Minister was present in the seminar on the 10th and 11th February, 1970. The participants of the seminar discussed with Acharya Vinoba Bhave some of the important conclusions which emerged from the National Seminar and sought his advice and guidance in regard to giving a practical shape to the introduction of Gandhian Values in Indian Education.

2. A copy of the Address of Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services to the National Seminar may be seen at Annexure IVA. A copy of the main conclusions of the National Seminar may be seen at Annexure V.

3. The National Seminar recommended that a suitable programme should be developed to realise the following *three* fundamental features in Indian Education :

- (1) dignity of manual labour through the use of work as a part of the educational programme;
- (2) a sense of social awareness and social responsibility through the involvement of

students and teachers in meaningful programmes of community service; and

- (3) the promotion of a secular outlook or *sarvadharama samabhava* through an understanding of the fundamental unity of all religions; and that students should be involved in their planning and implementation. The National Seminar emphasised that these programmes should cover all stages of education and should be varied and flexible enough to suit local conditions and available resources. It was also recommended that pilot projects may be launched in selected districts (at least one in each State) where minimum programmes incorporating the Gandhian Values in the field of education could be developed intensively.

4. The Union Minister of Education and Youth Services requested Acharya Vinoba Bhave to guide the preparation of books for children to teach *sarvadharama samabhava*, that is the promotion of a secular outlook through an understanding of the fundamental unit of all religions.

5. The Union Minister of Education and Youth Services is taking follow-up action on the various recommendations of the National Seminar and a special cell for the purpose has been set up in the Ministry of Education and Youth Services for this purpose.

ANNEXURE IV(A)

Address by Prof. V. K. R. V. Rao at the National Seminar on Gandhian Values in Education

I

I must begin by extending a warm welcome to you all to this National Seminar, organised for the first time, by the Ministry of Education and Youth Services in collaboration with the Maharashtra Government and the Hindustani Talimi Sangh to discuss, in this year of Gandhiji's Birth Centenary, some important facets of the problems relating to Gandhian Values in Indian Education. My only regret is that I was not here personally to welcome you and take part in the discussions as I had eagerly looked forward to. Acute fatigue and medical advice have prevented me from doing so. My regret is all the greater, because I shall not be taking advantage of the benign and stimulating presence of Acharya Vinobha Bhave who has blessed this Seminar. I hope, however, that from Sevagram, so beloved of Gandhiji, will emerge again the stimulus that will spearhead a movement for the active incorporation of Gandhian Values in our educational system.

II

This is the Gandhi Centenary year. Many things—pleasant and unpleasant—have happened during this year. We have, at various platforms and in a number of speeches and talks, pledged ourselves to our adherence to the basic values propounded by Gandhiji. I have, however, been feeling that our pledges would become meaningful if we could ensure that at least our future generations get some grounding in Gandhian values and the message of Gandhi as given by his life and teachings. It is, therefore, that I thought it might be useful to convene a seminar on the subject and that too at Sevagram and in the presence of the greatest living exponent of Gandhian values, Acharya Vinoba Bhave, who is, fortunately for us, present here today.

One important reason for us to look back is that the present educational situation, more or less, presents the same spectacle as obtained in 1937 when Gandhiji came out, in a concrete form, with his idea of educational reconstruction. During these 33 years,

in spite of our 23 years of independence and about 19 years of planned development, the quality of education in terms of self reliance, social awareness, and national integration does not seem to have grown to any appreciable extent, even though there has certainly been vast quantitative progress in terms of the number of pupils and the number and variety of educational institutions. If a proof is needed, one has only to glance through the report of the Education Commission which has been available with us for the last three years. Education continues to be equated with literacy and learning. There is hardly any room for practical and productive work. There is little life-giving contact between the school and the society or between the curriculum and the vital activities which sustain life outside the school. The rate of growth of literacy has increased but the number of illiterates has gone up. The rate of wastage and stagnation continues to remain constant. The Constitutional Directive of bringing all children up to the age of 14 in schools is still a distant goal. Therefore, in more than one sense, we are where we were in 1937. Experiments have been made in some institutions but they have not made a perceptible impact. There is no doubt that a number of buildings have come up, scientific and technological personnel have been trained and enrolments have increased; so have the investments and also the number of institutions and teachers; but the hard core of education is the same as it was when Gandhiji gave us his idea of a new educational system. I thought we should take stock of the major difficulties which have impeded the progress of educational reconstruction and also consider the extent to which it should be possible for us to give a new look to our educational system in the light of Gandhian values. This is the major reason of our meeting today.

III

Gandhiji was a most comprehensive but integrated individual. Having thought of restoring man to his right position, Gandhiji wanted to concretise his concept of the goal of man. The answer he found was that it should be search for truth and pursuit of truth

impossible without non-violence. Thus, he conceived the idea of the interdependence of Truth and Non-violence. To him, truth and non-violence meant the emancipation of man, the re-awakening of his inner-self, and clarity of the concept of his goal of collective prosperity.

There was hardly any aspect of life, political, social, cultural, moral, religious or even international that he did not touch and seek to illuminate during his long life of speeches, writings and action. He cannot be categorised or catalogued and it is impossible to confine him to one sector or the other because he was like a broad river spreading himself out over so many different fields. A votary of peace, his heart overflowing with love and compassion, an inveterate believer in man's capacity for goodness, possessed of an indomitable will expressing itself in an iron discipline extending over the many decades of his life on earth, Gandhi was essentially a man of God. While he resuscitated and gave renewed expression to the traditional Hindu message of truth and non-violence, his own unique contribution lay in demonstrating that truth and non-violence were capable of mass understanding and, embodied in Satyagraha, could be a potent instrument for bringing about a fundamental change in the ordering of human affairs.

In addition to these basic Gandhian values, there are some important aspects of Gandhiji's life and values which are becoming more and more relevant and will increasingly become still more relevant for our country during the coming years. These are his approach towards the solution of differences, the importance he attached to treating public funds as something more important than private funds, the doctrine of trusteeship that he talked about, his absorbing passion for the uplift of the *daridra-narayan*, his concern for rural India and the villages, his whole concept of decentralisation of the Indian economy and of village self-sufficiency, his idea on the limitation of personal income, and his insistence that everybody should do some manual work and have a feeling of the dignity of labour. How are these significant values to be made a part of our working life? It is my belief that this can be done only through appropriate changes in the educational system, and that too at its earlier stages.

Gandhiji had his own ideas about the educational system. He believed that education must be through the mother tongue, that knowledge should be imparted through acti-

vity rather than through merely books and lectures, and that, to the extent possible, an educational institution should be self-supporting through the work undertaken by its pupils and teachers as a part of the education imparted in the institution. He also believed that education must deal with the whole man and must lead not only to the development of skills but also that of character and the development of the pupil's moral and social personality. Except for the role that he gave to the concept of self-support in education everything else that he advocated is accepted as sound and practicable by the most modern educationists. Even in regard to self-support, if we were to give it a broader interpretation and identify it with the concept of self-reliance and willingness to find work for themselves on the part of those who receive education rather than look to somebody else to provide them with employment, then it becomes a system which is not only relevant in the Indian context but also in tune with the most modern concept of education.

How far does the Indian educational system conform to these criteria that I trace to Gandhiji's concept of education, and what can we do to bring to in line with this concept? It is to these two matters that I invite the Seminar to give their consideration.

I think it would not be incorrect to say that, by and large, our educational system does not conform to the Gandhian concept of education even in the modified version that I have attempted to give it. It is conspicuously deficient in its failure to give dignity to manual work. On the contrary, it draws a visible distinction between work and study, work is for servants and study is for students, with the result that every educational institutions must have its class IV staff and the educated person thinks that it is more dignified to use what he thinks in his mind and that it is not dignified for him to dirty his hands or feet or do manual work of any description. Automatically, therefore, there develops a dichotomy between the attitude that he acquires and the world of reality in which he emerges when he leaves his school or college as the case may be.

Then, again, our educational institutions do not prepare our pupils to take account of the multi-religious and multi-lingual character of Indian society for the harmonious operation of which it is necessary to develop attitudes of tolerance, mutual respect, and mutual appreciation of the best in this multi-faceted society of ours and apprehension of

the underlying unity that lies hidden behind all this diversity. Moral and spiritual values get completely neglected in our secular system of education with the result that no antidote is provided to the divisive and conflicting forces that are inherent in a multi-religious and multi-lingual society such as ours is. To add to all this are our divisive social institutions such as the caste system and our inhuman social institutions such as the practice of untouchability. We have not yet found a way to create a good secular society through our educational system. To what extent this should be done through books and lectures, to what extent through participation in common social functions and participation in each other's religious festivals, and to what extent through participation in common work and living together when engaged in common work, all these require examination, cultivation and practice if our education is to prepare our future generation for positive participation in Indian society.

Then there is the whole question of our educational technology. Our system of education is largely literary in its techniques. Listening, reading and writing is what constitutes education for the pupils in most of our schools; and the class-room is the limited and crowded world in which they spend most of their time. Activity is marginal and participation practically non-existent. There is no link between what is taught with either the environment or the life outside the school. School life, therefore, largely fails to stimulate either the growth of personality or the development of a link with reality. Dance, music, drama, crafts and even games become the hall mark of a few good schools while the vast majority are largely centres of dull drudging and compulsory boredom. While passing examinations and getting good marks give some room for stimulation and interest at least in the end product of education, this leads to one-sided development where it works and where it does not, it leads to no development at all. How to make education multi-sided to cater to the multi-faced character of human personality and how to make it an instrument for the development of the whole personality, these are questions to which we have not yet been able to find an answer as far as the bulk of our educational institutions are concerned.

Two other values that we need to get into our educational system are non-violence and identification with the poor and handicapped people. These values would be important for producing a civilised man in any society. They are particularly so in our country because of

the nature of Indian society and the overwhelming mass of the poor and the handicapped who constitute it. Indian society consists of so many diverse groups that unless they learn to discuss their differences on the firm basis of non-violence, social stability is in almost daily danger. Apart from this practical justification for the adoption of no violence in the discussion of group differences, the importance of non-violence as an ethical concept deriving its strength from Indian traditions and the positive content of non-violence as an instrument for resolving differences and coming to a mutually acceptable agreement needs to be stressed as a part of our educational training. As regards the concept of *daridra-narayati* and the need for identifying oneself with the lowest of the lowly, it is not only enshrined in Indian religious and social teachings; it is also an essential instrument for bringing about a peaceful change in Indian society. How to incorporate these values in the educational system and, in particular, how we can include a practical participation programme that will strengthen these teachings and make them an integral part of the pupil's attitudes is a task that the educationist has to solve.

Finally, Gandhian values demand the recognition of the worth of human personality as such and the overcoming of emotional barriers to the development of a feeling of oneness of the human race. Respect for other cultures and respect for other peoples have to be woven into the educational system. It is, therefore, important to see what is being done in this respect and what needs to be done further in order to promote among Indian students the required feeling for the universal man.

What I have given is only a brief review; and I have not suggested any cut and dried programmes for the incorporation of Gandhian values in Indian education. I am also aware that any massive attempt in this direction is bound to involve financial implications; and we all know the constraints of finance which press hard on all good programmes and especially on those relating to education. And yet we cannot afford to give up the attempt. I trust that the Seminar will enable us to evolve at least a few programmes that would help in the direction of introducing Gandhian values in Indian education and be at the same time of a kind that can be taken up for practical implementation within all the constraints—political, constitutional and financial—that so restrict our capacity to bring about educational reconstruction. Let us not prepare ambitious pro-

ammes which we will not be able to implement. Even if we take up only two programmes like the introduction of well-planned socially useful, productive work and the promotion of intimate contacts with and participation in actual purposeful work in the neighbourhood communities by our educational institutions and attempt to implement them, we would have made a useful beginning. I hope the Seminar will give a practical

lead in this direction and give us concrete proposals that could be worked out on a pilot basis by dedicated organisations and institutions like, for example, the Hindustani Talimi Sangh. I hope it will be possible for us to show to the world that, in the International Education Year that has just begun, India has not forgotten Gandhiji and that we are not just building him into an idol to be worshipped but not to be followed.

ANNEXURE V

"National Seminar on Gandhian Values in Indian Education" Sevagram, Wardha from 9th February to 11th February, 1970

"We are very glad that a National Seminar on Gandhian Values in Indian Education has been convened by the Ministry of Education and Youth Services at Sevagram where Gandhiji first put forward his concept of Nai Talm. As a result of the work done during the last three decades, the significance and relevance of Gandhian values to a reform of Indian education has come to be recognised. But for some reason or the other, these values have not been reflected in actual practice in the millions of classrooms in the country. We hope that this seminar will mark the beginning of an earnest and sustained effort to realise the Gandhian values in Indian Education and that these will command the support of all concerned." This was one of the major conclusions of the National Seminar on Gandhian Values which concluded its three days deliberations this evening.

The Seminar was inaugurated by Prof. V. K. R. V. Rao, Union Minister for Education and Youth Services and was presided over by Shri Shriman Narayan, the Governor of Gujarat.

The following are the other major conclusions of the Seminar :

1. The ultimate objective which Gandhiji had in view was the evolution of a non-exploitative, non-violent society conducive to the welfare of all. To this end, it is essential to emphasis three fundamental values in education viz.,

- dignity of manual labour through the use of work as a part of the educational programme ;
- a sense of social awareness and social responsibility through the involvement of students and teachers in meaningful programmes of community service; and
- the promotion of a secular outlook or *Sarvadharm Samabhava* through an understanding of the fundamental unity of all religions.

Suitable programmes should be developed to realize these values and students should be involved in their planning and implementation.

2. These programmes should cover all stages of education and be varied and flexible enough to suit local conditions and available skills and resources. They may, for instance, include :

- (a) *Safai* and maintenance of campus ;
- (b) Participation in sowing and harvesting operations through suitable adjustment of vacations ;
- (c) Participation in productive work in agricultural operations in the school, family farms or the neighbourhood ;
- (d) Teaching of crafts ;
- (e) Cultivation of hobbies ;
- (f) Adoption of new methods of teaching which provide opportunities for work with hands to the maximum extent possible in every subject ;
- (g) Establishing close contacts between the educational institutions and the community through programmes of mutual service and support ;
- (h) Participation in programmes of relief in times of famine, flood, epidemics and other natural calamities ;
- (i) Beginning the school day by an assembly with a silent and/or common prayer and provision for teaching of moral and social values ;
- (j) Organising suitable programmes of adult education, including the spread of literacy, and
- (k) involvement of students in programmes which will train them in responsibility.

A minimum programme of action on the above lines should be drawn up and introduced in all institutions. In addition, encouragement, recognition and some special assistance should be available to institutions which develop the programme in depth and with a

sense of dedication. It will also be desirable to launch pilot projects in selected districts (at least one in each State) where the programmes could be developed intensively.

The programme should be introduced both in urban and rural areas. In view of the special problems involved, the Ministry of Education and Youth Services may set up a Study Group to make concrete proposals for their introduction in urban areas.

3. These programmes have an obvious significance at the primary stage because about 70 million children are involved. As most of these are not likely to proceed beyond the primary stage, these will have the largest impact on moulding the future of the nation. These programmes, it may be pointed out, need not be confined to the school campus only. On the other hand, they should extend to the community as a whole and utilize all opportunities of participating in its activities.

4. At the secondary stage, the programmes of work experience should be highlighted. Every effort should be made to link them with the developmental programmes being implemented in the neighbourhood so that the students get a sense of meaningful participation in nation building activities.

5. At the University stage, the national service programme should be generalised. Besides, pilot projects to attach workshops or farms to selected institutions should be introduced.

6. It is essential to produce books for children to teach *Sarvadharm Sambhava*. Vinobaji was requested to guide the preparation of such books and has agreed. These should be translated and published in all languages.

7. All students should be introduced to the life and message of Mahatma Gandhi through suitable courses. In addition, there should be appropriate facilities, at the university stage, for those who desire to study his message in depth.

8. The success of these programmes will largely depend upon the efficiency and proper orientation of training institutions for teachers, the quality of leadership provided by the State Education Departments, and the extent to which the programme becomes a movement undertaken by the community of teachers themselves. They should, therefore, receive adequate attention on a priority basis.

9. The realization of Gandhian Value Education needs an elastic and dynamic system of education for its proper development. Simultaneous attempts should, therefore, be made to reduce the rigidities of the present system and to permit greater elasticity in curriculum and examination.

10. The efforts of the educational system to realise these values will need support from parents and the community in general. An appropriate *Loka Shikshana* programme to this end should, therefore, be simultaneously developed.

In his concluding Address to the Seminar, Prof. Rao thanked the authorities of the Ashram, the Maharashtra Government, Shri Shriman Narayan, and all the participants in the Seminar. He assured that his Ministry would pursue these recommendations. A cell will be set up to look after the programme and a Standing Committee may be appointed to advise on the drawing up of details. The whole subject may be considered in the next meeting of the Central Advisory Board of Education and another Seminar would be convened in due course to review the progress made in implementing the recommendations.

SUPPLEMENTARY ITEMS SUGGESTED BY THE MINISTRY OF EDUCATION AND YOUTH SERVICES

(a) *National Scholarships at the secondary stage for talented children from rural areas*

1. The Government of India has a special responsibility for identification and development of talent. From this point of view, it is now operating a programme of National Scholarships at the university stage under which 8,500 awards are made every year and a programme of loan scholarships at the

same stage under which 20,000 awards are made each year.

2. *Need for the Scheme.*—The Central Programme of scholarships at the school stage, however, is very limited and consists only of 200 scholarships a year given to

talented students for education in residential schools including public schools. The scholarships which the State Governments provide at the school stage are also limited and although the small amounts they provide are generally adequate to meet the incidental expenses of a student who is staying at home and attending a secondary school in his neighbourhood, they do not enable him to join a good school in a distant place which ordinarily involves a stay in a hostel. There is also no attempt to evolve a 'placement' programme in the sense of securing admission to a talented student in a selected good school. There is, therefore, a good deal of elimination of potential talent at the secondary stage, especially in rural areas. The Education Commission recommended the institution of a fairly large scholarships programme at the secondary stage, combined with placement and a special accent on rural areas, to reduce this waste and to ensure that we will get a much better return for the investment in scholarships which we now make at the university stage. It is to give effect to this recommendation that the scheme has been designed.

3. *Outlines of the Scheme.*—(i) The primary unit of competition adopted for the scheme is the community development/tribal block. It is our experience that when the primary unit of selection is large (e.g. a State), most of the scholarships go to urban students or to those who come from good urban schools and the rural areas are neglected. This happens at the district level also. This is because competition is uneven, and the rural students educated in poor rural schools find it difficult, in spite of their native talent, to compete with urban students educated in good schools. It is, therefore, proposed that although a common state-level scholarship examination will be organised (Papers to be set at the state level but examined at the district level), the selection of scholarship holders will be made on a Block basis and two students who stand first and second in the examination in each community development block will be selected. This will broad-base the search for talent and net a far wider pool of rural talent.

(ii) The next step in the programme will be placement. Good schools in each District will be identified and they will be required to reserve a certain percentage of seats for the scholarships holders; and each scholarship holder will be placed in a selected good school.

(iii) In the first year of their selection, some of the rural students, in spite of the fact that they have stood first or second in their areas, will be found to be comparatively weak and may need some special aid to adjust themselves to their new schools in the course of their studies. It will be regarded as the responsibility of the selected schools to help them to do so. Provision will be made in the scheme to pay them small grants, where necessary, for evolving suitable programmes for the purpose.

4. *Administration and Finance.*—The scheme will be administered as a Central scheme (like the scheme of national scholarships at the university stage), but through the State Governments who will hold the scholarships examination, select scholars, arrange for their placement, and make payments to scholars. A small unit for this purpose will be set up in each State Institute of Education and a coordinating, planning, evaluating, and research unit will be set up at the national level in the NCERT. The nature of the examination will be unique in the sense that it will be specially designed to test, not only achievement, but native talent as well. However, when the National Scholarships Board will be set up, the scheme will be transferred to the Board for administration.

5. There are about 5,000 blocks, so the number of scholarships will be 10,000 in the first year. It will rise to 35,000 or so in the fourth year (the duration of the secondary course is 3 or 4 years) where it will stabilise. The cost of each scholarship, including administrative costs, will be about Rs. 1,000 a year so that the cost of the entire programme will begin at Rs. one crore and rise to Rs. three-to-four crores at the end.

6. Preparatory work will be done in 1970-71 and the scholarships will be awarded from 1971-72 on the basis of the phased programme indicated above. However, every effort will be made to start the programme even during this year on a pilot basis. The cost will be Rs. one crore in 1971-72, two in 1972-73 and three in 1973-74 or Rs. 6 crores in all. Provision for this has been made in the Ministry's Plan (Central sector). In due course, the number of scholarships may be increased, as funds become available, to five per block.

7. A special working group will be set up, as soon as the scheme is broadly approved, to work out the details for the implementation of the scheme.

8. It is hoped that the scheme will result in the greater equalisation of educational

opportunity, provide a great fillip to the development of rural talent and promote national integration.

(b) Language Policy and Plans

Introductory.—India is a multi-lingual country. Although with the reorganisation of States on the basis of a dominant language spoken in a particular area a certain amount of homogeneity has been achieved within the bounds of each State, still each of them contains linguistic minority ranging from 2.22% (Kerala) to 63.53% (Bihar) and 79.44% (Nagaland) of their total population. In other words, each of the States in India represents in micro-structure the same diversity what India as a whole may be said to represent in a macro-design. National integration in a country as diverse as India is only possible through mutual respect for each other's language and the points of view expressed by them. Multi-linguism is thus a necessity for India. It is in this context that the National Policy on Education as laid before Parliament assumes relevance. The National Policy Resolution states :

"The energetic development of Indian languages and literature is a *sine qua non* for educational and cultural development..... The regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should now be taken to adopt them as media of education at the university stage."

It further states :

"At the secondary stage, the State Governments should adopt, and vigorously implement the three language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional languages and English in the non-Hindi speaking states."

2. In pursuance of the above directive, the Ministry of Education and Youth services from the year 1968-69 have taken various steps in this regard as stated below.

3. **University Level Books in Regional Languages.**—The Government of India from the year 1968-69 have been implementing a scheme for writing of books at university level to facilitate change-over from English to regional languages as medium of instruction. Under the Scheme, each State Government

having universities in their jurisdiction except Jammu & Kashmir have been offered up to Rs. one crore each spread over a period of six years for this purpose. The Ministry of Education & Youth Services have drawn up guidelines which have been circulated to the State Governments. Some of the important matters in the guidelines are reproduced below :

- (a) The programme should cover both translation of standard works and original writing of books, the emphasis should be on original writing;
- (b) In the field of textbooks priority should be given for original writing. Textbooks to be written under the programme should be directly linked with the syllabus content of the respective paper. There should be one book for each paper on the subject. These textbooks should be written in the latest style, containing bibliography and suggesting further readings in English at the end of the chapter.
- (c) In regard to translation of foreign works, as a matter of general policy, it should not be literal translation. As far as possible, adaptations may be brought out to suit Indian requirements.
- (d) To ensure effective use of books and literature to be produced under the scheme, it is necessary that the concerned universities prescribed them for approved courses at the under-graduate and post-graduate levels.

The progress made by each State so far is given in Annexure VI.

It will be clear that there is further room for stepping up of effort in this direction.

4. **Urdu and Sindhi.**—Urdu being an important non-state language, Government of India has set up a Taraqqi-e-Urdu Board for the production of educational literature in Urdu. 500 titles have so far been selected for translation and original writing in Urdu and 176 books have so far been allotted to translators and authors. This Ministry has recently convened a conference of Sindhi scholars and it has been decided in principle that a similar Board as for Urdu may be set up for production of educational literature in Sindhi.

5. *Fellowships*.—Realising the difficulties of adequacy of translated works of books written in foreign languages, the Government of India have initiated a scheme with effect from this year under which 100 fellowships will be offered each year for the five years of the fourth plan period to those first class post-graduate students who would take up the translation work or writing of original books in regional languages after a prescribed course of training in translation. Successful completion of translation within a period of three years, as may be prescribed by the University Grants Commission will enable the fellows to be awarded M. Phill. Degree. Those who write original books in regional languages, according to the standard laid down by the University Grants Commission, may also be considered for award of Ph. D. Degree. Subsequent employment at appropriate level in the University would also be envisaged.

6. *Core Book Programme*.—With a view to fostering national integration, Government of India have also decided to publish books in Indian languages or in English for use by university students which could be translated in other Indian languages. These would be written by eminent writers in different subjects from any part of India. These books will be selected on the basis that they will be such standard and authority that generally speaking, all Universities will accept them as textbooks or reference literature and that such books are expected to remain effective books at least for a period of five to ten years.

To begin with, the Government of India have decided that the National Book Trust should take up translation of 11 volumes of Bharatiya Vidya Bhawan series known as "History and Culture of Indian People" into 12 languages. The National Book Trust have also been asked under this programme to produce medical books by Indian authors. A textbook on Indian Medicines has already been published. The immediate programme envisages writing of books in surgery, physiology and anatomy.

7. *Subsidy to Indian Authors*.—This Ministry has formulated a scheme of subsidising Indian authors who will be writing original books at university level so that the price of their books could compare favourable with the subsidized books which are available now under the three international collaboration programmes.

8. *Regional Language Teaching Centres*.—One of the main hurdles for implementing the three-language formula in the Hindi speaking

States has been lack of finance and paucity of trained teachers to teach a modern Indian language. While facilities were made available to the non-Hindi speaking States for financing appointments and training of Hindi teachers to be employed in their schools, similar facilities were not available to the Hindi-speaking States for financing appointments and training of teachers in modern Indian languages other than Hindi. Government of India have now decided to establish four language teaching centres to be located at Bhubaneswar, Mysore, Poona and Patiala in a phased manner, each Centre providing teacher training facilities for a group of languages. The Bhubaneswar centre will provide facilities for teaching, Bengali, Oriya, and Assamese. The Mysore Centre will provide facilities for teaching of Malayalam, Kannada, Telegu and Tamil. The Poona centre will engage themselves in teaching of Marathi, Gujarati and Sindhi and the centre at Patiala will concern themselves with the teaching of Kashmeri, Punjabi and Urdu.

To begin with the Centres at Bhubaneswar and Mysore have started functioning.

The main functions of these centres initially will be to train secondary school Hindi teachers in Hindi areas in non-Hindi languages but provision will also be made for non-Hindi language teachers to learn languages other than their mother tongue. The teaching of the language will be at comprehension level and the new technique of learning the language through language laboratory method will also be utilised. These teachers, after an initial training for a period of nine months are required, on return to their schools, to arrange teaching of such languages to the school children in the schools in which they are working.

The Government of India will pay for their entire cost of training including grant of advance increments for teachers so trained provided on return they arrange language teaching classes in their school.

The Union Education Minister has written to all State Education Ministers requesting them to make arrangements for deputation of secondary school teachers from their States to these centres and it is hoped that all States will make full use of the facilities now made available.

9. *Assistance to Voluntary Institutions for Teaching of Languages*.—Hitherto voluntary organisations wishing to engage themselves for

teaching of Hindi to adults in non-Hindi areas were financially assisted up to 75% of their approved expenditure. A similar scheme, has now been introduced whereby voluntary organisations willing to take up teaching of modern Indian languages to adults other than the language of the region where the voluntary institution is situated, would also be assisted up to 75% of their approved expenditure. It is hoped that the State Governments would give full support to this scheme and persuade the voluntary organizations to avail themselves of this opportunity now provided in a larger measure.

10. *Central Institute of Indian Languages, Mysore.*—The Government of India has established a Central Institute of Indian Languages at Mysore to serve as a nucleus to bring together all the research and literary output from the various linguistic streams to a common head thereby demonstrating the fundamental unity of our country. The functions of the Institute and work so far done has been stated in Annexure VII.

The above information on the language policy and plan of this Ministry is brought to the notice of the Conference for discussion and for any advice they might like to give.

ANNEXURE VI

Andhra Pradesh.—The Andhra Pradesh Government took up 35 titles for translation during the year 1968-69. Out of this, 12 have been released and 10 are in press.

Kerala.—The Kerala Government has commissioned 198 titles to various writers in different subjects. So far 2 titles namely, First Volume of the Science Glossary and First Volume of Humanities Glossary have been published. Five titles are in press.

Mysore.—Mysore Government has utilised a sum of Rs. 5 lakhs at the end of 1969. According to the information received, the Karnatak University has published 23 titles and the Bangalore University has published 25 titles.

Tamil Nadu.—Tamil Nadu has reported that they have published 10 titles.

Maharashtra.—The Maharashtra Book Production Board has formulated their book production programme. No further information regarding titles of books etc. have yet been received.

Gujarat.—20 titles have been taken up for publication.

Assam.—105 titles have been taken up for publication. No book has yet been brought out.

West Bengal.—No information regarding books has been received. The State Government has only utilized Rs. 3,000/- last year and Rs. 8,500/- during 1969-70.

Orissa.—No information has been received from Orissa.

Punjab.—The Board for Production of Books in Punjabi has finalised a list of 37 books prepared by the Punjabi University, Patiala. 16 subject glossaries of technical terms in Punjabi are expected to be published during this financial year.

Bihar.—105 books have been taken up either for translation or for original writing in different subjects. They expect to produce 10 books by March, 1970.

Madhya Pradesh.—167 titles have been taken up in various disciplines either for translation or for original writing. They expect 50 manuscripts to be ready by the end of the financial year.

Rajasthan.—94 titles have been taken up in various disciplines either for translation or for original writing.

Uttar Pradesh.—264 titles in various disciplines have been allotted either for translation or for original writing.

Haryana.—113 titles in various disciplines have taken up for translation or original writing.

ANNEXURE VII

A major task of the Institute will be to identify the bonds of unity among different Indian languages in terms of history, vocabulary, cross-fertilisation, grammar, linguistic structure and literary and cultural themes and subject content. The Institute will also undertake formulation of techniques of simplifying the teaching of languages, reducing the time element involved in learning different languages and preparing basic vocabularies for basic Tamil, basic Kannada, basic Hindi, basic Urdu etc. The study of tribal languages with a view to devising suitable material for teaching Indian languages to them and teaching their language to others who come either in administrative or cultural contacts with them will also be a special responsibility of this Institute. It is expected that this Institute will spearhead a language movement in the country. The following work has already been undertaken or is underway in the Institute.

(1) *Common Vocabulary*.—Glossaries of common words in Hindi and Kannada, Hindi and Malayalam, classified according to the same and different meanings have been completed.

(2) *Basic Vocabulary*.—Such lists in Kannada, Tamil and Malayalam will be ready by the end of this month and in Telugu it is expected that the list will be completed by the end of June.

(3) *Phonetic Readers*.—Phonetic readers specifically prepared for language laboratory use for Kannada, Tamil, Malayalam and Oriya are ready. It is expected that similar phonetic readers in Telugu, Bengali and Assamese will be ready before July, 1970.

(4) *Basic Courses*.—It is expected that the first draft of basic courses in Telugu, Tamil, Kannada and Malayalam for approximately 240 hours of teaching, specially designed for language laboratory use will be ready by the end of June. A basic course in Oriya has already been completed. These 240 hours could be given on an intensive basis in eight

weeks or could be given on a less intensive basis depending on the time available for the purpose.

(5) *Language Laboratory*.—For the preparation of instructional material to be used through language laboratory in the regional teaching centres, the following programmes have been formed out to the institutions listed against them :

- | | | |
|--|---|---|
| (a) Hindi for Marathi speakers | } | Deccan College
Poona |
| (b) Hindi for Gujarati speakers | | |
| (c) Hindi for Maitho (Manipuri) speakers | | |
| (d) English for Hindi speakers | } | Central Institute of English
Hyderabad |
| (e) English for Tamil speakers | | |
| (f) Tamil for Hindi speakers | | Annamalai University |

(6) *Developmental Project in Study Skills for College Entrants*.—Experience shows that switchover to the mother tongue medium at the university level will not produce a remarkable improvement automatically and there exists a gap between the language preparation of the students at the school stages and the language at the college entrance stage. For this purpose the Institute has undertaken a pilot programme in collaboration with the Regional College of Education in respect of Kannada. This project visualises preparing instructional material in Kannada for the purposes of training college entrants in the basic language and study skills through an intensive course to enable them to handle the regional language efficiently for comprehension and expression.

(7) *Field Station*.—A survey team has recently returned from Nagaland, Manipur, Tripura, Meghalaya and Assam after a spot check of nineteen major tribes. It is proposed to establish field station in a central place in that area so that some of the languages there could be studied. It will assist in the preparation of descriptive grammars and primers in at least four tribal languages in that area during 1970-71.

A Note on

(c) *Learning of languages by the children of linguistic minorities at the primary and secondary stages of education.*

The National Policy on Education (1968) has stressed that efforts should be made to protect the rights of minorities and to promote

their educational interests as suggested in the Statement issued by the Conference of Chief Ministers of States and Central Ministers held

in August, 1961. A copy of the Statement is given at Annexure VIII for ready reference.

The Commissioner for Linguistic Minorities is of opinion that this Statement needs a review on account of some important recent developments. For instance, it has been decided that the regional languages will be media of instruction at the university stage and the State Governments are also taking steps to switch over to the regional languages as languages of administration. These two factors, along with the needs of national integration, will have to be kept in view; and it will also have to be remembered that the safeguards for linguistic minorities should not so operate as to perpetuate separatism or impede the process of national assimilation. The Commissioner has, therefore, made the following recommendations :

- (1) Students belonging to linguistic minority groups should be encouraged to study the regional language both at the primary and at the secondary stages. This is necessary for their proper integration in the State, for their employment, and also for purposes of higher education where the regional languages will soon be adopted as media of instruction.
- (2) When students belonging to linguistic minority groups voluntarily join primary or secondary schools where the medium is the regional language, facilities should be provided for them to study their mother-tongue as a language subject.

(3) In primary schools providing instruction through the regional languages, arrangements must be made to teach the mother-tongue as a language subject to minority language groups. Similarly, the study of the regional language should be introduced, between class III and class V, in primary schools where the medium of instruction is a minority language.

(4) Adequate facilities for teaching of the regional languages as a subject should be provided in secondary schools imparting instruction through minority languages so that students are not handicapped later for higher education or for securing employment.

(5) In secondary schools where the medium of instruction is the regional language, facilities should be provided for study of other modern Indian languages as additional optional subjects to meet the cultural and emotional requirements of pupils whose mother-tongue they are.

N.B. : The proposals made above are, of course, subject to the condition that a sufficient number of students is available.

The minorities are conscious that they cannot do without an adequate knowledge of the language of the State in which they live. They are also keen that they should not be detached completely from their mother-tongue. These proposals will secure both these objectives and promote national integration.

ANNEXURE VIII

Statement issued by the meeting of Chief Ministers of States and Central Ministers held on August 10, 11 and 12, 1961.

The meeting of Chief Ministers of the States, convened to consider the question of national integration, began on August 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 10th August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad; the Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10th while coming in a car from Jaipur to Delhi to attend the meeting.

August 10th

1. In his opening address, the Prime Minister referred to the various aspects of national integration—cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all India approach to these questions.

2. The Union Home Minister referred to the discussions held at the last conference of Chief Ministers held on the 31st May and 1st June, 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two Bills to amend Section 153A of the Indian Penal Code, which had been already introduced in Parliament, and the proposal to amend the Representation of the People Act.

3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from Indian Union. This matter would be considered further later.

4. The Prime Minister referred to the recommendation of the States Reorganisation Commission that more all-India Services be constituted. The principle of having All-India Services in the Engineering, Medical

and Forestry departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.

5. The meeting was of opinion that the rule of rotation of officers in the existing All-India Services between the Centre and the States should be more rigorously followed.

6. The meeting also accepted the desirability of having in every High Court some Judges drawn from outside the State.

August 11th and 12th

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11th and 12th, with the Prime Minister in the chair. It met both in the morning and after-noon of August 11th and in the morning of August 12th.

2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's memorandum of 4th September 1956 which had been prepared after considering the recommendations of the States Reorganisation Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This memorandum was in the nature of an all India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this memorandum were reaffirmed certain variations were agreed to, as stated below:

**(a) Primary Education.*—The right of linguistic minorities to have instructions in their mother-tongue at the primary stage of education was reaffirmed. This has indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

*These decisions are given in full in the Third Report of the Commission for Linguistic Minorities 1960.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptations can be made. The main objective is that no facilities previously available should be reduced and, wherever possible further facilities should be given.

(b) *Secondary Education.*—Here also, the general provisions of the 1956 memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother tongue formula could not be fully applied for use as the medium of instruction in the secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school leaving age and also prepares them for higher education in Universities. The languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable textbooks in schools, both at the primary and the secondary stage, was emphasised. Normally these textbooks should be produced by the State Governments and not be left to private enterprise. The textbooks should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such textbooks should be entrusted to persons of high quality. The Central Government should prepare model textbooks both for the primary and secondary stage.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all-India language for inter-state communication, a purpose which has thus far been served by

English. Although English will continue as such medium for some time to come it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise there is danger of no adequate connecting links, in so far as language is concerned, between the different States.

6. The meeting also accepted the desirability of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore is important.

7. It must be remembered that languages, if they are to be known at all well, must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all Indian languages was not only desirable, but would be a powerful link between the different languages of India and therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

9. A three language formula had been evolved by the Government of India, in consultation with the State Governments, for adoption at the secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows :

- (a) the regional language and mother tongue when the latter is different from the regional language;
- (b) Hindi or, in Hindi speaking areas, another Indian language; and
- (c) English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But

where there were insuperable difficulties in making arrangements for such affiliation or Boards outside the State,

11. While a State may have one or more languages for its official purposes, it must be recognised that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the areas should be employed, even apart from official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the official language of the State, this language of the minority group should be recognised as an official language, in that district, in addition to the State official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the Eighth Schedule of the Constitution. Exceptions may be made in regard to the Hill Districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the Eighth Schedule may be used.

13. Whenever in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the administration, that is, noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the official language of the State or the Union official language. But for dealings of the administration with the public, petitions and representations in other languages should also be received from the public, and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations etc. in minority languages in States or districts or where a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desir-

able for the States to set up a Translation Bureau at State headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District authorities may be authorised to get it translated in the local language of the district or municipal area as the case may be.

15. Correspondence between the State headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the official language of the State for correspondence between the State and District headquarters and *vice versa*. The use of the Union official language should also be permitted for this purpose in place of the official language of the State. This Union official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the official language of the State, option should be given of using English or Hindi as the medium of examination. A test of proficiency in the State official language should be held after selection and before the end of probation.

17. For purpose of recruitment, to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognised by the Central University Grants Commission should be recognised.

18. The question of the medium for University education was discussed at length. The tendency of regional languages to become the media for University education, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one University to another, and the cause of education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such common linguistic link between Universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the

purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India official language. This has been further confirmed in the Presidential Order issued in regard to the Union official language.

21. It was agreed that the implementation of the policy herein laid down for the safeguarding of the interests of linguistic minorities and the promotion of national integration were matters of very great importance. The functions of the Commissioner for Linguistic Minorities are described in Article 350B of the Constitution. Though he cannot obviously be entrusted with executive functions for the implementation of the safeguards, it was reiterated that full cooperation should be given to him by all the states. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more fre-

quent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate these to all the Chief Ministers.

22. The Zonal Councils should pay particular attention to the implementation of this policy in their zonal areas. A committee consisting of the Vice-Chairman of the Zonal Councils should be set up under the chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realising this objective depended on continual vigilance and the cooperation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration, it was agreed that this should be dealt with on a national plane. For this purpose, a larger conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.

A Paper on

(d) International Education Year

The United Nations has designated 1970 as International Education Year and has placed upon UNESCO the responsibility for guiding its implementation at the international level. UNESCO in turn has invited each Member State to reflect on the status of its own education and requested them to evaluate past achievements, assess present problems, and intensify nation-wide efforts for the ex-

pansion and improvement of their educational systems. The International Education Year thus affords us a splendid opportunity, and in fact imposes an obligation upon us to join with other nations of the world in making a careful assessment of our system and to commit ourselves to an intensive and sustained effort for its development. It is in this spirit that the Government of India has decided to

participate in the programmes of the International Education Year. On this occasion, therefore, the Indian National Commission for Cooperation with Unesco solicits the participation of every member of the educational community in these tasks and urges that they should plan and implement programmes which will focus the attention of all citizens on the state of education in their community, engage them in a thoughtful review of its successes and failures, and enlist their energy and support in pursuing the highest possible standards of educational excellence. In this way we will be working in concert with people in other countries in pursuit of improved educational opportunity for all which is an essential requisite of the socialistic society we desire to create.

The programme for the International Education Year will have to be planned and implemented by the Central and the State Governments. In this, the cooperation of Universities, teachers' organisations, local Governments and voluntary organisations should also be sought to the fullest extent possible:

The following are some of the programmes that are suggested or have been approved for celebration of the International Education Year in India :

(1) *Seminar*.—The International Education Year 1970, forms a bridge between the first United National development decade (1960-69) which has just come to a close and the second development decade (1970-79) which has just begun. It is therefore but appropriate that this year should be utilised as an occasion when the developments during the last ten years are reviewed and plans are formulated for the next ten years. It is thus suggested that seminars or conferences should be organised in all parts of the country from this point of view. The Ministry of Education and Youth Services will organise a two-day Conference on "Education in the Seventies" at New Delhi on 5th and 6th September, 1970. State Governments are requested to organise at least one State-level Conference on the same or a similar theme. The UGC is also requested to organise a Conference on "Higher Education in the Seventies".

(2) *Pre-School Education*.—The significance of Pre-school stage of education for the proper development of the child's personality is now being increasingly recognised all the world over. During the International Education Year, therefore, efforts should be made to

awaken public opinion to the need to pay greater attention to the health, feeding and education of the pre-school child and to devise practicable programmes of action. It is a lucky coincidence that the Birth Centenary of Madame Montessori falls during this year on August 31, 1970. The programmes for the development of pre-school education may therefore be advantageously linked to the celebration of this Birth Centenary. At the national level, a special committee for the celebration of this Centenary has been formed under the Chairmanship of Dr. B. V. Keskar which will prepare and implement a detailed programme on the 31st of August and 1st September, 1970. A commemorative postal stamp will also be issued on this occasion. State Governments are requested to set up State-level committees for the celebration of this Centenary and to organise suitable programmes.

(3) *Primary Education*.—Efforts to expand primary education should be made in all parts of the country on a priority basis and special attention should be paid to the education of girls, children of the Scheduled Castes and Tribes, and of weaker sections of the community like landless labourers. School improvement programmes, on the lines of the work done in the State of Tamil Nadu, should be developed in all parts of the country to harness community support for educational development. A programme should also be undertaken to transform the present system of primary education by introducing programmes of work-experience, community service, and moral education which should emphasise understanding and respect for all religions. Preparatory work for the introduction of this programme of Gandhian Values in primary education should be undertaken right from now and the programme launched, in a big way, from 2nd October, 1970. The Government of India proposes to produce some of the literature necessary for the purpose and to provide clearing house services and launch few pilot projects. But the main responsibility for the development of this programme will have to be assumed by the State Governments.

(4) *Secondary Education*.—At the secondary stage, a programme should be developed for the introduction of vocational courses so that students are diverted into different walks of life and pressures on admissions to higher education are reduced. The Government of India proposes to support some pilot projects in this area. The State Governments are

requested to initiate similar action on their own.

(5) *Higher Education*.—In higher education, there is need to emphasise programmes of qualitative improvement and provision of better amenities and facilities to students. The following programmes particularly need special attention:

- (a) To improve amenities and welfare services to students in universities and colleges and especially to develop a programme of textbook libraries.
- (b) Expansion of the programme of National Service which has already been introduced.
- (c) Promoting programmes of student participation.
- (d) Award of scholarship to persons from other countries, preference being given to those in the Asian region, for advanced training or research at the Centres of Advanced Studies in Indian Universities. (For details, see Annexure IX).

(6) *Development of Languages*.—A sustained and vigorous effort should be launched to improve the teaching of languages and to promote the study of other Indian languages in each linguistic region. The programmes of production of books in Indian languages for use at the University stage and the publication of cheap editions of textbooks, especially by Indian authors, should be developed intensively still further. The Government of India proposes to organise a seminar on the development of Indian languages on 11th and 12th of September, 1970. This seminar will discuss, among other things, the contribution of Acharya Vinoba Ji to the development of Indian languages and to other important fields such as the promotion of socialism and peace and the creation of an age of science and spirituality. The State Governments are requested to organise similar programmes at the State and District levels.

(7) *Adult Education*.—To promote programmes of adult education, a National Board of Adult Education has been established. Literacy programmes will be developed under the National Service Scheme and select pilot projects launched. Steps will also be taken to expand the programme of functional literacy for farmers and to assist voluntary organisations working in the field. Special programmes will be developed for adult education in the Universities and, subject to

assistance from Unesco being available, a conference of Asian Universities will be organised at New Delhi to discuss programmes of adult education. The 8th of September 1970 will be celebrated as the Literacy Day all over the country and special programmes will be drawn up for the purpose.

(8) *Technical Education*.—Programmes for the qualitative improvement of technical education will be developed. These include curriculum development, preparation of instructional materials, pre-service and in-service training of teachers and laboratory development. Sandwich courses in collaboration with industry will be introduced at selected polytechnics. The Government of India will organise a National Seminar to discuss the report of the Expert Committee which has been set up for the reorganisation of polytechnic education and to formulate specific measures for implementing its recommendations. The State Governments are requested to develop similar complementary programmes at the State levels.

(9) *Television*.—Preparatory steps for launching the programmes of television included in the Fourth Five Year Plan will be taken and a television training centre (educational programmes) will be inaugurated.

(10) *Special Institutions*.—A National Academy of Education which will function as a learned society will be established. The National Staff Collège for Educational Administrators will also be inaugurated.

(11) *Youth Services*.—Programmes of services for non-student youth will be launched during the year. A scheme to this effect will be initiated by the Government of India and the State Governments are requested to evolve similar plans of their own.

(12) *National Integration*.—Programmes of National Integration will be intensified. These will include the production of books for children, compilation of national and patriotic songs and their introduction in the schools, organisation of students camps, etc. While pilot projects in these areas will be developed by the Government of India, the State Governments are requested to develop similar programmes on their own.

(13) *Programmes for International Understanding*.—Programmes for promoting international understanding through education will be developed further and the associated schools project will be expanded.

(14) *U. N. Anniversary.*—The 25th anniversary of the United Nations falls in the International Education Year and it has, therefore, been decided that this anniversary should be celebrated in a befitting manner in the universities, colleges, schools and other educational institutions as an important programme of the International Education Year (Annexure X).

(15) *International Conferences.*—During this year, two important international conferences will be organised at New Delhi, namely, the Regional Asian Seminar for leaders of Youth Science activities and the General Assembly of the International Co-

ordination Committee for the presentation of science and development of out-of-school science activities.

The observance of the International Education Year implies a challenge to students, teachers, educational administrators and to all citizens. It is hoped that this will be met adequately so as to help us initiate another sustained and intensive effort to provide the children of the country with an education system which qualitatively and quantitatively, is able to meet national needs and aspirations and worthy of our great traditions and the greater future we are striving to create for ourselves.

ANNEXURE IX

Award of International Scholarships in Science, Humanities and Social Sciences for advanced study and research in Indian Universities for Celebration of the Programme of the International Education Year 1970

The Indian National Commission for Co-operation with Unesco and the University Grants Commission, Government of India have instituted ten International Scholarships to be made available to scientists and scholars from other countries to spend an academic year for advanced study and research in Indian Universities, particularly in the Departments recognised as centres of advanced study by the University Grants Commission.

The scholarships would enable persons sponsored by member countries, preference being given to persons from South East Asian and South Asian countries themselves to engage in an academic programme for about 10 to 12 months in specific disciplines, in which the centres of advanced study offer facilities for advanced work.

Eligibility.—Scholars to be sponsored for these awards should generally possess a Master's degree and published work equivalent to a doctorate level, a Doctorate degree in Sciences, Humanities or Social Science subjects and must prepare a specific programme of work outlining either advanced study in a specialised discipline or a piece of research which could be initiated successfully during the period spent in the Indian universities. The persons to be sponsored should be generally below the age of 35 years and be engaged actively in teaching and/or research in their respective countries. The nominations would be made to the University Grants Commission who would recommend to the centres concerned with placement of selected

candidates. The final selection would depend upon the centres of advanced study themselves keeping in view the laboratory and other facilities that could be made available to the scholars.

Stipends.—The selected scholars would be paid a monthly stipend to cover living expenses, at a rate of Rs. 750 p.m. The awardees would also be provided with an additional grant of Rs. 1,500 for meeting authorised contingent expenditure connected with their study/research work. The stipend would be sufficient to cover the living expenses of the scholar only and the University Grants Commission would not provide any additional allowance for persons accompanying the scholar or his dependents. The scholars would also be eligible to such lease as for other scholars of similar status in the universities concerned.

Travel.—Arrangements for international travel will be made and paid for by the University Grants Commission which will also look after internal travel, where needed.

Mode of Application.—The scholars would receive the payment of their stipend through the universities in which they are placed and the scholars would be governed by the usual discipline of the university concerned.

The nominations for the award of these International Scholarships during the International Education Year 1970 should be made to the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.

ANNEXURE X

Silver Jubilee of The United Nations'

Paragraph (15) of Resolution No. 2499 A(XXIV) of the General Assembly of the United Nations on the celebration of the 25th anniversary of U. N. :

"15. Urges Governments of Member States to implement General Assembly resolution 2445 (XXIII) of 19 December, 1968 entitled "Teaching in schools of the purposes and principles of the Charter of the United Nations and the structure and activities of the United Nations and the specialised agencies, with particular reference to human rights."

Resolution Adopted By The General Assembly
[On the report of the Third Committee
(A/7433)]

2445 (XXIII). *Teaching in schools of the purposes and principles of the Charter of the United Nations and the structure and activities of the United Nations and the specialised agencies, with particular reference to human rights.*

THE GENERAL ASSEMBLY

Considering that the International Year for Human Rights should be the occasion for new efforts to improve the standard of knowledge about the United Nations and, in particular, about its efforts in the field of human rights,

RECALLING its resolutions 137 (II) of 17 November, 1947 and 1511 (XV) of 12 December, 1960 concerning the teaching in schools of purposes and principles of the Charter of the United Nations and the structure and activities of the Organization and the specialized agencies,

CONSIDERING that such teaching is not yet sufficiently widespread, in particular in primary and secondary schools, despite the efforts of Member States and of the United Nations Educational, Scientific and Cultural Organisation,

CONVINCED that in order to achieve the desired results such teaching must start at an early stage of education,

CONSCIOUS of the fact that young people cannot receive training which meets the requirements of a world increasingly characterized by interdependence of peoples if

educators do not themselves receive special instruction in international organization.

1. **REQUESTS** the States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to take steps, as appropriate and according to the scholastic system of each State, to introduce or encourage :

(a) The regular study of the United Nations and the specialized agencies and of the principles proclaimed in the Universal Declaration of Human Rights and in other declarations on human rights, in the training of teaching staff for primary and secondary schools ;

(b) Progressive instruction on the subject in question in the curricula of primary and secondary schools inviting teachers to seize the opportunities provided by teaching of drawing the attention of their pupils to the increasing role of the United Nations system in peaceful co-operation among nations and in joint efforts to promote social justice and economic and social progress in the world ;

2. **FURTHER REQUESTS** the States Members of the United Nations and members of the specialized agencies and of the International Atomic Energy Agency to draw the attention of the competent authorities of private scholastic institutions to the present resolution and to request them to make the necessary efforts for the achievement of the aims envisaged in paragraph 1 above ;

3. **REQUESTS** the United Nations Educational, Scientific and Cultural Organization to continue and encourage the study of appropriate ways and means of promoting the achievement of the aims envisaged in the present resolution ;

4. **FURTHER REQUESTS** the United Nations Educational, Scientific and Cultural Organization, and the other specialized agencies concerned and the United Nations Development Programme to provide assistance to Member States, particularly those which are developing countries, with a view to enabling them to achieve the objectives envisaged in paragraph 1 above.

1748th plenary meeting,
19th December, 1968

*A Note on**Time-lag in the supply of Educational Statistics by State Governments*

One of the important functions of the Central Ministry of Education and Youth Services is to serve as a Clearing House of educational activities in the country. One aspect of this function is to collect educational statistics from various States and to make the processed data available to the users of educational statistics, viz., planners, research scholars and other educational institutions, engaged in the analytical studies of various problems of Education.

2. The Statistics and Information Division of the Ministry collects annually statistics from State Governments in prescribed forms. The main form for the collection of educational statistics is Form A. The scheduled date for the supply of statistics in Form A is 31st October of the year under collection. This schedule date has been fixed in consultation with the representatives of the State Governments after taking into account the various

levels of collection involved in the supply of finalised statistics by the State Governments. As will be seen from the enclosed statements, which give the position of collection of statistics for the last three years, have adhered to the schedule date for the supply of the requisite data or even supplied Form A within three months after the schedule date. There is a time lag of even more than two years in the supply of these statistics in respect of some States.

3. As the position in the supply of statistics by the State Governments indicated in the enclosed statements is not satisfactory, some concrete measures are required to be taken to reduce this time-lag to the minimum possible, so that current educational statistics can be made available within as short a period as possible. The Board may like to consider the matter.

Position of the collection of educational statistics from States in Form 'A' for the year 1966-67

Scheduled date for the supply of statistics	Names and number of the States which supplied Form "A" within the Scheduled date	Names and number of the States which supplied Form 'A' within a period of 3 months of scheduled date	Names and number of the States which supplied Form 'A' within 6 months of Scheduled date	Names and number of the States which supplied Form 'A' after six months of scheduled date	Names and number of States for which statistics have been finalised as on 31-3-1970
1	2	3	4	5	6
31st October, 1967	Nil	Nil	Nil	<ol style="list-style-type: none"> 1. Andhra Pradesh 2. Assam (School) 3. Gujarat 4. Kerala (College & School) 5. Madhya Pradesh (College) Madhya Pradesh (School) 6. Tamil Nadu 7. Maharashtra 8. Mysore 9. Orissa 10. Rajasthan 11. A. & N. Islands 12. Dadra & Nagar Haveli 13. Delhi 14. L. M. & A. Islands 15. Manipur 16. N. E. F. A. 17. Pondicherry 18. Tripura 19. Chandigarh 	<ol style="list-style-type: none"> 1. Assam (School) 2. Maharashtra 3. L. M. & A. Islands 4. Pondicherry 5. Tripura

Position of the collection of educational statistics from States in Form 'A' for the year 1967-68

Scheduled date for the Supply of statistics	Names and number of the States which supplied Form "A" within Scheduled date	Names and number of the States which supplied Form "A" within a period of 3 months of the scheduled date	Names and number of the States which supplied Form "A" within 6 months of scheduled date	Names and number of the States which supplied Form "A" after 6 months of scheduled date	Names and number of States for which statistics have been finalised as on 31-3-1970
1	2	3	4	5	6
31st October, 1968	Nil	Nil	Nil	1. Madhya Pradesh (College, School). 2. L. M. & A. Islands 3. N. E. F. A. 4. Pondicherry 5. Tripura	Nil

Position of the collection of educational statistics from States in Form 'A' for the year 1968-69

Scheduled date for the supply of statistics	Names and number of the States which supplied Form "A" within the Scheduled date	Names and number of the States which supplied Form "A" within a period of 3 months of the Scheduled date	Names and number of the States which supplied Form "A" within 6 months of Scheduled date	Names and number of States which supplied Form "A" after 6 months of scheduled date	Names and number of States for which statistics have been finalised as on 31-3-1970.
1	2	3	4	5	6
31st October, 1969	Nil.	Nil	1. Madhya Pradesh (School) 2. N. E. F. A. 3. Pondicherry	Nil	Nil

II. ITEMS SUGGESTED BY THE STATE GOVERNMENTS AND MEMBERS OF THE BOARD

GOVERNMENT OF PONDICHERRY

Item 8. Effective utilization of the All India Radio as an agency of Education.

The All India Radio broadcasts scientific and cultural facts, enlightens public opinion, stimulates curiosity and interests and brings about better understanding of matters and men. Its programmes are comprehensively integrated towards educational, cultural and moral ends and are of such character as touch off students' curiosity and interests, develop critical thinking, train the sense of judgement and taste and teach objectivity.

Broadcasting meant for school students may have a balance of items such as (i) Acquaintance with physical environment through factual data of different sciences (ii) broad rules of physical and mental health elementary physiology and psychology (iii) facts and values (iv) Household problems and household responsibilities (v) plastic arts and training of easthetic sense (vi) regional and national problems, current events and international harmony (vii) participation by students in radio programmes ranging from discussion to music and dramatics (viii) healthy competition between schools in discussions and debates (ix) Life of children in other lands (x) short biographical narrations of the great men of the world in all walks of life.

Programmes suiting the psychological, intellectual and moral needs of students can also be adopted. Talks in homely way by experts on various topics enliven curiosity and kindle interest. Similarly brains trusts, inter-school and inter-collegiate debates, discussions and symposia can be greatly amusing and instructive. Book reviews is another feature which can be broadcast to great advantage. If the radio is to become a real educative force, it must extend its sphere of collaboration. Teachers, scholars and educationists, whose judgments and suggestions are calculated to matter should be actively associated with the Programme Committees of the A.I.R.

Item 9. Utilization of community efforts for school improvement.

In the neighbouring State of Tamilnadu, the help of the local community has been

enlisted for improving the schools in the locality to the maximum extent possible. Under the school improvement scheme, the needs of all the schools are listed out and the help of the local community is obtained both in cash and in kind for fulfilling those needs. Several lakhs of rupees have thus been collected in Tamilnadu utilising which the physical needs of many schools, like buildings, furniture and equipment etc. have been met in several localities. It is suggested that this scheme of harnessing community effort towards school improvement may be extended to all the States following the Tamilnadu pattern.

GOVERNMENT OF HIMACHAL PRADESH

Item 10. Construction of Buildings for Primary Schools.

A very big problem which we have to face in this Pradesh relates to construction of buildings for Primary schools. During the last few years since the commencement of the Third Five Year Plan, there has been large scale expansions of facilities for Primary education and enrolment of children at the Primary stage has multiplied beyond all expectations. In Himachal Pradesh the Government is at present running nearly 4,000 Primary schools and the number of children on rolls at the primary stage is more than 4 lakhs. In most parts of the Territory, we have to experience heavy rains and long winters. Due to inclement weather for most part of the year, it is not possible to conduct classes in the open. Some kind of shelter is very necessary. Unfortunately, the construction programme has lagged behind expansion of facilities. Most of the 4000 Primary schools are going without adequate buildings. A Primary school has five classes. Our total requirement is estimated around 15,000 class rooms.

The P. W. D. is not constructing Primary school buildings due to scarcity of funds. As an alternative the Department during the last few years, has been trying to put up one-room buildings for Primary Schools in co-operation with Panchayats by spending Rs. 2,000 as its contribution for each building. Annual target has been varied from 100 to 200 buildings.

The rate of achievement is obviously too insignificant to make any impact on our total requirement. It has not been possible to increase the annual target due to paucity of funds.

The problem of Primary School Buildings is in fact partly the problem of a suitable organisation to carry-out the construction programme and partly the problem of finance. The matter may be considered in the meeting of the Central Advisory Board of Education.

GOVERNMENT OF ORISSA

Item 13. Introduction of Free and Compulsory Primary Education :

The State is bound by Constitutional obligations to introduce free and compulsory education up to the age of 14. In this State Primary Education has been free but not compulsory. The Harijan Welfare Board of this State has adopted a resolution to make primary education compulsory in respect of Scheduled Caste and Scheduled Tribe students. Compulsory Primary education is to be provided not only to the students of scheduled caste or scheduled tribe students it is also to be provided to all other students as envisaged in the Directive Principles of State Policy.

Orissa is one of the States in India which has introduced free education up to primary level. At present Government are also contemplating to give free education upto classes VI & VII. It has been calculated that to implement the scheme an amount of Rs. 23 lakhs would be required annually to give grant to the educational institutions towards the loss of fee income. The number of students in these classes will increase from year to year. Taking this point into consideration it is calculated that roughly an amount of Rs. 30 lakhs would be the annual requirement for the scheme. The State Government are not in a position to shoulder the responsibility alone in view of their limited resources. Earlier it has been agitated with the Government of India to give central assistance for the implementation of the scheme as the Constitutional obligation to give free and compulsory education up to the age of 14 is also to be shared by the Central Government with the State Government. The Government of India may, therefore, consider to bear 50% of the annual expenditure as indicated above so that the State Government can be in a position to introduce free education in classes VI & VII throughout the State.

Item 14. Work-oriented scheme—introduction of agriculture as compulsory subject in schools.

In view of the growing unemployment and dependence of the educated youths on service, it has been felt desirable to bring about a change in the pattern of school education by introducing work oriented scheme. To start with the State Government have accepted the policy of introducing agriculture as compulsory subject in schools where land for the purpose can be made available. The Centre has also appreciated the scheme and even Government of India have suggested that Junior Agriculture schools may be opened in different States. In this State it has been calculated about Rs. 83 lakhs (be exact Rs. 82,75,000) would be necessary to implement the scheme in different schools having the required facilities for its implementation. This is considered to be a very huge amount in view of the present financial position of the State. During the current financial year only an amount of Rs. 73,800 has been provided in the budget to introduce agriculture as a compulsory subject in a few schools. The sources of the State Government being limited, no more funds can be provided though authorities of many other schools were prepared to take up the scheme during the current year. It is also very much doubtful if the State Government with their limited resources, can be able to provide a substantial amount under the scheme during the next financial year. In view of the importance of the Scheme, it would be a great help if the Government of India favourably consider to give sizable portion of the expenditure as Central assistance to this State as well as other States so that the scheme can be implemented through out the State within a reasonable period of time.

Item 15. Centrally Sponsored Scheme—Hindi and Sanskrit Education.

Development of Hindi and Sanskrit education have been approved as a Centrally Sponsored Scheme during the 4th Five Year Plan by the Planning Commission. It was also limited by the Planning Commission that the Scheme will be assisted by the Government of India on cent per cent basis. However, in case of scheme under Hindi education, the Government of India have intimated that Central assistance can be available only in respect of schemes viz. (1) appointment of Hindi teachers in Middle, High and Higher Secondary Schools and (2) establishment of Hindi Teachers Training Colleges. As regards other schemes like the cost of establishment

of Hindi Inspectorate and payment of scholarships and other allied schemes the Government of India are not extending any assistance on the ground that these schemes should not come under the purview of Central budget. Consequently the portion of the expenditure on this account is to fall on the State Government. It may be stated here that on the advice of the Centre the scheme for appointment of Hindi Education Officer and the ancillary staff in the Inspectorate has been implemented by the State Government. But due to lack of assistance from the Centre it has been very difficult on the part of Government to maintain the staff and unless the required staff are in a position there would be lack of control and supervision and subsequently the progress of the Hindi education would suffer.

As regards Sanskrit Education it may be stated that there is inordinate delay for release of funds by the Government of India as a result of which different schemes in Sanskrit Education would not be implemented satisfactorily. Against the State Government's requirement of Rs. 2,94,549 during the financial year 1968-69 only an amount of Rs. 37,302 was released by the Government of India and therefore large number of schemes for the balance amount were implemented during the last year out of State Budget. Therefore, it may be seen that the Central assistance for development of the Sanskrit is not being released in time. This may also be the state of affairs in other States.

It is, therefore, suggested that different schemes under Hindi and Sanskrit Education should be treated as Centrally Sponsored Scheme and cent per cent Central assistance should be released for all the schemes and the funds should be paid to the State Government well in advance so that the State Government may not face any difficulty for successful implementation of the scheme. Otherwise it is apprehended that this State Government would not be in a position to implement any of the schemes under Hindi and Sanskrit Education out of their own resources.

Item 16. Implementation of the Recommendations of the Education Commission particularly those relating to pay scales.

There is demand from various quarters that the pay scales of teachers in Private Schools and Colleges should be the same with the pay scales of teachers in Government Schools and Colleges. On this back-ground there is demand that recommendations of the Kothari Commission should be implemented particularly

those relating to the pay scale. So far, it has not been made clear as to whether recommendations of Kothari Commission has been accepted either fully or partially by the Government of India and how far the State Governments are bound by the recommendations of the Commission. It may be worthwhile to mention here that the recommendations of the Commission are very much ambitious and in case it is decided that the recommendations are to be implemented a huge sum of money would be necessary for the purpose. At the present financial stringency, the State Governments, particularly the State of Orissa, are not in a position to implement the recommendations of the Commission which involve substantial financial commitment. It is also not known to what extent the Centre is prepared to bear the burden of expenditure on this account. This needs immediate consideration in view of the recent agitation by the teachers in Orissa demanding that the recommendations of the Kothari Commission should be implemented.

Item 17. Provision of minimum amenities in the educational facilities to solve the problem of students' un-rest.

This is a pressing problem throughout India. Different States have been victims to this almost at regular intervals. Though the students, being very sentimental and influenced by political parties, some times make very unreasonable demands, yet Government feel that some of their demands so far these relate to providing minimum amenities in the educational institutions like sufficient hostel accommodation, water supply, sanitation, library facilities, common room, facilities for games and sports, are genuine and should not be over-looked by any popular and democratic Government. The State Government have made much headway in these directions in recent years, but it is an admitted fact that much is left to be done. For this our State Exchequer cannot provide with its limited sources. The Centre or U.G.C. may consider this favourably and allocate as much funds as possible to provide minimum amenities in the educational institutions.

Item 18. Exchange programme of teachers and students for national integration.

The National Integration Council has given top priority to this problem. The exchange of teachers and students between the State would increase understanding, good-will and fellow feeling between the State and Centre. On this context it is proposed that besides the

Teachers of Schools and Colleges, teachers from one University to another inside as well as outside the State may be exchanged. The exchange programme of teachers is also necessary in view of the language, education of the minority communities in the border areas. This programme can be implemented in a phased manner and a percentage be fixed between the States to depute different categories of teachers and clear instructions may be issued by the Government of India in this regard.

Item 19. At least one Central University may be set up in each State.

This problem is being agitated since some time past but so far no policy decision has been taken in this regard. The Universities in different States with their limited resources and the available amount of grant from the U.G.C. have not been able to make improvement to the desired extent. The State Government are so burdened with their financial problem that they are not in a position to develop the University in each State and turn it into Central University. By this the State Government may get some financial relief which can also help the growth of other Universities in the State.

The necessity to establish a Central University in this State needs special consideration in view of the fact that out of the total population of 1,75,48,846, the S.C. and S.T. population is more than 27½ lakhs who are generally backward in all respects of life. Special attention is required to develop educational facilities for this large number of S.C. and S.T. population. The education in the State in general is also very poor compared to other advanced States in India. Therefore a full fledged University developed from all sides needs to be established in a Centrally located place of the State. The necessity for establishment of a full fledged University also arises from the increased rate of enrolment of students at Secondary stage and increased number of students passing out therefrom year to year. More number of colleges are to be established to cater to the needs of growing student population from year to year. To be a little factual it may be stated that the enrolment in Class XI in the year 1961-62 was 11,871 which has increased three times by now. Similarly the enrolment of students in degree stage has increased about 3 times than what it was in the year 1961-62 (*i.e.* 12,835).

The State Government are not in a position to develop a University with all facilities with their limited resources. The Government of India may, therefore, consider favourably to either convert one of the Universities to Central University or to establish a new Central University in this State.

GOVERNMENT OF ANDHRA PRADESH

Item 21. Inclusion of the scheme of translation of guide books and reference books produced by the National Council of Educational Research and Training into regional languages, for introduction in the schools as reference books.

The National Council of Educational Research and Training, New Delhi is sending certain books produced by them for adoption/adaptation in this State (Andhra Pradesh) from time to time. Some of the books are found useful, if they are translated and introduced in this State. For this scheme an amount of Rs. 5.00 lakhs at the rate of Rs. 1.00 lakh per year has been requested for inclusion in the Fourth Five Year Plan under centrally sponsored scheme. The amount has not been sanctioned and it may be considered.

GOVERNMENT OF UTTAR PRADESH

Item 22. To consider the problem of those students of the Board of High School and Intermediate Education, Uttar Pradesh, Allahabad who passed Intermediate Examination during 1968 and 1969 and failed to get admission in Medicine/Engineering/Dairying etc. in universities outside Uttar Pradesh mainly in Punjab, Gujarat, Poona and Bombay because of the fact that they had offered English as an additional elective paper with 50 marks and passed the intermediate examination in four elective subjects.

Till 1967 the Board of High School and Intermediate Education in Uttar Pradesh had five subjects. Thereafter in 1968 by a Government order four subjects including compulsory Hindi were prescribed for the Intermediate examination. In addition to these four subjects an additional paper in English with 50 marks was also prescribed. The examinee had the option of taking this paper or not. In the certificate provision has been made for mentioning about having taken this additional subject in English. Passing or failing did not affect the examination results. This position prevailed in 1968 and 1969.

2. Thereafter in 1970 again five subjects were introduced for the Intermediate examination. According to this provision additional paper in English with 50 marks was abolished. Now if any student wishes to study English he has to take a Paper of 100 marks in English.

3. The question under consideration is about those who passed Intermediate (Science) having taken additional paper in English of 50 marks and have passed the four subjects.

4. When the Board received the information that universities of Punjab, Poona, Bombay, etc. were not admitting persons of the above category the Examination Committee of the Board took the following decision :

Compulsory English was abolished so as to reduce the workload of students and to facilitate their taking other subjects. But facilities for study of English should be available for those students who wanted to go for Pre-medical/Pre-engineering. Only for the students of the Science Group English was introduced as an additional elective subject but its standard was practically the same as in the past, the only difference was the maximum marks were reduced from 100 to 50. By this there was no deterioration in the standard since the curriculum and the books were the same. As such those students of the Board of Intermediate who have passed English as an additional subject should be given the same facilities for admission as were available to them in the past.

5. The above decision was intimated to these universities and they were requested that the students from Uttar Pradesh may be given the same facilities for admission as were being given to them. They were requested to modify the relevant orders and to inform the Board of the position. Revised orders have not so far been received. All the universities should give the same recognition to Intermediate (Science) of the years of 1968 and 1969 as was being done in the past.

GOVERNMENT OF KERALA

Item 23. An All India Panel of teachers may be constituted to go into the academic requirements recommended by the Kothari Commission so that the teachers of various levels may be induced to agree to implement the recommendations in cooperation with the State Education Department.

The Kothari Commission has made many salutary recommendations regarding improvements in the standards of education in our

schools. One of the recommendations is that we must add one more year of curriculum to our schools without increasing the period of schools. It has been suggested that this may be achieved by removing a lot of dead-wood in the present syllabus and curriculum, by increasing the working hours and by increasing the number of working days. The resistance now to the implementation of this programme is encountered mainly from the teaching community, presumably due to their feeling that an attempt to improve the content of syllabus and increase the number of working hours and working days are measures calculated to disturb their working conditions. One of their stipulations is that unless all other recommendations of the Kothari Commission especially those relating to pay scales are implemented these recommendations cannot be implemented. The extension of scales of pay contemplated by the Kothari Commission may not only involve additional commitment of nearly Rs. 4 crores per annum by the State Government but also raise discontent among other sections of employees. Though the scales of pay of teachers may not have reached the levels contemplated by the Kothari Commission, it is a fact that their scales of pay has been considerably improved in the recent years.

The State Government have examined the recommendation of the Kothari Commission and have come to the view that it would be difficult to contemplate any improvement in educational standards unless we could increase the number of working days and also the school hours. The State Government, while examining the question, have found that individual teachers are inclined to accept the State's approach to the problem but when the matter is taken up at organisational level, extraneous considerations step in and make it difficult for the teachers to accept these proposals.

The Education Commission has recommended the constitution of a Joint Teacher's Council at State level to discuss the problem. The State Government are examining this proposal. The main problem in the matter is the recommendation that most of the decisions of the council should be implemented. It is felt that the council which may consist of a majority of teachers' representatives may not take wise or correct decisions as the present tendency of organised employees is to bend their efforts mainly in the interest of promotion of the restricted interests of their community. It may be difficult for the departmental authorities present on the council to resist many of the proposals and in fact

Such a decisive approach in the council may not be in the interest of development of proper relations between the teachers and the State.

It may also be difficult for Government to insist upon nomination for the council as while by nomination Government may be able to select persons who may also evince interest on academic matter, State Government may not themselves prefer nomination as such a course of action may lead to charges of influence and favouritism. On the other hand, the elected representatives on behalf of organised teachers' unions may tend to represent narrow service interests and may not be willing to take into consideration broader and enlightened approach to educational problems. Once the council is constituted and Government are not in a position to accept their recommendations, the machinery may fail and the teachers may develop grievance due to nonacceptance. Due to the above reasons, the State Government has been hesitant to constitute a council on the lines suggested by the Commission. It is not so much their unwillingness to form a machinery as their anxiety and intense desire for a machinery that should be able to function well and help to promote healthy relations between the State and the teachers.

The State Government feel that there should be an attempt to organise selected Teachers' Advisory Boards at State level and central level who should study the academic proposals made by the Kothari Commission and proposals which emanate from educationalists from time to time on matters of academic interests and reforms and give their remarks to the Centre and State. These Boards may consist of both organisational representatives and teachers who have been recognised for their academic leadership such as those who have secured national and State awards and could serve as Advisory bodies for examining and offering views on major proposals in regard to academic policies. It is suggested that such an Advisory body should be constituted first at the level of the Government of India and later on contemplated at State level. These bodies should be essentially utilised to mobilise teachers' opinion and organise and develop professional spirit among teachers. The teachers complain that most of the proposals now emanate either from academic experts working purely on research programme and in the limited atmospheres of the State Institute of Education and NCERT and Universities or from persons who have attained eminence in the field of education, on the basis of long ex-

perience. The teachers feel that both these groups are not in close touch with the day-to-day programmes in the field and hence their suggestions, though wise and desirable, are often impractical. Unless a machinery which carry teachers' support and understanding is evolved it may be difficult to implement programmes of academic development. The question is how to mobilise teachers' support to accept programmes of academic development and also develop professional leadership and participation among the teachers. This will become a major problem in educational administration unless it is tackled satisfactorily now itself. This problem applies in the same measure to fields of higher education.

Item 24, A special cell may be constituted in the Ministry of Education to study the problem of minority controlled educational institutions and to evolve a suitable set of rules and procedures which would enable the Government to ensure the observance of minimum educational standard in those institutions in their own interest without restricting their freedom under the constitution unduly.

Government of India have been asking the State Governments to enact legislation for the education so that there are regular statutory provisions for administration of Primary, Secondary and University Education. A legislation as against executive rules has certain good and bad points. Executive rules cannot be questioned in a court of law while statutory provisions and rules are invariably taken to a court of law.

One of the major aspects which has given rise to considerable amount of complication and difficulties is the provision regarding minority institutions. Every State it is presumed and Kerala in particular has religious minorities. The constitution has provided protection for education and educational efforts of religious minorities. Religious minorities have been interpreted by the court to mean those sections of population constituting less than 50% of the total population of the State. Thus Christian community and Muslim community in this State are termed religious minorities and are extended the protection assured under the constitution. The courts have interpreted that none of the restrictive provisions of any Act and rule can apply to these minorities. This has introduced difficulty in educational administration. There are a large number of training schools

i.e., nearly 104 in our State. Out of which 71 are in the private sector. Among these majority are institutions managed by religious minorities. It has been held by the court that seats cannot be reserved in these institutions for admission of candidates recruited by P.S.C. It was noticed that these institutions admit invariably candidates who do not have bright academic standards though they may have satisfied the minimum requirements and they often indulge in irregular practices. This would mean that a large number of the institutions, very nearly the majority may thus remain outside the State control and give admissions as they like. It would also mean that about 50% or less than half of the institutions would be governed by the rules issued by Government. The result will be that two sets of rules will have to be in force in the department which may be very difficult for the department to enforce. Further other institutions complain of discrimination which also appears valid.

In recent years Government noticed a trend on the part of the private managements to appoint untrained teachers in schools instead of trained teachers so that they can collect donations from them while the State has now actually more than its requirements of trained teachers. To put an end to this practice Government laid down two stipulations that the post should be advertised and that the management should approach Employment Exchanges for the supply of qualified hands. The condition of advertisement was also found to be abused as when the advertisement appears in papers with restricted circulations and also when full details are not given in advertisement appointments can be manipulated. The restriction that only if and when the employment exchanges report that no qualified hand is available the Manager can appoint untrained teachers was taken to the court by the Management of a school which belongs to religious minority on the complaint that this constitutes an unreasonable restriction on religious minorities. The court has upheld the view and said that this order cannot apply to the schools managed by religious minorities. One of the tests laid down in the judgment of the Supreme Court in regard to the rights of the religious minorities was that reasonable restriction can be laid down for the benefit and good of the Institution. The Supreme Court also held that the interest of the majority or other backward sections cannot be made a reason for applying reasonable restrictions to minority institutions and that only that measure which is intended mainly for the improvement of the

school managed by the religious minority will alone be considered a reasonable restriction. Though it was argued before the court that the insistence on appointment of trained hands in a minority school is intended for the improvement of instruction and maintenance of the standard of the institution and cannot be termed unreasonable as the essential intention is the benefit of the institution but the court held otherwise.

Similarly, the provision in the Kerala Education Rule that normally the senior-most teacher shall be appointed as headmaster of the school has also been struck down as an unreasonable restriction. In a particular school the senior-most teacher having 30 years of service and who had secured a State award was overlooked and a junior person appointed as the headmaster not because he had any outstanding service as teacher but only due to the fact that he commanded the confidence of the management. Such actions of the management make the senior teachers naturally feel frustrated and also undesirably affect the communal balance as there is a tendency to appoint teachers on the basis of communities in the schools of the minority communities. Nowadays restrictions which were till now accepted by the minority communities are being questioned in the court of law as unreasonable restriction. This has been done because of the spate of decisions given in this regard. The argument that there was earlier voluntary acceptance by the managements of these restriction has not been accepted. The courts have held that fundamental rights cannot be surrendered voluntarily.

All this has now created a situation which makes it difficult to administer educational institutions on progressive lines. In fact many of the desirable features mentioned in the Kothari Commission Report and many of the features of educational administration and control envisaged by Government of India are likely to be declared as against the freedom given to the religious minorities.

In regard to the interpretation of what is religious minority also there has been some confusion. Sometimes a school opened by a person belonging to a majority community may pass into the hands of a person belonging to a religious minority accidentally as a conclusion of sale or transfer. Then the school becomes entitled to the benefits that religious minorities are entitled to creating a large number of problems in educational administration. If the rights of the religious

Minorities are upheld it is likely that there will be two groups of institutions in the country one of which will be controlled in a large measure and administered on the basis of rules laid down by the Government and the Department, another group eligible for the same degree of assistance but considerably free from the controls and regulations exercised by the Government and Department. Unless even now measures are planned to deal with this situation, a picture may emerge when there will be a large measure of discontent and divisive forces. The Government of India may examine the problems and experience of the various State Governments so that they can obtain the assistance of constitutional experts and legal luminaries and advise the State Government and also frame measure which would be within the constitutional proprieties and yet take care of the problems of the educational administration. This is suggested because each State has its own experience in this field and often the problems noticed by one State Government are not noticed by other State Governments. Besides, any of the suggestions made by the Government of India in regard to the implementation of the Kothari Commission and many of the provisions suggested by them for improvement of education may suffer from some of these problems.

Apart from all this, one of the main demands raised by teachers in aided schools is security of service conditions and equality of opportunities for initial recruitment, sanction of increment, protection due to retrenchment, preference for re-employment. Many of these protective measures which are intended for the benefit of teachers may fail on the ground that they may not apply to religious minorities. In order to ensure that managements do not send away teachers once recruited by them on flimsy reasons and appoint fresh hands, indulging in bad practices in the process, it was provided that an untrained teacher who was appointed in a school could be deputed for the training from the school and on return from the deputation he should be appointed in the same school. This has been questioned in the court of law on the ground that this is an unreasonable restriction in regard to powers of appointment of teachers by managements of the minority schools and the court has tended to accept this view. Even in regard to punishments, religious minorities are given greater freedom. If the school belonging to a religious minority, the department is not in a position to interfere when a teacher misbehaves or acts improperly or when a teacher is persecuted.

These actions on the part of the managements of schools belonging to religious minorities often cause embarrassment both to the Department and the Government. At the same time the management of other schools not belonging to religious minorities and the teachers who are working in such schools are both disheartened and annoyed and some of them react rather badly as they feel that they alone are being discriminated against. The Government of India may be urged to constitute a special cell in the Ministry to study the experience of the various States in regard to the rights conferred upon the religious minorities in the case of students, in the case of managements and in the case of public. They may also study various decisions given by the various High Courts of the States and also the Supreme Court. They may notice the salient aspects of these judgments and take these to the notice of the various State Governments for their information and action. They may also examine the purpose for which these various provisions in the Act which were struck down were made and suggest alternate provisions in consultation with a panel of legal and constitutional experts so that educational administration need not break down.

They may also study the implications of the emergence of a picture where two sets of institutions may have to exist in the country, one governed by the protection due to the religious minorities, and the other which does not enjoy such protection. We may have to plan our future measures in a manner that would enable us to act in an equitable, judicial and proper manner while at the same time conveying the feeling that one section is discriminated against or another or one section is being favourably treated.

Whenever any restriction is imposed on minority schools a lot of noise is made about it but often people are not aware of the irregular practices indulged in by some of the managements. The State Government feel that this is the subject which the Central Government are in a very good position to study and advise the State Governments. More than in any sphere, the Government of India are in a position to provide leadership in the matter and also help and assist the States and take note of the difficulties of educational administration in this regard.

The Government of India themselves are bringing forward many new suggestions for academic improvement in the form of regulations and controls. It would be desirable that in future they examine whether these sug-

gestions will be applicable to religious minorities also and take legal opinion and append this opinion also when they communicate recommendations to State Governments.

Item 25. A Committee may be set up by the Government of India to study the merits and demerits of the shift system and find out alternative methods for utilizing the educational facilities to the full extent.

The Kothari Commission has pointed out the need to use physical facilities and equipment we have in an intensive manner. The reasons for this suggestion are that at present the degree of utility is very limited and that we do not have the resources to provide additional facilities.

Shift system has been suggested and advocated by Government of India for utilisation of facilities in an intensive manner. But generally shift systems are unpopular in the country, both among teachers and parents for various reasons. One of the usual reasons attributed to the unpopularity is that the academic standards are lowered by the introductions of shift system. It also disturbs the working hours of the teachers and often upsets their daily routine. Parents feel uncomfortable when children return home at odd hours and have to remain there during the afternoon or forenoon as they are not used to the presence of children in the house during these times. Moreover, the children are often left to themselves and instead of attending to home-work and studies they use these periods to go out of the house and indulge in unhealthy habits. Students avoid institutions working on shifts and the teachers attribute poor results in schools to shift system. These objections have to be overcome if the shift system has to be popular and should be accepted by the public.

Government of India have set up a Committee to study the working of the shift system in the various States. The Committee is making a study of the shift system in force in a limited manner in the L.P. Schools in Kerala. A study conducted by the Kerala Government itself revealed that the performance of students in shift schools was inferior to performance of students in normal schools. It may be due to the fact that in the shift system in Kerala, two sets of students make use of the same set of teachers and also the number of working hours has been reduced. This system may be changed by fashioning it in such a manner that it enables the teachers to have the same workload and also ensures

that the students work for required number of working days. But it would be desirable to try the scheme in a limited matter in various places, both urban and rural, to make sure that the scheme will succeed. It will be necessary to involve both teachers and parents in the experiment. If necessary, the help of the National Parent Teachers' Association and also few teachers from various States may be taken in framing the scheme. The scheme will succeed ultimately only when both the teachers and parents accept it without reservation. So long as the parents think that it is not a sound system, the experiment is bound to fail because the failure of their children may be attributed by them to the defects in the system though the failure may be really due to other causes such as absence of study in the house. Similarly teachers may only be anxious to prove that the system has failed so as to enable them to return to normal system. As the parents and teachers often communicate their feelings to the children, they may be equally willing to make the system fail. Hence it would be necessary to fashion steps which would make the teachers and parents accept this programme and participate in it without any reservation.

Attention is also invited to the general reaction of the press to the shift system. While they may admit the necessity for it, most of them decry the system without going into the merits of the case. Hence it may be necessary to give a large measure of publicity to the merits of the scheme and also expose the false charges. Here again, Central Government may have to provide both the leadership and help to the State Governments. It would also be necessary to prepare both the teachers and the public for the scheme.

DR. SURYA PRAKASH PURI, M.P.

Item 28. Education of Physically Handicapped—(a) Education & Training of the Deaf-Mute, Blind, mentally retarded and other physically handicapped should be transferred back to the Ministry of Education & Youth Services.

Perhaps the worst sufferers in the present day educational systems are the Deaf-Mutes. There are just not sufficient schools for them. The total number of schools in the whole of India does not exceed 50. These schools too are ill equipped, under staffed, and neglected. As a result even the one in hundred, who is able to attend the school for deaf, does not derive any worthwhile benefit.

The education and training of the Deaf, and other handicapped is at present under the Social Welfare Department. Since this is actually an educational subject, it should not have been transferred to Social Welfare Department. The experiment has been a failure.

Specialised mode of teaching, is required for the Deaf. Only if it is put under the control of Education Ministry, can the deaf gain advantage. Rehabilitation, employment assistance, and other welfare activities might be retained by Social Welfare Department. But education, from pre-primary education up to the highest standard must be the responsibility of Ministry of Education.

(b) Education & Training of the Deaf, Blind and other physically Handicapped be made a Central subject.

It has been observed that neither the State Governments nor the private or voluntary organisations, who run a number of Primary schools for Deaf can raise sufficient resources. Since the education of the Deaf is a specialized subject, lot of special equipment and trained teachers are required, which in turn means outlay of huge sums. From their multifarious activities and projects, States can ill-afford to allocate sufficient funds for the education of Deaf. Where even the State Governments fail, the private organisations can not be expected to show a better performance.

(c) Education of the Deaf, Blind, and physically handicapped be made compulsory up to primary stage.

Where as the normal people can even do without education, the Deaf cannot since they are cut off from the world of sound. It is therefore imperative to educate them so that they may prove an asset to the Nation, rather than a liability. As such the education of the Deaf must be made compulsory.

(d) Education & Training of the Deaf, Blind and physically handicapped be Nationalized.

It has already been stated that the private and voluntary organisations engaged in the education of deaf lack resources and can not satisfactorily discharge their duties. It is added that such organisations play on the sympathies of a generous public, collect huge amounts, a part of which only is used for the cause. Most of such institutions are mis-managed, and the sooner an end is put to this practice the better it would be. This can be achieved by Nationalization of education of

the Deaf. The Board should, therefore, recommend that Government should take over all such organisations. No compensation need be given. Government has however, to find funds to run these institutions properly.

(e) At least one college, on the lines of Gallaudet College for Deaf, Washington D.C., U.S.A. be started on an experimental basis for the Deaf. Every State capital should have at least one Higher Secondary School for the Deaf.

In the whole of India, there is not a single High School or even a Middle School for the Deaf. There is, thus, an obvious need to provide for High-School and College education for the Deaf. When an equal opportunity has been guaranteed to all by our Constitution, it is a pity to deprive these people of such benefits. An experiment therefore has to be made in this direction.

Item 29. The problems of the Educated unemployed—(i) Technical; (ii) Non-Technical, (iii) Physically Handicapped.

An impression is gaining ground among all students that even after successfully completing their studies they would have to face a bleak future. Employment is scarce and the number of unemployed is growing on an alarming scale. We have, therefore, to re-orient our education system in such a way that a student, after completing his or her education may be able to earn a living.

We have, therefore to devise ways and means to meet the requirements of all the three types of students—(i) *Technical* (ii) *Non-technical* and (iii) *Physically handicapped*.

In addition, we will have to provide for adequate facilities for employment, by creating more jobs. A special sub-committee should examine this aspect of the problem. Unless we can assure a suitable job to each student, I feel that we should not spend huge amount on education just to add to the rank of unemployed. Education, therefore, needs be viewed in relation with employment.

Item 30. The Brain Drain i.e. the constant migration of the talented youth from India to U.S.A., U.K., Australia and other countries.

The most disturbing development in recent years is the fact that more and more promising scientists and other capable persons are leaving India in search of better employment

abroad. This too, when we need them most here to visualize and implement Programmes for National uplift. This migration of talent abroad has been fittingly called Brain Drain. We have to stop it, if we are to survive as a Nation.

This point has therefore to be examined with utmost care and ways and means have to be devised to stop it for the present and to prevent it for future. Utmost importance need be paid to this item.

Item 31. Guidance of Youth leadership and the growing menace of indiscipline.

Present day youth is standing at cross road and needs proper guidance. Youth guidance centres need be opened in all colleges so that the youthful energy may be utilized to advantage. This in turn will reduce the growing indiscipline among the students.

Item 32. Improvement of Text Books—(i) Revision of curriculum; (ii) Availability of cheap Text Books; (iii) Availability of Text Books in Regional Languages; (iv) Availability of Text Books on Technical subjects and advanced sciences.

The position with regard to textbooks is far from satisfactory though this issue has been discussed in Board's Meetings earlier also, in view of its importance it be reviewed again. There just are not proper textbooks available. There is no uniformity, and Textbooks differ from place to place. These have to be standardised, and made available at cheap price in Hindi, English and regional languages.

Then again apart from a few cases, Text Books have not been revised and brought up-to-date. In the context of a changing world, we have to change our curriculum, and lay stress on factors, most advantageous to us.

Item 33. Exact information about educational institutions from pre-primary stage onward.—(a) No. of Institutes, (b) Standard, (c) No. of students on roll, (d) Classes & Sections, (e) Teachers & ratio of teacher-pupil, (f) facilities available, (g) Facilities wanting.

At present, we do not have any information about educational institutions in a well-mannered tabulated form. Without proper statistics we can neither gauge the problem, nor take effective steps. This information in the manner suggested, therefore, need be collected so that it may give us an idea of the problem.

Item 34. Central schools be opened on District level.

At present, there are very few central schools. I feel that if a central school is opened in each District HQ, it would work as a model for other schools and give a much needed shot in the arm to our present day deteriorating educational system. The possibility, therefore, needs be examined.

Item 35. Libraries & Reading Rooms be opened in all villages.

We have been laying emphasis on Adult Education but neglecting Library and Reading Room Services. The progress made in the direction of Adult Education has, therefore not been, what would have been expected under normal circumstances. This is mainly because of paucity of books of Adult Education. This shortage however can easily be made up by opening library-cum-reading room in villages. One Library-cum-Reading Room should be opened in all villages which have panchayats. The State Governments can finance this project without much effort. It will be of an immense value to all.

Item 36. Improvement in the conditions of services of teachers—(i) Revision of Pay scale, (ii) Extension of various facilities, (iii) Training opportunities, (iv) Retirement benefits.

Since we have to implement all our decisions through teaching staff, and have to depend on them to a very large extent our success or failure depend more or less on their cooperation. A happy and satisfied teaching staff is therefore necessary. Their problems need be looked into, and so far as possible their grievances be removed. This is a point with far reaching consequences and may therefore be looked into thoroughly.

Item 37. Sports—(i) Play Grounds and sports facilities be provided in all educational Institutions, specially in the Institutions of Physically handicapped. (ii) Regular sports-meets on Regional and Zonal basis should be held. (iii) Talent be explored in rural areas and even non-students be allowed to participate in the competitions. (iv) Proper encouragement should be given to the budding, sports women, and sports-men. (v) Coaches be provided and coaching camps should be organised in large numbers. (vi) Deaf, Blind and other physically handicapped be

provided with adequate facilities for rest and recreation.

At present, little is being done to promote sports at the bottom level. We have to locate talent from rural areas, where we have sufficient chances of getting good material. Sports have therefore to be taken to villages.

The biggest single drawback at present is that only school/college students can compete in various sports-meets. They exclude those villagers who might otherwise, prove to be better sports-men. Efforts have, therefore, to be made to bring them with in the fold.

Sports and games facilities especially in villages are comparatively lacking. There are no play grounds. Every available plot of land has been put under cultivation. Whatever small facilities, that may be available in villages, are enjoyed by teaching staff, rather than students. This practice need be stopped. State Governments can ensure proper play-grounds and games articles.

Coaches, Coaching camps in villages are very necessary and deserving sports-men and sports-women, even if living in villages deserve proper recognition, and a comprehensive programme need be chalked out by All India Sports Council.

So far as Deafs are concerned, they have been denied all assistance mainly because of claims and counter claims by two rival organisations, both of whom claim to represent deafs. This is hardly fair to the Deaf. Government should take steps to safeguard the interest of common deafs.

DR. R. K. SINGH

Item 38. To improve the qualifications of teachers in degree colleges—Minimum qualification be raised to M. Phil.

Majority of the postgraduate teachers of Physics, Mathematics, Economics, Education and Sociology etc. in the University of Meerut (would be equally true of Agra, Kanpur and Gorakhpur) are not qualified for teaching post-graduate classes. They have the potentiality but not the training or the necessary competence in their subject. Result. Ill-equipped and out-of-date teachers are teaching modernised or partially modernised syllabi with the help of dictated notes prepared decades back by their teachers or teachers' teachers. And since the expectation is that a good number of boys must get a first class and nearly all must pass, the poor performance of the students and the teachers goes undetected.

2. A conscientious examiner of postgraduate classes must fail majority of students in the affiliated universities. The human and physical resources which go into the teaching of post-graduate courses, if diverted to under-graduate teaching, could produce the same or better results. These Universities have laid down seemingly high qualifications for the post-graduate teachers. They must have first class post-graduate degree and if a second class they must have five years teaching experience of under-graduate classes. These "high qualifications" rule out the post-graduates of any of the better universities. The indigenous first classes dominate. There was a time when even Intermediate colleges used to get brilliant teachers.

3. In recent years there has been a serious effort to upgrade the qualifications of teachers. The *modus operandus* has been the Summer School. In reference to affiliated colleges consider it a typically *Shanah Shanah* method 85% of students receiving higher education are in colleges. If the improvement of these be considered a high priority goal, something more drastic has to be done. M. Phil courses are the immediate answer.

4. The M.Phil degree is awarded after 14 months of serious studies and research in an established library and laboratory. If the duration of the M.Phil courses be equated with the duration of the Summer courses it will be one to nine. What a person gets through the M.Phil in fourteen months he will get in nine years through nine Summer courses. It is difficult to imagine that any one person will attend nine consecutive courses. The underlying implication of the Summer courses is "take as much as you please". And this is literally true. Behind the M.Phil courses a mandatory requirement is "benefit by the courses or quit".

5. The advantages of the M.Phil courses will accrue only if circumstances are created for practising teachers to come in larger numbers or M.Phil is made the minimum requirement for recruitment of college teachers. Since the second is not likely to happen, I would suggest an intensified programme for the first. The teaching of Physics or of any subject could be revolutionised if two or three teachers from each post-graduate department could be enabled to go through M.Phil courses. The Universities in that case could modernise the syllabi with confidence that the same will be followed. The cost per teacher would be about Rs. 5,000 per annum. It would cost about a lakh of rupees to pull up the

teaching of Physics in the University of Meerut and perhaps about 5 lakhs for all the affiliated colleges of the U.P. Universities. Expenditure of about a crore of rupees would revolutionise the teaching of physical and Biological sciences in the colleges of the Uttar Pradesh. The same amount spent in a decade would not produce any noticeable result.

6. The M.Phil courses in the Meerut University are not likely to produce the expected result. My image of the Meerut University is that it should become an in-service university for teachers in colleges. Since there has not

been an adequate appreciation of its role by the U.G.C., the colleges and the State Government, the objective has been watered down. It is likely to become a training ground for second class students seeking entry into the teaching profession. The U.G.C. could take a lead by creating a very large number of senior-fellowships for practising teachers for the specific purposes of going through M.Phil courses. For our purposes at this stage I consider intensive high level courses better than specialised research in a narrow field leading to Ph. D. Degree. Also because three M.Phils will be produced with the expenditure to be incurred on one Ph.D.

SUPPLEMENTARY ITEMS SUGGESTED BY THE STATE GOVERNMENTS AND MEMBERS OF THE BOARD

MRS. MINA SWAMINATHAN

Community Resources in Pre-School Education

The need.—The need for prescribed education as a measure of child welfare is now widely accepted. However, its importance as an educational measure is still not so widely recognised. It is now scientifically established that 80% of brain growth in the human being takes place before the age of eight, and hence this period of education assumes vital importance. Moreover, absence of pre-school education is closely related to wastage and stagnation at later stages of education. Development of cognitive abilities and skills, social and emotional maturity and physical health, all of which are part of the preschool programme, equip the child to meet the challenges of school life. Because of lack of such preparation, later achievement is poor, and much of the present investment on later stages of education yields no return. Studies also reveal that the child having the benefit of intellectual and verbal stimulation from an early age fares better in intelligence tests than a child from an under privileged home who may have the same genetic potential but has lacked early environmental stimulation. Hence, talent search or merit scholarship programmes devised for later age groups vitiate themselves, since inequalities have been built into the system at a far earlier stage in the educational ladder. Real equality of opportunity in education can only come about through tackling the first rungs of this ladder. Finally, biological research has shown that damage to brain cells due to protein malnutrition before the age of four can never be repaired, even with the best of dietary supplements and care offered later. If the nutrition programme is to have any impact it must begin to operate with the age-group below four years of age.

Efforts are now being made to provide a net work of pre-school centres through the Family and Child Welfare Centres. However, due to the rapid growth of population and the limited resource position, the number of such centres will fall far short of what is required for several years to come. There is hence a great need to encourage the growth of community sponsored and community run pre-school education centres, which will operate with the minimum of financial and technical guidance from the state and other agencies.

Community Pre-School Centre.—The significant feature of the community pre-school centre are :

- (1) the use of unutilised and under utilised services through the employment of local girls and women with the minimum educational qualifications, or with no formal education, and the use of voluntary services wherever available.
- (2) the use of simple and cheap equipment improvised locally with locally available materials and labour and the use of available space.
- (3) the use of professional services to train the staff, help them in equipping and setting up the centre, and to provide continuous in-service guidance and refresher training at regular intervals, only.
- (4) the use of local resources in cash and kind for equipping and running the centre, assistance from outside sources being never more than one-third of the amount required.

Advantages of the Community Pre-school Centre.—(1) Reduction of costs due to the use of locally available materials and labour, and the employment of partially trained local workers

GOVERNMENT OF RAJASTHAN

(2) Elimination of problems of transport and waste of time and energy by staff having to travel long distances to and from work

(3) Maintenance of high standards of work, availability of resources in cash and kind, and long-term stability of the project due to close involvement and direct participation of local people.

Role of Training Centre.—A training centre for community leaders and pre-school education teachers and assistants will have to be set up for groups of villages, or other small areas. The training centre will have to undertake the following :

- (1) Convince the local population about the need for such a pre-school centre and explain its feasibility and method of working
- (2) Organise the local leaders to undertake the work of raising the necessary resources and managing the centre
- (3) Select and provide short-term training to women and girls in the neighbourhood who may be suitable to staff the centre
- (4) Help in designing, assembling and constructing the equipment necessary and setting up the centre
- (5) Provide continuous in-service guidance and supervision to the centre when set up
- (6) Provide for further refresher training at regular intervals
- (7) Advise and guide in the development of the nutrition programme

Details of the actual manner of working of these centres will naturally vary according to the existing facilities in that area and other circumstances.

Pilot Project.—A pilot project to establish a community pre-school centre has been undertaken in Delhi State by a voluntary agency. The result, which may be seen next year, will give further indications about the development of the training programme.

Impact of the CARE programme and its gradual taking over by some local agency with the support of rural masses.

The State Government had accepted CARE assistance programme for supply of Milk and *Dalia* to the children in rural areas. No doubt, we appreciate the generosity of the Organisation, but a feeling has crept in the minds of the masses as if the local support could not be enlisted for catering to the genuine needs of the under-fed children.

The scheme provides for meeting the cost of transportation, which alone is quite heavy. Besides this, there is a large number of organisations within the country who could take up such a project with the assistance of the local people.

In order to gradually do away with the assistance under the CARE programme, it is proposed that a climate may be created whereby the local organisations could come to the fore and supplement the dietary requirements of the under-fed children. For this purpose, a scheme could be prepared to collect grains at the time of harvest. It should not be difficult to do so because there is a human element involved; more so when the things so collected are to be utilised for their own wards. To add to their share, Governmental assistance could be made available to the tune of expenditure which is presently being incurred on transport etc.

The Government of Madras had envisaged such a programme through involvement of the local masses and as far as it is known, the scheme had been a success. Through this endeavour not only we will be able to do away with our increased dependence but will provide fresh and nutritious diet.

The Board may therefore, consider launching the school feeding programme on the lines suggested above and if need be, some more money could be made available by the Centre, till the project gets momentum in the rural areas.

III. ITEMS CIRCULATED FOR INFORMATION OF MEMBERS

A NOTE ON NATIONAL SERVICE SCHEME

1. *Introductory.*—Originally, the National Service Scheme was to be offered as an alternative to the compulsory NCC. In other words, it was expected that every boy studying in the first two years of the degree course could choose either the NCC or the NSC, an exemption being given only to outstanding sportsmen for whom special facilities for coaching were to be provided under the National Sports Organisation. Both NCC or NSC were, however, to be voluntary for girls.

2. But owing to the constraint of resources, the Ministry of Education and Youth Services have been asked to implement the scheme on a selective basis and the financial allocation that is now available during the fourth Five Year Plan period is only Rs. 6.5 crores for both NSC and NSO programmes. The Ministry of Education and Youth Services have earmarked a sum of Rs. 4.90 crores for the development of NSC programme during the Fourth Plan Period. This will represent the Central Share of the NSC expenditure. During the current year, Ministry of Education and Youth Services have provided a sum of Rs. 35.5 lakhs for the development of NSC programme. Since the provision of funds this year is small, it is necessary to make a careful selection of institutions which may be able to start implementing the National Service Scheme effectively.

3. *Selection of Institution/Guide Line for Implementation of Programme.*—In Annexure XI will be found names of universities which will implement the programme during the current year and the maximum number of students, which each university could involve. The universities mentioned in Annexure XI are requested to follow the guidelines below in the matter of selection of institutions and implementation of the programme. For selecting institutions for 1969-70, the following criteria may be adopted :

- (a) Institutions which have a tradition of social service, where the atmosphere is favourable and where the necessary leadership is available;
- (b) Colleges which have the necessary potential to develop the Programme and

are in the vicinity of schools of social work or university departments of social work which will be taking a leading part in the development of the programme in their neighbourhood;

- (c) Colleges which have done good work under the Planning Forum's Programme; and
- (d) Some special institutions which have been taking an interest in the Programme over the years, and have developed the necessary expertise.

4. In the matter of implementation of the programme and provision of staff for this purpose the following criteria should be kept in view :

- (a) No institution should be selected which would not involve a minimum of 100 students;
- (b) The National Service Programme year will be the usual academic year of the university concerned;
- (c) Every student attending the N.S.C. will be required to put in minimum of time equivalent to 120 hours each academic year.
- (d) There would be considerable flexibility in the programme to be developed during term time and institutions will be free to develop suitable projects on the basis of local needs, the wishes of the staff and students and the resources available. To sustain interest of the students a diversity of programmes will be emphasised and attempted and wherever possible the programme could also be related to the studies of the students.
- (e) For every batch of 200 students the university could appoint a part-time teacher from the college staff who could be paid honorarium at the rate of Rs. 300 per quarter. The part-time teacher so appointed would be required not only to develop the programme but also to prepare a quarterly progress and evaluation report of the programme which should be forwarded to the Ministry of

Education and Youth Services. If the Universities need any additional staff they may employ them depending upon the size of the programme undertaken and the number of students involved but the expenditure on staff shall not exceed more than 20% of the total expenditure incurred on the scheme.

- (f) The part-time teacher may be assisted by student leaders at the rate of one leader for every group of 50 students. The out of pocket expenses of the student leaders will be paid for from the contingencies to be provided for in the scheme of Social Service.

5. Role of Schools of Social Work.—In Annexure XI names of Schools of Social Work with whom each particular university and the institution selected by them should establish liaison have been stated. The universities are requested to kindly contact the schools of Social Work designated for them for assistance in the orientation of teachers, student leaders and for development of academic and technical content of the various programmes which the universities may like to develop. Ministry of Education and Youth Services have separately advised the Schools of Social Work to render the necessary service as mentioned above.

6. Role of Specialised Institutions.—Ministry of Education and Youth Services have also decided that the Tata School of Social Work, Bombay, Indian Institute of Technology, Kharagpur and Delhi School of Social Work will jointly take up the responsibility to conduct research relating to the NSC programme so as to relate the same with the programme of studies and to provide the necessary work experience, to evaluate the various action programmes from time to time and standardise the programme of training of teacher and student leaders. They will also undertake to produce the literature necessary for the NSC programme.

7. Local and Inter-State Camps.—In addition to the institutional programme which may be developed, universities should organise local camps consisting of small number of students for purpose of vigorous pursuit of on-going programme of social service. For this purpose careful planned programme of camps need to be developed by each university. Besides local camps it is proposed to organise five inter-state camps during the current year and for organising such camps the responsibility will be entrusted

to selected Schools of Social Work. Ministry of Education and Youth Service will render all assistance to Schools of Social Work for organising such camps. Such inter-state camps will generally concern themselves with programmes of national integration, programmes of emergency relief, programmes to increase productivity and for taking up projects designed to develop national consciousness.

8. Financial Arrangement.—As regards the financial arrangement between the Centre and the States, the NSC will be developed jointly by the Centre, States and Universities. The expenditure will be shared between the Centre and the States in the ratio of 2:1 like that of the NCC.

The Central share of expenditure would be limited to Rs. 100 per student and that of the State Rs. 50. Out of the Central share of Rs. 10 per student Rs. 70 per student will be available to the Universities as direct grant and the balance of Rs. 30 will be utilised by the Central Government for meeting the financial commitments of the three institutes (Tata School of Social Work, Bombay, IIT, Kharagpur and Delhi School of Social Work); TA/DA of inter-state and national camps and other contingent expenditure of the Central Government and for financial orientation of teachers programme by the Schools of Social Work.

9. Conclusion.—On the basis of this pattern universities are advised to start implementing the NSC programme in consultation with their designated Schools of Social Work and for this purpose they will receive directly from the Central Government their share of expenditure limited to Rs. 70 per student for the number of students mentioned in Annexure XI and they will themselves arrange to obtain from the State Governments their share of Rs. 50 per student for the number of students as mentioned in Annexure XI.

10. In the light of the principles stated in the preceding paragraphs, Universities should draw up the details of the programmes to be undertaken during 1969-70 and prepare the details of estimates of expenditure to be incurred on the same. This should include the following items :

- (a) honorarium to be paid to part-time teachers and expenditure on any additional staff required.

- (b) Expenditure to be incurred on projects to be undertaken including expenses on travel, contingent items etc.,
- (c) Cost of simple uniform to be provided to students.

11. Ministry of Education and Youth Services have accepted the kind offer made by Prof. S. N. Ranade of the Delhi School of Social Work to act as honorary adviser of the programme.

Suggested Statewise Allocation of Students strength and Allocation of Funds for 1970-71 for National Service Corps Programme to Universities Located in States

Name of State	Student strength	Central Govt.'s share	State Govt.'s share	1	2	3	4
1	2	3	4				
1. Andhra Pradesh . . .	5,000	3,50,000	2,50,000	9. Madhya Pradesh . . .	5,000	3,50,000	2,50,000
2. Assam . . .	2,000	1,40,000	1,00,000	10. Maharashtra . . .	10,000	7,00,000	5,00,000
3. Bihar . . .	5,000	3,50,000	2,50,000	11. Mysore . . .	6,000	4,20,000	3,00,000
4. Gujarat . . .	7,000	4,90,000	3,50,000	12. Orissa . . .	4,000	2,80,000	2,00,000
5. Haryana . . .	4,000	2,80,000	2,00,000	13. Punjab . . .	4,000	2,80,000	2,00,000
6. Himachal Pradesh . . .	1,000	70,000	50,000	14. Rajasthan . . .	5,000	3,50,000	2,50,000
7. Jammu and Kashmir . . .	1,000	70,000	50,000	15. Tamil Nadu . . .	8,000	5,60,000	4,00,000
8. Kerala . . .	4,000	2,80,000	2,00,000	16. Uttar Pradesh . . .	10,000	7,00,000	5,00,000
				17. West Bengal . . .	6,000	4,20,000	3,00,000
				18. Delhi . . .	4,000	2,80,000	2,00,000
				TOTAL . . .	91,000	63,70,000	45,50,000

NOTE :—

1. The balance of 4,000 students will be distributed to Indian Institutes of Technology and Rural Institutes, under the control of Ministry of Education & Youth Services.
2. Minor adjustment of students allocation would be made on request of the State Government.

ANNEXURE XI
Statement showing the Grant-in-aid sanctioned for N. S. C. Programme

Name of State	Name of University	No. of Students	Designated School of Social Work	Total grant available to the University			50% Central grant being released now	
				Centre	State	Total		
1	2	3	4	5	6	7	8	
Andhra Pradesh	1. Andhra University	1,500	Deptt. of Social Work Andhra, University, Waltair.	105,000	75,000	1,80,000	52,500	
Assam	1. Dibrugarh University	500	Deptt. of Social Work, Visva Bharati (West Bengal).	35,000	25,000	60,000	17,500	
	2. Gauhati University	500		35,000	25,000	60,000	17,500	
Bihar	1. Ranchi University	500	Gandhian Instt. of Studies, Varanasi	35,000	25,000	60,000	17,500	
	2. Patna University	500		35,000	25,000	60,000	17,500	
Gujarat	1. Gujarat University	2,500	Faculty of Social Work, M.S. University, Baroda.	175,000	125,000	3,00,000	87,500	
	2. Sardar Patel University	1,000		70,000	50,000	1,20,000	35,000	
	3. M. S. University	1,000		70,000	50,000	1,20,000	35,000	
Haryana	1. Kurukshetra University	1,000	Delhi School of Social Work	70,000	50,000	1,20,000	35,000	
Kerala	1. Kerala University	1,500	PSG School of Social Work, Coimbatore.	1,05,000	75,000	1,80,000	52,500	
Jammu & Kashmir	1. J. & K. University	500	Delhi School of Social Work, Delhi	35,000	25,000	60,000	17,500	
Madhya Pradesh	1. Indore University	500	Indore School of Social Work	35,000	25,000	60,000	17,500	
	2. Saugar University	500		35,000	25,000	60,000	17,500	
Maharashtra	1. Poona University	2,000	Ahmednagar College	1,40,000	100,000	2,40,000	70,000	
	2. Bombay University	3,000		210,000	150,000	3,60,000	105,000	
	3. Shivaji University	1,500		Tata Institute of Social Sciences, Bombay	105,000	75,000	1,80,000	52,500
	4. Nagpur University	1,000			70,000	50,000	1,20,000	35,000
Mysore	1. Bangalore University	2,000	PSG School of Social Work, Coimbatore	140,000	100,000	240,000	70,000	
	2. Mysore University	1,500		105,000	75,000	180,000	52,500	
	3. Karnatak University	1,000		70,000	50,000	120,000	35,000	

1	2	3	4	5	6	7	8
Orissa	1. Orissa, University of Agriculture & Technology	3,000	Visva Bharati, Sriniketan (W.B.)	21,000	15,000	36,000	10,500
	2. Sambalpur University	400		28,000	20,000	48,000	14,000
	3. Utkal University	300		21,000	15,000	36,000	10,500
Rajasthan	1. Rajasthan University	1,500	Delhi School of Social Work, Delhi	1,05,000	75,000	1,80,000	52,500
	2. Udaipur University	500		35,000	25,000	70,000	17,500
Punjab	1. Punjabi University	500	Delhi School of Social Work, Delhi	35,000	25,000	60,000	17,500
	2. Punjab University	1,500		1,05,000	75,000	1,80,000	52,500
Tamil Nadu	1. Madras University	2,000	Madras School of Social Work, Madras.	1,40,000	1,00,000	2,40,000	70,000
	2. Madurai University	1,000		70,000	50,000	1,20,000	35,000
	3. PSG		PSG School of Social Work, Egmore.				
Uttar Pradesh	1. Gorakhpur University	1,000	Kashi Vidyapith	70,000	50,000	1,20,000	35,000
	2. Banaras University	500	Kashi Vidyapith	35,000	25,000	60,000	17,500
	3. Aligarh Muslim University	500	Deptt. of Social Work, Lucknow University, Lucknow.	35,000	25,000	60,000	17,500
	4. Agra University	500		35,000	25,000	60,000	17,500
West Bengal	1. Calcutta University	1,600	Indian Institute of Social Welfare and Business Management	1,12,000	80,000	1,92,000	56,000
	2. Jadavpur University	400		28,000	20,000	48,000	14,000
	3. Visva Bharati	500	Deptt. of Social Work, Visva Bharati, Sriniketan.	35,000	25,000	60,000	17,500
Delhi (Union Territory)	1. Delhi University	3,000	Delhi School of Social Work	2,10,000	1,50,000	3,60,000	1,05,000
	2. Jamia Millia						
	3. IIT., Haus Khas						
TOTAL				28,00,000	20,00,000	48,00,000	14,00,000

NO. F. 1-1/69-Plg. III

GOVERNMENT OF INDIA

**MINISTRY OF EDUCATION &
YOUTH SERVICES**

New Delhi, dated

SUBJECT :—35th meeting of the Central Advisory Board of Education, May 2nd and 3rd, 1970.

In connection with the 35th meeting of the Central Advisory Board of Education, following papers are circulated :

(i) Development of Sanskrit Education (Suggested by Kerala Govt. notes enclosed)

(ii) Supplementary note on item No. 17 of the agenda, Provision of minimum amenities in the educational facilities to solve problem of Students unrest.

(iii) Supplementary note on item No. 29 of agenda Problems of educated unemployed (i) Technical (ii) Non-Technical (iii) Physically handicapped.

(iv) To adopt the 9th Annual Report of the National Council for Women's Education: (Suggested by Ministry of Education and Youth Services—copy of the report is enclosed).

J. P. NAIK,

Member-Secretary

Supplementary Item of Agenda suggested by Government of Kerala—Development of Sanskrit Education

(1) Enhancement of Scholarship amounts, (2) Spreading the scholarships over a wider circle of students, (3) starting classes for those who would learn voluntarily, (4) appointment of an officer at state level who would look after Sanskrit education.

At present, there is provision for teaching of Sanskrit in 202 High Schools and 49 U. P. Schools of which 17 High Schools and 21 U. P. Schools are Sanskrit Schools. 22810 pupils (13514 in U. P. Classes and 9296 in H. S. Classes) learn Sanskrit under Part A Regional language in normal schools and

13,200 pupils (7,890 in U. P. Classes and 5310 in H. S. Classes) learn it as first language in Sanskrit Schools. In order to give incentive to pupils studying Sanskrit, two types of Scholarships have been instituted—one as a State Award and the other under Centrally sponsored Scheme. The State Scholarship is awarded to two pupils in each of the High School standards of pure Sanskrit Schools at Rs. 15 per mensem. The number of our State Scholarships comes to 120. Under the Central Scheme fifty scholarships are awarded to pupils of standard IX who have taken

Sanskrit under Part A, Regional Language. The rate of scholarship is Rs. 10 per month and it is tenable for two years. There is no scholarship for pupils of U. P. Classes.

In order to attract more pupils to the study of Sanskrit the Scholarship Scheme has to be expanded. It is suggested that at least 10% of the pupils in pure Sanskrit Schools and 5% of the pupils studying Sanskrit under Part A Regional Language in normal schools should receive scholarship. Thus 531 pupils of H. S. Classes and 789 pupils in U. P. Classes in pure Sanskrit Schools and 465 pupils of H.S. Classes and 675 pupils of U.P. Classes in normal schools will have to be given scholarships. High School pupils may be paid scholarship at the rate of Rs. 15 per mensem and U.P. pupils at the rate of Rs. 10. Additional financial commitment on this account will come to Rs. 3,22,000 per year.

2. Voluntary courses in Sanskrit for school pupils as well as non-school-attending adults may be organised. It is proposed that voluntary courses may be started in 100 schools where Sanskrit is being taught, in the first instance. A Sanskrit Teacher in the concerned school may be paid honorarium of Rs. 50 per mensem. The expenditure on this will come to Rs. 60,000 per annum.

3. A State-level Officer in the grade of District Educational Officer may be appointed to be incharge of Sanskrit Education. His duties will be to improve Sanskrit courses, to inspect Sanskrit teaching in schools to help the Voluntary Organisations in the development of Sanskrit, to attend to matters relating to grants to Voluntary Sanskrit Organisations and to conduct training programmes for teachers of Sanskrit in Schools and in Institutions run by voluntary agencies. The annual expenditure by way of salary and T.A. to the officers will amount to Rs. 10,500. The appointment can be on contract basis.

Supplementary note on Agenda item No. 17-Provision of minimum amenities in the educational facilities to solve problem of students unrest.

Examination Reform and students' indiscipline.—The present scheme of school and college examinations has come in for criticism of late particularly in the light of incidents involving students and invigilators. The Consultative Committee of Members of Parliament of the Ministry of Education and Youth Services discussed the subject of

examination reform at a special meeting convened for the purpose. Many of the suggestions may have to be tried out in pilot projects to assess their efficacy.

Minutes of the Fifth meeting of the Consultative Committee of Parliament for the Ministry of Education and Youth Services held at 11 A.M. on Monday, the 16th February, 1970 in room No. 53 Parliament House.

The fifth meeting of the Consultative Committee for the Ministry of Education and Youth Services was held at 11 A.M. on Monday, the 16th February, 1970 in Room No. 53, Parliament House, under the Chairmanship of Prof. V. K. R. V. Rao, Minister of Education & Youth Services to consider the problem of examination reform.

Welcoming the members, the Chairman observed that this was probably the first time when the Consultative Committee was meeting to discuss a purely academic problem. This, he said, was a good beginning and he hoped that, in future, the Committee would take up other academic problems also for discussion. He pointed out that the papers circulated to the Hon'ble Members were mainly factual and tried to give a comprehensive report on what has been or is proposed to be done in the field of examination reform at the school and university stages. He then raised the following issues for consideration of the Committee:

- (1) How shall we eliminate the fear that is generally associated with examinations?
- (2) How will it be possible to introduce continuous internal evaluation? How should the results of the internal and external evaluation be coordinated?
- (3) Do we need examinations at all at the lower stages of education? At what stage should regular public examinations begin?
- (4) Should there be grades like 'A', 'B', 'C', or 'D' in examinations or should we give numerical marks as at present?
- (5) There are several experimental programmes like open-book examinations which need to be studied and tried out? How can this be done?

Whatever the decision we might take, he said, it is well to remember that the Central Government does not have any authority in

field. All that it can do is to try to persuade the authorities concerned, and itself carry out research and promote or assist significant pilot projects.

A general discussion then followed. The points made by the Hon'ble Members who participated in the discussion, are given in the paragraphs that follow.

Shrimati Maha Bar Thakur.—There should be only oral examinations up to class IV and V. Easy type examinations should be introduced only thereafter. Internal examination is necessary and its marks should be added to those of the external examination.

Shri K. Anbazhagan.—There are advantages and disadvantages in external as well as internal examinations. The external examinations have vagaries and problems which are well-known and they can only evaluate. They also emphasize eleventh hour studies, hunt for likely questions and other unacademic trends. The internal examinations maintain the sustained interest of students and can assist the organization of diagnostic and remedial programmes. But they often cause strained relations between teachers and students and not infrequently, political or communal considerations are injected into them. What is needed therefore is a balanced system that will involve both internal and external examinations in a suitable manner and stimulate the students to study throughout the year which is the principal object of education.

Till about the age of 10, there should be no external examinations and even the internal assessment need not be rigorous. There is also need to reform question papers: they should not merely test the memory of the students; they should be so framed that a student will have to study the entire syllabus and not selected portions only; and they must be related to the age and maturity of students.

It is desirable that papers are given 'numerical marks' rather than grades'.

Shri O. P. Tyagi.—Examinations are needed for two main reasons: to test the abilities or achievements of a student or for admission into Government service.

It is wrong to assume that every student can study every subject. In the present system, there is a heavy load of a large number of subjects on all students, irrespective of their interests and capacities. This is wrong. Examinations should test the students in what they have studied and in subjects in

which they are interested. There should be no compulsion to pass in each and every subject.

Internal assessment is very important and it is the teacher alone who can be the best judge of the capacities and achievements of the students.

There should be no external examination in lower classes.

Sardar Buta Singh.—There is often a great uncertainty about examinations because even a student who has worked hard may fail and another may get a first class by concentrating on a few selected questions which might luckily appear in the examination. Even the system of internal assessment is not free from difficulties and complaints of wrong favours by teachers are often received.

It would be desirable to introduce some element of competition. Two or three schools may be grouped together for purposes of examinations and the actual examination for them may be conducted by some outside institution. This method of evaluation, which is adopted in the Army, may be adopted in schools also.

It may be desirable to send papers in external examinations at the university stage to two examiners and then make a common assessment based on the evaluation of the two. This would be much fairer than the present system.

In the present system, the differences of schooling, atmosphere, etc. are not taken into account and the same question papers are set for urban as well as rural students. This is inequitable.

A Progress chart should be maintained for every student.

Shri Chandrika Prasad.—The present system of examinations is unreliable because a student who works hard throughout the year but does not run after important questions may fail; and a student who concentrates and does important questions only may pass. This weakness can be corrected by having a series of examinations throughout the year, the results of all of which should be taken into consideration in evaluating a student's performance and promoting him to the next class.

The students should have an option to appear only in those subjects in which they have failed. The written work given in the

classroom as well as the home work given to students should be examined by teachers and evaluation indicated therein. There should also be a system to evaluate the progress of student from time to time and communicate it to them and to the parents. In institutions of technical or medical education, the semester system of the American type has been introduced. Its results have to be evaluated.

Shri K. Damodaran.—The present examination system encourages cramming. Students do not read original books but learn answers by heart, either from the notes dictated by teachers or from guide books. The questions are almost the same and repeated, at certain intervals, from year to year. It is, therefore, necessary to reform the pattern of question papers. A paper on General Knowledge could be introduced in higher examinations with advantage. More time should be given to the study of extra curricular books and for a greater use of the library.

The Chairman is quite right in suggesting that experiments should be tried. It may be that some may go wrong but they can be changed.

Up to the third year of the primary school, there should be no examination. But beyond that stage, some examination is necessary.

There must be some attempt to introduce uniform curricula and system of examinations in the country.

Shri P. Anthony Reddi.—The present system of teaching at all stages is examination-oriented which restricts studies and encourages cramming. Education in the real sense, therefore, suffers. There is, therefore, need to emphasise extra-curricular programmes and to encourage habits of study and to promote love of learning.

There is hardly any co-relation between internal and external assessment. A student may get 80% marks in internal assessment and may even fail in the external examination, while both systems of assessment are necessary, they have to be properly balanced and this can be done only if a pursuit of knowledge as such is encouraged and the emphasis on examination results is reduced.

The certificates given in public examinations should not contain any statement to the effect that the student has passed or failed. It should merely state his performance in different subjects and leave it to the employers

or the authorities of higher institutions to make their own assessment and to decide whether he is or is not fit for employment or admission to higher courses.

There should be some public examination at the end of the primary stage. This will give a psychological satisfaction to those who do not proceed further to secondary or higher education.

Shri Valmiki Chaudhary.—The improvement of curriculum and the improvement of the quality of teachers is necessary for examination reform.

The performance of a student should be decided through a series of monthly examinations and not only through one examination at the end of the year. In the final examinations, students may even be allowed to use books.

The number of questions in examination papers should be small. The emphasis should be on the quality of answers.

It would be desirable to have a common curriculum in the country as a whole.

Examinations, except in medical and engineering, should be held in the mother-tongue or in the language of the State.

It is necessary to relate education to employment in order to be effective.

Shri R. N. Mirdha.—The problem of examination reform cannot be separated from that of the curriculum or the training of teachers.

The NCERT has done considerable work in examination reform. But similar programmes do not seem to have been developed at the university stage.

Internal assessment should play a much greater role in the evaluation of a student than at present. The teachers should assign marks in the internal assessment, convey them to the students and permit them also to argue about them.

The number of students appearing for examinations has increased by leaps and bounds. It is, therefore necessary to reform the system of question papers to suit the new conditions. Objective type of tests should be increasingly used and questions should be asked regarding general knowledge of students.

The system of grading is good and should be adopted.

The present examination system is merely a test of memory. The evaluation of students must be broad-based and directed to the evaluation of their entire personality, including his social behaviour, values and interests, adaptability and physical efficiency.

Shri Frank Anthony.—In spite of the difficult and complex problems involved, there is no alternative to examinations. We must, therefore, try to do the best we can to reduce their weaknesses.

In the system of ISC schools, the first public examination is taken at the end of Class X. In the earlier classes, the work of the students is evaluated by teachers who promote them to the higher classes.

Monthly tests do not find favour and, by and large, the schools adopt only two tests—mid-term and final. It had been suggested that the results of internal and external examinations should be combined. This is not done in the ISC schools which do not favour the proposal. It is also found that the schools compete in giving more and more marks in the internal assessment which creates a problem for the external examination.

The objective tests are good and are being adopted in the ISC schools.

The system of gradation was long in vogue and was found to be good. But the system of marks has been adopted again. In admissions to the Delhi University, there is a keen competition and even one mark does make a world of difference.

Shri Shiv Kumar Shastri.—In the old days, the teachers used to be competent. The students were well-motivated, well-behaved and respected the teachers. There were, therefore, no problems in examinations. Now the whole thing has changed. Mal-practices have increased and the life of invigilators is often in danger. These things cannot be changed unless some radical reforms are carried out, namely, unfit persons should not be appointed as teachers and students who have no proper aptitude or ability and character should not be admitted to higher education.

There should be monthly examinations which should be held, not by the teacher-in-charge of the class, but by another teacher.

There should be a common curriculum in the country as a whole.

A student who has failed in an examination twice should not be allowed to continue his education further.

The teacher's authority should be strengthened.

Shri Pitamber Das.—There is a talk of falling standards. But one has to remember that it is a common human weakness to consider that his generation was the best and that the succeeding generations are necessarily weaker.

In the present system of examinations, the student studies throughout the year. Then he vomits what he has learnt in two or three hours, and the examiner marks it in two or three minutes. This is hardly a fair system. But if it is to be changed, the entire educational system will have to be changed.

There are some students who are of an intensive type, that is, they study very hard for a short time. On the other hand, there are students of the extensive type, that is, those who study for a short time every day but throughout the year. The examination system must accommodate both categories of students. Both internal and external examinations are needed. Each has its advantages and weaknesses. A method should be found to combine both these techniques in an appropriate manner.

Conclusion.—In winding up the discussion, the Chairman complimented the Members on the interest they had taken, the insight they had shown and the concrete and valuable suggestions they had put forward. He assured them that these would be of great use to the staff working on the problem of examination reform in the Ministry, NCERT or UGC. He also directed that a Committee consisting of Shri J. P. Naik, Shri T. R. Jayaraman and Dr. S. V. C. Aiyar would prepare a note on the suggestions put forward in the discussion so that they could become the basis of further work.

Supplementary note on item No. 29 of the Agenda—Problems of educated unemployed
(i) Technical (ii) Non-Technical (iii) Physically handicapped

Tackling employment problem among the educated unemployed.—Unemployment among the educated persons has been showing a tendency to increase in the last few years. The Committee of Secretaries to the

Government of India has discussed this problem. The discussions throw up several suggestions for solving the problem on short-range as well as long range basis. The short range remedies suggested were :

(i) Employment opportunities for school teachers could be substantially increased if Government were to allow private or semi-private educational institutions to grow. These institutions/schools could also be allowed to charge reasonable tuition fees from students. In the rural sector many people would be willing to spend some money on the education of their children provided they were assured of a better quality of education through fee-charging schools. In view of the constitutional directive, a gradual and careful approach will have to be adopted in this direction.

(ii) In some of the States, the Grant-in-aid code provisions prescribed that any school to be eligible for grant-in-aid from the State should charge only standard rate of fees permitted by the State Governments. In States such as Tamil Nadu, Mysore, etc., no tuition fee is charged in aided institutions. This means discouraging the establishment of aided schools by private agencies. On the other hand, this policy may encourage establishment of un-aided but recognised schools which charge exorbitant fees which can be afforded only by the richer classes—thus increasing the class distinction between the rich and the poor. Hence the Central Advisory Board of Education may like to examine a *via-media* which may be adopted so that quality schools can be encouraged which can charge reasonable fees provided corresponding increase in quality is assured in the education being imparted in such schools. In fact, States like Mysore had experimented with an idea of allowing schools to charge betterment fees even though tuition fees had been abolished.

iii) Another suggestion to relieve unemployment amongst the matriculates and graduates is to appoint more schools teachers by reducing the teacher pupil ratio from 1:45 which is not permitted to 1:30. This will not only relieve unemployment but also improve quality of education. This may also have indirect effect in reducing the students indiscipline as there will be more contact between teachers and stu-

dents which is not possible now due to large number of students under the supervision of a teacher.

The additional teachers to be appointed will require additional funds to be earmarked under the plan. The Planning Commission has been urging the States to provide increased allocations for elementary education. It has also been pointed out to the States that the amount set apart by the Planning Commission for elementary education is to be considered as earmarked funds and cannot be diverted. However, the actual money released by State Governments for elementary education may not approach the targets suggested by the Working Groups during their discussions. The C.A.B.E. may like to urge upon all the State Governments to ensure that the amounts earmarked for elementary education are not diverted. Long range remedies proposed are :

(i) A proposal has been made that gift tax/estate duty may be waived in the case of gifts of money or land made to educational institutions. The intention is that such concessions may encourage provision of funds and donations of lands for educational purposes and thus provide increased employment. The C. A. B. E. may like to recommend that all such forms of taxes which hinder donations for educational purposes may be reviewed by State and Central Governments.

(ii) Much of the unemployment amongst the educated persons can be traced to the wrong choice of specialisations, e.g. engineering and technology in the last few years. It is common knowledge that many persons go in for higher education merely because they have no specific advice regarding careers available in the country. The Education Commission has also recommended that career advice and educational counselling should start at the school stage. Further, such counselling at the university stage should be expanded. At present, university employment and information bureaux are available in only a few universities. It is advisable to extend the service to all universities and colleges in the country as quickly as possible.

As regards the school stage, it is felt that there should be a full-time career adviser and educational guidance counsellor at the rate of at least one per District. These should be supported by the present system of career

masters in schools who are part-time officers appointed from among teachers whose tuition work is reduced suitably. The Government of India have a proposal to launch a pilot project by choosing one or two Districts in each State for the appointment of full-time career and guidance officers. It is also proposed to

have a district level committee so that close coordination can be had with parents, teachers and local industry. These measures together with a vigorous drive for expansion of small scale industry and encouragement of the self-employment sector, may solve the unemployment problem to a great extent.

Ninth Report of the National Council for Women's Education April 1968 to March 1970

The National Council for Women's Education, which was set up in 1959 on the recommendations of the National Committee on Women's Education, with Dr. Durgabai Deshmukh as its Chairman, was reconstituted during the period under report. In order to enlarge the scope and functions of the Council the original Resolution No. 41-10/59-B. 3 dt. 6th July, 1959 was partially modified by Resolution No. F. 15-20/65-BSE.4 dated 16th July, 1966. The names of the members of the reconstituted Council are given at Annexure XII.

2. Shrimati Indumati Chimanlal took over as the new Chairman on the 29th August, 1969. Kumari S. Panandikar retired on April 30, 1969 on the completion of the term of the previous Council.

3. The eleventh meeting of the Council was held on the 15-16th April, 1969 and was inaugurated by Prof. V.K.R.V. Rao, Union Minister of Education. Whilst expressing his gratitude for inviting him to inaugurate the meeting of the Council, Dr. Rao mentioned that he was thinking how best the whole question of accelerating girls' education in the country could be tackled. He cautioned the Council against any sense of complacency in regard to the progress of girls' education already achieved and stressed that it was necessary to take stock of the progress made. After assessing the work that remains to be done, the Council should adopt measures which will be necessary in this direction. Outlining the progress in Women's education made from the beginning of the century to the present time he said that though the progress is considerable it was not adequate. He drew attention of the Council to certain districts and villages backward in respect of girls' education and also to certain backward communities such as Scheduled Castes and Scheduled Tribes. Prof. Rao cautioned that if care is not taken to raise the backward sector of the Society to the normal national level, there is likely to be great deal of social instability. He therefore suggested that efforts must be made to concentrate on ameliorating conditions in backward areas. Employment-oriented education, he said, was most necessary. He then referred to the large number

of educated women who are voluntarily unemployed, and suggested that a special study should be made to obtain a global picture of the unutilised women-power and skill. He also explained in detail the need for a scheme of job oriented courses at the first degree level in Universities. For instance, social work or Education could be combined with academic subjects to give a professional orientation.

4. Welcome address of the Chairman of the Council is at Annexure XIII.

5. The eleventh meeting was attended by the following :

1. Km. S. Panandikar	Chairman
2. Smt. C. Amma Raja	Member
3. Smt. Lila Indrasen	"
4. Dr. (Mrs.) V. Thackersey	"
5. Dr. (Mrs.) M. Shrikhande	"
6. Smt. S. Bhudiraja	"
7. Dr. Km. A. Nanda	"
8. Smt. Rani Tandon	"
9. Smt. Prabha Mishra	"
10. Smt. G. Prampal Singh	"
11. Smt. J. Mehtab Singh	"
12. Smt. Rattan Shastri	"
13. Smt. Yashodara Dasappa	"
14. Smt. T. Lakshmi Kanthama	"
15. Dr. Mohan Sinha Mehta	"
16. Shri M. Kashyap	Member-Secretary

The following were also present by special invitation :

1. Km. K. Sen Gupta
2. Shri S. L. Talwar
3. Shri J. S. Patil
4. Shri R. D. Srivastava
5. Km. G. Chimmami Siva Das
6. Km. R. Hingorani
7. Shri D. S. Rawat

8. Dr. (Mrs.) Avtar Pennathur
9. Smt. B. Tara Bai
10. Km. S. Y. Sule
11. Dr. (Mrs.) Perin H. Mehta
12. Miss Margaret Bruin
13. Shri L. S. Chandrakant
14. Shri J. P. Naik
15. Dr. P. D. Shukla

6. The main decisions taken at this meeting are given below :

I. Progress of Girls' Education

The Council noted with interest the impact of the survey on the promotion of girls' education in Mehsana District (Gujarat State) and recommended that such surveys should be organised in specific district which show uneven progress in the matter of girls' education.

A statement showing the enrolment of girls and boys at various stages of school education, from Classes I to V, from Classes VI to VIII and from Classes IX to XI is given at Annexure XIV.

II. Planning at Primary level

(a) The Council recommended that the district should be treated as the unit for planning educational programmes at the Primary level and targets should be fixed for each district, separately for boys and girls, and action programme planned, taking into account the needs of the district.

(b) In view of the apathy on the part of parents and guardians to the progress made by girls in their studies, teachers in primary schools should be guided to have a simple and effective programme of instruction and activities with clear objectives and to maintain record of progress of individual pupils. These records should be discussed with the parents.

III. Education of Girls of Backward classes

The Council stressed that the education of girls of Backward classes, Scheduled Castes and Scheduled Tribes should receive special attention and suitable schemes should be evolved for the promotion of the education of girls in these categories and special provision made for their implementation.

IV. Balwadis and Creches

As 70% of the wastage in lower primary education, in the case of girls, has been attributed, through findings of research studies, to

the girls being kept at home chiefly to look after younger children in the family, the National Council for Women's Education recommended that pilot projects should be set up, at the rate of one per district, of attaching Balwadis and creches to primary schools so that younger children are properly looked after, and the older girls are relieved to attend schools. It would be desirable to entrust the supervision of Balwadis and creches to local women, with small allowance, under the supervision of the teacher and/or the local Mahila Mandal or Social Worker. Adequate grants should be provided for the pilot projects and a review should be undertaken to assess the impact of this measure on the enrolment, attendance and the progress of the girls in the school.

V. Women Representative on Advisory Bodies

The council recommended that women should be given adequate representation on all Advisory Bodies, Committees, and the Commission appointed to consider educational problems and policies.

VI. Statewise Seminars on Girls' Education.

The Council discussed the reports on Statewise seminars on girls' education. The members stressed the usefulness of these seminars and highlighted the difficulties experienced for the promotion of girls' education. The Council stressed the need to organise districtwise seminars. The State Council for Women's Education should have the power and the funds to give grants in this regard.

VII. State Councils for Women's Education

The necessity of regular representation of reports each year of the activities of the State Councils for Women's Education was stressed. It would help wider publicity of the activities of these Councils and also help establishing closer liaison between different Councils at the State level and National Council at the Centre.

VIII. Report of the Curriculum Sub-Committee

The Council recommended that steps should be taken to implement the suggestion of and the syllabuses drawn up by the Curriculum sub-committee.

IX. Women's Polytechnics

The Council recommended that the Ministry of Education and the All India Council for Technical Education should con-

sider the implementation of the suggestions made by the Review Committee of the Women's Polytechnics in the improvement of Polytechnics in the Southern and Northern Regions for the improvement of technical education of women at the tertiary level, based on a review of the working of Women's Polytechnics.

The Council recommended that it would be desirable to appoint Advisory Committees to include industrialists, potential employers and technical experts to advise and guide the Polytechnics for Women in all matters relating to choice of courses, facilities for training means of placements & establishment of production Centres. These Committees should entrust the surveys of the employment-potential in particular fields to suitable agencies.

X. Employment Opportunities for Women

The Council recommended that ways and means should be found, with the help of the Ministry of Small Scale Industries, to set up Production Centres which will provide practical training and employment, particularly for courses such as Costume Design and Dress making, Food Technology and Catering. These Production Centres should be attached to the Women's Polytechnics and should be under the general supervision of the Principal of the Polytechnic.

It was further recommended that suitable assistance should be provided to students completing certain courses such as Interior Decoration or Commercial Art for the formation of co-operatives and that the apprenticeship scheme should be extended to women students as well.

The Council also recommended that in every Polytechnic for women there should be specific arrangements for placement and follow up of students who complete the courses, with suitable allowances being given to the persons in charge and with the provision of the necessary facilities.

XI. Women's Voluntary Organisations

The Council recommended that Women's voluntary organisations, Municipalities and other Civic Bodies should invite through advertisement and other means of contact, educated women (S.S.C. pass being the minimum qualification) who are not employed to take up educational and social work, on a part-time basis, either free or on the basis of small allowance. The work should be systematically planned in advance and a short orientation training should be given, if required.

ANNEXURE XII

No. F. 15-5/68—BSE.4

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION &
YOUTH SERVICES

20th August, 1969

RESOLUTION

SUBJECT: *National Council for Women's Education.*

In pursuance of the Government of India Resolution No. F.41-10/59-B.3 dated the 6th July, 1959 as partially modified by the Government of India Resolution No. F. 15-20/65-BSE.4, dated the 16th July, 1966, the Ministry of Education and Youth Services have reconstituted the National Council for Women's Education as follows :

1. Chairman . Smt. Indumati Chimanlal C/o. Sheth C . N. Vidya Vihar, Ambavadi, Ellis Bridge, Ahmedabad.

Nominees of the State Governments

2. Andhra Pradesh Smt. C. Amma Raja, Education House, No. 3-6-733 Himayat Nagar, Hyderabad, Andhra Pradesh.
3. Assam . . Smt. Usha Bhattacharyya, Principal, Lady Keane Girls College, Shillong, Assam.
4. Bihar . . Will be notified later.
5. Gujarat . . Smt. Hemlataben Hegiste, 4 Mill Officers Co-op. Housing Colony, Opposite Mill Owners Association, Ashram Road, Ahmedabad.
6. Haryana . . Smt. P. J. R. D. Ahuja, Director of Public Instruction, Haryana, Chandigarh.
7. Jammu and Kashmir Begum Sajida Zahir Ahmed, Joint Director of Women's Education, Jammu and Kashmir Government, Srinagar.
8. Kerala . . Shri C. H. Mohammad Koya, Education Minister, Government of Kerala, Trivandrum, Kerala.
9. Madhya Pradesh Smt. Vimla Sharma, Chairman State Council for Women's Education, 135-1, Professor's Colony, Bhopal, Madhya Pradesh.

10. Maharashtra . Smt. Yamutai Kirloskar, C/O The Director of Education, Central Building, Poona.
11. Mysore . . Smt. Kaushalya Bai, Deputy Director of Public Instruction Office of the D.P.I., New Public Offices, Bangalore, Mysore.
12. Nagaland . . Will be notified later.
13. Orissa . . Kum. Shanti Sahu, Deputy Director of Public Instruction Bhubaneshwar, Orissa.
14. Punjab . . Smt. G. Parampal Singh, Joint Director of Public Instruction, Government of Punjab, Chandigarh, Punjab.
15. Rajasthan . . Smt. Prabha Misra, Deputy Minister of Law, Government of Rajasthan, Jaipur, Rajasthan.
16. Tamil Nadu . Will be notified later.
17. Uttar Pradesh Smt. Rani Tandon, M. L. C., 13, Bank Road, Allahabad, Uttar Pradesh.
18. West Bengal . Minister-in-Charge for Education and Chairman, State Council for Women's Education, Govt. of West Bengal, Calcutta.

Union Territories

19. Delhi . . . Shri V. K. Malhotra, Chief Executive Councillor Delhi Administration, Delhi.
20. Himachal Pradesh Kum. K. Pasricha, Director of Education, Galen Hogen, Simla-1.
21. Manipur . . Smt. R. K. Mukhara Devi, Chairman, Manipur State Social Welfare Board, Imphal, Manipur.
22. Pondicherry . Smt. Lila Indrasen, Chairman, State Social Welfare Advisory Board, Pondicherry.
23. Tripura . . Will be notified later.

Two Members of the Lok Sabha

24. Smt. Susheela Gopalan, 4 Ashoka Road, New Delhi.
 25. Smt. Savitri Shyam, 198, North Avenue, New Delhi.

One Member of Rajya Sabha

26. Smt. Sarojini K. Babar, 3, North Avenue, New Delhi.

Four Non-official Members of the Ministry of Education and Youth Services

27. Smt. Sarojini Varadappan, 15, Warren Road, Madras.
 28. Smt. Kamalini Bhansali, Registrar, S.N.D.T. Women's University, Bombay.
 29. }
 30. } Will be notified later.
 31. Member-Secretary Shri M. Kashyap, Deputy Educational Adviser, Ministry of Education and Youth Services, New Delhi.

Ordered that the Resolution be communicated to all Ministries of the Government of India, all the State Governments, Planning Commission, Cabinet Secretariat, Lok Sabha Secretariat, Rajya Sabha Secretariat, the Department of Parliamentary Affairs (with 6 spare copies)

Ordered that the Resolution be published in the Gazette of India for general information.

Sd/—

(T. R. Jayaraman)
 Joint Secretary

No, 15-5/68- BSE. 4

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION & YOUTH
SERVICES

New Delhi, the

RESOLUTION

SUBJECT :—*National Council for Women's Education.*

The Ministry of Education and Youth Services are pleased to nominate the following persons as Members of the National Council for Women's Education in addition to those notified in Resolution No. F. 15-5/68-BSE.4 dated the 20th August, 1969.

I. Representatives of State/Union Territories

Sl. No.	State/Union Territory represented	Name and addresses
1.	Bihar	Smt. C. O. Benipal, Ex-Inspector of Schools, Rudra Bhawan Kadam Kuan, Patna.
2.	Orissa	Smt. Saraswati Pradhan, M.L.A., Bhubaneswar (Orissa). (Vice Km. Shanti Shau).
3.	Tamil Nadu	Smt. Radha Thiagarajan, C/o. Meenakshi Mills, Madurai, Madras.

4. Nagaland . Miss Chubalepla Chang Lecturer, Fazal Ali College, Mokokchung, Kohima, (Nagaland).
5. Tripura . Smt. Anima Majumder, Chairman, State Council for Women's Education, C/o Shri Phani Majumder, Retired Additional District Magistrate, Agartala, Tripura.

II. Non-officials

1. Km. K. K. Terwa, Principal, Kanoria Mahila Mahavidyalaya, Jaipur, Rajasthan.
2. Dr. Dharam Kumar, Reader in Economic History, Delhi School of Economics, Delhi University, Delhi.

(T. R. JAYARAMAN)
Joint Secretary

ANNEXURE XIII

Welcome Speech by Chairman, National Council for Women's Education (11th Session 15-4-1969.)

PROF. RAO AND FRIENDS,

I am very happy to extend a cordial welcome to our Union Education Minister, Prof. V. K. R. V. Rao, to the members of the National Council for Women's Education, the officers of the Ministry of Education and to all the invited guests, on the occasion of the eleventh session of the National Council for Women's Education. We are grateful to Prof. Rao for having been kind enough to accept our invitation to inaugurate the session and to deliver the inaugural address. With the Parliament session on this is a very busy time for all cabinet Ministers and we realise his keen interest in the problem of the education of girls and women that has made it possible for Prof. Rao to be in our midst this morning.

I wish to make a few observations about the main activities of the National Council during the previous year and the items on the agenda before the meeting. I shall try to be brief in my remarks.

Taking up Primary education first, I should like to reiterate on behalf of the National Council that it strongly believes that in order to bring into school 40 p.c. girls of the age group 6+ to 10+ who receive no schooling at present, the mere provision of funds for teachers and for schooling facilities is not likely to yield the desired results. Unless special incentives such as provision of school uniforms books and slates, attendance prizes are provided and special programmes such as mid-day meals, appointment of school mothers are introduced, these girls are likely to remain out of school.

In the case of girls' education at the primary level, a decentralised approach is essential. As was noticed in the seminars on the promotion of girls' education held in the different States, districts within one State showed wide ranges of variation, in the matter of enrolment of girls. In the Punjab for instance, the percentage of girls attending schools in the age group 6+ to 10+ varied from 37 in Bhatinda district to 94 in Hoshiarpur district. So a command approach for the entire State will not be of much avail.

The survey of girls' education in Mehasana district in Gujarat, carried out by the Gujarat State Institute of Education, the director of which is a member of the National Council had revealed that there was a wide range of variation even within one district itself, from 60% of the estimated population of girls of the age group 6+ to 10+ in one village to 3 p.c. in another and 0 p.c. in two others in the 33 villages included in the survey.

The follow-up of this survey has shown the practical utility of such surveys. The Administrative officer of the district reports that due to the concerned efforts of the Assistant Deputy Educational Inspectors in the villages backward in girls' education as shown in the survey, 50% of the girls of school going age have joined schools, and special arrangements have been made to supply books and slates to 15% of the girls who could not afford them. In certain villages evening classes have been organised through the local teachers for such girls as left school in the 2nd standard, and are now too grown up to attend the schools with the younger girls. The National Council endorses the value of such surveys and of the need for following them up with specific work. They are needed in all States, even in an advanced State like Kerala too where there are areas in which girls' education is very backward.

Along with enrolment, attention must be paid to reducing wastage and stagnation. The percentage of drop outs and repeaters is higher among boys and in rural than in urban areas. It is proposed to discuss the question of wastage and stagnation at the Primary level among girls and to study the action programme planned, to meet the situation. Shri J. P. Naik, Adviser, Ministry of Education has kindly agreed to initiate the discussion and acquaint the members with the details of the action programme, so that they may consider what role the National and State Councils for Women's Education can play with regard to this problem.

The problem of reducing the cost of construction of school buildings has been raised at several of the Council's meetings, as it is very pertinent in areas where separate schools for girls are considered to be necessary. The Central Building Research Institute at Roorkee has paid considerable attention to the problem and prepared several designs for constructing school buildings at low cost. The Director of the C.B.R.I. has kindly agreed to depute, Shri R. B. Srivastava, Research Officer of the C.B.R.I. to explain their approach to the problem, at the meeting.

During the last two years the Council received some specific suggestions about the curriculum such as the inclusion of sex education, population education, nutrition education, and preparation for participation in programmes of food production and agricultural development in the curriculum for girls schools. A Sub-Committee appointed by the National Council for Women's Education examined these suggestions and its report and the syllabi drawn up by it will be considered at this session. The work done by this Sub-Committee was in continuation of that of the Curriculum Committee of the Council which presented its report six years ago. Side by side with the work of the Sub-Committee a small study was undertaken regarding Home Science with the help of a questionnaire and an opinionaire. Two points have emerged from this study and in the discussions of the Curriculum Sub-Committee. One is the general consensus that topics included in Home Science should be considered as education for the home and hence whatever is taught would be equally needed by both boys and girls. In the changing social context one should consider the necessity for greater participation by the boys in the management of the home and greater participation by the girls in the work outside the home. The Sub-Committee has prepared a syllabus in the Science of Living. Home Science is really the Science of Every Day Living. The other point that emerged was that it is educationally unsound to substitute Home Science for Mathematics or the basic sciences as is being done in some States. Home Science as an advanced subject should be an elective at the Higher Secondary stage and it needs the basis of Mathematics and the basis science.

The Sub-Committee has expressed the view that unless teachers are actively involved in trying out suggested curriculum improvements they are not likely to be implemented. Accordingly one of the members of the Cur-

riculum Sub-Committee has been entrusted with the responsibility of directing a Workshop for teachers, inspectors and teacher educators to consider the Committee's suggestions about the new topics. The National Council for Educational Research and Training has undertaken to organise the Workshop. An attempt will be made to integrate new topics with the existing courses, instead of adding new subjects to the curriculum.

Another study of great value undertaken at the instance of the National Council was the review of Women's Polytechnics. The review was carried out by Review Committees appointed by the Regional Committees of the All India Council of Technical Education on the National Council's suggestion being recommended to the Regional Committees by the Secretary of the All India Technical Federation Council. Out of the 18 Women's Polytechnics in the country, the three in the Western region and the two in the Eastern region were not considered to have reached the stage for a review. The remaining 13 Women's Polytechnics, the four in the Northern region and the nine in the Southern region were reviewed in a thorough manner by two Committees. The National Council was represented on both the Committees. Each course was examined in detail, from the point of view of its suitability, the efficiency of its organisation and its employment potential. In the case of courses which had not led to employment as was expected, the courses have been analysed and remedies suggested. In some cases suitable modifications are suggested in a course itself. In other arrangements such as setting up (a) production centres or (b) practical training centres in collaboration with related industries or (c) Consultancy Organisation and Servicing Centres as in the case of Architectural Assistantship have been suggested. From a different angle, specific opportunities for self-employment and the formation of cooperatives have been suggested. Equally useful are the suggestions for starting new courses, with clear employment possibilities, new in which girls show special interests and skills, such as Cosmetics technology, Precision mechanics, Clock and Watch making and instrumentation, Horticulture Technology, Computer Technology. The suggestions of the Review Committees are proposed to be discussed at this meeting. The reports will be presented by members of the National Council who represented the Council on the Review Committees and Shri L. S. Chandrakant, Joint Educational Adviser, Ministry of Education and Secretary All India Council for Technical Education has kindly agreed to

sum up the discussion. Important points concerning technical education for women at the tertiary level are expected to arise in these discussions.

Before I conclude I would like to say a word about the National Council for Women's Education. Since I am not continuing as the Chairman I can speak objectively. The National Committee on Women's Education which recommended the establishment of the National Council in 1959 had envisaged a number of functions for it. To enable it to carry out these functions it had suggested that :

- (a) the Chairman of the Council should be a non-official woman and a full-time worker.
- (b) the Council should have a small office of its own and adequate provision should be made for the staff and the necessary expenses required for its smooth working.
- (c) that a separate unit should be created in the Ministry of Education to deal with the problems of the education of girls

and women under the control of a senior officer of the rank of Joint Educational Adviser who should be Member-Secretary of the proposed Council. As these conditions were met only partially or not at all, the Council has been unable to fulfil the expectation with which it was set up. Its work has been hampered all along for want of the necessary facilities. Now that ten years have been completed since the Council was set up, the time has come when the position needs to be reviewed.

I understand that our Education Minister has directed the Ministry of Education to bring out a detailed review of the education of girls and women in India in the post-independence period dealing with a number of important problems which have not been treated in reports and histories so far. It is good news because such reviews form the basis for planned progress. Expressing our gratitude for the idea may I request you, Sir, to inaugurate the 11th Session of the National Council for Women's Education?

ANNEXURE XIV

Figures of Enrolment of Girls and Boys at Various stages

GROUP I—V

Union Territory	Enrolment at the end of 1968-69		Enrolment at the end of 1973-74	
	Boys	Girls	Boys	Girls
1	2	3	4	5
1. Andaman and Nicobar Islands	5,690	4,190	8,480	6,100
2. Chandigarh	13,200	12,800	23,100	21,300
3. Dadra & Nagar Haveli	4,430	1,630	6,370	2,730
4. Delhi	2,64,100	2,10,900	3,64,000	2,90,500
5. Goa, Daman & Diu	60,500	43,500	75,000	55,000
6. Himachal Pradesh	2,47,000	1,53,000	2,92,000	2,23,000
7. Laccadive Minicoy & Amindivi Islands	2,802	1,873	3,302	2,273
8. Manipur	1,09,000* (combined)		1,69,000* (combined)	
9. NEFA	15,014	1,786	25,406	2,874
10. Pondicherry	54,000* (combined)		62,000* (combined)	
11. Tripura	92,000	68,000	1,07,000	1,00,000
TOTAL	8,67,736	4,97,679	11,30,228	7,02,147

Total enrolment expected during 1968-69 13,65,055

Additional enrolment expected during Fourth Five Year Plan 4,67,320

*These figures also include figures relating to Girls.

The scheme was started by the Board with the main object of equipping needy women with the minimum educational qualifications required for employment or specialised training. It was also considered that by this scheme, the shortage of trained women personnel could also automatically be met when these women, who pass out of Condensed Courses, take up various types of jobs in the rural areas including teaching etc. The fact that the scheme has been able to equip a large number of deserving adult women with the minimum educational qualification required for jobs (specialised training) itself is an achievement of its main objective.

2. I am also to add that the scheme sponsored and implemented by the Board on its own as one of its grants-in-aid programmes is

subject to constant review by the Board itself on the basis of experience gained to improve the working of the scheme.

Discussion of the findings of a special study of girls' education in a district in Gujarat conducted by the State Institute of Education.

It was agreed that this report should be published in English so that other States could have the benefit of its data and findings.

The report has been translated into the English by Miss G. Bam. The Ministry has agreed to get the report printed.

GROUP VI—VIII

Union Territory	Enrolment at the end of 1968-69		Enrolment at the end of 1973-74	
	Boys	Girls	Boys	Girls
1	2	3	4	5
1. Andaman & Nicobar Islands	1,210	660	2,150	1,150
2. Chandigarh	6,000	4,500	9,300	7,200
3. Dadra & Nagar Haveli	545	215	925	415
4. Delhi	1,29,800	82,800	1,71,800	1,12,600
5. Goa, Daman and Diu	18,500	10,500	23,500	14,500
6. Himachal Pradesh	91,000	30,000	1,20,000	55,000
7. Laccadive, Minicoy and Amindive Islands	667	242	918	392
8. Manipur	30,000* (combined)		58,000* (combined)	
9. N. E. F. A.	1,830	1,220	2,820	1,980
10. Pondicherry	14,900* (combined)		20,700* (combined)	
11. Tripura	24,000	15,000	37,000	29,000
TOTAL	3,03,552	1,60,037	4,47,113	2,22,237
Total enrolment expected during 1968-69			4,63,589	
Additional enrolment expected during Fourth Five Year Plan Period			1,95,761	

*These figures also include figures relating to Girls.

GROUP IX—XI

Union Territory	Enrolment at the end of 1968-69		Enrolment at the end 1973-74	
	Boys	Girls	Boys	Girls
1	2	3	4	5
1. Andaman & Nicobar Islands	480	250	1,000	530
2. Chandigarh	3,000	3,500	5,530	4,350
3. Dadra and Nagar Haveli	213	82	277	128
4. Delhi	81,700	46,000	1,09,200	61,900
5. Goa, Daman and Diu	10,200	5,800	15,500	9,500
6. Himachal Pradesh	38,500	12,500	63,500	30,000
7. Laccadive Minicoy and Amindive Islands	279	61	404	136

1	2	3	4	5
8. Manipur	16,900* (combined)		26,900* (combined)	
9. N. E. F. A.	1,193	195	2,189	815
10. Pondicherry	8,400* (combined)		Figures not	available.
11. Tripura	11,300	5,700	14,600	9,400
TOTAL	1,72,165	73,088	2,38,920	1,16,759

Total enrolment expected during 1968-69 2,45,253

Additional enrolment expected during Fourth Plan Period 1,10,426

*These figures also include figures relating to girls.

ENROLMENT IN CLASS I—V

Sl. No.	States/Administration	Total enrolment at the end of 1968-69		Addl. enrolment in the IV Plan		Position at the end of 1973-74		Total	Additional Proposed, 1969-70	
		Boys	Girls	Boys	Girls	Boys	Girls		Boys	Girls
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh	22.47	15.47	6.20	7.40	28.67	22.87	51.54	1.24	1.48
2	Assam	9.26	5.28	3.06	1.22	12.32	6.40	18.72	0.22	0.10
3	Bihar	33.10	11.34	6.98	9.04	40.08	19.38	59.46	1.25	1.50
4	Gujarat	18.83	11.05	3.75	3.75	22.58	14.80	37.38	0.75	0.75
5	Haryana	6.03	2.47	2.42	1.88	8.45	4.35	12.80	0.51	0.35
6	Jammu & Kashmir	2.45	0.92	0.50	0.99	2.95	1.91	4.86	0.21	0.19
7	Kerala	17.02	14.95	2.00	2.00	19.02	16.95	35.97	0.40	0.40
8	Madhya Pradesh	22.80	9.60	5.00	5.00	27.88	14.60	22.48	1.00	1.00
9	Tamil Nadu									
				Not available						
10	Maharashtra	35.45	24.54	5.91	7.52	41.36	32.06	73.42	N.A.	N.A.
11	Mysore	19.83	14.67	2.59	6.47	22.42	21.14	43.56		
12	Nagaland	0.43	0.22	0.06	0.04	0.49	0.26	0.75	0.01	0.01
13	Orissa	12.95	7.36	2.01	3.76	14.96	11.12	26.08	0.38	0.76
14	Punjab	8.10	5.46	2.27	2.76	10.37	8.22	18.59	0.45	0.55
15	Rajasthan	16.69	5.44	3.24	1.56	17.93	7.00	24.93	0.66	0.31
16	Uttar Pradesh	62.48	35.97	5.96	12.00	68.44	47.97	116.41	1.07	1.43
17	West Bengal	27.06	16.54	6.09	8.96	33.15	25.50	58.65	1.19	1.55

GROUP VI—VIII

1	Andhra Pradesh	4.19	1.61	1.00	1.40	5.19	3.01	8.20	0.20	0.28
2	Assam	2.10	0.88	0.80	0.40	2.90	1.28	4.18	0.13	0.07
3	Bihar	6.94	1.27	3.00	1.13	9.94	2.40	12.34	0.56	0.13

1	2	3	4	5	6	7	8	9	10	11
4	Gujarat	4.78	2.49	1.40	1.35	6.18	3.84	10.02	0.28	0.277
5	Haryana	2.37	0.68	0.82	0.38	3.19	1.06	4.25	0.17	0.077
6	Jammu & Kashmir	0.77	0.22	0.54	0.17	1.31	0.39	1.70	0.09	0.033
7	Kerala	5.99	4.95	1.50	1.50	6.52	5.47	11.99	0.30	0.300
8	Madhya Pradesh	5.30	1.00	1.50	1.00	6.80	2.60	9.40	0.30	0.200
9	Tamil Nadu					Not available				
10	Maharashtra	10.59	5.51	3.04	3.75	13.63	9.26	22.89	N.A.	N.A.
11	Mysore	4.88	2.51	4.96	3.03	9.84	5.54	15.38		
12	Nagaland	0.10	0.05	0.04	0.02	0.14	0.07	0.21	0.008	0.0034
13	Orissa	2.98	0.61	3.15	0.30	6.13	0.91	7.04	0.64	0.095
14	Punjab	2.88	1.23	0.82	0.99	3.70	2.22	5.92	0.17	0.199
15	Rajasthan	3.59	0.73	0.57	0.67	5.16	1.40	6.56	0.30	0.788
16	Uttar Pradesh	13.40	3.19	6.50	3.50	19.90	6.69	26.59	1.30	0.700
17	West Bengal	6.83	3.07	1.86	2.60	8.69	8.67	14.36	0.38	0.466

ENROLMENT GROUP IX—XI

1	Andhra Pradesh	3.10	1.05	1.03	0.99	4.13	2.04	6.17	0.14	0.004
2	Assam	1.70	0.58	0.60	0.20	2.30	0.78	3.08	0.10	0.005
3	Bihar	4.54	0.48	2.57	0.38	7.11	0.86	7.97	0.42	0.005
4	Gujarat	2.79	1.37	1.15	1.10	3.94	2.47	6.41	0.23	0.222
5	Haryana	0.92	0.25	0.35	0.15	1.27	0.40	1.67	0.06	0.004
6	Jammu & Kashmir	0.42	0.11	0.29	0.08	0.71	0.19	0.90	0.05	0.001
7	Kerala	0.44	1.99	0.75	0.75	3.19	2.74	5.93	0.15	0.115
8	Madhya Pradesh	2.80	0.60	1.20	0.30	4.00	0.90	4.90	0.24	0.006
9	Tamil Nadu					Not available				
10	Maharashtra	5.66	2.11	1.65	1.05	7.31	3.16	10.47	N.A.	N.A.
11	Mysore	2.34	0.85	2.12	1.53	4.46	2.38	6.84	N.A.	N.A.
12	Nagaland	0.05	0.01	0.02	0.01	0.07	0.02	0.09	0.004	0.0002
13	Orissa	1.38	0.30	2.04	0.76	3.42	1.06	4.48	0.29	0.115
14	Punjab	1.26	0.51	0.54	0.46	1.80	0.97	2.77	0.11	0.009
15	Rajasthan	1.56	0.27	0.54	0.23	2.10	0.50	2.60	0.11	0.004
16	Uttar Pradesh	7.71	1.59	4.00	2.00	11.71	3.59	15.30	0.80	0.440
17	West Bengal	4.24	1.21	1.52	1.05	5.76	2.26	8.02	0.27	0.119

Supplementary Paper (Item No. 29) Conclusions arrived at the meeting held in the Ministry of Education and Youth Services on the 5th February, 1970 to discuss career advising and vocational guidance/counselling at the University stage for consideration of the University Grants Commission.

1. Wherever the student advisory bureaux, which are the concern of the Ministry of Education, and the Employment, Information and Guidance Bureaux, looked after by the D. G. E. & T., exist in the same University, they should be integrated into a single unit.

2. The Employment, Information & Guidance Bureaux, at present work under the supervision of a member of the teaching staff, who is paid an honorarium of Rs. 200 per month by the State Government. It would be desirable for the University Grants Commission to take over the responsibility for paying this honorarium.

3. In view of the importance of the subject of career advising and vocational guidance/counselling at the university stage, all the Universities in the country should be covered by the Employment Information & Guidance Bureaux. The annual expenditure involved to cover all the Universities with the Bureaux will be of the order of Rs. 10 lakhs. The Ministry of Labour will support this programme during the Fourth Plan as a central activity and U. G. C. will accept responsibility for payment of honoraria to the Professor-in-charge of the Unit.

4. In view of the important role which the officer-in-charge of the Employment, Information & Guidance Bureau in the Universities will have to play in regard to information relating to employment, counselling and placement, it was essential to have a fairly senior officer in the scale of Rs. 530-900 in charge of this work. This scale would be comparable to the scale of a University Lecturer.

5. Collection of information regarding employment opportunities, including self-employment etc., maintaining liaison with various local organisations, industrial enterprises, banks, would involve a lot of time and expertise and for this purpose, the officer in charge of the University Bureau should have some technical assistance. This will have to be provided as part of the total establishment of the Bureaux. In addition, a large number of

surveys and studies will have to be carried out to find out the emerging employment opportunities in the State and in the various districts and this type of work could be done by various research organisations and some of the post-graduate students. It was agreed that it should be possible for the University Grants Commission to finance the programme of carrying out such surveys and studies.

6. It was also agreed that the D. G. E. & T. in the Labour Ministry will be the focal point and shall serve as a channel of communication between the Central Government and the State Government Directorates of Employment. The State Directorates of Employment will be in direct touch with the district employment officers to whom information/material will be provided.

7. It was stated that the Labour Ministry was already proposing to set up a Committee at the Central level with representatives of the Ministries of Education, Home and other concerned Ministries and the University Grants Commission, to review the position about career advising, vocational guidance/counselling from time to time and advise regarding further programmes.

8. Similar Committees at the State level are proposed to be set up by the Department of Labour serviced by the State Directorate of Employment. The other representatives on the Committee should be from the State Education Departments, Universities, Professors, Students organisations, leading banks, Chambers of Commerce and other employment agencies. One of the important functions of the State level committee, through the State Directorate of Employment, would be to initiate studies to find out the areas where there are opportunities for self-employment and to disseminate knowledge about the credit facilities from the banks and the other type of facilities available to industrial entrepreneurs and farmers.

9. Colleges which number about 3,000 in the country should also be covered under the scheme. For this purpose, each college should

designate a teacher who will coordinate the work and act as liaison officer with the District Employment Officer, the University Professor-in-Charge of the Employment Bureau and the State Directorate of Employment. This teacher, who will be the Liaison Officer, should be paid for this work by the U. G. C. To help the Liaison Officer to disseminate information etc. some clerical assistance would be required. It was agreed that the amount of honorarium etc. will be worked out in relation to the load of work, the number of students enrolled, etc.

10. The D. G. E. & T. may immediately organise brief orientation courses for the university Readers/Professors, who are at present working as the Chiefs of Employment Bureaux and also for the Assistant Employment Officers who are running these bureaux in the universities. Short-term training programmes should also be organised for one or two members of the staff of colleges likely to occupy these positions. To cover the largest number of college teachers, in the minimum possible time, it would be useful to organise training programmes in a number of centres.

11. It would be useful if it could in the first instance, take a programme for key level persons on the completion of their orientation course, organise brief courses for various groups of teachers.

12. The proposal of the D. G. E. & T. regard to evaluation and implementation of this programme was generally accepted. It was, however, suggested that University Professors should also be involved in work programme supervision as far as the college programme is concerned.

13. Vice-Chancellors may organise seminars with the Professors-in-Charge of the unit and the Heads of Departments and impress upon them the need for giving due emphasis to the work relating to career advising, vocational guidance and counselling.

14. It was also mentioned by the representative of the University Grants Commission that the proposals, which have emerged from this meeting will be placed for the consideration of the University Grants Commission in their March, 1970 meeting.

Supplementary Paper (Item No. 29) Proposal for activating Vocational and Career Guidance at the school level

(1) *Present Position.*—Career Masters have been trained in about 5000 secondary schools in the country. The career masters are normally teachers whose workload has been reduced by a few periods so that they can devote some time for guidance of students in the schools in which they are posted. A few States have also a few full-time counsellors attached to the Educational and Vocational Guidance Bureau which works directly under the Director of Education. These counsellors usually belong to the State graduate teachers' cadre. As an average State has about 1500 to 2000 secondary schools, the impact of the guidance officers is not much. Beyond celebrating a 'guidance week' once a year and supplying some information leaflets to schools as well as conducting some measurements regarding intelligence quotient etc., the Bureaux are not able to give effective guidance to students and parents.

(2) *Proposed set up.*—It is felt that more intensive counselling and career advising can be achieved only if full-time specialists can

be made available. With this arrangement, it should be possible for enough students to be approached, guidance given and their careers followed up. Contact with parents may also be kept up. The specialist can also liaise closely with the District Headmasters Association and Teachers and Parents Association of each school in his jurisdiction.

State Governments may be in a position to relate the number of specialists to a specific number of schools or students. A District Employment Guidance Committee may also be established with the District Employment Officer as Chairman with representation to teachers, employees etc.

(3) *Financial Implications.*—A specialist on a scale of pay of a secondary school Headmaster will cost roughly Rs. 15000/- per annum.

The scheme can be re-enforced by using career masters in each school on the lines being practised now. Such teachers will have

ed teaching load and will not cost any by way of honorarium, pay etc. A lump provision will be required to enable the advisers to show films, supply literature arrange discussions.

If mass media available such as news-journals, radio, television and cinema will have to be utilised so as to carry on on available careers, choice of choice of courses of training and apti- g. The general approach should be young men think of planning for

a particular career early in their lives instead of having aimless education for its own sake.

(5) It is advisable to launch a pilot project by taking one district in each State and appointing a full-time guidance officer and establishing a district level guidance committee. The expenditure on the pilot project may be met from the provision made for central sponsored schemes, if necessary. The total cost of the pilot project will be about Rs. 15000 per annum per district or Rs. 3 lakhs for the country as a whole.

Draft Resolutions

1. The Board records its appreciation of the services rendered by persons who have ceased to be its Members after the last session and extends a hearty welcome to those who have been newly appointed.

2. The Board broadly approves the proposals made by the Union Education Minister on Centre-State relations in education as contained in his paper read at the National Convention on the Constitution.

3. The Board notes the report on the implementation of the Government Resolution on the National Policy on Education prepared by the Ministry of Education and Youth Services. It requests that similar information should be collected from all States and Union Territories and a comprehensive document should be prepared showing the steps taken so far, in the country as a whole, to implement the National Policy on Education. This should be placed before the next meeting for information.

4. The Board is distressed to note that, in spite of its passionate plea made in the earlier meetings for the provision of a sum of not less than Rs. 1,300 crores for education, the finalised Fourth Five Year Plan allocates only a meagre sum of Rs. 829 crores for the purpose. This allocation is totally inadequate to meet the needs of the situation. What is even more painful is the fact that a very heavy cut has been made in the State sector and particularly in primary education and in schemes for qualitative improvement. In some States the cut has been as high as about 70%. The Board would like to place on record its deep sense of disappointment over the policy adopted in this matter by the authorities concerned; and it warns that unless this policy is changed and adequate allocations are made the educational standards will continue to deteriorate and pose a serious threat to national progress or even stability. The Board, therefore, urges upon the Government of India, the Planning Commission and the State Governments to reconsider the situation and to make larger allocations to education through the successive annual Plans, in keeping with the declared national policy of increasing the investment in education to six per cent of the national income as early as possible. It also desires to wait upon the Prime Minister through a

deputation to place this view-point before her and requests the Chairman to take the necessary steps for this purpose.

5. The Board accepts the recommendations made by the National Seminar on Gandhian Values in Indian Education held at Sevagram, Wardha, from 9th to 11th February, 1970. It appeals to the State Governments to launch an all-out effort to this end, beginning with the next academic year. It requests the Chairman to set up a small Standing Committee to guide the development of this programme and to watch over its progress.

6. The Board welcomes the three new programmes for discovery and development of talent which have been initiated by the Government of India during the current year, namely, the Sports Talent Scholarships Scheme, the Cultural Talent Scholarships Scheme and the Scheme of Scholarships for Talented Children from Rural Areas. It congratulates the Government of India for this undertaking and especially for the scheme of National Scholarships for Talented Children from Rural Areas which will materially help the rural sector and promote equality of educational opportunity as between rural and urban areas. It joins the Chairman in making an appeal to the State Governments to come forward and add one or two scholarships per block to the scheme. It congratulates the States which responded to this appeal in the meeting itself and hopes that, very soon, all the States and Union Territories will follow suit.

7. The Board is distressed at the growing incidence of student unrest and its increasing manifestations of violence. It is deeply pained to hear of malpractices in examinations and of the attacks made on invigilators, teachers and principals, some of which have ended fatally. Most of all, it deeply resents and condemns the attempts made to disparage the memory of Mahatma Gandhi, the Father of the Nation. The Board is of the view that the situation is serious and effective programme of action will have to be developed to counteract these trends. It, therefore, requests the Chairman to set up a Committee to go into this problem in detail and to make appropriate recommendations to the Central and the State Governments, universities and others concerned.