

PROCEEDINGS  
OF  
THE THIRTIETH MEETING  
OF  
THE CENTRAL ADVISORY BOARD  
OF  
EDUCATION

HELD AT PACHMARHI IN  
MAY, 1963



सत्यमेव जयते

MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA  
1964

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# PROCEEDINGS OF THE THIRTIETH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

## INTRODUCTION

The thirtieth meeting of the Central Advisory Board of Education was held at Pachmarhi on May 6 & 7, 1963, under the Chairmanship of Dr. K. L. Shrimali, Union Education Minister. The following members attended the meeting :

### **Ex-officio Members**

1. Dr. K. L. Shrimali, Union Education Minister
2. Shri P. N. Kirpal, Education Secretary, Ministry of Education
3. Smt. Raksha Saran, Chairman, National Council for Women's Education

### **Nominated by the Government of India**

1. Kumari S. Panandikar
2. Smt. Ranu Mookerjee
3. Prof. T. M. Advani
4. Dr. A. C. Joshi
5. Dr. Mohan Sinha Mehta

### **Elected by the Parliament of India**

#### LOK SABHA

1. Smt. Renu Chakravarty
2. Shri P. Muthiah

### **Nominated by the Inter-University Board**

1. Dr. J. M. Mehta

### **Nominated by the Indian Council of Agricultural Education**

1. Shri S. K. Mukerji

### **Nominated by the Medical Council of India**

1. Dr. C. B. Singh

### **Ministers of Education**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. Shri P. V. G. Raju           | Education Minister, Andhra Pradesh |
| 2. Shri D. K. Barooah           | Education Minister, Assam          |
| 3. Smt. Indumati Chimanlal      | Education Minister, Gujarat        |
| 4. Dr. S. D. Sharma             | Education Minister, Madhya Pradesh |
| 5. Shri M. Bhaktavatsalam       | Education Minister, Madras         |
| 6. Shri Shantilal H. Shah       | Education Minister, Maharashtra    |
| 7. Shri S. R. Kanthi            | Education Minister, Mysore         |
| 8. Shri P. M. Pradhan           | Education Minister, Orissa         |
| 9. Shri Pratap Singh Kairon     | Chief Minister, Punjab             |
| 10. Rai Harendra Nath Choudhuri | Education Minister, West Bengal    |

**Secretary, Central Advisory Board of Education**

1. Shri R. R. Singh, Joint Secretary, Ministry of Education.

The following members were unable to attend :

1. Education Minister, Bihar
2. Education Minister, Jammu & Kashmir
3. Education Minister, Kerala
4. Education Minister, Rajasthan
5. Education Minister, Uttar Pradesh
6. Dr. D. S. Kothari.
7. Lt. General H. H. Maharajdhiraj Sir Yadvindra Singh Mohinder Bahadur, Maharaja of Patiala.
8. Dr. B. V. Keskar.
9. Dr. M. S. Chadha
10. Prof. G. C. Chatterjee
11. Prof. M. S. Thacker
12. Shri Frank Anthony, M.P.
13. Shri S. R. Das
14. Shrimati Sarojini Mahishi, M.P.
15. Rear Admiral B. A. Samson.
16. Dr. Vikram A. Sarabhai.
17. Dr. S. Bhagwantam
18. Shri A. A. A. Fyzee
19. Dr. C. P. Ramaswamy Aiyar
20. Shrimati Indira Gandhi
21. Shri U. N. Dhebar
22. Shri Satyacharan, M.P.
23. Shri M. Satyanarayana, M.P.
24. Smt. Renuka Ray, M.P.
25. Dr. A. L. Mudaliar
26. Shri R. Choksi
27. Shri M. Fayazuddin.

The following also attended :

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

Representing

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

**Andhra Pradesh**

1. Shri L. N. Gupta, Education Secretary
2. Dr. V. C. Vaman Rao, Director of Public Instruction.

**Assam**

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

**Bihar**

1. Shri S. Sahay, Education Secretary.
2. Shri S. Prasad, Deputy Director of Education.

**Gujarat**

1. Shri D. L. Sharma, Director of Education.

**Kerala**

1. Shri P. K. Abdulla, Education Secretary

**Madhya Pradesh**

1. Smt. C. Sahai, Deputy Education Minister
2. Shri Kanti Choudhuri, Education Secretary

**Madras**

1. Shri P. P. I. Vaidyanathan, Education Secretary
2. Shri N. D. Sundaravadivelu, Director of Public Instruction
3. Kumari S. Satyabhama, Deputy Secretary (Education).

**Maharashtra**

1. Shri H. G. Vartak, Deputy Education Minister
2. Shri V. M. Joshi, Education Secretary.
3. Shri E. R. Dhongde, Director of Education

**Mysore**

1. Smt. Grace Tucker, Deputy Education Minister
2. Shri B. R. Verma, Education Secretary
3. Shri S. P. Patil, Senior Assistant Director of Public Instruction

**Orissa**

1. Smt. S. Pradhan, Deputy Education Minister
2. Shri S. Misra, Director of Public Instruction

**Punjab**

1. Shri C. D. Kapur, Education Commissioner
2. Shri J. D. Sharma, Director of Public Instruction

**Rajasthan**

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

**Uttar Pradesh**

1. Shri G. P. Pandey, Education Secretary
2. Shri C. N. Chak, Director of Education.
3. Shri D. N. Joshi, Deputy Secretary (Education)

**West Bengal**

1. Dr. D. M. Sen, Education Secretary
2. Shri B. Dutta, Director of Public Instruction.

**Representatives of Union Territories****A & N Islands**

1. Shri B. D. Singh, Education Officer

**L.M. & A. Islands**

1. Shri V. P. Unnithan, Education Officer

**Manipur**

1. Shri H. Madan Gopal Sharma, Under Secretary (Education).

**Nagaland**

1. Shri R. C. Chiten Jamir, Minister for Education
2. Shri Yajin Aier, Deputy Director of Education

**N.E.F.A.**

1. Shri Sham Lal Soni, Director & Ex-officio Education Secretary

**Pondicherry**

1. Shri P. L. Samy, Under Secretary
2. Shri P. Rollin, Director of Public Instruction

The following members of the Standing Committees of the Board on Primary Education, Secondary Education and Social Education attended as observers:

1. Shri D. P. Mankad, Primary Education Committee
2. Dr. Salamat-ullah, Primary Education Committee
3. Shri H. L. Patwari, Primary Education Committee
4. Shri T. A. Koshy, Social Education Committee
5. Smt. Akkamma Devi, Social Education Committee
6. Shri S. L. Silam, Social Education Committee
7. Shri K. L. Joshi, Secondary Education Committee
8. Shri K. Kuruvila Jacob, Secondary Education Committee
9. Shri M. N. Kapur, Secondary Education Committee
10. Shri D. P. Nayar, Secondary Education Committee
11. Shri S. Natarajan, Secondary Education Committee
12. Shri G. K. Chandiramani, Secondary Education Committee.



**Ministry of Education, Government of India**

1. Dr. (Mrs.) T. S. Soundaram Ramachandran, Union Deputy Education Minister
2. Shri R. P. Naik, Joint Secretary
3. Shri L. O. Joshi, Joint Secretary
4. Shri R. K. Kapur, Joint Educational Adviser
5. Shri J. P. Naik, Adviser (Primary Education)
6. Shri A. R. Deshpande, Adviser (Social Education)
7. Dr. P. D. Shukla, Deputy Educational Adviser
8. Shri A. H. Hemrajani, Assistant Educational Adviser,
9. Shri M. C. Minocha, Under Secretary.
10. Shri M. P. Jain, Assistant Educational Adviser.
11. Dr. D. V. Navathe, Assistant Educational Adviser
12. Kumari Kamla Nair, Assistant Educational Adviser
13. Shri N. M. Ketkar, Librarian, Central Secretariat Library
14. Shri B. R. Bowry, Information Officer

## AGENDA

1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting and to welcome new members.
2. To report that the proceedings of the 29th meeting of the Central Advisory Board of Education held at Jaipur in January, 1962 were sent to the State Governments and Union Territories.
3. To consider the report of the Emotional Integration Committee.  
(Ministry of Education)  
*Appendix 'A'*
4. Education and National Emergency  
(Ministry of Education)  
*Appendix 'B'*
5. Appraisal of compulsory education programmes and allocation of funds for them.  
(Ministry of Education and Governments of Assam, West Bengal and Mysore)  
*Appendix 'C'*
6. Introduction of productive labour in schools and colleges  
(Ministry of Education and Government of Bihar)  
*Appendix 'D'*
7. To consider the report of the Expert Committee appointed by the Government to work out details of the Scheme of Correspondence Courses and Evening Colleges.  
(Ministry of Education)  
*Appendix 'E'*
8. Integrated programme of national discipline, physical education and other allied schemes.  
(Ministry of Education)  
*Appendix 'F'*
9. To consider the need to plan for Adult Literacy and for increase of tempo of work.  
(Ministry of Education)  
*Appendix 'G'*
10. To consider the need for development of a comprehensive agricultural education pattern co-ordinated with the national education structure of the country.  
(Ministry of Food and Agriculture (ICAR))  
*Appendix 'H'*
11. To submit interim reports of the four reconstituted Standing Committees of the Central Advisory Board of Education.  
(Ministry of Education)  
*Appendix 'I'*

12. Working Days in Secondary Schools in India  
(Ministry of Education)  
*Appendix 'J'*
13. Consideration of the Report on the progress of implementation of Important Plan Schemes during 1961-63  
(Ministry of Education)  
*Appendix 'K'*
14. To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.  
(Ministry of Education)  
*Appendix 'L'*
15. To fix the venue and dates of the next meeting of the Board.
- Supplementary items :*
- (i) To consider the working of Junior Technical Schools.  
(Ministry of Education)  
*Appendix 'M'*
- (ii) To report the decisions of the Three Language Formula Implementation Committee.  
(Ministry of Education)  
*Appendix 'N'*
- (iii) Extent and manner of transfer of authority in the scheme of elementary education to Panchayati Raj institutions at N.E.S. block levels in rural areas.  
(Govt. of U.P.)  
*Appendix 'O'*
- (iv) Failures in Examinations  
(Resolution by Shri F. N. Kirpal)  
(Ministry of Education)  
*Appendix 'P'*
- (v) Setting up of residential schools for super-intelligent children.  
(Resolution by Smt. Ranu Mookerjee)  
*Appendix 'Q'*
- (vi) Women's Education  
(Resolution by Smt. Raksha Saran)  
*Appendix 'R'*

## WELCOME SPEECH OF DR. S. D. SHARMA

Welcoming the members of Central Advisory Board of Education to the thirtieth Session, Dr. S. D. Sharma, Education and Law Minister, Madhya Pradesh, said :

“Friends,

It gives me very great pleasure to welcome you all to this attractive though modest hill-station of Pachmarhi which is usually described as the “Queen of the Satpuras”. When the Central Advisory Board of Education kindly accepted our invitation to hold the 30th Session in Madhya Pradesh, it was first thought that Bhopal might appropriately be the venue for our meetings not only because it is the State Capital, but also because it is easy of access from all parts of the country. But it was a happy thought to shift the place of this Session to Pachmarhi, although this involved our making last minute changes in all the arrangements which had already been set in motion at Bhopal. All of you, I have no doubt, were put to some inconvenience by having to revise your travel programme and find your way to Pachmarhi by somewhat tortuous routes involving travel by almost all the known modes of transport e.g., by air, rail and road. Nevertheless, I am sure, that the fresh, bracing air that must have greeted you as you drove up the last winding sweep of the road to this plateau must have made you feel that the journey has been worth while.

Tradition has it that Pachmarhi derives its name from the five caves that are cut into a low sandstone hill in which the Pandava brothers are supposed to have sojourned during their exile. I hope, during your stay here you will be able to visit this legendary spot, known locally as the Pandava Caves. In fact, this spot is only one of the many lovely points and beauty-spots with which this plateau abounds. Habitual visitors to this hill station recommend that the best way of seeing these points is by trekking. The peak of Dhupgarh whose imposing face looks down upon the plateau is the highest point of the Satpuras and also the highest peak between Himalayas and the Nilgiris and has an elevation of about 4,500 ft. I would recommend a trek up to its top to such of you as are particularly energetic. Indeed, Pachmarhi is described as the “Trekker’s Paradise” and there are fascinating walks and avenues in every direction, and brisk stroll along which is known to work up a healthy appetite which, I hope, our culinary artists would endeavour to satisfy to the best of their abilities.

The present boundaries of Madhya Pradesh—the largest State in our country in respect of the area—are, as you know, the result of the re-organisation of the States. In this State are merged the Princely States that formed Madhya Bharat and Vindhya Pradesh, and the Princely State of Bhopal and the Mahakoshal region including Chhattisgarh States of the former Madhya Pradesh. It is thus a vast crucible, situated in the bosom of our country, in which the rich and diverse elements of our culture and tradition mix and merge to produce the wonderful product of an integrated nation. No wonder, that was this region that produced the great Kalidasa who has immortalised the wealth and beauty of our country, and in his sweeping vision has described the loveliness and unity of our country,

stretching from the Himalayas to Kanya Kumari. To him the unity of our country was not just a phrase but a rich personal experience. It was in Ujjain that he lived—Ujjaini as it was known,—whose beauties thrilled the poet. The great Bhavabhuti whose dramas form some of the richest treasures of Sanskrit literature lived in this State, and so also did the great astronomer-cum-astrologer, Varahmihir.

It was in this region that the great Bhoja lived and ruled, whose name has become a part of popular fable and legend as a symbol of greatness, learning and generosity—himself a poet and a patron of art and literature, besides being a great builder and administrator. It is he who has given the name to the present capital of our State, Bhopal (Bhojpal). The historic city of Vidisha was the birth place of Mahendra and Sanghmitra who lived in the monastery at Sanchi and from there set forth on their journey to Shri Lanka to spread the gospel of universal brotherhood; compassion, non-violence and peace.

In this region again you have some of the finest cultural monuments of our country, the marvellous sculptures of the temples of Khajuraho, the picturesque monuments of Mandu, the majestic fortress of Gwalior, the sacred temples of Mahakal and Omkar Mandhata the beautiful monuments of Sanchi. Those who are attracted by natural beauty will find in the sylvan forests that envelop more than a third of the State's area, a rich repast of evergreen verdure to feast their eyes. I do hope that you will take this opportunity to visit some at least of these spots during your stay in this State which I am sure will be an experience that you would not like to miss.

Our heritage of history is thus rich; but our legacy after the formation of the present State has been one of bristling problems. In education, in particular, we have a legacy of vast tracts which have been very backward, and large areas where educational facilities were almost non-existent. A variety of educational set up and rules as they existed in the constituent units of the State had to be brought into a shape of uniformity, and the diverse service conditions that prevailed had to be unified. Despite the complexity of the situation, I am happy to say that we have made some headway in bringing our State abreast of the others in the matter of education. In the sphere of primary education our aim has been to establish a primary school in every village having a population of 500 and above, and in pursuance of this we had 32,722 primary schools in 1962-63 as against 22,781 which existed in 1956-57. The increase in the number of children in these schools was from 13.98 lakhs in 1956-57 to 24.58 lakhs in 1962-63—a rise of over 75 per cent. The growth is equally significant in the middle school and in the secondary school stages. In 1956-57 about 1,604 middle schools imparted education to about 1.69 lakh students and this rose in 1962-63 to 3,345 middle schools, having about 4.22 lakh students. In the secondary school stage we converted all the high schools into higher secondary schools, and the number of schools rose from 421 in 1956-57 to 1,040 in 1962-63. The corresponding increase in the number of students was from 50,390 to 1.57 lakhs. I have inflicted these statistics on you not only to give you an idea of the strides we have been able to make in the different stages of school education, but also to indicate the ground which we have still to cover. We have yet to bring to our schools more than 45 per cent of the children of school-going age.

Technical education assumes a special significance in the context of the present emergency. The increased facilities for technical education that we have been able to provide in the last six years are now being geared to the quick training of skilled craftsmen required for our defence. The progress in the different kinds of technological training has been quite conspicuous. We had two Engineering Colleges and four Technical Schools in 1956-57, while now we have six Engineering Colleges and 18 Polytechnics, besides 14 Junior Technical Schools. The total number of students getting technological instruction in these institutions is nearly 9,000. To meet the needs of the present emergency we are introducing craftsmen's training in our polytechnics and also graduates' course in pure science, so that the equipment in our polytechnics may be put to the maximum use. We have also introduced Master's Course in applied sciences in our Engineering Colleges. The intake of the existing Engineering Colleges is to be increased next year by 260 more seats, and we propose to establish two more Engineering Colleges, at Bilaspur and Rewa. One of the directions in which we wish to develop technical education is by bringing about a closer co-ordination between the technical institutions and the needs of the industries and factories in the State. Considering the vast natural and mineral resources contained in our State, I have no doubt that such a co-ordination would be richly fruitful in bringing about the economic development of the State.

The growth of higher education in the State has been limited by the extent of the resources that were available. Nevertheless we have been planning on the assumption that every district in the State should be assured of at least one science college teaching up to the graduate stage. On this basis the number of colleges has grown from 46 in 1956 to 144 today, while the number of students in the colleges has increased from 11,033 to 37,349 during the same period. Our State has four universities, and the grants given by Government for their maintenance and development have increased steadily. In 1961-62 they amounted to 20 lakhs, while last year the grants totalled Rs. 41 lakhs. As you are probably aware we have passed legislation in our last budget session of the Vidhan Sabha, for the establishment of three more universities at Indore, Gwalior and Raipur, so that the extensive tracts of this large State may be better served in the matter of higher education. A separate Agriculture University is also to be established at Jabalpur.

One particular aspect of education which gains special significance in this time of emergency is the growth of the National Cadet Corps. In 1956 we had 9,524 cadets in the NCC and 21,991 in ACC. Their number in 1962-63 were 32,192 cadets in NCC and 45,110 in ACC. We have received the sanction of the Ministry of Defence for raising additional 166 Rifle Companies of the NCC in our State, and the universities in our State have decided to make NCC compulsory for all students from the next academic session.

I have taken up this much of your time to indicate briefly the main features of the educational landscape in our State not in any spirit of self-satisfaction, but rather in the manner of a traveller bound on a long pilgrimage, who gathers strength for his arduous journey that lies ahead by looking back upon the path he has already

covered successfully. This session of the Central Advisory Board of Education is bound to have far-reaching effect upon our educational policies in the years to come. I am happy to note that emphasis is being given to achieving the target of universal primary education by providing additional teachers under a Centrally sponsored scheme, and at the same time care is being taken to provide proper training facilities for these teachers so that they may help in the proper development of the future citizens of India.

I might remind the members of the Board that it was during the Madras session of the Board in 1959 that we from Madhya Pradesh raised the important issue of moral and religious instruction in our educational institutions. A Committee presided over by Shri Sri Prakasa went into this question and made very valuable recommendations. These have been before us, and attempts have been made to put them into practice in varying degrees. I am convinced that no education can be stabilised on strong foundations without a sound moral and spiritual instruction. In fact, the rapid growth of scientific and technological education has to be balanced and humanised by a rich leaven of moral and spiritual instruction. We should be untrue to our great heritage if we ignore this aspect of a well-rounded education.

There are other weighty items on our agenda during the present session which also call for our earnest and determined attention. The Sampurnanand Committee's Report on Emotional Integration is a document of vital importance especially at the present time. Regional, linguistic or provincial prejudices should receive no quarter from education. Within the realm of education such differences have no right to exist. Seekers of knowledge in all parts of the country are one common fraternity—whether they are students, teachers or educational administrators—and we should take determined steps to bind more firmly all bonds that tend to bring the fraternity closer together. It is in this spirit that we have to consider the recommendations of the Emotional Integration Committee.

Equally important is the subject of education and the national emergency: in fact the two are closely allied. No doubt, a 'shooting' war seems to have receded for the present but I am sure you will agree that a manly and passionate sense of patriotism, an intensity of love for the soil of the mother-land which counts no sacrifice too great for its defence, has to be instilled into our youth in whom this awareness is not, by and large, vividly present. Not only has this awareness to be ever present in them, but it has to go hand in hand with the preparation—both physical and spiritual—to meet any threat to the security and integrity of our country. This is a matter which should receive our most serious consideration. Subjects like an integrated programme of National Discipline and Physical Education, and the introduction of productive labour in our schools and colleges are relevant in this context.

The report of the Expert Committee on Evening Colleges is very welcome. I am specially happy that the Committee has recommended Evening Colleges for science also. To my mind the future of India lies in the development of science and the proper scientific atmosphere and outlook in the country. We have not only to provide for

science teaching in colleges and secondary schools, but also provide scientific bias at the primary stage. For all this a large number of science graduates and post-graduates are needed. The National Emergency has also brought into strong focus our national requirements of persons trained in science for various defence needs. To achieve all this it is essential that all the scientific equipments and laboratories are put to the maximum use. It is from this point of view that I consider that the evening colleges will serve a useful purpose.

I do not wish to take more of your time by going over the various aspects of our deliberations in the next two days. We are meeting here at Pachmarhi under the shadow of God Mahadeo—Shiva who symbolises Universal Good. There is an annual fair at the Mahadeo Hill where pilgrims from far and near carry with them the sacred Trisul and plant it there. As you know the Trisul stands for the trinity of KARMA, JNAN and BHAKTI—which is also the three-fold purpose of education—physical, mental and spiritual development. Meeting here under the solemn shadow of Mahadeo, I am sure this meeting of the Central Advisory Board will make a lasting contribution to educational development.

We are indeed fortunate in having here with us in this important session of the Central Advisory Board so many eminent educationists. As I said earlier we are very happy that the Board is meeting in our State, partly for a selfish reason because we can take advantage of the advice and guidance of this gathering of experts in tackling some of our own problems. We sincerely hope that you will enjoy your stay here, and that you will continue to take a lasting interest in all the educational plans and development in our State. I hope that when you leave you will take with you happy recollections of your stay in this charming hill station, and I wish you will come again to this State and give us the benefit of your wisdom, experience and guidance in the numerous tasks that face us in the coming years.

Once again, I extend to all of you a most cordial welcome.”



## ADDRESS OF SHRI B. A. MANDLOI

Shri B. A. Mandloi, Chief Minister, Madhya Pradesh, delivered the following address:

“Dr. Shrimaliji, Dr. Sharma, Ladies and Gentlemen,

After the warm welcome and the comprehensive survey of the main issues for your deliberations which my colleague has given you, there is little that I, as a layman, need add, except to join my Education Minister in the cordial welcome that we extend to all of you, both in my personal capacity and as the Chief Minister of this State. Rarely do we get such an impressive gathering of eminent experts in the field of education, and it is our good fortune that you are assembled here, at Pachmarhi whose serene and invigorating air should help your deliberations.

I am aware of the warning given by Dr. Arnold that “no one ought to meddle with education who does not know it well and love it well”, and yet I venture to give expression to a few thoughts in the belief that though I may not know all about education, I do certainly love it well. The present crisis in Education—if you will permit my using this term—arises from the absence of a clear recognition of the values and objectives that should govern education. On the one hand we have an irresistible demand for a quantitative expansion in educational facilities which is perhaps inevitable in a developing State. On the other hand, the sensational triumphs of applied science in the last few decades, bringing with it a new power of transforming the conditions of life, constitute a turning point in our traditional sense of values. The pressing demands of the people for employment and a means of making a living tend to give to education a utilitarian aim and education comes to be looked upon not as a liberalising process but as a passport for a job. As a result of this a vicious spirit of competition and jealousies, and a feeling of exclusiveness based on self-interest poisons the free air that should breathe in our educational field.

I am sure you as wise educationists are aware of the dangers that lie in what I have called the present crisis in education. From this point of view I consider that the subject of emotional integration, as my friend Dr. Sharma pointed out, calls for your earnest attention. If education does not raise the individual above the level of narrow, provincial regional prejudices, if it does not give him a larger vision and a higher sense of values, then, I think, education has failed in its objective.

How this higher sense of values is to be instilled into the young mind, how his intellect and emotions are to be liberalised and enlarged, it is for the experts to decide. The subjects of study, the right balance between the humanities and the sciences, the proper understanding and interpretation of history, these have to be carefully planned. I am sure these and other subjects of an allied nature will be engaging your attention during the next few days. It seems to me that one of the recommendations of the Committee presided over by Dr. Sampurnand, relating to the exchange of students and professors between different universities and different

States needs consideration. This matter was, I remember, discussed at one of the meeting of the National Integration Council, and the general feeling was clearly in favour of implementing this. A free exchange of eminent professors in the different subjects between one State and another, between one university and another would lead to a healthy inter-play of mind with mind and should necessarily lead to a deeper mutual understanding and a deeper sense of national unity.

'I see the Ministry of Education of the Government of India has recently introduced a National Loan Scholarship Scheme which appears to be eminently suited to our needs. I should like to congratulate Dr. Shrimali for having conceived of this beneficial scheme which should prove to be a boon to students. Poverty need no longer be a bar in the path of the meritorious towards attaining the highest education. I am particularly happy about the provisions in this scheme by which the scholar is proportionately exempted from repayment of the loan if he takes employment as a teacher. In this connection, I might suggest to the Union Education Minister and to the Government of India that they might further expand this scheme, and prescribe certain scholarships—they may be as loan or as outright payment to meritorious students of one State who wish to study in a college or a university of another State. This would help the Inter-State exchange of students and thus help the cause of emotional integration.

'I am happy that the Chief Ministers of two States are with us, and they are from the two extremities of the country—from the Punjab and Kerala. I should like to commend to them this suggestion which I hope, they will consider as a practical and effective method of bringing about a closer integration of the people. I assure them that in working out such a scheme of exchange of students and teachers between different States, we in Madhya Pradesh shall be very happy to do our part. If the National Loan Scholarships Scheme could be extended so as to enable students of one State to prosecute their higher studies in another State, the benefit derived by them in academic and in emotional level will be of permanent value.

'Another matter which appears to need your consideration is the appalling fall in the standards at every stage of education. It is a common foible for every generation to decry the standards and performance of the generation that comes after it. But I am not speaking in this fashion. I think it is being widely recognised that the level of general information, of mental growth, of proficiency in any subject among the students is alarmingly low, and is getting even lower every day. How are we going to stem this evil? How shall we impart courses? How are we to restore to our teachers and to our educational institutions something of the reverence, attached to them in the past? These are questions which you, as experts, are best qualified to answer. I am only posing these questions, familiar though they may be to you.

'I am afraid I have taken more time than I intended to do. I once again extend to all of you a most warm welcome to our State, and I hope that you will enjoy your stay at Pachmarhi, and also that you will decide to visit this place again.'

## PRESIDENTIAL ADDRESS OF DR. K. L. SHRIMALI

The Chairman, Central Advisory Board of Education, then delivered the following Presidential Address :

“Friends,

It gives me great pleasure to welcome you to the thirtieth session of the Central Advisory Board of Education. You would recall that when we met at Jaipur last year, we had decided to accept the invitation of the Government of Kerala to hold the session in Trivandrum. Ordinarily the session would have been convened in December or January, but due to the national emergency, the normal schedule had to be altered. On behalf of the Board and on my own behalf, I should like to express our gratitude to the Government of Madhya Pradesh and the State Department of Education for their invitation to hold the conference in the beautiful town of Pachmarhi and our appreciation of the excellent arrangements that have been made for the work of the conference.

For the last few months our life and thoughts have been dominated by the national emergency created by the perfidious aggression on our soil of the Chinese armed forces. Our people have demonstrated their united will and have resolved to meet the challenge to our freedom, whatever the price may be and however exacting the sacrifices. Education has a crucial contribution to make in the building up of the nation's defensive strength. The spontaneous response of the people to the national emergency has shown that the heart of India is sound and the people can rise as one man in time of crisis. This should not, however, lead to any sense of complacency since fissiparous tendencies are continuously eroding our national unity. The threat of China to our way of life and to our political and social institutions will remain for some time since the Communist China does not believe in the co-existence of different political and social systems. It poses a serious challenge to our institutions, values, and our very survival. It will be a great mistake to underestimate the danger which confronts us.

In the years of crisis to follow, education has to play a vital role. It must strengthen and enrich our national unity. We cannot take it for granted. It must develop strong and abiding faith in all those moral and spiritual values which are the foundations of our social democracy. We cannot be neutral towards them. It must give a sense of purpose and direction to our youth so that they may learn to subordinate narrow and selfish interests to the broader and higher interests of the nation. We cannot follow a policy of drift in education. It is only thus that we shall be able to meet this grave challenge to our freedom.

You are aware of some of the measures which we have already taken. The National Discipline Scheme and the National Cadet Corps at the secondary and university stages are being expanded to cover all the school children and the university students. A scheme of School Defence Corps Programme has been circulated to you and I hope it will be implemented from the next session. I shall not repeat here several other measures which we have taken such as the

National Loan Scholarship Scheme, Establishment of Advanced Schools of Studies, Production of Textbooks, Establishment of Regional Training Colleges for the training of science and craft teachers and further expansion of extension services for training colleges which are bound to bring about qualitative improvement in our educational system.

The biggest programme of school education in the Third Plan is the expansion of educational facilities at the elementary stage. Unfortunately, on account of emergency the programme has suffered a setback in a few States because adequate resources have not been allocated for it during the current year. This has resulted in diminishing the tempo of expansion as well as over crowding in classes due to shortage of teachers. The Ministry has taken up the matter with the Planning Commission and has urged that additional funds should be made available for elementary education so that the tempo of expansion is not slackened. I do not know to what extent we shall succeed. I would, however, urge upon you in the meantime to adopt all possible measures such as the double-shift system, curtailment of holidays, increasing the working load of teachers etc., and on no account to check the expansion of enrolment at the primary stage. We cannot allow the whole generation to remain uneducated without grave risks to our future. Education is of vital importance even from the point of view of strengthening our defence and should not be neglected even during emergency.

The tempo of development that has been gathering momentum in recent years is evident from the striking increases registered in the enrolment at all stages. The number of high and higher secondary schools in the country was 17,247 at the end of the Second Plan period. Last year it rose to 19,284 and it is estimated that this figure will rise to about 22,000 at the end of the Third Plan. The enrolment of children at the high/higher secondary stage at the end of the Second Plan was 28.43 lakhs. It rose last year to 30.50 lakhs and is estimated to increase to 45.56 lakhs at the end of the Third Plan. This large increase is the result of the extension of facilities for education at the primary stage and the new urge for more and more education.

The total enrolment at the university stage at the end of the Second Plan period (1960-61) was 8,83,000. The total student enrolment in our universities and colleges during the year 1961-62 was 11,55,380, and increase of 1,07,532 over the previous year. This represents an increase of 11 per cent in the year as against 5 per cent increase in the previous year. The over-all increase of nearly 11 per cent in the total number of students during the year is shared by all the faculties. The highest increase has been in the faculty of agriculture followed by engineering, medicine and education.

There has also been an increase in the enrolment at the post-graduate and research levels.

The number of students engaged in post-graduate studies and research was 72,859 in 1961-62 as against 63,000 in 1960-61. It is expected that at the end of the Third Plan period (1965-66) the enrolment at the university stage will rise to about 14,70,000.

It should be a matter of immense satisfaction to us that the educational expansion is taking place at a rapid pace. There are, however, certain weaknesses in our educational system which must be removed if we are to make the maximum use of our limited resources. As you are aware, the all-India pass percentage at the end of high and higher secondary stages of education generally ranges between 50 to 60 per cent. This means that there is a wastage of 40 to 50 per cent of our resources in both men and money which are spent on the education of children. This wastage, of course, varies from State to State, but in one or two States it is as high as 65 to 70 per cent. If in our calculations of the expenditure incurred on educating a pupil up to the end of the secondary stage we take into account the partly infructuous expenditure on the failures, we would find that the per capita expenditure is raised by a factor of at least four. Since wastage is also a disconcerting feature of higher education, in the universities as well as in technical institutions, the per capita expenditure on the education of a graduate is raised by at least a factor of eight.

At every stage of examination there are large number of failures resulting in tragic waste of human resources at a time when we need them most for our nation-building activities. In my opinion this wastage in education is inexcusable and it is high time that we take adequate measures to eliminate it. The major responsibility for this waste must be put squarely on the teaching staff of schools, colleges and universities. The conscience of those who are in charge of the Education Departments as well as the universities must also be aroused and their cooperation must be sought to eliminate this national waste. If the examination system is defective, bold steps must be taken to replace it by a better one. We have enough data, material and trained personnel in our country now to reconstruct the examination system if there is a will to do it. The primary duty of teachers is to teach and when there is such large percentage of failures they must recognise this as their own failure. With firm determination we must root out the rot which has set in our educational system.

In this connection I should like to invite your attention to a proposal for increasing the number of working days in our schools and colleges. The traditional syllabus has to be considerably strengthened if wastage is to be reduced and the schools and colleges are to meet the exacting demands of a developing society and a rapidly expanding body of knowledge. 'Soft' pedagogy cannot do this. The emergency has highlighted the need for greater attention to physical education, the teaching of science, development of technical and productive skills, and the general upgrading of standards. The schools and colleges must have time to do this. I feel that the way our academic year and working days are organised leaves much room for improvement. It puts a premium on less and less work. We have to give renewed emphasis to hard and systematic work in schools and colleges.

Another problem of great urgency which needs your careful attention is the relation between the output of schools and the capacity of the economy to absorb them in productive work. As the output of secondary schools increase, it is of vital importance to ensure that the

organisation and purpose of secondary education are brought in line with the needs of our developing economy. A situation of utmost gravity is likely to be created if intellectual unemployment or under-employment is allowed to take place on a large scale. I believe that, in terms of numbers, what the schools produce is not in excess of what a rapidly developing economy needs—if anything, it is substantially less. The imbalance—and it is a serious imbalance—lies between the skills needed by the national economy and what our schools and other institutions are producing. In our educational structure, as it is at present, a large number of pupils discontinue their studies at various stages i.e. at 11+, 14+, and 17+. Even those who continue their studies beyond the secondary stage may not like to proceed to institutions of higher learning if we make suitable provision for training in suitable trades and vocations. The real remedy of overcrowding in our universities is not to put restrictions to students' admission to universities but to siphon them into trades and vocations through proper training programmes. It is a well-known fact that in an economy that has developed beyond the first rudimentary phase, the greatest shortage is experienced in regard to the middle grade of skills, both in the industrial and the agricultural sectors. One of the important functions of secondary education is to provide for these middle groups of skills. We should, therefore, give particular attention to promoting vocational education for different categories of pupils at the post-primary stage. Some of these courses in vocational education would necessarily have to be organised in separate institutions but quite a few courses, particularly at the secondary stage, can and should be provided in secondary schools. It means less cost and also greater interaction between general education and vocational education. It is, however, necessary to ensure that vocational education, acquisition of marketable skills.

‘At this juncture, both from the point increased productivity, it is essential that the problem of liquidating illiteracy is tackled urgently, utilising all possible means at our disposal. An appeal has been made to teachers and to all educated persons to come forward to make vidyadan or gift of knowledge, to their fellow countrymen who have not had the good fortune to become literate. Social education has to be organised on a voluntary basis. If we depend on the Government for financial assistance, I am afraid, India will continue to remain largely illiterate for the whole of this century. Since all the available resources will be needed for school and college education, we should appeal to the colleges and universities to organise literacy campaigns on a systematic manner so that literacy may spread within the shortest time possible. In the Western countries the universities have played a significant role in organising adult education and it is my sincere hope that our universities will not lag behind in this matter. The Government of Maharashtra has already launched a movement which enrolls voluntary service of students and teachers for this purpose and I hope other States will emulate their example. The last Conference of State Education Ministers had strongly recommended that, in order to step up the programme of social education, the responsibility for social education should be that of the Education Departments of State Governments and Union Territories who should exercise the technical and administrative control over the whole programme. A letter has accordingly been addressed to the

Chief Ministers of State Governments and Heads of Union Territories. This is not merely a question of jurisdiction concerning the various departments of Government. It is essential to involve fully and directly the personnel of the Education Departments and educational institutions, teachers as well as senior students, in a nationwide campaign to wipe out illiteracy in the shortest possible time.

India is by no means an over-educated country and educational facilities must be expanded at all stages to provide necessary brain power and skill for the defence of our country as well as for increasing our production. A nation's real strength lies as much in natural resources as in the brain power and skill of its scientists and engineers, research workers and technicians, administrators and professional men and women. A stagnant educational system cannot sustain a dynamic economy. We must, therefore, continue to expand our educational system at all stages and also improve it to meet the growing needs of our economy.

If we are to continue this process, as we must, it is obvious that we shall have to eliminate waste and duplication and will have to adopt some unconventional methods. In our country there seems to be a craze for putting up massive and expensive buildings. This tendency must be curbed if we are to conserve our resources for more useful purposes. The States should give with each other not in putting up more expensive buildings but in providing better salaries to our teachers and teaching aids and appliances for our educational institutions. We must also make maximum use of the buildings by providing double shifts. In rural areas the school buildings could serve a double purpose. It should be quite possible to provide hostel accommodation in a part of the school building with some minor adjustments. In this way the school buildings could be put to the maximum use. Similarly, the science laboratories and workshops which have to be equipped with expensive apparatus and tools could serve more than one school. These are just a few examples to show how we could expand education faster without sacrificing the quality.

Many reforms have been introduced in recent years in educational system of our country, in keeping with the requirements of the new social and economic order which is emerging in the wake of political freedom. It was thought necessary to take stock of the progress achieved so far, evaluate our past programmes and make realistic plans for the future in the light of the experience gained by us. With this object in view, we have reconstituted four Standing Committees of the Board to go into the different sectors of education and evolve a broad-based national educational programme for the coming years. The four Standing Committees have been at work throughout the year. We expect to receive their reports during the course of the current year, so that they may be considered in the next session of the Board. As you know, we have now to begin work in formulating the Fourth Five Year Plan and I have no doubt that the reports of the Standing Committees and the recommendations of the Board on them will be of very great value in providing the ground work for the Fourth Plan.

'In the context of the national emergency it is particularly important that certain aspects of education should receive special attention. I should like to mention in this connection the improvement and expansion of science education at the school stage, introduction of productive and vocational work in general secondary education and raising the physical efficiency and well-being of our students.

'I have tried to present a brief account of some of the problems we have to face in the coming years. The problems are immense and recent events have added to their enormity; but these great challenges are being met by satisfactory responses and the new trends and tempo are reassuring. We are on the brink of significant changes that may revolutionize our educational system and bring it closer to the needs of the times. At this moment all of us in the Government, at the Centre and in the States of the Union, and also those eminent educationists who work for non-Governmental organisations, have to pull together and to remain together to evolve a national system of education, worthy of our nation and equal to the mighty tasks that are lying ahead.

'It now only remains for me to thank you for your presence here and to express the hope that your deliberations will provide a bold and fruitful lead to the country. Education is at the cross-roads. The well-being of a whole generation of our youth depends on the guidance that you give and the cooperative effort that we put to ensure that they look forward with confidence to a bright future.'



## Minutes And Recommendations

The Board then took up the consideration of the agenda.

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

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

1. Dr. V. S. Jha . . . . . (Nominated)
2. Smt. Hansa Mehta . . . . . (Nominated)
3. Smt. Zarina Currimbhoy . . . . . (Nominated)
4. Smt. Rukmini Devi Arundale . . . . . (Nominated)
5. Shri H. C. Mathur . . . . . (Elected by Lok Sabha)
6. Shri K. V. Ramakrishna Reddy . . . . . (Elected by Lok Sabha)
7. Dr. W. S. Barlingay . . . . . (Elected by Rajya Sabha)
8. Dr. Nihar Ranjan Ray . . . . . (Elected by Rajya Sabha)
9. Lt. Col. V. Srinivasan, Director General of Health Services, Government of India. (Ex-Officio Member)
10. Shri D. C. Pavate . . . . . (Representative of Inter-University Board of India)
11. Dr. T. Sen . . . . . (Representative of All India Council for Technical Education)
12. Shri T. N. Tolani . . . . . (Representative of All India Council for Technical Education)
13. Shri K. C. Naik . . . . . (Representative of Indian Council of Agricultural Education)

The Board extended its welcome to the following new members:

1. Dr. C. P. Ramaswamy Aiyar . . . . . (Nominated)
2. Shri Y. N. Dhebar . . . . . (Nominated)
3. Shri Frank Anthony . . . . . (Nominated)
4. Smt. Sarojini Mahishi . . . . . (Nominated)
5. Kumari S. Panandikar . . . . . (Nominated)
6. Shri P. Muthiah . . . . . (Elected by Lok Sabha)
7. Smt. Renuka Ray . . . . . (Elected by Lok Sabha)
8. Shri M. Satyanarayana . . . . . (Elected by Rajya Sabha)
9. Shri Satyacharan . . . . . (Elected by Rajya Sabha)
10. Dr. M. S. Chadha, Director General of Health Services, Government of India. (Ex-Officio Member)
11. Dr. B. V. Keskar, Chairman, National Book Trust. (Ex-Officio Member)

12. Dr. J. M. Mehta . . . . . (Representative of Inter-University Board of India)
13. Shri R. Choksi . . . . . (Representative of All India Council for Technical Education)
14. Shri M. Fayazuddin . . . . . (Representative of All India Council for Technical Education)
15. Shri S. K. Mukherjee . . . . . (Representative of Indian Council of Agricultural Education)

**Item No. 2 : To report that the proceedings of the 29th meeting of the Central Advisory Board of Education held at Jaipur in January, 1962, were sent to the State Governments and Union Territories.**

The Board noted the action taken.

**Item No. 3 : To consider the report of the Emotional Integration Committee.**

The Board considered the Report of the Committee on Emotional Intergration which was constituted by the Government of India in the Ministry of Education with Dr. Sampurnanand as Chairman, and placed on record its appreciation of the Committee's work and the comprehensive and constructive way in which the Committee had formulated its recommendations on the terms of reference.

2. The resolution and determination with which the Indian people in every part of the country have responded to the challenge of Chinese aggression reflects the fundamental unity of the nation. It is however imperative that the basis of national unity and social cohesion should be continuously strengthened and consolidated. The factors which make for disharmony and lend support to fissiparous tendencies have to be recognised and actively combated. The Board endorsed the view of the Committee that education has a powerful role to play "in bringing our people the unifying elements both of our culture and economic needs". The tasks of national emergency have further highlighted the crucial importance of education in the national life.

3. The Committee has made in Chapter VI (School Education) and Chapter VII (University Education) recommendations regarding the specific programmes designed to promote emotional integration that should be undertaken in schools, colleges and universities. The Board endorsed these recommendations and emphasised particularly that—

(a) Schemes for the expansion of girls education and the training and employment of women teachers should be given high priority as measures essential for equalising educational opportunities; and both these should be implemented as centrally sponsored schemes as in the Second Five Year Plan.

(b) The establishment of more vocational schools and polytechnics is urgently necessary. Vocational schools of all types should

be run by the Union and State Ministries of Education in Co-operation with the Union and State Ministries dealing with the concerned vocational subjects. In this connection the Board strongly supports the recommendation of the Committee that higher secondary schools should be planned as multipurpose or comprehensive institutions providing (i) preparatory courses for students proceeding to college; (ii) all-round terminal education with a semi-vocational or semi-professional preparation and (iii) terminal education for a vocation.

(c) College and university students should be involved more actively in social service and productive work programmes.

(d) There should be no migratory restrictions imposed on students, and colleges and universities should aim at drawing students and teachers from as large an area as possible.

4. In regard to Youth Programmes referred to in Chapter VIII of the Report, the Board observed that the recommendations covered young people of the age-group 14-25 in school as well as out of school and agreed that this was the correct approach to the problem. It endorsed the recommendation that the Ministry of Education should initiate immediate action to plan a minimum programme of recreational and social activities for young people in the age-group 14-25 to cater for those in schools and colleges and also for those who have left school.

5. The suggestion of the Committee that the scheme of compulsory national service for a period of one year before entering life or continuing higher education should be tried out as a pilot project, should be examined by the Ministry of Education in the light of the recent decision to make the N.C.C. universal and compulsory.

6. The Board accepted the recommendations pertaining to adult education.

7. The Board was in complete agreement with the view of the Committee regarding the key role of the teacher in promoting national integration and with the recommendations made by the Committee in Chapter X. The Board drew special attention to the need for the production of educational literature for the use of teachers in primary and secondary schools and in training institutions. As regards the recommendation relating to the establishment of a pay revision committee on a national basis for fixing the minimum scales of salary for teachers, the Board suggested that the Government of India should examine it further in consultation with the Planning Commission and the State Governments.

8. The Board considered the recommendations relating to curricula and textbooks contained in Chapter XI & XII, and took note of the fact that the National Council of Educational Research and Training had already undertaken the preparation of text-books by panels of experts and teachers, and the National Book Trust was preparing a series of reference books dealing with different States and Union Territories of India.

9. Recognising the paramount importance of programmes of national integration the Board recommended that financial provisions for the implementation of the programmes should be made in the Plan on a priority basis and that suitable machinery should be established at the Centre to watch and coordinate the progress of these programmes.

10. The Committee has in Chapter VI of its Report recommended certain measures for reorganising the educational pattern. While agreeing on the need for a pattern of education which would be broadly uniform the Board expressed the view that frequent changes in the educational pattern would be contrary to the aim of evolving such a broadly uniform pattern. The Board reiterated its recommendation made at the Jaipur Session (1962) that while it would be desirable to have ultimately a total period of 15 years of education, including 12 years of schooling, before the first degree is taken, and while the States that can command the resources for lengthening the period of education should be encouraged to do so, it is necessary that reorganisation on the lines envisaged in the report of the Secondary Education Commission should be speeded up. The Board had stressed that the total period of education should not in any case be less than 14 years with 11 years of schooling or pre-university education of terminal character.

11. Chapter V of the Committee's Report contains its recommendations on Language and Script. The Board noted that the three-language formula recommended by it sometime ago had found acceptance with all the States and according to the reports received from the State Governments by the Ministry of Education, no particular difficulties are being experienced in suitably phased implementation of the formula. The Ministers' Committee set up by the Education Ministers' Conference to review the working of the three-language formula had also made its first report which was before the Board. In view of these circumstances the Board did not consider any revision of the three-language formula necessary.

12. The Board, agreeing with the view of the Committee that it is necessary to evolve an effective national policy in education the implementation of which should bring the States and the Union Territories closer together, strongly recommended that it was necessary and desirable that the recommendations adopted by the Board on any matter of educational policy of an All India Character or on the pattern or content of education should be implemented effectively by all concerned and that no major change in the national pattern of education should be made without the Board first having an opportunity to consider it. The Board's views on this matter are not only in broad agreement with the recommendations of Dr. Sampurnanand Committee but also with the recommendation adopted by the Education Ministers' Conference (1962).

13. As regards the suggestion that in order to follow the implementation of the recommendations of the Central Advisory Board of Education, the Board may constitute a standing Sub-Committee at Ministers' level and a corresponding Sub-Committee at Officers' level, the Board recommended that in order to achieve the desired objective two meetings of the Ministers' Conference should be held in a year instead of only one as at present.

14. The Board took note of the fact that the Ministry of Home Affairs was in correspondence with the State Governments in connection with the proposal for an All India Educational Service.

**Item No. 4 : Education and National Emergency**

The Board noted the report.

**Item No. 5 : Appraisal of Compulsory Education Programmes and allocation of funds for them.**

The Board considered the difficulties which had arisen in the implementation of the Compulsory Education Programmes due to lack of funds. The Chairman informed the Board that the Planning Commission had agreed in principle to provide an additional allotment of Rs. 10 crores for these programmes during the remaining years of the current Plan, of which Rs. 2 crores would be provided during 1963-64 outside the annual Plan ceilings of the States. There was full agreement that if the demand for additional enrolment was to be met and adequate qualitative standards maintained, it was essential that the additional funds should be provided throughout the Plan period over and above the Central and the States' Plan ceilings.

In view of the increased enrolment at all stages of education, the Board recommended review of education plan in order to provide adequate resources over and above the State and Central allocations to meet the demand for additional enrolment and for maintaining adequate qualitative standards. )

**Item No. 6 : Introduction of productive labour in schools and colleges.**

Shri Shriman Narayan, Member, Planning Commission observed that, while it was true that the system of basic education as visualised by Gandhiji had not been successful in the country for several reasons, there could be no two opinions about the soundness of fundamental principles on which basic education was founded by him.

Shri Shriman Narayan emphasised the great need for making education work-oriented, particularly in the present emergency. He assured the Board that additional funds would be provided by the Planning Commission for schemes of productive work in educational institutions.

The Board approved the proposal to introduce productive labour in schools and colleges and recommended that a committee under the Chairmanship of Shri Pratap Singh Kairon, Chief Minister of Punjab, should be set up to work out a detailed scheme of practical character for implementation.

**Item No. 7 : To consider the report of the Expert Committee appointed by the Government to work out details of the Scheme of Correspondence Courses and Evening Colleges.**

The Board considered the report of the Expert Committee appointed by the Government of India to work out details of the scheme in regard to Correspondence Courses and Evening Colleges. The Chairman pointed out the need for providing opportunities for higher education to those who are engaged in some kind of gainful

employment. During the discussion, suggestions were made that the facilities of the courses should be made open to all persons whether employed or not. Women members were particularly anxious that the condition of employment should not be applied in case of women seeking admission to evening colleges. The question of minimum and maximum numbers of students in evening colleges for the purpose of earning Central grants was also raised and it was agreed that exceptions may be made in the case of evening colleges opened in smaller places. It was also suggested that evening colleges started by the State Governments should receive grants in the same way as are available to private colleges. It was also suggested that the grants should be for at least a period of 5 years and not for the duration of the present Plan. It was generally accepted that the evening institutions preparing for diploma courses should also be covered under the scheme.

The Board noted the experiment of correspondence courses and evening colleges and while accepting the report of the Expert Committee it made the following recommendations:

- (i) The need for expanding the Scheme to provide for more evening colleges should be borne in mind;
- (ii) Central assistance should be given for five years instead of upto the end of the Third Plan only; and
- (iii) A scheme for part-time courses should also be formulated by the Union Ministry of Education.

**Item No. 8 : Integrated programme of National Discipline, Physical Education and other allied schemes.**

The Chairman initiated the discussion by pointing out that there were several schemes like A.C.C., N.C.C., National Discipline Scheme and Scouting which had been introduced in schools. There was need for coordinating the activities under these schemes. The N.C.C. scheme operated at the collegiate level. At the school level, there was A.C.C. and N.D.S. The National Discipline Scheme (N.D.S.) combined physical education with other activities designed to inculcate patriotic feelings amongst the students. It was inexpensive and the total expenditure on it was met by the Centre. During the discussion, the question of placing the N.D.S. Instructors under the administrative control of the Head Masters of the schools was raised. It was also suggested that the training given in the physical education colleges and that under the National Discipline Scheme should be coordinated and no duplication or over-lapping should take place.

The Board recommended expansion of the N.C.C. at the college stage on a priority basis.

The Board welcomed the integrated programme of N.D.S. and physical education which incorporates the best features of the existing programme at the school level and recommended that in-service training of teachers for this work should be carried out expeditiously. The Board further desired that suitable books should be prepared centrally for the integrated scheme.

The Board also recommended that an Advisory Board should be set up to formulate general policies and programmes for the administration of the integrated scheme.

The Board recommended that the N.D.S. Instructors should be under the administrative control of the Head Masters of the schools in which they work. The Board expressed the view that N.C.C. (Junior) might be expanded if funds permitted.

**Item No. 9: To consider the need to plan for Adult Literacy and for increase of tempo of work.**

The Chairman referred to the useful work being done in the field of adult literacy in Maharashtra State by voluntary organisations. On his suggestion, the Deputy Minister of Education of Maharashtra explained in detail the adult literacy scheme in that State. During the course of discussion, it was pointed out that the literacy campaign had not received adequate attention. There were other difficulties also because the responsibility for the movement was shared by the Education and Community Development Departments. The Chairman pointed out that with the increase of population, the number of illiterates in the country was going up. It was necessary that voluntary effort should be mobilised on a massive scale. He said that the Planning Commission was considering giving financial assistance to voluntary bodies for their organisational expenses. The Commission may be in a position to allot 5 to 6 crores of rupees for the purpose.

(a) The Board recommended that literacy campaign should have high priority and its tempo should be effectively increased. There should be adequate allocation of financial resources for the purpose.

(b) In the interest of effective implementation of literacy and Social Education programmes, they should be placed under the technical and administrative control of the Education Departments of the State Governments and Union Territories.

(c) The State Governments and Union Territories should take immediate steps to prepare plans for literacy, follow-up and continuation programmes, covering the field of adult education, and enlist the services of students and teachers in carrying them out.

(d) The support of voluntary agencies should be mobilised on an extensive scale in adult education movement.

(e) It is desirable to establish a National Council for Social Education for the country.

**Item No. 10: To consider the need for development of comprehensive agricultural education pattern coordinated with the national education structure of the country.**

The representative of the Union Ministry of Food and Agriculture introduced the subject. During the course of the discussion, members suggested that multipurpose schools with agricultural stream should be strengthened and encouragement should be given to rural schools to introduce agriculture. It was also suggested that there should be no distinction between rural and urban areas and all students passing out of multipurpose schools with agriculture as one of their subjects should be able to go for higher education.

**Item No. 11 : To submit interim reports of the four reconstituted Standing Committees of the Central Advisory Board of Education.**

The Board noted the reports.

**Item No. 12 : Working days in secondary schools in India.**

The Chairman introduced the subject by pointing out that in most countries the school year comprised 240 or more working days. The school year in India was comparatively shorter and the number of school hours was also fewer. The very large incidence of wastage through failures which occurred in our system could be reduced and the standards raised if more instructional time becomes available to the schools. In the course of the discussion it was pointed out that in Maharashtra it had been decided, in consultation with the Teachers' Organisation in the State, that schools should work for 230 days a year, of which 195 should be full instruction days and the rest be set apart for examinations and extra-curricular activities.

The Board recommended that the minimum number of working days in secondary schools should not be less than 220 in a year with a minimum of 1200 hours for instructional work.

**Item No. 13 : Consideration of the report of the progress of implementation of important Plan schemes during 1961-63.**

The Board noted the report.

With regard to the Ministry's scheme regarding "Low priced Re-Publication of Foreign Educational Standard Works", Dr. C. B. Singh, drew attention of the Board to the high cost of standard medical textbooks imported from abroad. He desired that the Ministry of Education may explore the possibility of bringing out cheap editions of these textbooks also in collaboration with foreign authors and publishers.

The Chairman agreed to consider the proposal in consultation with the University Grants Commission and suggested that the Medical Council of India might give to the Ministry a list of such books.

**Item No. 14 : To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.**

The Board received the report.

**Supplementary Item I : To consider the working of Junior Technical Schools.**

The Board noted the report.

**Supplementary Item II : To report decisions of the Three-Language Formula Implementation Committee.**

The Board noted the report.



*Supplementary Item III* : **Extent and manner of transfer of authority in the scheme of Elementary Education to Panchayati Raj institutions at N.E.S. block levels in rural areas.**

The Board postponed consideration of this item.

*Supplementary Item IV* : **Failures in Examinations (Resolution by Shri P. N. Kirpal)**

The Board discussed the resolution, moved by Shri P. N. Kirpal, relating to waste resulting from the high percentage of failure in examinations, particularly at the school leaving stage. There was general agreement that the problem needed close examination as, apart from wastage of human resources, it produced a widespread feeling of frustration among the students.

Considering the appalling wastage of human resources and widespread sense of frustration among students resulting from the high percentage of failures in examinations at all levels of education, and especially at the school-leaving stage.

Viewing with concern the very slow progress made in the reform of the examination system in spite of fairly thorough investigations carried out in this field in recent years.

The Central Advisory Board of Education resolved that:

(i) The authorities concerned should accelerate their efforts for eliminating this wastage through speedy improvements in the teaching and learning processes, the creation of conditions for harder and more concentrated work, and the better utilization of school programmes and amenities.

(ii) The Examining Bodies should introduce as quickly as possible the various measures for reforming the examination system recommended by the Ministry of Education; and

(iii) The appropriate authorities should take immediate steps for reorganizing the school examination system in order to reduce wastage without lowering the standards.

The Board further resolved that in order to effect the reorganization of the school final examination on the lines indicated above, a meeting of the Chairmen and Secretaries of School Examination Boards should be convened at an early date. This body should examine the problems involved, formulate concrete measures for action and discharge on a continuing basis the general responsibilities for implementing this reform.

As regards the reform of examination at the university level, the Board recommended that the matter should be referred to the University Grants Commission.

*Supplementary Item*    **Setting up of Residential Schools for super-intelligent children (Resolution by Shri-mati Ranu Mookerjee)**

The Board recommended that the resolution be referred to the Standing Committee on Secondary Education.

*Supplementary Item VI : Women's Education (Resolution by Shri-mati Raksha Saran)*

The Board recommended that the resolution be referred to the Standing Committee on Primary Education.

Invitations to hold the next meeting of the Board were extended by Andhra Pradesh, Assam, Kerala, Mysore and Orissa. The Chairman announced that the decision about the venue would be taken in due course.

The meeting came to a close with a vote of thanks to the Chair.

## APPENDIX 'A'

### MEMORANDUM ON

**Item No. 3 : To consider the report of the Emotional Integration Committee.**

*(Ministry of Education)*

The Emotional Integration Committee was set up under the Chairmanship of Dr. Sampurnanand in pursuance of the recommendations of the Education Minister's Conference held in November, 1960. The Committee's Preliminary Report submitted in November, 1961, was briefly discussed at the last session of the C.A.B.E. when it was decided to postpone discussion till the final Report was received. The Committee's final Report was presented to the Government, in September, 1962. A press note was issued thereafter to all the leading newspapers highlighting the main recommendations.

3. The E. I. C. Report was included as an item on the Agenda of the last Education Ministers' Conference held in October, 1962, but discussion was postponed, and the Conference decided that it would be discussed fully at the C. A. B. E. meeting.

3. Accordingly, after the State Education Minister's Conference, all the State Governments were requested to examine the various recommendations made by the Committee with a view to their acceptance and implementation. The State Governments were also informed that the Report was to be discussed fully at the next session of the C.A.B.E., but comments have so far been received only from the Governments of Andhra Pradesh, Madhya Pradesh, Mysore, Punjab, Rajasthan and Uttar Pradesh, which may be seen in Annexure 1 to Appendix 'A'. The others have sent interim replies stating that the Report is under consideration.

ANNEXURE I TO APPENDIX 'A'  
ANDHRA PRADESH

GENERAL AND MAJOR POLICY DECISIONS

- \*13.1 National policy in education may be welcome provided a national pattern at each level of education is adopted throughout the country.
- 13.2 The suggestion is agreed. Details should be worked out in consultation with State Governments who should be adequately represented by rotation.
- 13.3 Education should continue to be a State subject under the Constitution. National policy should be implemented by agreement of States.
- 13.4 A national policy involves common pattern. So, the suggestion may be supported.
- 13.5 Agreed
- 13.6 Agreed
- 13.7 } The existing pattern of higher secondary education  
13.8 } should be given a fair trial. Frequent changes in pattern create confusion.
- 13.9 Agreed
- 13.10 Evening courses should be provided at all stages in all Institutions.
- 13.11 Agreed
- 13.12 Agreed
- 13.13 Agreed
- 13.14 An all India Educational Scheme is preferable. A pool will be the next best alternative.
- 13.15 Agreed
- 13.16 LANGUAGE & SCRIPT
- The Roman Script with suitable modification may be adopted for all the languages in the country. Such a step will ensure :
- (a) administrative economy
- (b) common bond for national integration
- (c) facility for every individual to learn as many languages as possible within a short time.
- 13.17 Agreed
- 13.18 Agreed. Roman script also should be allowed.
- 13.19 Agreed

\*These numbers relate to the various recommendations of the Educational Integration Committee given in Chapter XIII of its Report.

The books may be published in Roman script and also in the script of Regional languages. 13.20

The three-language formula is already in force in this State, though not on its full shape as it was evolved. A student now studies (i) Regional language or his mother tongue (ii) Hindi, and (iii) English. Where Hindi happens to be the mother tongue, he takes up Regional language under second language. But exemption from study of Regional language is granted in special cases generally for persons not domiciled in Andhra Pradesh. But in the integrated syllabus, which is pending finalisation provision has been made for the study of (i) a Composite course of mother tongue and the Regional language (ii) Hindi, and (iii) English, thus bringing in the 3 language formula evolved by Government of India into full effect. 13.21

#### MEDIUM OF INSTRUCTION IN UNIVERSITIES

This should be discussed with the universities in the first instance.

Agreed. Use of Roman script should be explored. 13.22

English only may be taught at the university level as a compulsory subject. 13.23

Agreed 13.24

Agreed 13.25

#### SCHOOL EDUCATION

Nursaries or Kindergarten may be encouraged on voluntary basis. Industrial and Commercial employees must assume the responsibility to provide facilities for pre-school education. 13.26

All desirable and practical principles of basic education may be imbibed in the national pattern of education at all levels. 13.27

Agreed { 13.28  
13.29

Agreed { 13.30  
13.31  
13.32

Agreed. The local public should be induced to contribute in cash and in kind to provide mid-day meals for children. 13.33

Agreed 13.34

Agreed 13.35

Agreed { 13.36  
13.37

- 13.38 This suggestion is valuable. Pupils should be diverted to various types of occupations, creating ample facilities for such training.
- 13.39 This suggestion is also valuable. There is a Bureau of Vocational guidance in this State. Its scope should be widened to implement this suggestion.
- 13.40 May be tried.
- 13.41 The suggestion is important and must be implemented with patriotic fervour.
- 13.42 This is observed in the State.
- 13.43 } This is necessary.  
13.44 }
- 13.45 } Agreed  
13.46 }
- 13.47 Very desirable.
- 13.48 }  
13.49 } Agreed  
13.50 }  
13.51 }
- 13.52 This is necessary. One teacher from each school is now trained.
- 13.53 Agreed
- 13.54 This is necessary.
- 13.55 Necessary
- 13.56 } Agreed  
13.57 }
- 13.58 This is necessary.
- 13.59 Agreed
- 13.60 This is quite necessary.
- 13.61 Agreed
- 13.62 Very desirable.
- 13.63 Agreed
- 13.64 These programmes should be of a common pattern for the entire nation.

## UNIVERSITY EDUCATION

- 13.65 Agreed
- 13.66 } This is necessary  
13.67 }
- 13.68 } Agreed. All university students must also be given  
13.69 } training in military craft and social service programme during leisure time.

Quite necessary.	13.70
College buildings must be put to full use. Shift system may be introduced in populous centres and evening courses in all centres.	13.71
Educational concessions must be given on economic considerations, irrespective of communities, subject however, to reservation for scheduled castes and scheduled tribes for some time to come as per Constitutional directive.	13.72
Agreed	13.73
Very desirable.	13.74
Universities may introduce a subject like comparative study of religions.	13.75
Agreed	{ 13.76 to 13.86
University must be consulted in the first instance.	{ 13.87 to 13.90
Agreed	13.91
Universities should be consulted in the first instance.	13.92
Very desirable.	{ 13.93 13.94
Quite necessary.	13.95

#### YOUTH PROGRAMMES

All these recommendations may be supported. In order to keep the youth of the country conscious of the national needs and national integration, there must be national programmes of physical fitness, health service, military training and essential social services under the guidance of specially trained social educational machinery. Through such vital programmes traditional inertia and tendencies for indiscipline must be rooted out. Such programmes of activity must cover all the youth (men and women).

#### ADULT EDUCATION

May be supported. But the country must launch an all out drive for eradication of adult illiteracy by gearing up the social education machinery in the country, keeping in view of programmes implemented in the USSR between the years 1919 to 1939 and also the programmes tried and recommended by the UNESCO.

## TEACHERS

- 13.132 This is a very important suggestion. To implement this there should be a Centrally sponsored scheme of financial assistance to the States for a period of at least 15 years after which the States must undertake the commitments.
- 13.133 May be agreed. In this State the U.G.C. scales of pay are adopted in all colleges.
- 13.134 Agreed
- 13.135 May be supported. The service conditions of teachers in non-Government institutions should be governed on the same footing as in the case of Government institutions.
- 13.136 }  
13.137 } May be supported.  
13.138 }
- 13.139 } Agreed in principle. In this state a beginning has  
13.140 } been made to provide quarters for women teachers in a few blocks. The programme has to be implemented on a phased basis.
- 13.141 Agreed. Pension-cum-gratuity and Provident Fund benefits are already extended to teachers of non-Government institutions in the State. Teachers in Government institutions come under the liberalised Pension scheme applicable to Government employees.
- 13.142 Agreed
- 13.143 }  
13.144 } Agreed  
13.145 }
- 13.146 Agreed. There is already selection grade for trained graduate teachers. A selection grade for primary school teachers was under consideration but had to be deferred for want of funds.
- 13.147 Agreed
- 13.148 }  
13.149 } Agreed
- 13.150 Agreed
- 13.151 }  
13.152 } May be supported.
- 13.153 May be agreed.
- 13.151 This may be agreed. The duration of training at under graduate level is 2 years in this State and it is one year at the graduate level.
- 13.155 This is vogue in this State. Only second class post-graduates with degree in training are employed as teachers in training colleges. Under the present regulations of the universities the minimum qualification for lecturers in training colleges is 2nd class in M.A. or M. Sc., and 2nd class in M. Ed.



Agreed	{ 13.156 13.157
Agreed	{ 13.158 13.159 13.160 13.161 13.162

## CURRICULUM

No objection. But must proceed with caution.	13.163
This is necessary. The curriculum is being reviewed from time to time with modifications wherever necessary.	13.164
Agreed. This practice is in vogue.	13.165
Agreed. Proposals for establishing Research and Evaluation units in the State are under consideration. Extension Services attached to training colleges are doing some work in this regard.	13.166
Agreed	{ 13.167 13.168
Such research has to be done in all training colleges.	13.169
Agreed	13.170

## TEXTBOOKS AND OTHER READING MATERIALS

Agreed	{ 13.171 to 13.173
Agreed	13.174
Agreed. Calling manuscripts for open competition must also be tried as is the practice in some educationally advanced countries.	13.175
There must first of all be a textbook research bureau at the State level for training suitable teachers in the technique.	13.176
Agreed	13.177
Agreed, but this has to be examined as in most States "Social Studies" is taught in place of history and geography.	13.178
Agreed	13.179
There must be scrupulous scrutiny of such books.	13.180
Agreed	13.181
Agreed, but there must be similar bodies at State level. In our State there is a proposal to establish a textbook research bureau with the 100% assistance to be given by the Central Government.	13.182

- 13.183           Agreed
- 13.184           This is necessary.
- 13.185           This is desirable and necessary.
- 13.186 }  
to }           Agreed  
13.191 }
- 13.192           This is a matter of immediate necessity.
- 13.193 }  
to }           Agreed  
13.201 }
- 13.202           May be supported, but in case of Hindi script, some important letters have to be included in it from the southern languages such as U. 2(A.O.).
- Adoption of Roman script may solve all these problems.
- 13.203           Agreed, this is already being done in our State.
- 13.204           Agreed. A beginning has already been made in our State in two centres and there are proposals to extend this scheme.
- 13.205           Agreed. In our State, there are school libraries and children's libraries of this kind.
- 13.206           Agreed
- 13.207           Agreed. This is an important suggestion which requires immediate attention.
- 13.208 }  
to }           Agreed  
13.213 }

### MADHYA PRADESH

#### (1) Medium of instruction at the Primary Stage of Education

The State Government have already decided to impart education through the mother tongue at the primary stage of education to students belonging to linguistic minority groups, provided that there are 10 such students in a class or 40 students in a school. The following 7 languages have been recognised as minority languages for the purpose:

- (i) Bengali
- (ii) Sindhi
- (iii) Punjabi
- (iv) Gujarathi
- (v) Marathi
- (vi) Oriya
- (vii) Urdu

Further, instructions have been issued regarding maintenance of a register of applications from parents belonging to linguistic minorities for admission of their children to schools. This register

will show the strength of pupils of various minority linguistic groups and inter-school adjustments could be made for admission of such students.

**(2) Affiliation of Schools and Colleges using minority Languages to Universities or Boards outside the State**

The State Government have not received any demand from schools/colleges using minority languages for permission to affiliate them with the universities or boards outside the State. This has reference to the Committee's Preliminary Reports.

**(3) Daily talk in Educational Institutions by the Head of Institution or senior teachers**

A committee was appointed to prepare a book containing 50 excerpts from the lives and speeches of well known personalities-ancient and modern, which may serve as a guide to the teachers. Further necessary action will be taken in the matter as soon as the committee submits its report.

**(4) Mass singing of the National Anthem**

Necessary instructions have been issued to all educational institutions and information in this regard has already been sent to the Central Government.

**(5) Teaching of Social studies and languages**

A committee was appointed by the State Government to prepare handbooks for the teaching of social studies and languages in primary and middle schools, with a view to fostering national unity. The committee has submitted its report which is at present under examination.

The remaining recommendations of the Emotional Integration Committee are at present under consideration of the State Government and a final reply in respect of these recommendations will be sent as soon as final decisions are taken.

(These comments are on the Preliminary Report of the Committee.)

## MYSORE

### GENERAL AND MAJOR POLICY DECISIONS

The State Government have no specific remarks on most of the recommendations of the Emotional Integration Committee except the following:

The State Government agrees that there should be uniformity in the educational policies based on discussions with various states and on the advice of Statutory Bodies, like University Grants Commission etc. This should be done by persuasion and, in most cases, there will be no difficulty in implementing such agreed policies.

13·1\*  
to  
13·3

The State Government is of the definite opinion that no Constitutional changes are called for at the present time.

\*These numbers relate to the various recommendations of the Emotional Integration Committee given in Chapter XIII of its Report.

13.4 We agree to have a common pattern so far as the duration of courses, standards of attainments at the terminal stages and regarding closing of school terms are concerned. As regards some of the books, such as, geography, history, literature, there is bound to be some variety.

13.7 The State Government agrees with the recommenda-  
13.8 tions. It is, however, suggested that there may be junior colleges catering to the needs of students who have passed the secondary stage of education. The junior colleges may award diplomas at the end of two year period which would be a terminal course itself. The students coming out successful from these institutions should be eligible for appointment at all stages of Government service, except for the higher posts, since they would have had professional training in subjects like accountancy, typewriting, correspondence, etc., and they may be preferred to graduates. This will also help in eliminating overcrowding in the colleges and preventing the deterioration in the standards of university education.

It is felt that preparatory courses for students proceeding to colleges should form part of the regular colleges.

#### LANGUAGE AND SCRIPT

13.21 The State Government is of the definite view that English should be taught, as a compulsory subject at the primary and secondary stages. It should not be given the optional status at these stages. At present, English is taught compulsorily from the 5th standard and onwards in primary schools and this State is contemplating the introduction of English as a compulsory subject from the 3rd standard as is done in the neighbouring Southern States. The Madras Government is at present engaged in the preparation of a syllabus for the first 6 years of English and the representatives of the other Southern States have been requested to serve on the syllabus committee for finalising the syllabus with a view to adopting the same as a common syllabus for the four Southern States.

#### SCHOOL EDUCATION

13.27 Basic education is good in principle provided the trained teachers, equipment and other facilities are available. The progress of basic education would essentially depend upon the two factors.

#### UNIVERSITY EDUCATION

13.79 We agree, subject to reciprocity from other universities in other states.

13.85 This is agreed to in principle subject to availabilities of finances for the purpose.

The process of change-over from English medium to regional medium has to be carried out with great circumspection as standards of teaching and links between the universities and states cannot be allowed to suffer. In the light of this, it is necessary as already pointed out that the study of English has to be continued and the study of Hindi encouraged. Particularly in the case of science and technology, change-over from English to regional media cannot be visualised in the present context. Even in the case of humanities, a very slow and guarded approach is desirable.

13.87  
to  
13.92

#### YOUTH PROGRAMMES

This proposals bristles with many practical difficulties in addition to delaying the production of doctors and engineers by one year when they are so urgently required by the country. The scheme may be spread over 3 or 4 summer vacations.

13.105

#### TEACHERS

Agreed, subject to availability of funds. 13.133

No objection. 13.134

Agreed, subject to availability of funds. 13.137

Agreed, subject to availability of funds. 13.138

Agreed, subject to availability of funds. 13.139

In the present state of financial stringency, it can not be agreed to. 13.140

Agreed to. Incidentally, the Mysore Government have agreed in principle to the introduction of Triple Benefit scheme on the model adopted by Madras Government and the orders are expected to issue very soon. 13.141

It would be practicable to consider once again whether the system of calling for applications should continue. 13.142

No objection to enable the teachers to serve on Committees. But the status of teachers accorded to them by the public will have to be essentially on the basis of their academic work and only secondarily in relation to the role played by them in the service of the community at large. 13.143

This may be tried on an experimental basis in a few selected training schools. 13.148

Agreed, subject to availability of funds.

Agreed. In Mysore State the qualifications for women teachers have in fact been relaxed.

13.158

Agreed, subject to availability of funds.

## CURRICULUM

- 13.163 Even holding of talks (open to all) on the teaching of various religions may create complications in practice. Therefore, this aspect may be entirely left to the discretion of parents.
- 13.169 Agreed, subject to availability of funds.

## TEXTBOOKS AND OTHER READING MATERIALS

- 13.177 Agreed, subject to availability of funds.
- 13.178 Only regional committees should be appointed but all India aspect should also be indicated.
- 13.182 Agreed, subject to the condition that the representatives of all States are on the Bureau.
- 13.183 Agreed, subject to the proviso that the proposed Bureau would not be the sole authority but it should be only a recommendatory authority.
- 13.194 Agreed. Individuals also should be encouraged.
- 13.195 Children's literature has to be produced primarily in the regional languages as children belonging to that age group will not have adequate grasp of link languages viz., English and Hindi.
- 13.205 Agreed, provided funds are available.
- 13.208 }  
to }  
13.210 } Agreed, subject to availability of funds.

## PUNJAB

## GENERAL AND MAJOR POLICY DECISIONS

- \*13.1—13.4 The State Government recognise that co-ordination between the Centre and the States is absolutely essential for evolving a national policy in education, but feel that the proposed transfer of 'Education' to the Concurrent Legislative list is not necessary to achieve this end. Even at present the educational policy of this State is in alignment with that laid down by the Government of India in various Five Year Plans. In fact, the financial assistance which the Centre gives to the State for the execution of Plans is in itself an effective and sufficient instrument for bringing about co-ordination, and conformity on the part of the State to the national policy on education. At the utmost, the Centre could lay down more strict conditions regarding utilisation of assistance in regard to educational schemes of national importance. Therefore, the constitutional position as prevalent now could very conveniently and eminently continue.

\*These numbers relate to the various recommendations of the Emotional Integration Committee given in Chapter XIII of its Report.

In regard to these recommendations, para 3 of the covering letter may also be seen. (copy of relevant para may be seen at page 48-49.)

These recommendations though laudable, will involve very heavy expenditure and require a very large number of teachers with post-graduate qualifications. A possible compromise would be that the higher secondary should be made a 12 year course and the degree course should be reduced to 2 years as against the existing 3 years. The higher secondary course again should be bifurcated, into two-separate compartments to be called; higher secondary part I and higher secondary part II. Both courses could be made terminal courses. For instance, students at the end of the part I course could straightaway join J.B.T. institutions, take office assignments or join a polytechnic. Similarly, at the end of the part II course students could straightaway join higher technical courses like engineering, medical, agriculture etc. Only those schools should be allowed to have higher secondary part II which are fully equipped with science equipment, furniture, buildings etc. and have a properly qualified staff. The remaining schools could be allowed to continue with higher secondary part I course only. 13.5--13.8

In this connection, it may be mentioned that the Punjab university has recently decided to revise the curriculum of the higher secondary with a view to ensure that the scholastic attainment of students at the end of 10th class of the higher secondary is, more or less, equivalent to the attainment of students doing matriculation. This decision of the university has prepared the ground for the adoption of the higher secondary courses as recommended by the Committee or some modified form thereof.

In the centrally sponsored National Loan Scholarship Scheme this State has been recently allocated 846 scholarships for post-matriculation. 178 for intermediate and 82 for graduate stage. There is, however, a further scope for such scholarships particularly, for poor brilliant students regardless of whether they belong to the backward class or not. 13.12

In the first two years of the current Plan the State Government provided facilities for the training of teachers in the methods of handling mentally handicapped children. Due to the lack of adequate finances it has not been possible to start separate schools for this category of children. 13.13

This recommendation is separately under consideration of the State Government. 13.14

Under the Official Languages Act, 1960 in force in the State "Hindi" means Hindi in Devnagri script. It is, therefore, not possible to allow the use of the Roman script for Hindi in this State. No difficulty has been experienced in 13.16  
to 13.20

the use of Devnagri script for Hindi all these years. Moreover, the Roman script is not phonetic and learning Hindi through the Roman script would only lead to confusion. The international numerals are, however, already being used in school textbooks.

#### LANGUAGE AND SCRIPT

13.21 Under the linguistic arrangements flowing from the  
to  
13.23 Regional Formula, both Hindi and Punjabi are taught compulsorily at the primary and secondary stage. The study of English has been made compulsory from the VI class onwards. Thus three languages are taught compulsorily at the secondary stage.

With a view to see that English is taught effectively in the State even at the school level, the State Government appointed a Committee to assess the defects in the existing arrangements and to make recommendations for the improvement of teaching in this language. One of the recommendations of this Committee for the opening of an English Language Teaching Institute has been accepted and the Institute is to be started from the 1st of June, 1963, in collaboration with the British Council authorities. The other recommendations of the Committee are still under consideration.

13.24 The State Government have already taken steps to adequately protect the rights of minorities in the implementation of their Language policy.

Urdu is the only minority language in the State which is included in Schedule VIII of the Constitution of India. It has been decided by the State Government that Urdu should be the medium of instruction for primary as well as secondary education for pupils whose mother tongue is this language. Arrangements will be made for instruction in Urdu at the primary stage if there are not less than forty pupils in the whole school wishing to be instructed in Urdu or ten such pupils in each class, and at the secondary stage if one third of the total number of pupils in a school request for instruction in this language. At both these stages, Urdu will be taught in addition to the regional language (Hindi or Punjabi).

#### SCHOOL EDUCATION

13.26 Under the Child Welfare Schemes of the State there is a provision for giving grants to Panchayats for providing play grounds and stadia for children in the age-group 6-12 years and for organising play centres for the lower age-groups. At present only one project has been set up under this scheme and the aim in view is to set up four more such projects by the end of the current Plan.

13.27 The principles and objectives referred to in this recommendation are already kept in mind in this State while planning courses and teaching methods for primary schools.



- Out of about 13,000 primary schools in the State, only 283 primary schools are being run by private organisations. The problem, therefore, does not exist as far as private primary schools are concerned. The suggested procedure for the withdrawal of recognition in the absence of minimum standards, however, is already being followed in the State. 13.30
- The policy of employing women teachers in increasing numbers is already being followed in the State. The Assistant District Inspectresses who are employed in rural areas to supervise the work of women teachers have been given an allowance of 25% of the pay subject to the maximum of Rs. 50. The question of extending similar incentives to women teachers in rural and backward areas is under consideration of the State Government. 13.32
- The State Government is already running a mid-day meal programme in collaboration with CARE authorities. Under this programme free milk is distributed to 5 lac children in 4255 schools at the primary stage in 4 development blocks. 13.33
- It has recently been decided by the State Government to do away with teachers' training qualifications (B.T., B. Ed., M. Ed.) for teachers recruited to teach higher secondary classes and therefore, the qualifications of teachers for higher secondary classes will be in future similar to that of teachers for pre-university classes. 13.34
- In view of the shortage of M.Sc.'s opting for the teaching profession, it will not be possible to extend this principle to science teachers of higher secondary classes for quite some years. The State Government, however, arrived at an arrangement with the Punjab university under which B.Sc. in service teachers are imparted one year condensed course of B.Sc. (Hons.) standard.
- It is felt that mere derecognition of low standards of attainment will not by itself result in raising the average standard of attainment. It is necessary to simultaneously provide more terminal stages in school education and also to provide better facilities of guidance and counselling. 13.35
- The State Government are already implementing schemes on Plan and Non-Plan side for the expansion of trade/industrial/polytechnic schools. 13.38
- This problem is linked with the conversion of existing schools to the higher secondary pattern. In this State efforts are being made to set up career committees in as many higher secondary schools as possible to guide the students choosing the various educational and vocational courses. 13.39
- This is already being implemented in the State. The provision of free uniform to school children is, however, not possible in view of the expenditure involved. 13.40

- 13.41 These are already being implemented in the State.  
13.42
- 13.43 The handbooks for the guidance of teachers and supervisory staff are under preparation, and this recommendation will be given due importance in them.
- 13.44 These are already being implemented.  
to  
13.46  
13.47  
13.48
- Excursions are already arranged by individual schools from the money available for the purpose in their amalgamated funds. The programme of Inter-State excursions, however, needs to be subsidised liberally by the Central Government.
- 13.50 The Public Relations Department of the State Government has already taken the first step in this direction. It has recently produced the documentary "Desh Punjab" which does carry to some extent the background of scenic beauty, a glimpse of development and re-constructural programme and social structure of the State. This documentary is being shown in educational institutions through Mobile Cinema Units throughout the State. It is expected that subject to the availability of funds more documentaries of this kind will be produced in future.
- 13.51 The State already has an Audio-visual Education and  
13.52 Film Library attached with the Education Directorate. This library supplies suitable films and film scripts to various schools and colleges in the State and also trains up secondary schools teachers in the use of Audio-visual equipment and aids.
- 13.58 This recommendation is already being implemented in the schools and colleges of the State.

#### UNIVERSITY EDUCATION

- 13.93 A special paper on Indian Civilisation and Culture emphasising the underlying unity of the country should be made compulsory for all college students throughout the country at the degree level. It is immaterial what name is given to this subject.
- 13.97 The recommendation is commendable and is fully endorsed. It is strongly felt that the energies of school and college students can be channelised more usefully and effectively in the campus work project than in the social service.
- 13.103 The recommendation is endorsed. It may, however,  
13.104 be pointed out that in this State it has been made the responsibility of the local villagers to provide sufficient land for school buildings and play fields in the scheme of consolidation for their village. There is no similar arrangement for urban areas.

## YOUTH PROGRAMMES

The State Transport Department in collaboration with the Public Relations and Tourism Department has made arrangements to ensure that inter-state permits are allowed liberally, and special buses are provided to young people to visit places of historical and industrial interest. Such arrangements are made at request. 13.107

This is a very sound and laudable suggestion. The provision of such hostels would encourage young people to pay visits to other states and will make them conscious of the national unity. 13.108  
13.109

The State Government have a separate Sports Department for organising tournaments and recreational activities both for urban and rural youth. This State has also established a school of sports and a college of sports for giving special training in sports to suitable students side by side with their general education. 13.110

The concept of continuation classes has not yet been adopted in the State. The emphasis in the education given to workers in mills and factories is on literacy. The Punjab university is also running their regular classes in the evening in certain colleges in the State to enable factory workers and persons working in offices to improve their qualifications. 13.115  
13.116

## TEACHERS

This State already has comparatively satisfactory salary scales for primary school teachers. Recently a decision has been taken to improve the salary scales of teachers in higher secondary schools in a limited way. When this decision comes to be implemented, all the head-masters/head-mistresses of high secondary schools will enjoy the grade of Rs. 250/750 and at least three teachers in each higher secondary school will enjoy the grade of Rs. 200/500 if they are M.As-M.Sc.s, II class and the grade of Rs. 180/450 if they are M.As/M.Sc.s, III class. In view of their limited financial resources the State Government have not found it possible to suitably revise the salary scale of secondary school teachers wholesale. 13.132  
to  
13.136

Different All India Associations of teachers in the country should be given adequate financial assistance in order to enable them to function effectively and to publish their journals regularly. 13.144

Refresher courses, seminars, and orientation courses for the further education of teachers are already being organised in the State. 13.145

The duration of the teacher training course for primary school teachers is already two years. In the case of teachers for secondary schools the duration of the course is only one year. 13.154

- 13.156 This principle is already being followed in the State.
- 13.157 The minimum qualification in this State is 2nd class matric for both men and women. But in the case of women this qualification is relaxable to even III division matric. It is felt that the minimum qualification for junior teachers should not be lower than matric.

#### CURRICULUM

- 13.164<sup>ic</sup> The State Government have under consideration a proposal to set up a fullfledged Bureau of Curriculum Research, subject to the availability of funds. A start has, however, been made in this direction by establishing a project for the revision of language syllabi and for the writing of the language readers. As far as the textbooks on social studies & general science are concerned, a beginning has already been made in orientating them to the needs of National Integration. The textbooks on these subjects have been revised, in recent years in close collaboration with the Directorate of Textbook Research, Central Ministry of Education.
- 13.170

#### TEXTBOOKS AND OTHER READING MATERIALS

- 13.203 There are State libraries in four towns. These libraries have adequate sections for children. Though there is a demand for establishing similar libraries in all the districts and also in blocks, the limited financial resources stand in the way of the State Government to satisfy this demand.
- 13.206 These fairs are already being organised by the training colleges and the Central State Library.

Copy of para 3 of Punjab Chief Minister's D. O. letter No. 7637 dated 27th April, 1963.

The State Government broadly subscribe to the recommendations made in the Report which are laudable and are calculated to improve the complexion of education so as to achieve the desired objective of emotional integration in the country. The State Government would, in fact, like to point out that, by and large, a good number of these recommendations have already been given a trial on the ground in the course of the First two Five Year Plans and in the current plan. The State Government have not, however, found themselves in a position to take up some of the Plan schemes in a big way due to limited financial resources (including the financial assistance flowing from the Government of India) as also the shortage of the trained personnel required for the purpose. The scheme of upgrading the existing schools to the Higher Secondary pattern comes readily to my mind in this context. The huge expenditure which this scheme involves and the large number of teachers with postgraduate qualifications which it

demands have made it difficult for the State Government to go ahead with the implementation at a reasonably accelerated pace. The number of schemes which pose the same difficulties for the State Government, by no means, small. My view is that the implementation of the recommendations made in the Report will entail far-reaching financial implications, and the provision of adequate trained personnel for which a good deal of pre-planning is needed. These factors, should, in my opinion, be given due consideration at the time of accepting the recommendations and a good deal of financial assistance should flow from the Centre to the States if the recommendations are desired to be implemented in letter and spirit. With these needs met, the only further requirement will be the setting up of a strong and effective cell at the centre to watch the progress in implementation, on the lines suggested in Para 4.9 of the Report. The adoption of this suggestion does not necessitate any constitutional changes. In this connection, I may add that in this State the subject of 'Primary and Secondary Education' stands decentralised to the Regional Committees also under the Punjab Regional Committees Order, 1957.

#### RAJASTHAN

- (1) **Admissions to Schools, Colleges and other educational institutions on the basis of means and merit and not on a communal or caste basis.**

Admissions to schools and colleges are made on the basis of merit and they are open for all classes and creeds. As regards better teacher-pupil ratio for backward classes, this Government is of the view that it is not feasible because students of backward communities read with the students of other communities and it is not possible to separate the students of backward communities for giving them better pupil-ratio, besides such separation will defeat the very purpose of emotional integration.

- (2) **Application forms for admissions to schools and colleges, other educational institutions and hostels for recruitment to the various service and for scholarships should not contain any column seeking information regarding an applicants caste or religion.**

The column regarding caste has already been removed from admissions and application forms.

- (3) **Recognition should not be given to institutions where divisive tendencies are encouraged.**

No recognition is given to institutions in Rajasthan which have divisive tendencies.

- (4) **Freeships and scholarships should be awarded only on the basis of means and merit.**

Freeships and scholarships are awarded on the basis of means and merit.

- (5) **Domiciliary restrictions in regard of migration of students between one state and other should be removed.**

There are no domiciliary restrictions in regard to the migration of students between Rajasthan and other States.

- (6) **The three-language formula should be effectively implemented.**

The State Government has accepted the three-language formula.

- (7) **The study of Hindi and English should commence at a very early stage in the school.**

Hindi is taught from the very beginning except for the students belonging to linguistic minorities and is compulsory both in primary and secondary stages. At present teaching of English starts from class VI. Proposals to start it from an earlier stage are under consideration.

- (8) **Research in Indian language with special reference to vocabularies should be undertaken.**

Action in regard to this is to be taken by the Central Government.

- (9) **Scholarships and fellowships should be awarded for specialised textbooks.**

Action in regard to this is to be taken by the Central Government.

- (10) **A world seminar and World exhibition of textbooks should be held in 1962 to be preceded by an All India Seminar on Textbooks**

This Government would be prepared to extend further help for the organisation of an India Seminar on textbooks. The World Seminar or World Exhibition on textbooks would certainly be useful.

- (11) **A common uniform should be introduced in all the schools in the country.**

Each institution should have the freedom to prescribe its own uniform as a common uniform for all the institutions in the country is neither feasible nor desirable. It will create regimentation and will hinder the development of aesthetic sense of the students.

- (12) **There should be a daily 10 minutes talk in the school assembly and daily singing of the National Anthem.**

The recommendation regarding starting of work in all institutions to the singing of National Anthem has already been implemented. Already considerable time is consumed in the beginning of the day, as such it is suggested that instead of a daily 10 minutes talk, there should be weekly 10 minutes talk on a fixed day.

- (13) **Terminal gatherings should be held twice a year at which students should take a pledge dedicating themselves to the service of their country and countrymen.**

Steps should be taken to implement the recommendation.

- (14) **Open-air dramas should be encouraged.**

Open-air dramas are encouraged and educational institutions generally stage the dramas of one Act Play at the time of their Annual Day functions. It would not be possible for students to stage as many as four dramas in each year without detriment to the studies. There is already a feeling and resentment among the parents and guardians that a lot of time is spent in extra curricular activities at the cost of studies.

- (15) **Student exchanges and tour should be a regular feature on the school programme.**

The department desires to encourage Inter State visits by students and teachers and wants that more funds be allotted for the purpose.

- (16) **The youth Hostel movement needs to be taken up seriously. Youth Hostels should be set up by all the states at selected places.**

In Rajasthan there are two youth hostels at Mt. Abu. This is very useful movement and deserves every encouragement.

- (17) **The teaching of History and Geography & India's developmental projects should be made compulsory.**

The teaching of history and geography is compulsory up to middle stage under the social studies. There are already some lessons in textbooks on development projects.

- (18) **Suitable handbooks for teachers in the social studies and languages should be published.**

Handbooks for the guidance of teachers are under preparation and are expected to be published very soon by the State Nationalisation Board of Textbooks.

- (19) **An annual All India award for the best general essay on different states in India should be instituted.**

The Ministry of Education may hold essay competitions each year on the lines of the competition sponsored by the New York Herald Tribune. The best 15 among the competitors should be enabled to tour about the whole country in batches during the vacation period.

(These comments are on the Preliminary Report of the Committee.)

## UTTAR PRADESH

## GENERAL AND MAJOR POLICY DECISIONS

- \*13.4 The State Government agree that there should be co-ordination of all India educational policies at the level of the Government of India. This co-ordination should, however, be in an advisory capacity as up-till-now, with education being a subject exclusively in the State list.
- 13.5 This is agreed to. In Uttar Pradesh such a planning has been made in the post-independence period. On the basis of the recommendations of the two reports of a Committee under the late Acharya Narendra Dev, education has been reorganised to fulfil this aim. Diversified courses have been provided at the secondary stage to suit the aptitudes and abilities of pupil as well as to meet the economic and social needs of society.
- 13.6 Uttar Pradesh has been allowing branching of at various stages of education. There are 4 terminal stages up to the secondary stage in the State, viz., at the end of the primary stage (class V), at the end of junior high school (class VIII), at the end of high school stage (class X) and at the end of intermediate stage (class XII). It does not appear necessary to add to these terminal stages.
- 13.7 The broad pattern suggested by the Committee is being followed in Uttar Pradesh. junior colleges, existing as independent units, and consisting only of classes XI and XII were tried at one stage. The pattern did not, however, catch. On the basis of past experience this State Government is of the view that higher secondary classes (classes XI & XII) should form part either of higher secondary schools or of degree colleges as pre-university classes. These classes, however, should not be attached to the universities.
- 13.8 The State Government agree in principle with the recommendation. The State is actually following this pattern. The State Government does not, however, agree with the recommendation that those public services which are at present open only to those with university degrees, should now be opened to students passing out of the higher secondary stage.
- 13.9 The recommendation is sound and may be tried. Technical courses have been introduced as an experimental measure at the higher secondary stage in 10 Government higher secondary schools in the State for the past six years. Students coming out with this course are not being allowed any shortening of their duration of study in technical schools where the course is usually of three years. It appears necessary that to give incentive to this course students passing the intermediate examination with technical courses are allowed to do the technical school course in two years instead of three.

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\*These numbers relate to the various recommendations of the Emotional Integration Committee given in Chapter XIII of its Report.



- This is not agreed to for reasons stated in para 13.7. 13.10
- No comments. 13.11
- The State Government agree. 13.12
- No comments. 13.13
- If the idea of creation of an all India Education Services materialises this requirement would be met. 13.14
- With the advent of the present emergency and its impact on emotional integration all over the country, this recommendation needs being reassessed. 13.15

## LANGUAGE AND SCRIPT

If a language has to be learnt, it should be learnt with its script. Hindi in Devnagri script having been accepted as the Union language for official purposes, the State Government are opposed to the suggestion of Roman script being adopted for Hindi in any part of the country. 13.16

So far as India as a whole is concerned, article 243 of the Constitution provides that the official language of the Union shall be Hindi in Devnagri script and the form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals. However, during the interim period of 15 years the English language and the international form of Indian numerals to be used for all or any of the official purposes of the Union. 13.17

So far as State Governments are concerned, under article 345 of the Constitution, each State legislature has been empowered to adopt Hindi or any other language or languages in use in the State as the language or languages to be used for all or any of the official purposes of the State. The constitution is silent on the question of adoption of numerals by a State Government. The State Governments have thus been left free to adopt any form of numerals for official purposes. It follows that a State Government should adopt those numerals which are in conformity with the language or languages adopted for the official purposes of the State. It would thus appear that in regard to the adoption of numerals, there is no constitutional compulsion on the State Government to adopt the international form of numerals for the official purposes of the State, as in the case of the Union. The above view has also been upheld by the Advocate General, U.P, who was consulted in the matter in another context some time ago.

The other point having a bearing on this question relates to administrative convenience. Hindi in Devnagri script was declared to be the State language of this Pradesh as early as 1947. The question of adoption of numerals, viewed in the above context, led to the natural conclusion that only those numerals could be adopted by the State Government which might easily fit in the language pattern. The choice fell on the Devnagri form of numerals because the adoption of any other form would possibly have been regarded as anomalous. The State Government, therefore, after taking into consideration the administrative aspect of the matter and also taking into account the fact that there was no constitutional compulsion in regard to the adoption of numerals, decided to adopt Devnagri numerals for the official purposes of the State.

- 13.18 Hindi, if it has to be learnt, should be learnt in the Devnagri script. The suggestion is likely to lead to difficulties rather than their resolution.
- 13.19 The State Government do not agree with this view.
- 13.20 As in para 13.18.
- 13.21 The Three-Language Formula is already under consideration of the Union Ministry. No comments, therefore, appear necessary.
- 13.22 The State Government agree.
- 13.23 The State Government, as well as the State universities accept this recommendation and are acting upon it.
- 13.24 The State Government wholly agree in principle.
- 13.25 This does not appear necessary. Such a forum may become a platform for advocacy of separatist tendencies. The machinery of Commissioner for Linguistic Minorities is adequate to deal with this.
- 13.26 The recommendation is useful. There is, however, no statutory provision yet in any Labour Act to provide for play centres for pre-school age-group (3-5 years) of children of workers. The Factories Act only provides for the establishment of creches only in factories wherein more than 50 women workers are ordinarily employed, for the use of children under the age of six years of such women. Efforts, therefore, have to be made to have such facilities provided by employers themselves or through the cooperation of employer and employees organisations. It would hardly be possible or advisable for Government to take upon itself this responsibility in its entirety.
- 13.27 The State Government agree with the proposal.

Some steps have already been taken by the State Government to have plans of model school buildings for the various geographical regions of the State, both for the primary and secondary schools as well as normal schools. It will be useful if the Centre also initiates action in this direction. 13.26

Some work has been done in Education Department of this State for designing and constructing audio-visual aids for education. Considerable work has, however, to be done in this field. The State Government agree with the recommendation. 13.29

In principle the proposal is un-objectionable. Any drastic action for withdrawal of recognition in case of deficiency in all cases does not appear feasible, because of the huge programme of expansion of primary education that the State has undertaken in the Third Five Year Plan. Most of the primary schools are run by local bodies and it is the State Government which provides for necessary minimum equipment. So, a majority of primary schools are being provided with their minimum needs. It is a financial question and the equipment of schools will naturally improve both in quality and quantity as the financial condition improves with the progress of the Plans. 13.30

If a centrally sponsored scheme is put forth, the State Government will carry out the action required at their end. 13.31

This proposal is being implemented in U.P. under the Third Five Year Plan. Some of the special schemes which have been launched during the Third Plan period are: 13.32

- (1) Construction of 5,000 and 1,000 free residential quarters for women teachers of primary and junior high schools in the rural areas respectively.
- (2) Payment of village allowance at Rs. 15 and Rs. 10 p.m. to trained and untrained women teachers respectively.
- (3) Opening of 300 continuation classes for girls in rural areas where the circumstances do not permit the opening of a fullfledged junior high school.
- (4) Raising of the stipend to Rs. 30 p.m. in Government normal schools.

The State Government agree. Beginning has been made in this State in this direction. 13.33

- 13.34 In the higher secondary classes of this State attached either to high schools or as pre-university classes in degree colleges, the qualifications of teachers are the same. Similarly, accommodation and equipment for these classes on both the sides are being provided without any discrimination. There are no independent units of junior colleges in this State.
- 13.35 No comments.
- 13.36 The proposal is a sound one. Its introduction would depend upon provision of funds. In the recent past a scheme of continuation classes was started in some selected schools for boys. It did not prove popular. Continuation classes for girls are being tried.
- 13.37 No comments.
- 13.38 The projects for such training are being run by different departments of the State Government. In view of the increasing demand for diploma holders in civil, electrical and mechanical engineering the Industries Department has started polytechnics and aims at the establishing one polytechnic in each district of the State. These polytechnics were started during the Second Plan period. Five more are being started during the Third Plan. Seven Government polytechnics are being developed.
- Eight new junior technical schools on the pattern approved by the Government of India are being set up during the Third Five Year Plan.
- As regards craftsmen training scheme, there are at present 15 industrial training institutes with a seating capacity of 6,000 trainees. It is proposed to increase this capacity to about 20,000 by opening 29 new institutes as well as by increasing the capacity of existing ones.
- It is also proposed to start evening classes for factory workers where apprentices are proposed to be trained in factories under actual workshop conditions.
- Government of India has already started a training in forestry on an all-India basis at the Forest Research Institute, Dehra Dun, and the Forest Research College, Coimbatore under the Department of Agriculture. The training of foresters and forest-guards is at present imparted at two training schools in this State. It would, perhaps, not be advantageous to impart this type of training on an inter-State basis.
- The State Government is of the view that such industrial schools and polytechnics can better run under their own Ministries rather than under the State Ministry of Education. Formerly, some of these institutions were running under the State Education Department and for

want of technical knowledge they had to be transferred to their respective Departments. The co-ordination proposed is of course essential and can be achieved by the State Government themselves by co-ordinating these activities of the various Departments.

The State Government agree. A State Bureau of Psychology was set up with this objective as early as 1947. The regional headquarters of educational divisions of the State have been provided with Psychology Centres. Some of the bigger districts as well as multipurpose schools have also been provided with trained psychologists to guide the students in selection of subjects as well as vocations. This facility is gradually being extended. 13.39

The State Government support the idea. Since, however, the State Government is not in a financial position to undertake it wholly, it has been left mostly to the discretion and initiative of schools concerned. It will not be possible for the State Government even to provide uniforms for these children whose parents cannot afford to buy the necessary material. 13.40

The State Government agree with the recommendations. In connection with recommendation No. 13.14, it is suggested that the regional broadcasting stations of the All-India Radio may fix up two times—one in the forenoon and the other in the afternoon—when they may broadcast the National Anthem in the approved tune and style and the schools located in those areas may gather the students and make them sing in unison with the broadcast. In this way the students of schools in a number of regions will gather at their respective schools and practice the singing of National Anthem with its broadcast by the regional All-India Broadcasting Stations. 13.41-46

In this State instructions have also been given to Development Blocks to provide rural primary and junior high schools with the units having records of National Anthem by rotation so that they can be played to the students during the unit's visit to the areas. The standardised vocal version of the National Anthem as approved by the Prime Minister has been permitted to be purchased in the form of gramophone records which may be played in schools for mass singing of the National Anthem.

The suggestion deserves support. 13.47-49

The idea is a laudable one and the Centre should take the initiation in this matter. The State Government has got a Film Unit in the Education Department, which is also preparing such documentaries and circulating these to schools. 13.50

The idea deserves support. 13.51

Training colleges for teachers of secondary schools do provide such a training. 13.52

- 13.53-55 No comments.
- 13.55-56 No comments.
- 13.57 The proposal is being implemented in this state to a limited extent.
- 13.58 The proposal is sound but suitable posters in attractive colours need preparation and publishing. It will be better if the Central Government takes up the initiative in their publication.
- 13.59 No comments.
- 13.60 The proposal is supported.
- 13.61 Steps have already been taken for starting open air dramas in schools on the recommendation of the preliminary report of the Emotional Intregation Committee.
- 13.62 The objective is accepted.
- 13.63 Handbook for teachers of primary and junior high schools have been prepared in this State.
- 13.64 The State Government entirely agree. There should, however, be some suitable machinery for co-ordination in this sphere at the level of the Union Ministry.
- UNIVERSITY EDUCATION
- 13.65 The State Government fully agree.
- 13.66 This is agreed to. In the universities in U.P., deans of students welfare have been appointed for this purpose.
- 13.67 The idea is accepted, but the resources required for establishment of day hostels would have to be found.
- 13.68 The idea is accepted.
- 13.69 The idea is accepted.
- 13.70 Two of the Central universities of this State have already got Employment Bureaux. Three of the State universities have also started the same.
- 13.71 This suggestion, is accepted, but in the present context, it has not been found feasible.
- 13.72 There is no reservation on the basis of caste or community for admission to the universities in U.P., economic condition of students is the basis of financial assistance keeping the merit also in view.
- 13.73 The idea is wholly supported.
- 13.74 The State Government agree.
- 13.75-78 No comments.

- No migratory restrictions exist in the universities of this State. The proposal is supported. 13.79
- This needs detailed examination. The universities should have discretion. 13.80
- No comments. 13.81
- The proposal deserves fullest support. 13.82
- The State Government agree. 13.83
- The scales of pay suggested by the U.G.C. have been accepted in the residential universities in Uttar Pradesh. The question of provision of suitable revision pay scales in affiliated and constituent colleges of U.P. can be taken up only if financial support is provided by the U.G.C. 13.84
- No comments. 13.85
- The universities should consider this proposal and decide. 13.86
- The State Government support the policy resolution adopted on these issues at the meeting of the National Intregation Council held on June 2 & 3 (para 6 of the proceedings.). 13.87-92
- The idea is commendable. The U.G.C. should arrange for a re-orientation course on cultural heritage in India, a number of times in a year at various university centres. Students desirous of going abroad should attend this course and obtain a certificate before they are permitted to go out. 13.93-95
- YOUTH PROGRAMMES
- No comments. The idea is agreed to. 13.96-99
- No objection in the case of universities and schools of social work. 13.100
- The idea is agreed to. 13.101-102
- The idea of formation of a National Playing Fields Association does not appear to be feasible. In this State Khettra Samitees have been made responsible for care and maintenance of primary schools. In villages schools managing committees have been set up to effect all round improvement in the amenities provided for schools and one of the functions of such committees is also to arrange land for playing purposes. It is only the local bodies which can give tangible help in this direction. 13.103
- In this State every town has more than one play field though every school has not yet been provided with play fields. To have some common play fields for a number of schools which have not get them will go a long way in meeting the need for play-grounds. In the Second 13.104

Five Year Plan, grants were given to selected schools for playgrounds. The scheme is also still continuing in the Third Five Year Plan. The U.P. Sports Council is also constructing stadia in big towns for all kinds of youth activities. Some of such towns have already been provided with stadia.

- 13.105 This proposal is not accepted even for being build as a pilot project. A year's time of students participating will be wasted. The best course will be to arrange for periodic national services during the course of higher education.
- 13.106 The idea is commendable.
- 13.107 In this state the Transport Department of this State is providing increased facilities for road travel through the provision of special buses and tourist coaches to enable young people to visit places of historical importance and industrial interest. A luxury coach service has already been started on Delhi-Agra route. Some more coaches are proposed to be started on other similar routes.
- 13.108-109 The Union Ministry of Education has to take initiative in this direction.
- 13.110 Non-students in our youth clubs are encouraged to join Youth Mangal Dals. Recreational facilities are also provided in Youth Clubs. Gradually Youth Clubs are being integrated with neighbouring schools so that facilities which are available in schools should become available to the Youth Clubs also.
- 13.111 Such surveys have not yet been made in this State. The Planning Research and Action Institute, Lucknow, has taken up a number of 'Pilot Project Clubs' in the State in order to study, develop and recommend only those programmes which centre round the needs of village youth. Youth Clubs generally adopt such programmes which satisfy their needs. There is no objection to the setting up of the proposed committee to work out the details.
- 13.112-113 Labour Department of this State have undertaken various schemes for the collection of employment market data and to increase the employability of adult and school-leavers and as far as part of the unemployment is due to lack of information regarding employment opportunity and mutual adjustment of persons in the various occupations. Employment Exchanges play an important role in eliminating unemployment caused by ignorance or misinformation. With this end in view a programme of vocational guidance and collection of employment market



information has been introduced in Employment Exchange. It is also proposed to start a scheme of evening classes for improving the vocational efficiency of factory workers.

- For providing practical training to artisans and workers employed in factories during the day, Industries Department are running evening classes at four institutions. In the Third Five Year Plan, it is proposed to start part-time courses at one of the structure from the village level up to the State level is being built up. There is a State Youth Advisory Board which takes policy decisions regarding the execution and the implementation of the Youth programmes in the State. Gradually when Block and District Councils have been formed, there will be a Board at the State level consisting of representatives of Youth Clubs to take full responsibility for the Youth programme of the State. Formation of District Councils will be taken up gradually. 13.114
- The idea may be tried. 13.115
- In this State a scheme for organising evening classes has been worked out and it is expected to be tried. 13.116
- No comments. 13.117
- This is agreed to. 13.118-120
- Action on this recommendation has to be initiated by the Union Ministry of Education. 13.121
- This requires detailed and further examination for want of necessary funds. It appears difficult to implement the proposal. 13.122
- There is no scope for any different view. 13.123
- No comments. } 13.124  
13.125  
13.126  
13.127  
13.128
- The idea is accepted. { 13.129
- The idea appears worth trying. 13.130
- The idea has been accepted. In this state in the case of adult schools such a knowledge is being imparted. The suggestion is being studied by the industrial training sector. 13.131
- There is no objection to the proposal. In this State we have adopted the national minimum for teachers of primary schools as prescribed by the Government of India, which is Rs. 50 p.m. and Rs. 40 p.m. respectively 13.132

for trained and untrained primary school teachers. There is a mandatory pay scale prescribed for teachers of secondary schools, which is one of the highest among the States of India.

- 13.133 This State has already adopted the pay scales prescribed by the University Grants Commission for residential universities. The scales prescribed for the degree colleges are still under consideration. The U.G.C. scale do not make a provision for post-graduate teachers in the colleges. In this State there are quite a number of established colleges with post-graduate teaching faculties. This difficulty has prevented any steps in this direction so far. In the present emergency, it may not be advisable to set up such a committee.
- 13.135 This is agreed to. In Uttar Pradesh suitable steps have been taken to give such security.
- 13.136 No comments.
- 13.137 The financial and administrative implications are so sizeable that this does not appear feasible at present. The teachers have to avail of the medical facilities available to the members of the public.
- 13.138 Free education has been provided to all children in this State upto class VI. Wards of teachers getting salary upto 200 p.m. are also free upto the higher secondary stage.
- 13.139 The implication of this proposal is financially pretty high and it may not be possible to extend the facility of free quarters to all teachers. However, as residential quarters are being gradually provided for women teachers of primary and junior high schools in rural areas under one of the schemes of the Third Five Year Plan, which has continued from the Second Plan. The quarters of women primary school teachers are rent free.
- 13.140 The proposal is also being given effect to in construction of buildings of new girls primary schools as well as in the extension of existing girls primary schools and junior high schools.
- 13.141 The State has not been able to implement yet the Triple Benefit Scheme and it is not possible also to implement it during the Third Plan period on account of financial difficulties. At present Provident Fund alone is provided, with permission to take up insurance policies out of the same.
- 13.142 The recommendation is being already followed in this State.
- 13.143 There is no objection to this proposal.

- There are several practical difficulties in setting up such councils. The State Department consult the service associations of primary, secondary and university teachers separately on problems concerning their respective sector, where so necessary. 13.144
- There is a scheme of in-service training already running in this State for teachers of primary schools. The secondary school teachers are being benefited by the extension service programmes running in a number of training colleges in the State. 13.145
- This should be dropped at present. 13.146
- No objection. The Central Ministry of Education may take initiative in this matter. 13.147
- The proposal is sound but it may take some time before it can be introduced. 13.148
- The proposal is laudable. The Central Ministry of Education may take initiative in this matter. 13.149-150
- The proposal will automatically be introduced, as soon as proposal number 150 is implemented. 13.151
- The universities may consider this. The State Government may not be able to earmark any funds for the purpose. 13.152
- The Central Ministry of Education has to take initiative. The State Education Department would give required co-operation. 13.153
- In this State, except for the post-graduate training the teachers training courses are of two years duration. It may not be possible to increase the duration of the post-graduate training course to two years for a number of reasons. 13.154
- Teachers of proved competence are generally selected in Government training institution. Arrangement for higher professional training has to be aimed at, but appears difficult to implement at present. 13.155
- The minimum age for admission to a training school in this State is already 17 years. 13.156
- The proposal is already in force in this State, except that for primary school teachers, if high school passed men are not available in adequate numbers, junior high school passed men are also accepted. The condition is relaxed in the case of women teachers. 13.157
- The proposal is being implemented in this State in respect of junior basic school teachers, but teachers are getting an in-service training at least once in 10 years. 13.158
- No comments. 13.159 to 13.162

## CURRICULUM

- 13.163 This, is agreed to in principle.
- 13.163-165 This is being implemented.
- 13.166 In this State there is a Central Pedagogical Institute at Allahabad, which undertakes such evaluation work.
- 13.167 A Central Bureau of Psychology at Allahabad, is conducting work on these lines.
- 13.168 The idea has already been accepted in this State. A Curriculum Research Unit has been set up in the Central Pedagogical Institute, Allahabad, to work on the lines suggested in the recommendations.
- 13.169 The proposal is quite sound but, perhaps, it may not be possible to introduce fellow-ship in the present national emergency.
- 13.170 This is agreed to.

## TEXTBOOKS AND OTHER READING MATERIALS

- 13.171-172 The Central Ministry of Education should take up this work.
- 13.173 No comments.
- 13.174 This is commendable. Steps have to be taken jointly by the Union and State Governments. In U.P. at the primary stage all publications are nationalised. Textbooks are produced by the Education Department with the help of their expert educationists. Their publication and prices are also controlled. At the J. H. S. stage, the textbooks are partly nationalised and partly brought out by private publishers. At the higher secondary stage, free publication of textbooks is in force, but detailed scrutiny of these books by Curriculum Committees of the Board of High School and Intermediate Education, U.P., is made before approval and they are also constantly checked up later on.
- 13.175 This is being done.
- 13.176 The Central Ministry of Education has already started a scheme for training teachers in the technique of textbook writing. This state is also participating in this.
- 13.177 The proposal is supported.  
The Union Education Ministry may take necessary steps.
- 13.178 This is agreed to.
- 13.179 This is agreed to.

No comments.	13.180
This is accepted.	13.181
No comments.	13.182-183
We have no objection. The principle is accepted. The details of the manner of such representation will be required being worked out.	13.184
No comments.	{ 13.185 to 13.192
All the recommendations are helpful. It is agreed that all possible steps have to be taken to promote production of good children's literature. In cases of State, however, availability of funds is a limiting factor.	13.193-202
The idea is laudable. In this State some libraries with children's section are functioning.	13.203
In U.P. a small beginning has been made on a pilot basis. There are a couple of mobile libraries which cater to the needs of adults as well as children in rural areas.	13.204
A beginning has been made in this direction in this State. This State has a Central film unit which maintains a film library. Films are lent to participating schools. Considerable finances are however, needed before such facilities can be provided in every secondary school.	13.205
Such book-fairs are occasionally arranged, though they are not an annual feature. Prices are also being awarded to the best publishers of primary school textbooks in this State.	13.206
The proposal is supported.	13.207
No comments.	13.308-211
This recommendation needs being implemented at the level of the Central Government. The Film Unit in U.P., has been doing some good work on these lines.	13.212
This proposal cannot be too strongly supported. Lead and initiative has however to be given by the Centre.	13.213

## APPENDIX 'B'

### MEMORANDUM ON

#### **Item No. 4 : Education and National Emergency**

*(Ministry of Education)*

In the present national emergency, the activities in all sectors of national life have to be focussed on the supreme objective namely to defend the motherland and to repulse the enemy. The Chinese aggression has necessitated reassessment of values and rephrasing of our educational programmes to relate them more directly to the needs of national defence without, of course, losing sight of the basic objectives of education. The role of education in the context of a total defence effort is fundamental because, among other things, (a) only education can develop knowledge, discipline and loyalty which will maintain and strengthen our ideals and social cohesion in times of emergency; (b) education evens out inequality of opportunities and essential process for high morale; (c) education is needed to remove critical deficiencies in manpower, particularly skilled manpower, as it is the basic substratum for technical, medical and other services; (d) education can consolidate and strengthen the spirit of national unity the emergency has evoked.

In order to ensure that education makes the fullest contribution to defence efforts, all sectors of education are being surveyed comprehensively by the Ministry of Education and State Governments and programmes reorientated to the extent necessary to meet the country's immediate and vital needs. At the same time the fundamental importance of long range educational development is not being lost sight of as education, even in fields which have no direct connection in the defence effort, is essential for social, cultural and technological progress from which ultimately the country will draw the strength to defend itself. The policy being adopted by the Government of India is based on Education Minister's note (Annexure II) which was forwarded to all State Governments on 12th November, 62 with the request that it may be made the basis for developing their detailed programme. An account of the work done to recast, expand or modify educational programmes in the context of the Emergency is given below:

#### (A) PRIMARY EDUCATION

Since the national resources have to satisfy the new demands created by the all-out effort to mobilise the country's defence, it is important to achieve the utmost economy in operational costs. This will also necessitate readjustment of allocation of funds. The expenditure on such schemes as science education, technical training, N. C. C. etc. has to be increased, and therefore, the resources being limited, a reduction in the funds earmarked for primary education is inevitable. The enrolment in the primary classes during the first two years of the Plan has exceeded all expectations. The original target for the Third Five Year Plan was to increase the enrolment at the primary stage from 343.4 lakhs in 1960-61 to 496.4 lakhs

in 1965-66 i.e. to enrol 153 lakhs of additional children during the quinquennium or 30 lakhs additional children per annum. Since 71 lakhs of additional children have been enrolled during the first two years of the Third Plan, according to the figures supplied by State Governments, the target has been exceeded. It is now estimated that there will be a shortfall of Rs. 20 to 30 crores (10% to 15% of the total provision) in the funds allotted for elementary education in the Third Plan. In order to prevent this reduction in resources from adversely influencing the growth of primary education, it will be necessary to :

- (i) increase the pupil-teacher ratio,
- (ii) adopt double shift system for lower classes, and
- (iii) encourage voluntary efforts to open and maintain new schools and develop existing ones. The State Governments have been advised accordingly.

#### (B) SECONDARY EDUCATION

(a) The Government of India in two letters addressed to the States—one by the Union Education Minister to the Chief Ministers and the State Education Ministers and the other by the Union Education Secretary to the State Education Secretaries—suggested the following measures for the re-orientation of secondary education :

- (i) the conversion of double-shift schools into 'single-shift' schools should be slowed down,
- (ii) the resources of the small enrolment 'uneconomic' schools should be utilised to better advantage else-where,
- (iii) the enthusiasm of the youth may be mobilised into constructive channels focussed on concrete and meaningful tasks in schools and outside.
- (iv) the content of education in terms of specific objectives of the syllabuses and the class-room approach to them should be reorientated to mean more exacting and systematic work in the schools and longer school time for pupils and teachers,
- (v) the age of retirement for science teachers should be increased and, till this is done, liberal extensions should be given.
- (vi) short-term courses for the training of science teachers should be organised.
- (vii) for a quick expansion of scientific facilities in the schools the requirement of laboratory equipment etc. should be reviewed and simplified.
- (viii) in towns central laboratories should be organised which can serve the students of more than one school.
- (ix) existing facilities for science education should be expanded,
- (x) school programmes relating to crafts, technical subjects, agriculture, commerce and home science should be organised, strengthened and expanded,

- (xi) productive work and vocational element in general education at the secondary stage should be strengthened.
- (xii) a broad industrial and scientific base for education should be created.

A scheme for the training of craftsmen in the multipurpose schools by utilising the equipment etc. at these schools for meeting the requirements of national emergency has also been formulated and recommended to the State Governments for implementation.

(b) *Educational Concessions in Union Territories to the Children of Defence Personnel During the Present Emergency.*—The Administrations of all Union Territories were asked to provide the following educational concessions to the children of service personnel (Combatant Commissioned Officers and other Ranks in the Army and equivalent cadres in the Air Force and Navy) during the present emergency :

- (i) Free education should be given to the children of all persons, killed or disabled while in action on the front.
- (ii) In case of the children of Commissioned Officers in the Army, Navy and Air-Force, the payment of fees may be postponed if the families experience delay in getting remittances from the Officers.
- (iii) Free education should be given to the children of Service personnel studying in Government and aided schools and colleges.
- (iv) The concessions granted above may be extended to the children of the personnel of Assam Rifles and of such police battalions as may be deployed on the Indo-Tibetan borders during the present emergency.

The various State Governments have also, on the advice of the Union Education Ministry, given similar concessions.

(c) *Scheme of Central Schools.*—The Second Central Pay Commission had recommended that Central Government should encourage the growth of higher secondary schools with a common syllabus and medium of instruction for the benefit of the children of employees liable to frequent transfers as well as of other floating population in the country. The Government of India recognised the importance of this recommendation which would help thousands of such Central Government employees all over the country who were experiencing difficulties in educating their children owing to differences in syllabus and medium of instruction in different linguistic areas. They, therefore, formulated a scheme to establish about 100 higher secondary schools at different places in the country in a phased manner during the next seven years.

In view of the conditions created by the present emergency the need to provide the proposed facilities first to the large numbers of Defence personnel who needed them was felt to be paramount; and it was accordingly decided to set up on priority basis 30 central schools at places selected by the Ministry of Defence for the largest



concentration of defence personnel therein. Regimental schools are already being run at these places by the Defence authorities, some with primary classes only and some with secondary or higher classes also, but they are all affiliated to the relevant State Boards of Secondary Education and conduct the courses according to their syllabus. These schools will be taken over and developed as central schools of the all-India pattern. Similar schools will be developed at other places of concentration of Defence and other Central Government personnel later. Tuition will be free in these schools for the children of Jawans, e.g. JCOs, NCOs, ORs, and corresponding ranks in the Navy and Air Force during the emergency, and boarding expenses will be subsidised. Implementation of the scheme is under way.

(d) *National Council of Educational Research and Training.*—The National Council of Educational Research and Training has brought out 34 pamphlets for the use of schools and teachers on the various aspects of the national emergency. These pamphlets have been distributed to the schools through the State Governments. Some more pamphlets are in press or under preparation. The Council has also initiated a comprehensive programme known as "The schools Defence Corps" for systematising and integrating the extra curricular work in the schools. The programme aims at preparing Youth for national defence, and has already been communicated to State Education departments for implementation in a suitable manner, i.e. according to the resources of the various schools.

#### (c) UNIVERSITY EDUCATION

On the 9th November, 1962 the Chairman U. G. C. addressed a letter to all the Vice-chancellors of universities and heads of institutions deemed to be universities regarding the role of the universities in national emergency. The Chairman enclosed a copy of the note sent by this Ministry to the Commission on possible action by the Ministry of Education in the national emergency and requested the universities to implement the steps underlined therein. The suggestions made in the Chairman's letter of 9-11-1962 to the vice-chancellors included inter alia (i) pruning of schemes involving foreign exchange, (ii) postponement or severe curtailment of programmes for building construction, (iii) raising the level of professional competence, specially in the fields of science and technology, (iv) expansion of the activities of N. C. C. and the N. C. C. Rifles, (v) making the fullest use of existing resources in terms of officers and equipment and (vi) assistance by the universities and colleges to authorities in the maintenance of law and order and raising of funds, etc.

The matter was considered further at the meeting of the U. G. C. held on 5th December, 1962. The Commission accepted the suggestion that in the context of the national emergency it is desirable and appropriate that universities should have a uniform policy for the students joining active service with regard to granting of degrees and or continuance of their studies after the cessation of hostilities. It was suggested that in view of the emergency the examination procedure may be somewhat modified to economise time and expenditure for example, the number of external examinations may be substantially reduced especially in the case of science practicals.

The Commission was generally of the view that all possible concession should be given to the students to enable them to participate in the national effort without seriously affecting the standard of education, particularly in the technical and professional courses. The Commission noted with regret that the Gauhati university had to close down temporarily owing to the emergency in Assam. The Commission desired that all possible assistance be given to Gauhati university to enable at least its postgraduate students to prosecute their studies with the help of the other universities and also, if necessary, for taking their annual examinations.

At their meeting held on the 5th February, 1963 the U. G. C. considered the report (which was circulated to universities) of the Committee appointed by Dr. A. C. Joshi of the Punjab university to examine ways in which students enrolling in the armed forces before completing their courses of studies, could be enabled to complete their courses on their return. They also considered the reference from this Ministry as to whether the universities may be advised to lower the minimum eligibility requirement for admission to enable students to migrate from the university to another when their parents join field service and the students have to shift on that account from one place to another.

The Commission noted the proposals made by various universities with regard to facilities for students entering the armed forces during the national emergency and agreed that short of awarding degrees without their taking the university examinations, every facility should be provided to such students to complete their courses and take their examination on their return.

With regard to any request for migration arising directly out of parents joining the armed forces, the Commission agreed that universities be requested to give sympathetic consideration to deserving cases with a view to avoiding undue hardship. The Commission also accepted the recommendations of the Technical Manpower Committee to the effect that the post-graduate trainees in technical and professional subjects who join the Defence Services during the present emergency, before the completion of the course should be permitted to count the period already spent by them on postgraduate training if they wish to complete their postgraduate training after demobilisation.

The Ministry of Education has requested all central universities to consider favourably the suggestion, approved in principle by the National Development Council, to provide free education to the children of the service personnel during the present emergency.

#### (D) SOCIAL EDUCATION

Social education has a very important part to play in the present national emergency. The community centres can become the focus for strengthening defence efforts. Adult literacy has to be speeded up. People can be informed about the present situation and the duties of every citizen in the national emergency through

the medium of adult literary classes. Informal methods like group discussions will be arranged in these classes on such subjects as formation of Gram Raksha Dal (Village Guards) and various other groups like the Youth Groups, Women's Groups etc.

One of the programmes of social education is to have cultural squads for staging folk dramas and singing of folk songs. In the present emergency skits having a bearing on the various topics connected with the defence effort can be written and staged. There are many community centres which have been established under the social education programmes. These community centres can become the focus of activities for strengthening the defence effort. Morale of the people can be built up by holding group discussions, meetings and by organising film shows, lectures, talks etc. There are programmes like establishing Village Volunteer Force, Labour Bank etc. These programmes can yield better results if they are founded on the basis of social education of the people. The Ministry of Education has already addressed communications to the State Governments and Union Territories in this respect.

#### (E) SOCIAL WELFARE

(a) In order to provide rehabilitation services for the servicemen disabled as a result of the enemy action, this Ministry in consultation with the Directorate General of Resettlement Ministry of Defence has decided to take the following measures :

(1) Those rendered blind or deaf as a result of the war will be admitted into training centres for the Adult blind and the Adult Deaf at Dehra Dun and Hyderabad respectively. The centres will be expanded, if necessary.

(2) The ILO expert, at present working in the Training Centre for the Adult Blind at Dehra Dun will assist the Ministry of Defence to develop facilities for training in light engineering in the Queen Mary Technical School, Poona for the war disabled.

(3) Suitable instructions have been issued to the Special Employment Officer incharge of the Special Employment Exchange for the Handicapped, Bombay, to visit Poona frequently in order to register the war disabled for employment. It is also proposed to issue instructions to all the Special Employment Exchanges for the Handicapped to register the war disabled without restriction of territorial jurisdiction.

(4) It is proposed to publish shortly a pamphlet explaining the meaning of rehabilitation and the facilities to be provided for the war disabled. The pamphlet will be supplied to all the military hospitals so that they could ascertain from disabled persons whether they would be interested in taking advantage of rehabilitation facilities.

(5) It is also proposed to set up a Central Rehabilitation Centre which will provide facilities both for war disabled and other starting from their education/training and ending with remunerative employment.

(b) *Central Social Welfare Board*.—The Board has re-oriented its schemes to meet the present emergency.

A sum of Rs. two lakhs has been placed at the disposal of the Board to enable it to buy wool at ex-mill rates and sell it to voluntary organisations and Women's Committees who knit garments in accordance with the specifications given by the Ministry of Defence.

With its net work of organisations in urban and rural areas, the Board is assisting the Army authorities in looking after the welfare of the families of serving personnel.

The Ministry of Defence have been requested to utilise the After Care Homes and Night Shelters of the Board as well as the Homes and Infirmaries for displaced persons in the various states either as transit camps for service personnel or as hospitals.

#### (F) PHYSICAL EDUCATION

As stated under "University Education" the U. G. C. has sent a communication to all Indian universities requesting them to expand N. C. C. and N. C. C. Rifle activities. The Union Education Secretary has also addressed a D. O. letter to all Vice-Chancellors requesting them to extend full co-operation to Officers-in-charge of the Rifle programmes and to depute teachers in sufficient numbers for the Pre-commission and Refresher Courses. The Vice-Chancellors have also been requested to ensure that at least four periods in a week in college curriculum are set apart for N. C. C. work and to treat N. C. C. training as part of the regular college programme.

The Ministry of Education has also formulated an Emergency Scheme of Physical Education and National Discipline which seeks to co-ordinate the existing schemes of physical fitness at the school level into a comprehensive National programme to cover all students up to the age of 16 plus. The State Governments have been requested to implement the scheme in to their middle, high and higher secondary schools and also issue directions to heads of schools to set apart five regular periods in a week for physical fitness activities for all classes including the highest class in the school. The State Governments have also been requested to encourage N. C. C. (junior) amongst the senior school students.

The ways in which education can make a significant contribution to the building up of the Nation's Defence potential are outlined in the Union Education Minister's note Appendix-I, which was sent to all the State Governments and Union Territories on 12 November, 1962 with the request that this may be made the basis for developing their detailed programme. A summary of the measures already taken and now being taken by the State Governments and Union Territories may be seen in Annexure III at page 75.

## ANNEXURE II

### **A note on possible action in the present National Emergency**

*(Ministry of Education)*

1. A war for the defence of the motherland against the wanton and calculated attack of a powerful and unscrupulous enemy, whose challenge to the integrity of our territory and honour is likely to be serious and long drawn out, must be organised on the basis of a stupendous national effort requiring all the strength, the determination, and the resourcefulness of the human spirit. The immense needs for trained manpower and material resources can only be met if the national morale is built up quickly to a high pitch and sustained over a long period. In the emergency created by the Chinese aggression, the activities in all sectors of national life have to be focussed on our supreme objective; the defence of the Motherland and victory for our army. Education can and must make a significant contribution to the fulfilment of this objective.

2. All the resources of the educational set-up in the country both in terms of personnel and organisational machinery, will be geared to the defence effort and particularly to the raising and sustaining of civilian morale and educating public opinion.

(i) There are at present, at all levels of education, 1.25 million teachers, spread all over the country, covering all cities and towns and reaching out into the remotest villages in the countryside. Their influence should be mobilised for building up civilian morale through the institutions where they are working as well as by their active participation in the local community. Their organisation and training for this task will be undertaken by the National Council of Educational Research and Training, in close collaboration with the State Governments. Apart from the informational literature that would be produced by the Ministry of Information and Broadcasting, special literature and audio-visual material will be produced for use in the schools. This will also be done by the National Council and the Central Hindi Directorate, in collaboration with the State Governments.

(ii) A powerful youth movement should be built up which will provide the young people in schools and colleges opportunities for constructive participation in the national effort. Corps of young people in secondary schools and colleges and other educational institutions will be organised to work on projects connected with the national defence effort.

3. Physical education should be made compulsory in all educational institutions, with particular emphasis on physical strength, fitness and efficiency.

(i) The strength of the National Cadet Corps should be expanded rapidly with the object of making N. C. C. training universal at the collegiate stage.

(ii) The training programme of the National Discipline Scheme should be doubled and the scheme should be expanded as rapidly as feasible to cover all schools.

4. Trained manpower will be required on a massive scale and at different levels to meet the need of military defence and civilian defence.

(i) In the light of the needs that may be indicated by the defence authorities, short-term courses and training programmes should be organised at the universities, technical and vocational institutions, Teachers training colleges and higher secondary schools. The output of science teachers will be stepped up through Regional Colleges and the National Council.

(ii) Training in first-aid will be organised on an extensive scale for secondary school and college students.

(iii) The universities will organise their resources of scientific laboratories and manpower for such projects, connected with the defence needs, as may be indicated by the Defence authorities.

(iv) Schools and colleges will organise career information services to facilitate recruitment of suitable persons for defence needs. Such service will be organised by the National Council of Educational Research and Training through educational and vocational guidance units and by training up teachers for the work.

(v) The Ministry will use all its translation facilities to translate the instructional material given to it by the Defence Ministry for their training programmes.

5. The organisation for social welfare will be switched over to undertake the responsibility for looking after the families of those who are in active service.

6. The provision for scholarships would be utilised, whenever needed, to help the children and dependants of those who have lost their life in active service.

7. The organisation, training facilities and other resources for the education and welfare of the handicapped will be devoted for the benefit of those persons who are disabled in the war.

8. The setting up of residential schools for the children of the defence personnel and Central Government servants will be speeded up in order to meet the urgent requirements of the defence personnel.

### ANNEXURE III

#### **Action taken in the present National Emergency by the State Governments and Union Territories in the field of education.**

##### ANDHRA PRADESH

The Annual Plan for 1963-64 in Andhra Pradesh is being revised keeping in view the requirements of the national emergency. The State has set up a cell in the Education Department consisting of eight senior officers to deal with the planning and implementation of measures in the context of the national emergency.

2. Teachers and students in educational institutions are being asked to contribute effectively to the national effort and instructions to this effect have been issued by the Director of Public Instruction to all educational institutions. A Sainik school has been started in the State and has been sanctioned a further amount to provide liberal scholarships to all deserving candidates who secure admission on merit. Non-Government funds in educational institutions are being diverted wholly or partly towards the national defence fund or allied activities.

3. The State Government has formed a People's Defence Committee under the chairmanship of the Chief Minister which has also a publicity and propaganda Sub-Committee entrusted with the task of producing publicity material, films, literature, songs, dramas and other cultural items to meet the present emergency. A cultural programme wing of the Sub-Committee has been formed to organise and sponsor cultural shows in the Ravindra Bharati Theatre in Hyderabad and in other places to raise funds for national defence. Expenditure on these cultural programmes is proposed to be met from the funds available with the Reserve Bank and the State Sangeet Natak Akademi.

4. The Director of Public Instruction has urged all teachers to associate themselves actively with local Citizens' Committee.

Pupils and parents should be influenced by teachers to adopt austerity measures so that food, clothing, stationery, money and other articles can be saved to the maximum possible.

5. Heads of educational institutions are to hold periodic meetings for the benefit of the local public where authentic information pertaining to the current border news and other information may be disseminated. Daily assemblies in secondary schools are to be utilised for the dissemination of authentic news and for counteracting false rumours and propaganda. For news items in schools, news wall boards are to be utilised to the fullest extent possible.

6. Emphasis is to be placed on mass physical exercise and parades to improve the physical fitness of students and to foster the spirit of discipline in them. Training in first aid, sports and recreational activities, the organisation of women's services for the welfare of the families of defence personnel will be conducted in

schools. Heads of educational institutions will be responsible for the collection of all voluntary contributions from teachers and students within their institution. A register would be maintained for proper accounting of collections indicating the names of donors the amount donated, the signatures of donors and how and where the amount is to be remitted. All collections are to be credited to the National Defence Fund.

7. At the Emergency Educational Cell meeting held on November, 27, 1962 under the Chairmanship of the Secretary Education Department, it was decided that scholarships would be made available to such students who are dependents of defence personnel and all universities are to be informed of this, if such action has not already been taken.

8. In order to open a training Centre for the National Discipline Scheme at Hyderabad and Secunderbad, accommodation for 700 trainees and 50 members of the staff is to be found. The State Government is exploring the possibilities in this connection.

9. The Director of Women's Welfare and the Chairmen of the State Social Welfare Advisory Board have offered to provide facilities for training dependents of defence personnel in condensed courses run in 16 places in the State. Such dependent women may also be admitted into Service Homes run by the Director of Women's Welfare and to the Adult Women's training centre where residential facilities and education for women who have passed primary school are available.

10. Centres for teaching typewriting, short-hand and commercial subjects are being run by the Women's Welfare Department and will be utilised for providing women dependents of defence personnel with facilities for such training.

11. Orphanages which receive aid from the Social Welfare Board will accommodate the children of defence personnel if the need arises. The social Welfare Board runs a Training-cum-Production Centre in Hyderabad which can be utilised for training Women dependents in crafts. The Social Welfare Board is willing to start a Home for the women and children of defence personnel who may need shelter and training. The State Government is in touch with the Army authorities in respect of these facilities so that further necessary arrangements be made.

12. The two Homes in the State for the aged and disabled run by voluntary organisations may be placed at the disposal of the Army authorities to help those disabled in war. The possibilities of utilising these to Homes will be explored.

13. The Director of Technical Education is taking action to put up schemes for additional training in 20 trades as required by the D. G. R. & E. Government of India by utilising facilities available in engineering colleges, polytechnics, industrial institutions and junior technical schools and introducing 3 shifts. The financial implications of the schemes are being worked out. Meanwhile he has been allowed to go ahead with preparations for implementing the scheme in anticipation of Government orders.



14. In regard to the starting of the 2 year Technicians' course in selected polytechnics, equivalent to the diploma course, information from the Government of India regarding further particulars of the names of the polytechnics in the State where this particular course is to be started, are awaited. In the meanwhile the Director of Technical Education proposes to select some polytechnics and write to the Ministry of S. R. & C. A. in the matter.

15. The Director of Women's Welfare has reported the facilities for training of wives, widows and children of defence personnel in certain crafts, and vocations can be provided in service Homes, State After Care Homes, Vocational Training Centres and Children Homes, which are under the control of the Women's Welfare Department. Although there are present vacancies for women in these institutions, the children's Home are now full and extra provision will be necessary if more children are to be admitted.

16. The Emergency (Education) Cell of the State Government which met at the end of December, 1962, reviewed the decisions taken at the first meeting. Orders have already issued for the free education of defence personnel falling under certain categories and for providing amenities in the establishments run by Women's Welfare Department, the State Social Welfare Advisory Board and the Director, Social Welfare, for the wives, widows and children of defence personnel and for disabled Jawans. These orders will be brought to the notice of the Army Officers concerned so that persons requiring the facilities offered may contact the District Educational Officers and education institutions, the Chairman of the State Social Welfare Advisory Board or the Director of Social Welfare for the accommodation of dependents of defence personnel and those disabled in action and for their training in shorthand, typewriting and similar useful courses.

17. The Director of Technical Education reports that arrangements have been made to start training 2,088 persons in 20 trades in the various technical institutions in the State with effect from the 1st February, 1963. The training of instructors will have commenced on the 1st of January. Candidates are then enrolled at the various Employment Exchanges in the State. Recruiting Officers or Assistant Recruiting Officers from the Defence Services are to be associated with the recruitment of the principals of the industrial training institutes and the Employment Officers of the Employment Exchange. All Recruiting Officers and Assistant Recruiting Officers in the State are to assist in the selection of trainees according to the procedure laid down by the Director General of Training and Employment in consultation with the Army authorities. The Director of Technical Education has already taken steps.

#### ASSAM

A personal letter has been addressed to all educational institutions by the State Education Minister requesting them to contribute their share to the defence effort. Teachers have risen to the occasion and have contributed whatever they could in cash and in kind. The response in respect of N. C. C. training both for students and staff is stated to be excellent and any organisational difficulties the State Government may have encountered in this respect are being looked into and removed.

2. There is a tremendous upsurge of feeling among the students in Assam which has to be canalised into constructive channels. They have been encouraged to start canteens at the airports and various other places on their own initiative so that they can in some small way look after the comforts of the Defence personnel. Pending the introduction of NCC training, in certain institutions drills have been introduced. Staff of all teaching institutions have been requested to enrol themselves in the Home Guards and for civilian defence. All educational institutions have further been requested to grow vegetable gardens in their school compounds and to serve as an example to the community in growing more food and in keeping their homes and surrounding clean.

3. First aid training programmes are being introduced through the Junior Red Cross. The State reports that although vocational guidance units are yet in their infancy measures will be taken to improve them so that they may be able to discharge their responsibility in giving students sufficient information to facilitate their recruitment for defence needs. They also propose to get into touch with the State Employment Exchange in this connection. The Assam Government has under consideration a proposal to give free education to children of combatant Junior Commissioned Officers and other ranks in the Army and equivalent ranks in the Navy and Air Force. A fuller note is expected from the State Government shortly.

## GUJARAT

The State Government in various circulars to the educational institutions have suggested (i) to educate children on the Northern border highlighting the Chinese aggression with the help of maps (ii) to observe one minute silence in a week in the memory of those who laid their lives defending the border (iii) to grow vegetables in the available land of the schools (iv) to pledge to economise daily necessities such as kerosene, food etc. (v) to help in harvesting, sowing etc. (vi) to impart training in the first-aid (vii) to sing the National Anthem in mass.

The response from the teachers and students is encouraging. The State Government has made provision for the free education at all stages to the children of the jawans and non-Commissioned Officers. One single Section-NCC Unit, seven Junior Divisions (Boys) and one Junior Division (Girls) Troops have been raised which will give training to 400 cadets. The Government have also sanctioned to the raising of 68 New N. C. C. Rifles (Boys) covering the allotment of 13,600 cadets.

All the Educational institutions in the State have been advised to increase the school timings by half an hour and to utilise this time for physical education activities over and above the normal curricular periods in education.

An intensive emergency programme in physical education has been worked out for implementation by high/higher secondary school students. Teachers have been encouraged to get training in Civil Defence.

Rifle training classes and Youth Leader training camps are being organised in secondary education institution.

## MADHYA PRADESH

The Madhya Pradesh Board of Secondary Education intend raising the working hours in schools from 210 to 250 days (reducing the summer vacation by a month and Diwali and Dussehra by 15 days) and increasing the science content of studies from class X onwards. The Board has also devised measures to encourage students passing class X to join training programmes in craftsmanship and to facilitate the large scale recruitment of trainees for the defence effort, a new examination known as the Higher Secondary Certificate Course Examination will be prescribed and a suitable condensed course prepared for it. Detailed rules in this respect are under preparation by the Board.

2. A student who passes the matriculation or an equivalent examination from any board or university in India or passing the tenth class from a school recognised by the Madhya Pradesh Board of Secondary Education, after training for at least one year in defence or allied organisations will be eligible to take the examination as a regular student of a recognised school, or privately.

3. Regular students must attend a recognised school for 4 months and on completing the condensed course prescribed will be examined by the head of the institution on behalf of the Board. A private candidate will be required to take the Board examination in the condensed course prescribed. Certificates to successful candidates of both categories regular and private will be awarded by the Board.

## MADRAS

### **National Cadet Corps**

In the context of the present national emergency, 30 additional companies of 'NCC Rifles' with the strength of 30 NCC Rifle Officers and 6,000 'NCC Rifle' Cadets have been sanctioned for giving military training to all eligible students in the colleges. NCC training will be compulsory from the next academic year for all college boys including teaching staff, excepting the final year degree students and the post graduate students. It is also proposed to make a minimum of 75% attendance at university examinations. Though NCC training will not be made compulsory for all college girls, a minimum of one unit should be raised by each of the women's colleges. It has also been made clear that no restriction should be placed by the principals and colleges where the parents have no objection and the girl students are willing to join the NCC.

### **Short-term accelerated training programme for the training of craftsmen**

The Government have sanctioned the conduct of a short term accelerated training programme for the training of 773 craftsmen under various trades by the Technical Education Department. The duration of the course is 6 months (two months in the case of welders and drivers). The course will be started in the College of Engineering, Guindy, with effect from 1-2-1963.

### **Publicity for Defence Efforts**

The Government have also proposed to prepare short films at the Institute of Film Technology emphasizing the role of N.C.C., avoidance of wastage, need for savings, etc., for exhibition through the commercial circuit and also in educational institutions.

### **N.C.C. and National Discipline Scheme in Schools**

The question whether N.C.C. should be made compulsory in Schools also was considered by the State Advisory Committee on N.C.C. It has been decided that there is no need for compulsion in the case of schools. The committee has further recommended that the National Discipline Scheme may be given effect to till the VIII standard only. From the IX standard onwards, A.C.C. will be introduced and selected students therefrom will be enrolled in the N.C.C. Junior in the X and XI standards. The others would continue in the A.C.C. till they leave school.

### **Educational concessions to children of Defence personnel.**

With effect from 26-10-1962, a scheme of educational concessions has been sanctioned to the children of serving personnel of the Defence Services belonging to the category of JCOs and below including similar ranks in the Navy and the Air Force. Such children will be exempted during the present emergency from the payment of full tuition fees and all items of special fees in all classes upto and inclusive of X standard. In addition they will be granted with effect from the academic year 1963-64, a book allowance at the rates prescribed under the scheme. The children of serving personnel belonging to the above categories who are either killed or incapacitated in action will, in addition be granted exemption from payment of full tuition fees and all items of special fees in all grades of education institutions including professional institutions until the recipient completes the particular course of education taken up at the time of grant of the concession. The concessions will be extended to the children of all eligible serving personnel irrespective of their domicile or nativity.

Instructions have been issued to the Director of Public Instruction, that the delay, if any, in the payment of school/college fees in the case of children of Defence Service personnel who are not covered by the scheme sanctioned in G.O. Ms. No. 2904, Education dated 28-11-1962, should be condoned.

The Director of Public Instruction and the Principal, Sainik School, Amaravathinagar have been requested to give preference, in admission in residential schools to the children of Defence Service personnel.

The question of extending fee concessions to the dependents of the service personnel and to service personnel themselves whose studies are interrupted by their enlisting in military service is under consideration. It is proposed to institute a scheme of scholarships for the children and dependents of service personnel.

## MAHARASHTRA

Primary school teachers who desire to join the defence services have been permitted to retain their lien in the education department so that they can rejoin duty after demobilisation.

The Maharashtra State Federation of Headmasters Association has been requested to approach State Educational officers wherever necessary for guidance in promoting the defence effort. All national institutions have been directed through these Associations that collection from pupils should be entirely voluntary and restricted to small amounts made preferably through the teachers rather than direct from the pupils so that complaints can be avoided. Staff in schools may voluntarily give cash donations to the Defence Fund and schools are welcome to reduce expenditure on festivals and functions and donate the money thus saved to the Defence Fund. The donation of blood by the staff and their families should be left to their discretion and no compulsion should be exercised. Nor need there be any compulsion in respect of first-aid, road safety lessons and so on. School authorities have been requested to take up defence activities of a non-controversial nature on their own and school premises may be utilized outside school hours for the purpose.

### **Educational concessions to children and dependents of defence personnel.**

A scheme for granting free education to the children of defence personnel during the emergency is under preparation and orders are expected to issue shortly. Children of combatant JCOs and other ranks in the Army and equivalent ranks in the Air Force and Navy will get free studentships awarded under the Economically Backward Class Scheme irrespective of the limit of income prescribed for the economically backward class. It has been decided to extend this benefit to the children of those killed and disabled in action at the front.

### **Conversion of Three-year Diploma Courses in Polytechnics into two-year Diploma Courses**

A large number of persons will be required to man the subordinate engineering services recruitment to which is mainly made from the diploma holders. Three-year diploma courses are now conducted in polytechnics for civil, mechanical and electrical engineering. It is not considered feasible at present to increase the number of polytechnics by establishing new institutions. Nor can the intake of existing institutions be increased considerably, as facilities for teaching students are limited. Since new institutions which were to be established in 1963-64 may not now be started, the possibility of increasing the intake capacity of existing institutions to achieve the targets of the Third Five Year Plan are being explored. Additional personnel required during the emergency can be met to some extent by reducing the training period from three years to two. The question of revising the syllabus of these courses without reducing their efficiency is under consideration by the Gov-

ernment of India. Working hours will have to be suitably increased so that students get proper workshop practice. Details of the two year diploma courses to be started are expected shortly from the Government of India.

The Planning Commission has proposed in view of the present emergency to increase the intake capacity for degree and diploma courses in engineering in all engineering colleges and polytechnics in the country by 2,900 to 8,000 seats respectively. This increase is to be over and above the normal increase envisaged in the original Plan. The increased intake is to be provided through additional staff and equipment in existing institutions but without the construction of new buildings. The Ministry of S. R. & C. A. have been surveying the facilities available throughout the country and have been preparing a programme for this purpose. The extent to which this will cover engineering colleges and polytechnics in Maharashtra during 1963-64 are expected to be in the region of 250 and 800 seats for degree and diploma courses respectively. The distribution of new seats proposed to be provided for during the next year in the various engineering colleges and polytechnics in the States is dependent on the Government of India's final directives in the matter as also on the accomodation facilities available.

**Accelerated short-term Training programme for meeting the shortage of technical personnel required for Defence Establishments and factories engaged in Defence production.**

In connection with accelerated training to be provided for 60,000 craftsmen annually in 19 selected engineering trades the Union Ministry of Labour and Employment have allotted 2,776 seats to Maharashtra to meet the shortage of technical personnel required for establishments and factories engaged in defence production. These 2,776 seats and the programme have been introduced in Government engineering colleges, polytechnics and industrial training institutes and centres, technical high schools and centres from 1st February, 1963. The normal duration of the course is six months, in the case of certain trades the programme is so arranged that one specific occupation will be covered within a period of three months and if the trainee is not absorbed after completion of training due to lack of minimum attainment he will be allowed to undergo training for a further period of three months in any other trade for three month's duration.

All trainees who are prospective combatants will get stipends of Rs. 25 per month. Government has sanctioned an expenditure of Rs. 4.29 lakhs for 1962-63 and a provision of Rs. 28.07 lakhs has been proposed for 1963-64 of which 60% is to be borne by the Government of India and 40% by the State Government. As the courses are generally six months in duration the total number of trainees is expected to be 5,552 during 1963-64. In regard to three months courses the entire expenditure will be borne by the Government of India. Training is to commence from 1st March, 1963 and proposals are to be worked out by the Directorate of Training and Employment with the approval of the Government of India. As in the other cases candidates will be paid stipends of Rs. 25 a month. 160 trainees are expected to be trained during the 1963-64.

### **N.C.C. and National Discipline Scheme**

The Government of India have requested the State Government to raise 20 battalions each consisting of 2,400 cadets in additions to the present sanctioned strength. The total number of additional cadets to be trained thus comes to 49,400.

The Government of India's proposal to raise N.C.C. Rifles by 49,400 additional cadets has been accepted and steps are being taken to raise this additional strength with effect from June, 1963. Strict measures have been recommended against absentees from the N.C.C. In order to ensure full attendance at N.C.C. parades, circulars have been issued to the effect that if the boys do not attend N.C.C. parades and practice, they will not be sent up for the final examination. A large number of students avoid joining the N.C.C. on the grounds of medical unfitness and produce medical certificates from the registered practioners. To stop this it has been decided that in college leaving certificates mention should be made of the medical unfitness of the students in future. Government has also written to the Vice-Chancellors of all universities in the State that although N.C.C. training may not be made compulsory by law it is desirable that universities should make attendance compulsory by framing a rule to the effect that every student must join 75% of the N.C.C. parade every year as is done in the case of classroom lecture. This practice follows action taken by certain universities in Maharashtra have also under consideration the question as to whether N.C.C. Training should form a part of the the college curriculum and whether one period should be set aside in the daily time-table for this purpose.

The State also proposes to raise a N.C.C. Senior Division Unit of 135 cadets 50 Junior Divisions troops of 2,250 cadets and 83 A.C.C. troops of 4,980 cadets, with effect from June, 1963.

The National Discipline Scheme sponsored by the Government of India has been extended in the State to 561 schools covering a student population of 2,41,000. The scheme was started in Maharashtra in 1958-59. There is a State Committee on the National Discipline Scheme with a Minister for Education as its Chairman. In the first year of its introduction about 180 secondary schools in the State were included with a student population of 78,000. There are at present 994 physical training insitructors working under this scheme. The State Government spends 3 lakhs annually in addition to the 13 lakhs provided annually by the Centre for this Scheme.

The emergency scheme for physical education and national discipline which has been suggested by the Government of India has been accepted. The integrated syllabus for the scheme is under preparation and as soon as it is received it will be implemented in all secondary schools in Maharashtra.

### **Scheme for post-graduate research relating to Defence requirements**

A scheme for post-graduate research with reference to defence requirements is proposed to be taken up at the Institute of Science, Bombay and a reference has been made to the Union Ministry of Defence.

## MYSORE

The Government of Mysore have appointed a Committee in the Education Department to consider the role of education in the present emergency. The Committee's Report to this Government is under consideration. The State has a sanctioned strength of 9,400 N.C.C. Rifles and 5,000 Junior N.C.C., and propose, as asked by the Defence Ministry, to raise the number to 19,400 N.C.C. Rifles.

2. The Vice-Chancellors of the two universities in the State (Mysore and Karnatak) are being asked to prescribe at least 4 periods a week in the college curriculum as N.C.C. work and treat it as part of the college regular programme. Since only 62% of the student population in colleges including engineering and medicine and polytechnics will be covered, it will become necessary to extend the N.C.C. Rifles further or engage those students compulsorily in other alternative facilities such as physical education.

Plans to enhance enrolment in the Junior N.C.C. are also under way. About 20 teachers trained in the National Discipline Scheme have been allotted to the State and are working in various schools. More teachers are being deputed to the 3 months emergency course and the two weeks course. In addition, trainees will be selected as usual by the Government of India for the 6 months course. Five regular periods a week for physical fitness activities are being introduced in schools by reducing the number of periods devoted to cultural activities like drawing and painting, if necessary. The Government is endeavouring to secure a suitable place for a National Discipline Training Centre with boarding and lodging arrangements for at least 600 persons at a time.

## ORISSA

**N.C.C. Training**

The sanctioned strength in the State of N.C.C Senior Cadets including N.C.C. Rifles was 8,285. In view of the emergency 4,600 more cadets are being trained. N.C.C. training has been made compulsory at the college level in Orissa with effect from 7-1-1963 and instructions have issued to introduce such training in all technical institutions. 11,600 N.C.C Cadets will be trained in the State. Utkal university has already issued instruction to the effect that all students appearing for any University examination will have to undergo a course in N.C.C. training and attend 75% of the parades prescribed in colleges. M.B.B.S students must attend 60% of the parades. The total sanctioned strength of Senior Division N.C.C. Cadets is 19,885. Out of the 90 officers selected to undergo pre-Commission training, 20 have already commenced training. In March, 1963 they are expected to return to command the newly raised units. The State D. P. I. has been requested to instruct the existing trained officers to devote extra hours to train cadets of the neighbouring Units where there are no officers. The Director of the State Cadet Corps and the D. P. I. have been taking effective steps to accelerate the pace of the enrolment and progress is satisfactory.



There are 8,955 Junior Division N.C.C. Cadets and 12,600 in the A.C.C. Steps are being taken to cover most of the students in the States under the N.C.C. and the target for the next academic year is six thousand cadets.

### **National Discipline Scheme**

18 teachers have been deputed for training under the Scheme and on their return it will be introduced in high schools and more teachers deputed for training thereafter. The State D.P.I. has been asked to locate a suitable training centre where arrangements for boarding and lodging for the 600 trainees can be provided.

### **Physical Education Scheme**

Priority is to be given to develop physical education activities in schools. The D.P.I. has been requested to issue circular letters to all educational institutions to set apart five periods a week for the purpose. It has also been decided that the following facilities will be given to officers and Jawans (belonging to Orissa) of the Territorial Army and the Orissa Military Police who will be proceeding to forward areas :

(a) School/College fees and hostel fees of their children should be borne by the State Government.

(b) In case any Jawan or officer is killed or disabled, children of such persons will receive free education and free board and lodging till their education is completed. These concessions will apply to all residents of Orissa who have been called up or are likely to be called up to join the regular armed forces.

### **Other Measures**

The State Government has also decided to train during 1963-64 women students in driving jeeps and running canteens so that if the necessity arises they may take up such work during the emergency to help the Jawans.

## **PUNJAB**

So far as the Annual Plan for 1963-64 is concerned, unfortunately by and large the funds available are hardly sufficient for continuing portions of various schemes in progress. But even then necessary funds have been found for the expansion of military training programme so as to cover all able-bodied students in college. Steps are under way for expanding military training in schools by raising additional 82 junior division troops. Some miniature schemes have been included in the plan for 1963-64 with a view to creating a bias for aero-modelling and mechanical training. Provision has been made for the continuation of the in-service training of science masters for their higher secondary schools by giving condensed course of a year's duration.

Although under the present emergency the State Government decided to give up all building works whose construction had not started, yet those relating to science laboratories in schools and colleges have been continued.

The State Government have also under active consideration a proposal to introduce compulsory physical education in their educational institutions according to a phased programme.

An emergency cell has been created in the Education Department to deal with the problems of education connected with the national emergency.

The headmasters/headmistresses of high and higher secondary schools have been allowed to invest upto 50% of the amalgamated and health funds towards the purchase of Defence Bonds provided the accumulation is over Rs. 5,000 in either or both of these funds. Similarly in the case of colleges this limit has been fixed at Rs. 10,000.

- (a) 4,593 employees of this Department have received training in Home Defence.
- (b) 4,316 students and staff members of various institutions have received training in First Aid and Nursing.
- (c) 604 persons have undergone training in A.R.P.
- (d) 5,344 persons have undergone extensive military training.
- (e) 400 students and 60 members of the staff have been imparted elementary Rifle training.

The Heads of institutions have been asked to encourage the students to go to the houses of serving personnel and assist the families in writing letters to the soldiers and also reading letters received by them. They are also to supply authentic information to them about fighting in the operational areas and to help in checking unfounded rumours.

Adequate arrangements have been made to extend the NCC & ACC programmes in all the colleges and high/higher secondary schools. In addition all able-bodied students of suitable age-groups are being imparted semi-military training of allied nature.

An appeal has been launched to all teachers including lecturers and senior teaching staff to devote one extra period per day as their contribution to defence effort over and above what they are otherwise doing in this behalf.

Instructions were issued to the colleges to utilise the winter break and the slack season from 20-3-63 to 15-4-63 (when the students will be on preparatory holidays) for imparting intensive Military training to those teachers who are physically fit. It was also desired that the other members of the staff should be given training in First Aid/A.R.P.

Some teachers/lecturers have also been recommended for undergoing training in Civil Defence at Nagpur from the 8th April, 1963.

The State Government have decided that no tuition fee will be charged with effect from 1-4-1963 in Government middle high and higher secondary schools from the children of serving defence personnel as also from the children of Defence personnel who may have been killed or otherwise rendered disabled during the current national emergency.

The Bharat Scouts and Guides Organisation have undertaken to form National Emergency squads in schools. The heads of all the institutions have been asked to render necessary help and co-operation to this organisation in enlisting volunteers.

The principals of Government colleges have been asked to curtail expenditure on cultural programmes except those connected with the furtherance of the defence effort. They may, however, help in agricultural production and start poultry, pisciculture, fruit gardens and vegetable growing in the campus by making initial investments out of the amalgamated funds.

The students have been advised to adopt savings consciousness and not to get woollen garments prepared till the present emergency is over. Similarly they have been apprised of the utility of conserving kerosene oil. They have been asked to propagate in their houses that kerosene oil should be husbanded.

Instructions have been issued that each high and higher secondary school should arrange to purchase a radio set out of its amalgamated fund, if the institution has not already got one. The news broadcasts are listened by the students and they are encouraged to counteract any wrong rumour set afloat. The schools have also been asked that in the morning assembly, in addition to the usual programme, the students and staff should repeat a pledge to defend the country to the last drop of blood.

To enable the Punjab State to contribute its due share towards the Defence effort, the State Government decided to impart coaching to young people so as to enhance the chances of their selection when they appear before the Services Selection Boards. With this end in view, the Education Department made the following arrangements:

Five whole-time coaching centres, to be known as "Pre-selection Training Centres" have been established in the following institutions and have started functioning with effect from 10-12-1962:

1. Govt. Post-graduate Basic Training College, Chandigarh
2. State College of Sports, Jullunder
3. Govt. College of Physical Education, Patiala
4. Khalsa College, Amristar
5. Govt. College, Rohtak

## RAJASTHAN

### **N.C.C. & N.C.C. Rifles**

To prepare students in middle, high/higher secondary schools and colleges with a view to helping them to meet the present challenge effectively and expanded programme of N.C.C. Rifles has been taken up. The total student population in colleges in the State is about 30,000 and the authorised strength of the N.C.C. and N.C.C.(R) for the current year is 50%. The enrolment has now been enhanced and under the expanded programme of N.C.C. (Rifles) the coverage has been increased by 7,600 more in accordance with the suggestion made by the Ministry of Defence. Training has been intensified by the staff in position in the existing N.C.C. Units and in colleges where there was no N.C.C. before, staff has been detailed to enrol the boys for training. Weapons have also been given to such colleges for use in the training. About 80% of the undergraduate classes in all colleges have been provided with N.C.C. facilities.

The University Grants Commission has offered necessary assistance for the construction of new ranges within or near the university campus. The offer will be utilised. Police Ranges wherever they exist are being used by the N.C.C. Land is being acquired to help aided institutions to have a range located in their vicinity.

Nine new units have been established to look after the N.C.C. (Rifles) and cloth for uniforms is being supplied. Allotment of accommodation on a priority basis in the existing buildings is being arranged to meet additional requirements in respect of accommodation.

A minimum attendance of 60% at N.C.C. parades in Jodhpur university, and 80% in Rajasthan university (Jaipur) has been made a condition precedent to permitting students to appear for university examinations.

The demand for Junior N.C.C. Wings is on the increase but additional provision will have to be found to promote this programme. This will be done through dropping the A.C.C. wherever the modified scheme of Physical Educational and National Discipline Scheme is being introduced. The savings thus effected are proposed to be utilised to raise Junior N.C.C. Units.

### **Emergency Training Programme of Physical Education and National Discipline**

Physical education is compulsory for all middle, high/higher secondary schools, both boys and girls. Five periods a week are provided for physical education, and the extra period found by increasing school hours by  $\frac{1}{2}$  hour each day. Mass P.T. is held wherever there is sufficient space. Where space is restricted separate P.T.s are arranged for different classes. Those schools which have 2 shifts have been requested to adjust the additional  $\frac{1}{2}$  hour by starting each shift 15 minutes earlier and closing each shift 15 minutes later than the existing schedule. P.T. Monitors are to be selected in each class to receive intensive P.T. training. In schools running double shifts and in the last period of the second

shift, gymnastics and Indian games and exercises are also encouraged. P.T. Instructors are being deputed for short and long term training courses in the co-ordinated programme of physical education and national discipline. The lists of P.T.Is to receive such training are being supplied by headmasters of schools.

### **Other Measures**

Steps have been taken to have double shifts for class I and II in the primary schools, to intensify enrolment drives to bring more girls and boys in 6-11 age-group into schools. The use to *slates* and *takhties* for primary schools is being encouraged and arrangements made to supply free books to backward areas. To overcome the difficulties in regard to accommodation the double shifts system is being introduced in middle, high and higher secondary schools also. Uneconomic secondary schools will be closed down from the next academic session.

Grant-in-aid rules have been liberalised to encourage private agencies to start aided schools. The Board of Secondary Education and the Textbook Nationalisation Board have been requested not to change books unless a particular textbook goes against the national outlook. To effect economy in the use of the books, textbooks are handed down from senior students to junior students.

A proposal to raise the retirement of science teachers is under examination and the qualifications for the appointment of science teachers under review. Short term science courses in summer vacations are proposed and the question of pooling resources of existing science laboratories explored.

### **Facilities for those students who join the service**

In universities and colleges those students selected for active service will be eligible to take the university courses of study, if they are permitted by the military authorities. For those who resume their studies after emergency is over special classes will be held to make up for time lost and to prepare them for special examinations leading to degrees. Such students will thus be able to resume their studies after the emergency is over at the state at which they left off. For reckoning attendance in college, service in any of the armed forces in the country during the period of emergency will be reckoned equal to attendance at a recognised institution.

Free education at all levels in Government aided institutions in Rajasthan will be extended to ex-service men or their dependents who have settled in Rajasthan and are permanently disabled also to the dependents of those who are killed in action in NEFA and Ladakh. Children of service men on active service in NEFA and Ladakh will not be charged any fees whether they study in Government institutions or in aided institutions. These facilities cover university students also. The amount covered by such exemptions will be re-imbursed to non-Government institutions by the Director of Education. Facilities granted to the dependents of defence services will also be extended to the dependents of the Rajasthan Armed Constabulary personnel posted outside Rajasthan.

The State Government has also agreed to extend certain concessions to students of secondary schools who join the armed forces, the territorial army and the R.A.C. Students in the final year of higher secondary school recruited to the regular forces will be deemed to have passed the final year examination provided they put in a minimum of six months service in the forces. Those who are not in the final year will also be deemed to have passed the promotion examination and will qualify for promotion to next examination and to next class. Those in the final year of college will be entitled to the award of a war degree if they have put in a minimum of six months service in the forces.

### UTTAR PRADESH

The Board of High School and Intermediate Examinations, Uttar Pradesh has informed all the heads of recognised high schools and intermediate colleges in the State that those students who have opted for science and are preparing for high school (science and agricultural groups) and that technical examination or intermediate examination (science and technical) students should concentrate on their scientific studies by reducing the burden of their other work. This is because a large percentage of students fails to secure a pass in science subjects and therefore much of the labour put in by teachers and students goes waste. Therefore, the Chairman of the Board has decided, in relaxation of the relevant regulations for the high school examination of 1963 in science and agriculture, that the minimum pass marks in optional subjects other than science and biology for the scientific groups and in agriculture for the agricultural groups shall be 22%.

In the high school (Technical) examination (New Pattern) the minimum pass marks in Hindi (Compulsory) shall be 22% and at the intermediate (Science) and intermediate (Technical) examination of 1963, the minimum pass marks in Hindi or the subject offered in lieu thereof, shall be 22%.

It is hoped that all institutions will now be able to arrange that their students receive more intensive training in science through extra lectures, written work and practicals, home study and special attention to the weakness of individual students. It is further hoped that through such measures the heads of institutions can achieve a far higher percentage of passes than obtains at present. Principals have been requested to allot period in such a manner that more time and more weightage is given to subjects in which there is greater number of failures. Any head who feels that he has been able to work out some special scheme by which other heads can profit has been requested to send a copy of the scheme to the District Inspector of Schools who will consider passing it on to similar institutions and to send a brief report to the Regional Dy. Director of Education and the Deputy Director of Education (Training), Allahabad.

The Director of Education, U.P. has issued a circular to all the head masters, head mistresses and principals of schools and intermediate colleges indicating a four point programme for adoption in educational institution :

**(1) Schemes for Physical training and character building should be given priority :** The training of N.C.C., N.C.C. (Rifles), Regional Educational Corps, A.C.C., Physical Training, Scouting etc. should be made compulsory for all boys and girls. Mass exercises should be made popular among students. More time should be devoted to these activities even if it means some curtailment of time allotted to academic studies. Shortage of trained teachers in this field may be overcome by engaging those teachers who have received training in Regional Education Corps, N.C.C. etc.

**(2) Emphasis on the teaching of science :** Greater stress should be laid on the teaching of science in schools. The existing staff for the teaching of science subjects should be so utilized as to ensure that instructions in science is imparted to the maximum number of students. Reasons for higher percentage of failures in science subjects should be thoroughly investigated. The teaching of science subjects should be more realistic and practical. Science classes should be manageably small. Laboratories should be well equipped with scientific apparatus and fully utilized. Experiments and demonstrations should be as frequent as possible. Shortage of apparatus should, wherever necessary, be made up by resorting to local non-official resources.

**(3) Imparting of general knowledge including current affairs and world-geography :** An effort should be made to make students well-versed in current affairs, specially the economic and geographical factors which form the background of day-to-day news. To encourage this, study of newspapers has been recommended.

**(4) Participating of students in National Defence work through creative activities :** The extraordinary enthusiasm prevailing among the student community in the wake of the national emergency should be utilized fully. Boys should be inspired to work in fields and girls to do knitting work etc. Students who devote special attention to their studies or take part in N.C.C., Regional Educational Corps regularly or receive First Aid Training should be recognised as doing creative work of national importance.

#### WEST BENGAL

Heads of the schools have been directed to set apart 5 regular periods in a week for physical fitness activities of all students of high and higher secondary schools. A scheme for short-term training of a large number of physical training teachers is also under consideration.

The Director of Education has written to the heads of all higher Junior N.C.C. Senior N.C.C. and N.C.C. Rifles universal in the State for the requisite age-groups.

The State Government are also examining if they could incorporate School Defence Corps programme into their activities.

## DELHI

The Director of Education has written to the heads of all higher secondary schools in Delhi indicating the ways in which schools can help in the defence effort. Every Delhi school will now devote 10 minutes daily for the school assembly during which, after the singing of a patriotic song, a short talk by the principal or by selected teachers will be given and a pledge taken by all students. The script of the pledge and the national song to be sung every-day have been circulated to all schools.

2. To help the schools co-operative in the emergency civil defence measures, a central cell is to be set up with the Director of Education in overall charge of organisation, supervision and guidance. The Assistant Director of Education will co-ordinate the work of the various Committees which have been set up for Funds Collection, Youth Organisation, and Civil Defence, Educational Orientation, Production and Information. Members of the Committees include principals of schools and officers of the Delhi Directorate of Education. The Educational Orientation Committee will handle programmes for training teachers in science and geography education, while the Production Committee will collect knit woollens for the Jawans.

The Directorate of Education has decided in consultation with its Branch and Zonal Officers that schools will raise voluntary contributions for the National Defence Fund, fixing a target of 1 lakh for the purpose. Offers from students regarding the donations of their prizes, etc., will be noted and all heads of institutions apprised of the offer. Working hours will be increased by an hour and the lunch break reduced by half an hour. Members of the staff will not claim over-time allowance for extra work. The domestic science sections of the department will organise the collection and knitting of jerseys, sweaters and other knitted material required by the Jawans and the Red Cross Branch will also try to collect similar useful material for the purpose. Heads of institutions have been requested to organize pioneer groups of teachers to disseminate correct information and to curb false rumours.

4. The Director of Education has introduced a comprehensive but workable scheme for all the schools in the State. A central cell has been set up with 20 zonal cells having five committees each and working papers on all items indicating the schedule of work is to be supplied to the zonal cells.

## HIMACHAL PRADESH

Instructions have been issued by the Director of Education to the heads of all educational institutions to set apart 5 minutes everyday in the morning assembly for the dissemination of information on current events. A list of talking points which cover topics pertaining to the danger to our frontiers and our freedom, the Chinese aggression, the importance of Civil defence, the importance of scotching rumours, effecting economies, avoiding ostentation have been included together with the special duties which the



people of Himachal Pradesh being so near the border, should bear in mind. Stress has also been laid on the essential unity of the country.

A list of these talking points has been sent to all educational institutions. So also a copy of chapter 22 from the handbook on general principles of civil defence in India. Educational institutions in the territory has started implementing the civil defence scheme.

Special stress has been laid on physical education which has been made compulsory for all students and N.C.C./N.C.C. (Rifles) has been introduced in a large number of schools to cover about 50% of students above 13 years of age. Training in first-aid and equipment for the purpose is being imparted to the teachers.

To cover those children in the rural areas who do not attend school the Liaison Officer has been requested to impart training to social education organisers in national discipline so that this training can be passed on to such children. Services of physical training instructors and N.C.C. teachers are being made available in the villages in order to conduct a regular programme of drill and physical training for the members of the Village Volunteer Force. Training is also being imparted to teachers in civil defence and the State proposes to send some students to other territories for the training in civil defence. Candidates will also be given ground training on different steps connected with aviation such as light meteorology navigation and aeronautics. It is proposed to award scholarships of the children and dependents of those who have lost their lives in active service. Scouts and guides help in collecting funds for national defence, warm clothes and blankets, periodicals, magazines and other books for the Jawans. They are also being trained to guard railway tracks and strategic bridges wherever necessary and other essential installations. Emergency squads for special training the fire fighting, messenger service, first-aid and home nursing are being organised and each member of the squad has been asked to choose at least two items from the list of activities given.

#### L. M. AND A. ISLANDS

The Administration of Laccadives has decided to increase working days in the schools from 200-210 with effect from 1963-64. The two high schools in this tiny group of Islands have decided to organize training in N.C.C. and a retraining of Physical training Instructors and physical education teachers under the National Discipline Scheme. Five regular periods of 40 minutes a week have been introduced in the middle and high schools after school hours for physical fitness activities. First-aid training to all teachers through local medical officers has been arranged from the next academic year. A camp for physical training instructors has been organized with the assistance of the expert deputed by the National Institute of Sports, Patiala. The territory proposes with effect from the next academic year to reduce instructional hours in the primary section from standards 1-4 by three hours so that the afternoon can be devoted to supervise play and physical education activities. Courses in agriculture and fisheries are proposed to be introduced in the high school classes as co-curricular subjects with effect from the next academic year. Two officers in the Islands have been instructed to

give first-aid training to all teachers trained under the Laccadives Administration. To facilitate the recruitment of suitable persons for defence needs, teachers are to be given training in organising carrier information services and the National Council of Education Research and Training is being contacted in this regard.

## MANIPUR

A decision has been taken to form a Defence Committee consisting of the heads of high schools and colleges to run programmes connected with National Defence and to enlist the co-operation of prominent and influential people in the locality for the building of civilian morals.

2. To ensure better co-ordination between the N.C.C. and educational institutions a committee is to be formed with N.C.C. officials, heads of schools and colleges, military drill and mass P.T. are to be introduced and a list maintained of boys and girls with aptitude and fitness for special drills.

3. Physical education is to be made compulsory.

4. Efforts to promote first-aid training are being taken in hand with the help of the Director of Health Services and training in Red Cross Work and Nursing. Every college and school is to have a Nurses Unit.

5. Heads of institutions are to address their staff and students on problems of National Defence thrice a week and Army Officers are to be associated with this programme.

6. Arrangements to introduce scouting and guiding are to be made in each school.

7. Collections in cash or kind for the welfare of Jawans and their families has been started and attempts being made to find more funds to help the children and dependents of those killed or disabled in action.

8. Science departments of colleges will use whatever facilities they have for projects connected with Defence needs.

9. A special Badge of Honour is to be prepared to be presented to persons for outstanding service in the cause of National Defence.

## NORTH EAST FRONTIER AGENCY

In order to keep up the tempo of defence efforts, the following are the main schemes which have been introduced:

1. **Physical Efficiency Drive.**—This scheme, sponsored by Government of India, is under implementation. To begin with, six testing centres have been opened in the six high schools of the Agency.

**2. Physical Training in Schools.**—Physical training has been made compulsory in all the schools of the Agency. Each school will have regular physical training programme for one hour, during the working days, under the guidance of an expert, who may be either the school teacher or any person with previous experience in physical training.

**3. Social Service Camps.**—Social service camps, an annual feature of the NEFA schools, are being re-organised, to meet the urgent needs, arising out of the defence efforts.

**4. Agriculture, Poultry farming, Dairy, Bee-keeping.**—Agriculture, which is the major craft, in the NEFA pattern of basic education, is being intensified so that more vegetables, cereals and fruit could be produced, not only to meet the needs of the school or the locality but also for the Jawans. Similarly poultry-farming, dairy and bee-keeping, are also being introduced in most of the NEFA schools.

**5. A.C.C./N.C.C.**—All middle and high schools in the Agency are having A.C.C. units, of 45 cadets each. Similarly all the six high schools, are covered by N.C.C. units. Twenty two teachers have already been trained as Cadet Officers in a specially organised N.C.C. Camp at Borpeta. They have completed their training and are now busy in organising the units on sound lines.

**6. Contributions from Schools towards National Defence Fund.**—Contributions in cash, however small, have been made, by different schools in the Agency.

#### PONDICHERRY

**1. N.C.C.**—During the year 1963-64, it is proposed to raise two N.C.C. rifle troops in the arts college and polytechnic and one Senior Division (girl troops) in the arts college. It is also proposed to raise six N.C.C. (Junior Division) and six A.C.C. units in secondary schools in this State. Our demands in this connection have already been forwarded to the Director General, N.C.C. New Delhi.

**2. Emergency Scheme of Physical Education and National Discipline.**—(i) A special training course for Physical Instructors for a period of ten months has been started. Forty-three candidates are undergoing training for filling up the sanctioned posts of physical education teachers in middle and high schools of this State. The course is run on the lines of the training imparted in the physical training institution in Madras State.

(ii) A proposal for the conduct of two orientation courses of three days' duration each for headmasters of elementary schools, with a view to reorientate the curriculum in schools with special emphasis on physical education, has been approved.

(iii) More stress has been laid on physical education in the curriculum of schools and time allotted for physical education in the programme of work has been extended by setting apart five regular periods in a week for physical fitness activities for all classes in middle schools and high schools.

(iv) Nine physical education teachers have been deputed for re-orientation training at Meerut conducted by the Government of India.

**3. Educational concession to the children of Defence Service personnel during present emergency.**—Free education has been sanctioned with effect from the academic year (1962-63) to the children of service personnel (combatant junior commissioned officers and other ranks in the Army and equivalent cadres in the Air Force and the Navy) and to the children of Jawans who have been disabled or killed in action on the front.

(ii) It has also been decided to condone any delay in the payment of school/college fees by the students who are children of service personnel.

### TRIPURA

Ever since the emergency arose the Tripura Administration has been giving thought to the urgent need for gearing educational activities to defence needs. The Secretary of the Education Department has addressed the heads of all institutions in the Territory urging them to make all out efforts to ensure in the fullest extent the participation of students in various fields with a view to improving their physical efficiency, discipline and spirit of service. Steps have been taken to make the best use of the existing training facilities for the N.C.C. and A.C.C. All students of the M. B. College, Agartala who are medically fit are compulsorily required to enlist in the N.C.C. The college already has an N.C.C. Rifle Company with a strength of 200 cadets. The Ministry of Defence has been approached for approving an additional Rifle Company in the M. B. College and at the Polytechnic Institute in Narsingh Garh. Steps are also being taken to expand N.C.C. training with a view to bringing all eligible students under the scheme.

A training camp for scouts was held in December last in which 20 social education workers participated. A short emergency training course in physical education is also being organised and men teachers from all over the territory are expected to participate. The State reports that students are coming forward in increasing numbers to assume responsibilities which the nation has in this moment of crisis placed on their young shoulders.

## APPENDIX 'C'

### MEMORANDUM ON

#### Item No. 5: **Appraisal of compulsory education programmes and allocation of funds thereto**

(Ministry of Education and Govts. of Assam, West Bengal and Mysore)

The programme of expansion of primary education, which is a core programme in the Third Plan, has reached a point of crisis. On the one hand, enrolments in elementary schools have exceeded all expectations, owing to the great enthusiasm of the public, especially in rural areas. On the other hand, the funds allocated to the programme have been drastically reduced as a result of the national emergency. The situation is serious and needs immediate attention.

**Enrolments.**—The original target for the Third Five Year Plan was to increase the enrolment at the primary stage from 343.4 lakhs (or 61.1% of the total population in the age-group 6-11) in 1960-61 to 496.4 lakhs (or 76.4% of the total population in the age-group 6-11) in 1965-66. At the middle school stage, the original target was to increase the enrolment from 62.9 lakhs (or 22.8% of the total population in the age-group 11-14) in 1960-61 to 97.5 lakhs (or 28.6% of the total population in the age-group 11-14) in 1965-66. Thus, the target was to enrol 188 lakhs of additional children in the Plan period or about 36 lakhs per year.

The public enthusiasm and hunger for education has been so great that, in the first two years of the Plan, the target have been considerably exceeded. From the figures supplied by the State Governments, it appears that about 71 lakhs of additional children have been enrolled in primary schools in 1961-63. During the same period, about 19 lakhs of additional children have been enrolled in middle schools. Taking the elementary stage as a whole, therefore, about 90 lakhs of children have been enrolled in schools in the first two years as against a target of 72 lakhs only. If this enthusiasm can be kept up, it would be possible to enrol about 80% of the children in the age-group 6-11 and 30% of the children in the age-group 11-14 by 1965-66.

**Shortage of funds.**—This bright picture of large enrolments which has been welcomed in all quarters has, unfortunately, to be contrasted with the drastic reduction in funds available. This is due to a variety of reasons. On the one hand, owing to shortfalls in raising local resources and cuts in central assistance, the total finances available to State Governments have been reduced. On the other hand, expenditure on essential services directly connected with the defence effort has increased. Non-plan expenditure has also increased due to increase in salaries etc. The total resources available to education have, therefore, become limited. Within education itself, programmes like scientific education, technical training, N.C.C., and physical education have to be expanded. Consequently, the funds available to elementary education have been drastically reduced and the reduction in this sector is even greater than that in education as a whole.

The total expenditure on general education in the State Sector of the Third Plan is about Rs. 320 crores. The actual progress in the first three years, as against the targets, can be seen in the following tables :

Year of Plan	Expenditure as it ought out to have been incurred	Expenditure as it is actually being incurred
	(Rs. in Crores)	(Rs. in Crores)
First . . . . .	40	38
Second . . . . .	50	53
Third . . . . .	61	55
Fourth . . . . .	74	..
Fifth . . . . .	95	..
TOTAL	320	146 or 45.6 per cent in three years

It will be seen that, in the first two years of the Plan we have exceeded the financial target to some extent. In the third year, the financial provision should have risen to Rs. 61 crores or so. But here we see the effect of the emergency. The total financial allocation to education is only about Rs. 55 crores (which implies a nominal increase of 4 per cent cut and we do not expect an expenditure of more than Rs. 53 crores). In other words, the provision for 1963-64 is almost the same as that in 1962-63 (which only implies a continuance of the *status quo* without any development). Taking the three years of the Plan as a whole, we will spend only 45.6 per cent of the Plan provision as against 47.2 per cent that we should have spent. There is thus a shortfall of Rs. 6 crores already. Even if we assume that we will strive our best in the remaining two years of the Plan and raise the outlay by 30 per cent every year, we shall spend only Rs. 69 crores in the fourth year and Rs. 90 crores in the fifth year. This will mean a total expenditure of Rs. 303 crores or a shortfall of Rs. 17 crores. There is, therefore, every reason to assume that there would be a shortfall of Rs. 20-30 crores in the State education sector in the Third Plan.

#### EFFECT OF REDUCTION IN RESOURCES

What is the effect of this shortfall in resources allocated to elementary education? It is two-fold : (1) there is a great shortage of teachers; and (2) the programmes of qualitative improvement such as teacher training or basic education are getting neglected.

The greatest difficulty today is that the State Governments do not have adequate resources for appointment of the teachers required. This is due partly to reduction of funds available for elementary education and partly to an increase in salaries of

teachers (or their allowances), which is very essential. For the country as a whole, the total shortage of teachers is estimated at about 80,000. This shortage will increase in the next two years and unless funds can be found to appoint at least 100,000 additional teachers it will not be possible to keep up the tempo which has been created in the first two years of the Plan.

Two other programmes which are also suffering for lack of funds are (i) programmes for expansion and improvement of training of teachers and (ii) programmes of basic education. The standard of our training institutions leaves much to be desired and these have to be improved. We have also to prepare for the Fourth Plan. Expanded and improved training programmes for primary teachers have, therefore, to be undertaken in the last 2 or 3 years of the Third Plan. But no funds are available for this. Similarly, there are no funds available for programmes of basic education and for the introduction of productive labour into schools.

**Experience of the Second Plan.**—How shall we meet this situation? The experience of the Second Five Year Plan under similar circumstances can be of help. It will be recalled that a review of the Plan as a whole was held at the beginning of the third year of the Second Plan. It was then found there would be a large shortfall of Rs. 12 crores in the State sector. In order to meet it, a scheme was started (originally in the centrally sponsored sector, although it was transferred to the State sector later on) under which 60,000 additional teachers were to be sanctioned to State Governments for increasing the effort at the primary stage. This scheme produced two good results: (1) it helped to reduce the shortfall to some extent; and (2) it also helped to increase the targets in the Second Five Year Plan. When the Second Plan was finalised, the expectation was that the total enrolment at the primary stage would be 325.4 lakhs. It was expected that, owing to the appointment of these additional 60,000 teachers, this enrolment would increase by 24 lakhs and go up to 349.4 lakhs. This target has almost been achieved and the provisional statistics of 1960-61 show that the enrolment in classes I-V is 348 lakhs. In comparison with these good results, the additional expenditure involved in the scheme was very small.

The above scheme, taken by itself, was not enough to meet the entire shortfall in the Second Five Year Plan and an additional scheme was, therefore also taken up. The object of this scheme was to enable the State Governments to establish new training institutions for elementary teachers and to expand existing ones so that the output of trained teachers for the Third Five Year Plan might be expedited. This scheme was also very successful. Under it, about 27,000 additional seats were created in the training institutions for elementary teachers. It is, therefore, felt that a similar scheme should also be introduced in the Third Five Year Plan. The programme of improving the training of elementary teachers is the most crucial for raising the standards of education. A committee under the chairmanship of Shri R. R. Singh has gone into the problem in detail and made several recommendations to improve the quality of teacher education. It has also suggested that this programme should be started in the third year of this Plan

and should be accorded the highest priority in the Fourth Plan. A stage has now come when this recommendation should be seriously examined and accepted.

**Proposals.**—On the basis of this experience of the Second Five Year Plan, therefore, the following proposals are put forward to develop the programme of elementary education :

(1) A review of the educational expenditure incurred or to be incurred in the first three years of the Third Plan shows that there would be a shortfall of Rs. 20-30 crores in the educational sector of the Third Plan of the States. Almost the whole of this cut may fall on the sector of elementary education.

(2) New and urgent schemes should be taken up in the Central sector to balance this anticipated short-fall. From this point of view, the following three schemes are suggested :

(a) A new scheme for sanctioning additional posts of teachers should be adopted for the Third Plan on the lines of the scheme adopted in the Second Plan. It should be implemented from 1963-64. The total target should be to provide 100,000 additional teachers to State Governments.

(b) A new scheme for the expansion and improvement of training facilities at the elementary stage should also be adopted and implemented from 1963-64. Assistance should be available not only for expansion of training facilities but for improvement of existing training institutions on the lines recommended in the report of the Study Group on teacher training. The programme of increasing the supply of women teachers should be included in and emphasized in this scheme.

(c) A new scheme should also be adopted for improvement and expansion of basic education. The main programme to be assisted under this scheme would include :

(i) *Orientation Programme.*—The programme of orienting primary schools to the basic pattern which ought to have been completed by the second year of the Third Plan is still languishing. The highest priority should be given to this programme and all the schools should be orientated to the basic pattern as quickly as possible.

(ii) *Improvement of Basic Schools.*—Although, about 21% of the existing elementary schools have been completed to the basic pattern, the working in a large proportion of these schools is far from satisfactory. Therefore, a programme should be drawn up to lay down definite criteria which must be fulfilled by each basic school and steps should be taken to develop all the existing basic schools to the minimum standards thus prescribed. A definite programme spread over a short period of time should be prepared for this purpose in each State and vigorously implemented.

(iii) *Conversion of New Schools to Basic Pattern.*—Every year, not less than 5% of the non-basic elementary schools should be converted to the basic pattern.



All these schemes should be in the centrally sponsored sector and a sum of Rs. 30 crores (which is the anticipated shortfall) should be set aside for them.

..... (Ministry of Education)

The provision in the Third Plan budget for introduction of free and compulsory primary education has been made on the basis of child population of 6-11 age-group as estimated by the Government of India in 1960-61. But in certain states, as for instance in West Bengal, there has been an unusually heavy increase of population much larger than that estimated by the Government of India as revealed in the census figures. To achieve the target of free and compulsory primary education in these States it will be necessary not only to maintain the steady progress but so to accelerate it as to cover the additional child population over the earlier estimate.

In West Bengal, child population in 1961 was estimated by the Government of India at 35.10 lakhs at 11.82% of the total population but according to Government of India's (revised) estimate the figure is much higher being 42.48 lakhs. This means an additional burden of nearly 7.38 lakhs of children on the State which could not be taken into consideration when the plan provision was made. Corresponding figure at the end of the Third Plan period in place of 38.30 lakhs according to Government of India's earlier estimate will be 48.98 lakhs according to the latest estimate based on the census figure, that is, the gap will be left still wider unless appropriate steps are taken right from now for accelerating the progress.

Calculated at the accepted rate of per capita expenditure, recurring and non-recurring, the additional fund required would be approximately Rs. 4.20 crores p.a. recurring and Rs. 10.50 crores p.a. non-recurring, for the child population of 6-11 age-group.

With the progress of the primary education for the children of age-group 6-11 expansion of education in the middle stage will also become imperative because of the larger throw-up from the lower age-group. Calculated at the accepted rate of per capita expenditure additional fund required for the purpose would be approximately Rs. 9.7 crores for the remaining three years of Third Plan period.

It is impossible for state Governments concerned to tackle such a problem successfully unless additional funds outside the plan ceiling are placed at their disposal.

..... (Government of West Bengal)

The number of additional pupils of the age-group 6 to 11 to be brought to schools during the plan period was originally estimated on the basis of a projected population increase. The figures thus arrived at have been completely upset by the census of 1961.

To take the example of the State of Assam the additional schooling facilities were planned on the basis of an estimated population of 118 lakhs in 1965-66. The census of 1961 has however, revealed that population of the State has already reached this figure in 1961. The estimated population of the State in 1965-66 taking the modest 2 per cent annual increase will be 130 lakhs. Then schooling facilities have to be provided for about 1.40 lakhs

pupils of the age-group 6 to 11 in addition to what has been provided in the plan. Unless increased allocation of funds is made the physical target will be substantially reduced.

It is therefore proposed that a realistic appraisal of the schemes for the introduction of compulsory primary education in the country be made.

The scheme of Compulsory Primary Education has been introduced in the State from August 1961. The first enumeration of children revealed that the additional enrolment may go beyond the estimated target of 10 lakhs of children during the Third Plan. There are about 3,282 school-less villages of all kinds. To enforce full compulsion, schools will have to be opened in these villages. Besides, additional staff will have to be provided for the existing schools also every year to meet the demand of increased enrolment. And to keep up the teacher-pupil ratio of 1:40 only, actual requirement of teachers will be about 25,000 to meet the additional enrolment of 10 lakhs of children during the Third Five Year Plan at the rate of 5,000 teachers per year. Thus the total teachers requirement would come to 28,282. By suitable adjustments it may be possible to manage the schools with 25,000 teachers. According to the present programme provision has been made for the appointment of 16,800 teachers, during the Third Five Year Plan, costing 634.5 lakhs as against 923.02 lakhs. This heavy amount could not be accommodated within the plan ceiling. Therefore, the entire cost of the compulsory primary education scheme may kindly be treated outside the plan ceiling earning 100% aid.

(b) Side by side with the compulsory primary education the construction of class rooms will have to be taken up for providing accommodation for the additional children. At present provision has been made for the construction of 2,865 class rooms during the Third Plan period. The subsidy to be paid by Government has been fixed at Rs. 1,000 per class room. Previously the State Government was providing 60% of the cost and the other 40% was met by public contribution. Due to the reduction of the Government subsidy to Rs. 1,000 per class room there was no progress in 61-62 for want of public contribution. The Planning Commission will have to be appraised of the fact and the need to increase the Government quota to 60% of the cost of the class room and to bring this item too outside the plan ceiling under compulsory primary education.

(Government of Mysore)

## APPENDIX 'D'

### MEMORANDUM ON

#### **Item No. 6 Introduction of productive labour in schools and colleges.**

*(Ministry of Education And Government of Bihar)*

The idea of making productive labour as an integral part of the educational process was given to the country by Gandhiji in connection with his scheme for basic education. He pointed out that in our poor country, it was not possible to spread education among the masses unless the school pupils contributed to a part of the expenses of running the school by engaging themselves in productive craft work. For Gandhiji, craft work was not merely a hobby to be practised as a diversion from the more serious academic work, but the very basis of a sound national educational system. He emphasised that the test of efficient craft teaching lay in the utility of the product as well as the nourishment which the training provided for the intellect and the mind. Further, the present gulf which separates the upper classes in this country from the poor and downtrodden masses could be narrowed only if all young persons devoted some time to manual work. When the school community is thus engaged in productive labour, it would naturally be drawn closer to the larger community. Thus the introduction of productive labour in schools will lead to the building of a more healthy and well-knit society.

#### I. ELEMENTARY STAGE

2. In so far as elementary education is concerned the problem is relatively simpler. We have accepted the system of basic education as the national pattern at the elementary stage and the whole programme of basic education centres round socially useful and creative work. The main difficulty is that we have been able to convert only about one-fifth of the elementary schools to the basic pattern so far. This is due to a number of reasons such as (1) paucity of funds, (2) non-availability of basic trained teachers, (3) lack of faith in the programme and consequent slowness in implementing it, etc. Even the schools converted to basic pattern do not always rise to the standards expected of them.

The Sub-Committee appointed by the National Board of Basic Education has suggested a new policy for implementing the programme of basic education. A copy of this (along with our covering letter with which we have forwarded it to the State Governments) is at Annexure IV at page 112.

#### II. SECONDARY STAGE

##### **3. Craft in secondary schools**

Before Independence, craft had no place in the Indian system of secondary education. Even today in the vast majority of secondary schools, education is of a purely academic type which does little benefit to the average secondary school pupil. Unemployment

among secondary school leavers continues to be high and whereas there are scores of jobs for which skilled workers are not available thousands of matriculates register themselves at employment exchanges every year for a small number of white collar jobs. The Secondary Education Commission gave attention to this question and it is significant that the Commission felt that the improvement of vocational efficiency should be one of the aims of secondary education. Accordingly, it recommended the establishment of multipurpose schools in this country. Craft is to be taught as a compulsory subject in all higher secondary schools and practical subjects such as agriculture, commerce, technical subjects, fine arts and home science are to be introduced along with humanities and science. Over 2,000 multipurpose schools are already following this syllabus. However, it must be conceded that the teaching in the practical subjects and the craft has not come upto the standard for various reasons. In addition there are 47 post basic schools in the country and craft occupies a central place in the curriculum of these schools.

#### **4. The needs of the emergency**

The need for introducing productive labour in secondary schools has been underlined by the present emergency. As repeatedly stressed by the Prime Minister our defence effort has two aspects. While the Armed Forces will continue to guard our frontiers, our workers, in farms and factories and all other persons must work ceaselessly to step up production both for civilian and defence needs. Agriculture in this country, in spite of the many measures taken since Independence, continues to need a good deal of improvement. As for industry, both small-scale and large, there is vast scope for increasing its productivity.

It has been felt that the main reason for the present state of affairs can be traced to our system of education which is still largely divorced from the world of work. The average citizen in this country grows up without acquaintance with any manual skill and is thus mentally ill-equipped to join the national effort to increase production. No wonder he looks down upon work and does everything to avoid it.

#### **5 Educational systems abroad**

Absence of any satisfactory emphasis on manual work in our schools is in sharp contrast with more advanced countries abroad. It is a fact of utmost significance that two such different systems of education, U.S.A. and U.S.S.R., have one thing in common: a prime emphasis on manual work as an essential part of the educational process at the school stage. In the U.S.S.R. this takes the form of polytechnical education, while in the U.S.A. it called work-experience programme. In both countries productive labour is interpreted in a very wide sense and is co-terminus with the acquisition of skills.

There is one more lesson which we can study with profit from these two countries—that if education in skills is to make its full contribution to the growth of the pupil, it must receive the same treatment in the school curriculum as any other subject, in terms of the teaching arrangement and equipment and other facilities. For example, for all accounts, the industrial arts programme in an American secondary school enjoys an esteem not lower than that

accorded to a science subject. In the U.S.S.R. the school workshops for metal work, wood work, etc. are at least as well-equipped as science laboratories.

## 6. Multipurpose schools

As pointed out before, over 2,000 multipurpose schools have the necessary facilities for teaching craft and other practical subjects. In the case of these and also the post-basic schools which have already facilities for teaching craft etc., it should not be difficult to introduce productive labour. Schools with agricultural streams, for example, can run vegetable and poultry farms. Similarly, where technical subjects are taught, it should be possible to produce small items of daily use in homes. Girls in home science classes can preserve foods, make toys, garments, etc.

## 7. Suggested activities in secondary schools

The higher secondary schools with provision for teaching craft as a compulsory subject or the public and other schools which provide for the study of craft as a hobby can strengthen that teaching and make sure that the boys and girls learning a particular craft, practise it seriously and use it to produce specific goods of utility for the school or the community.

The problem of introducing productive labour in ordinary schools which do not have facilities for any craft-work is slightly more difficult but can be solved. In the case of these schools, it will be necessary to make a beginning by setting apart in the school timetable at least 6 hours per week for productive labour. The productive labour there can take various forms some of which are indicated below :

(a) The students may participate in the development projects undertaken within easy distance of the schools. These may include the construction of new roads, repair and improvement of existing roads, digging soak pits and compost pits, filling ditches for malaria control, construction of bunds, excavation and improvement of canals etc.

(b) Another kind of productive labour can be organised by the institutions within their own premises. For example, cutting hedges, cleaning lawns, helping in the construction of buildings on the school campus, running school cooperative stores and canteens, working in the school office or school library, polishing furniture, white-washing school buildings and keeping them in good repair, etc. are some of the activities which could be organised both in rural and urban areas without any additional cost to the school.

(c) Another possibility is to organise a programme of craft activities which are related to the common industries in the neighbourhood of the school and include machine-based craft, as well as other skills of marketable character. It is not possible in this context to think of putting up at present any large and expensive workshops in schools. But it should be possible to buy simple tools and start certain crafts which can lead to the production of simple consumer goods. This may include the making of handmade paper, soap, ceramics, leather-goods, bakery products, pins, screws, stationery, cans, mugs, towels, cloth, newar, etc.

(d) Another way in which the students of schools can participate in productive labour is for them to work, say for one day a week, in industries which may be situated close to the schools. In such cases the industries should be persuaded to organise special programmes for the school students as is done in many European countries.

(e) Girl students can be sent, say once a week, to hospitals as helpers doing elementary nursing, cleaning, bathing patients, etc. They may be sent to work in small-scale cottage industries (handloom, biri, confectionary, dyeing and printing etc.) or light engineering (bulb making, radio spare parts manufacturing etc.) or to catering industries and canteens to participate in productive labour. Girls in rural areas may be sent once a week to help look after the children in the "balwadis" of the blocks.

### **8. Phasing of the programme**

In our present circumstances, we cannot obviously think of introducing productive labour in a systematic manner in all secondary schools at once. This has to be done as a phased programme.

In the first instance, there has to be a minimum programme of manual work, and productive labour which every secondary school should be able to undertake. This should include such activities which can be organised by the school within its own premises and does not involve any additional expenditure. For example, community service activities, cleanliness of the school campus and its buildings, school beautification, etc., as indicated in sub-para (b) on previous page. These activities must be introduced in all secondary schools and the same can be done immediately.

Other programmes of productive labour which result in producing specific goods of use in the school or the community are really more satisfying to the school pupils and, therefore, are fully enjoyed by them. To introduce this programme, a minimum provision of essential tools and craft-material will be necessary. This will also mean trained instructors and some finance. To begin with, therefore, this kind of programme may be introduced in a limited number of schools, say 2,000 (which will constitute about 10% of the existing number of secondary schools). This figure can be raised to 50% of the secondary schools during the Fourth Plan, and the programme may cover all the secondary schools during the Fifth Plan. During the intervening period or later if any school can do things beyond this (on the lines indicated in para 7(a) and 7(d) it is welcome to do so.

### **9. Administration**

To introduce this important programme in all the schools will require a good deal of careful planning and foresight. Luckily, much can be learnt from the experience of the working of multipurpose and post-basic schools so that from the very start a realistic and practical approach to this problem may be made. For obvious reasons, it may not be possible to lay down a rigidly uniform programme on a country-wide basis. Conditions differ from State to

State and sometimes even from one district to another and, therefore, there will be need for planning the programme at a local level. Further, the success of the programme will depend largely upon the initiative of the headmaster and the staff of the school as well as the measures of local support they can secure for it. The heads of the schools, will, therefore, have to be given the necessary authority for implementing the scheme in the context of their own conditions and within the general framework laid down, but the local effort will have to be guided and assisted by the experts at the State level.

It will, therefore, be necessary that a separate cell in the State Education Department should be established which should provide detailed technical guidance on the different types of activities to be undertaken in schools, organise training courses for instructors, assist in the supply of tools and raw material, arrange for marketing of goods produced in schools, and secure co-operation from other development agencies, particularly the Industries, Agriculture and Community Development Departments. It may be desirable to put the cell in charge of the same senior officer in the State Directorate of Education which has been suggested by the Ministry of Education to be designated in each State Government for being in charge of the programme of "School Defence Corps". The purpose of the School Defence Corps Programme and the proposed scheme of productive labour is practically the same and the latter scheme will really cover a portion of the same ground which is to be covered by the School Defence Corps Programme.

For proper co-ordination of work and giving sustained impetus to the proposed programme, it may be desirable to set up in every State Advisory Council consisting of both officials and non-officials. It will be the duty of this Council to provide over-all guidance for the formulation and implementation of the programme.

Similar advisory committees may be set up at district and block levels as well in order to assist the schools in their areas.

## 10. Training of Instructors

The success of the programme will depend on the skill of the instructors. The school craft-teachers may seek the guidance of the local craftsmen and other persons working in industries etc., in the neighbourhood. It may, however, be necessary to organise short training courses and refresher programmes during vacations and holidays, with the help of Departments of Agriculture, Industry, etc., for the benefit of the craft-instructors and other teachers working in the schools and connected with the programme.

## 11. Essential conditions

Some of the handicaps which were faced by crafts in the basic schools cannot exist in the case of the secondary schools where relatively, more grown-up children will be concerned and where, therefore, the produce should be of better quality and more useful. It would, however, appear that there are certain essential conditions which should be fulfilled in order to ensure the success of the programme. A few of these are :

(i) *Prestige value*: In the present social conditions of the country, manual work has not been given sufficient prestige value. It is generally considered to be something inferior and is looked down upon. In order to counteract this particular handicap, it would appear that—

(a) Participation in the programme of productive labour should be compulsory for all boys and girls studying in the school which is selected under the scheme. Unless this is done, children of the richer and more well-to-do families will find an excuse to avoid the work and the scheme will do more harm than good; and

(b) In selecting the schools preference should be given to those which are located in urban or semi-urban areas, so that the rural people do not get the feeling (as has already happened) that the gap between the urban and the rural people is proposed to be further magnified by this scheme :

(ii) *Incentive to pupils* : Suitable methods by which the interest of the pupils is encouraged and sustained in the proposed manual and productive work will have to be determined and introduced. One of the ways of doing this is to take up the production of those simple goods which are required by our armed forces or needed in defence work. This will make the pupils feel that they are also contributing to the country's defence effort and will thus fill them with pride regarding their work under this scheme. Another possibility is to enable the pupils to use either in school or at home some of the goods which they have produced. Still another method could be to let them share a part of the profits which accrue to the school by sale of the goods.

It has also to be ensured in this connection that all the teachers of the school are associated in some form or other with the programme of productive work introduced in the school. It is not sufficient only to have the general appreciation and sympathy of the teachers when the students are working hard in producing the goods, but the teachers should also be associated either in guiding the students or in sharing their work to some extent.

(iii) *Marketability*: The scheme should have a suitable provision—an important matter likely to be overlooked—for marketing the goods produced by the selected schools. It is clear that in most cases, these goods cannot compete with the established commercial and trade organisations. The value of these goods, therefore, has to be considered from a different point of view. As things made by the students, they may fetch higher prices as well, but for this purpose special efforts will have to be made to boost value of the goods on sentimental consideration. It may be necessary also to find a corner in the Handicrafts Emporia or some other similar place located in each of the big cities where the students produce is displayed and sold. Suitable machinery for transporting the goods from the schools to such centres will also have to be devised instead of leaving it only to the resources of the school to reach the goods to the markets and arrange for their sale.



### III. COLLEGIATE STAGE

#### 12. Craze for white collar jobs

The general tendency of students who enter universities for higher education is to seek "white collar" jobs after a degree or diploma is obtained and while they are actually pursuing studies at universities they consider any co-curricular or extra curricular activity as a drag on their energies. They hardly think in terms of any productive activity which will earn some money for them or which will give them a skill useful in future life.

In normal days this unproductive habit of students would not have mattered so much as the country did not need productive labour on part of students. But during the present emergency when all hands must be used for oars, serious need is felt of employing students for productive labour even while they are at studies. The type of activities to be undertaken by boys and girls, by graduates and under-graduates, by students studying humanities and technology will vary from university to university, from region to region according to local needs. But a time has come when all students, male and female, have to undertake some activity during term time and during vacations which will produce something worthwhile and will serve the general national effort.

#### 13. Pilot production-cum-training centres

With a view to (a) encouraging university and college students to consider the avenues of employment other than "white collar" jobs at the end of their higher education and fit them for skilled work, (b) increasing the number of skilled workers so greatly needed by the nation to meet the growing demands of its expanding industries, and (c) providing a means of "earning while learning" at least a part of the funds needed by the more needy students, the University Grants Commission, in co-operation with the Ministry of Commerce and Industry, have been considering for some time the feasibility of establishing five "Industrial Estates" or "Pilot Production-cum-Training Centres" attached to five universities having four or five units of small industries selected with reference to the conditions of each university, for example, facilities for developing industries, marketing, etc. Under this scheme, the University Grants Commission would give grants for buildings on the premises of a university. The Ministry of Commerce and Industry would set up industries where the students will do work. Accordingly, the universities of Allahabad, Jadavpur, Baroda, Osmania and Rajasthan were selected. The scheme has, however, not yet been implemented in these universities due to various reasons.

#### 14. Pilot Project at Roorkee

So far as students of technology are concerned a scheme of Production-cum-Training Centre was devised and implemented as a Pilot Project at Roorkee university. A study team of experts consisting of the representatives of the Ministry of Education, Ministry of S.R. and C.A., Ministry of Commerce and Industry and the University Grants Commission visited the Roorkee university to study the Production-cum-Training Centre in operation there. The report of the study team has not yet been finalised.

### 15. Productive work in universities

In the field of university education it is felt that it would perhaps be better if productive work on the part of students is taken in the field in which the students are studying or working. For example, students of engineering and technology may in addition to their academic studies in the college work in architectural firms (civil engineering), in electrical workshops and power stations, sub-stations etc. (electrical engineering), in radio repairing workshops and Electronic workshops (tele-communication engineering), spinning reading and weaving mills (textile technology) and similar other jobs. These jobs may be tackled during term time and during vacations, students may be attached to big engineering and technological projects under way in various States of India. A number of civil engineering students may be attached to hydraulic dam construction work and other big projects in India.

Students of professional courses such as medicine, teachers training, law could also be employed in worthwhile jobs; the medical students may be required to attend to out-Patients Departments in Medical Hospitals by turn, and during vacations to work in the hospitals and other medical projects in the States. During vacations medical students may be sent to various projects in nearby villages to assist the Health Department and to improve sanitary conditions. Students of agriculture may similarly be required to work in Agricultural Research Projects and various Research Centres set up. So far as the students of humanities and science are concerned, they may be helped to cultivate manual skills by offering facilities to them on the college premises in certain fields. The present hobby workshops functioning in a number of universities may perhaps be able to take care of this population.

### 16. Women students

Regarding female students, a number of Social and Community Development Programmes may be able to absorb quite a big number of such students in various fields. The female students may be able to take care of—

- (1) Literacy programme
- (2) Health and sanitation programme
- (3) Teaching of home crafts—knitting, stitching etc.
- (4) Organisation of cultural programmes etc.

### 17. Conclusion

There can be no two opinions on the desirability and importance of introducing in our schools a suitable programme of productive labour. This will have special significance and use if the production is linked up with the needs of our defence effort. If the programme is implemented successfully, it will also give a greater meaning and purpose to education. However, it will not always be wise to ignore the impediments in putting through such a programme on a nation-wide basis. Such a programme requires the willing and enthusiastic co-operation of teachers parents and students and also a careful

planning and organisation on the part of administrators and educators. The Chinese aggression has luckily provided the necessary psychological conditions in which it should be possible to push through the programme vigorously.

(Ministry of Education)

Several large and small scale industries have been set up in the country and there is a great dearth of skilled artisans in these industrial concerns. Simple matriculates are adding the number of unemployed persons every year. In case students get training in technology in the higher secondary schools, they will get employment and the demand of the industrial concerns will also be fulfilled.

(Government of Bihar)

A note received from Shri E. W. Aryanayakam on this subject was circulated to the Members of the Board and may be seen in Annexure V at page 119.

#### ANNEXURE IV

Shri R. R. Singh,  
Joint Educational Adviser

D.O. No. F. 12-3/63 B.4.  
New Delhi,  
the March, 1963.

Dear

The recent emergency created by the Chinese aggression—and we may have to remember that it may well continue for quite a long time to come—has necessitated a reappraisal of all our educational programmes and so also of Basic education.

The nation has committed itself to the programme of Basic education. The present emergency which has highlighted the need for increased production in all sectors fully justifies this commitment. In our opinion, Basic education, which was always a sound system of elementary education, suited to the needs and conditions of India, has become even more so in the context of the present emergency and we, therefore, emphasise that there need be no compromise with the earlier decision to convert all elementary schools as early as possible into Basic schools. All that the recent emergency seems to demand in view of the limitation on available resources which it implies is a suitable rephrasing of the programme to meet the immediate situation. This can, in our opinion, be done by the adoption of the following policy:

- (1) Expediting the orientation programme, so that all elementary schools are orientated to the Basic pattern without delay ;
- (2) Improving the existing Basic schools in a short range phased programme in such a manner that they would all conform to at least the minimum criteria determined for such schools. (The minimum condition for the conversion of an ordinary school into Basic school as worked out by the National Board of Basic Education are enclosed) ;
- (3) Establishing a good centre for Basic education consisting of a training institution and a few Basic schools connected with it in each district ; and
- (4) Increasing the number of Basic schools by at least 5 per cent of the non-Basic schools every year.

In order to elucidate the above points further, I am enclosing a copy of a note prepared by the Sub-Committee of the National Board of Basic Education. This Ministry endorses the policy and programme as suggested therein and commends it to the State Governments for their consideration and implementation.

We should be glad to hear from you, at an early date, your views on the proposals made by the Committee and the action you propose to take thereon.

Yours sincerely,  
(Sd.)  
(R. R. SINGH)

## A POLICY AND PROGRAMME FOR BASIC EDUCATION IN THE CONTEXT OF THE PRESENT EMERGENCY

Whatever programme for basic education we might now chalk out will necessarily have to be in the context of the present emergency. We must keep this point in our minds throughout our study. Let us also not forget that this emergency may well continue for quite a long time to come :

Even as it is, there is the criticism that basic education is more costly than ordinary elementary education. Whether this is really a correct criticism or not is a different matter. Any improvement of elementary education will cost something more in any case. But in dealing with a national programme of educational improvement at the elementary level, we have to keep several relevant considerations in mind. What this Committee may legitimately do is to make the following issues clear :

- (i) What are the minimum necessary changes which an ordinary school will have to undergo to be worth the name of a basic school ?
- (ii) What is the minimum cost for effecting such irreducible changes ?
- (iii) How can a programme of basic education be suggested to the states which will not involve any appreciable increase in the general expenditure already provided for elementary education but which will still help to retain basic education up to the point to which it has already developed and also improve the same ?

It is taken for granted that basic education is sound elementary education and suited to the conditions and needs of India. Also, consistent with our resources, all elementary schools should become basic schools as early as possible.

In quite a number of States basic education has developed up to a point and then, more or less, come to a standstill. In some other States, it has yet to make a real beginning. The first imperative necessity of the situation is to conserve whatever gains have accrued so far and to consolidate them further. This means, in effect, that no State should retreat at all from the point to which its basic education programme has developed. In States like Madras, Maharashtra, Gujarat and Bihar there are already several thousands of basic schools. These are not only called basic schools, but an attempt has also been made to make them into as good basic schools as possible under the circumstances. The first thing to do, therefore, is to make use of all the provisions, financial and otherwise, which are already available and to improve the existing basic schools to the required level. There is no question that with better administrative arrangements etc., these basic schools can be improved and, that too, without much extra cost. We should, therefore, now make a realistic and effective programme for the improvement of the existing basic schools in consultation with the State authorities concerned.

The improved training of basic teachers must obtain priority in such a programme. Two years' training is already current in a number of states and we feel that no basic teachers' training should be less than two years anywhere. Only, basic trained teachers should be posted to basic schools. If, in any state, there is a surplus of basic trained teachers, they can certainly be utilised in implementing the orientation programme which has been accepted by all the states and for which most of the states are doing something or the other. At this point, the earlier report of this Committee to the National Board of Basic Education may be fully studied and its recommendations worked out.

Even under the stress of emergency, it would not be wise to bring the expansion of basic education to a complete standstill. The idea that progress must be maintained, consistent with all the relevant facts of the situation, has to permeate the Education Departments of states. We, therefore, suggest that it would be wise and reasonable to advise State Governments to convert at least 5 per cent of ordinary schools into basic schools from year to year.

While the above programme is implemented on a nation wide scale, it may be laid down that there should be at least one Basic Education Centre in each district in every state which might furnish the picture of basic education in concrete shape and substance. This would mean one first class basic teachers' training school (with four to five basic schools attached to the same) in each district. It may be pointed out that this suggestion is not the revival of the old compact area system of basic education, because this would be in addition to the general programme outlined above and for the purpose of guiding the improving the whole of the programme in the local area. The lack of such practical guidance in the actual field of work has been one of the major causes for the lowering standards in training teachers and in running basic schools. More than once this idea has been mooted and approved in theory, but it has not been implemented in action. We feel that this is an important link in the whole of our programme.

Craft and productive work, are of course, accepted as central in basic education. But it must be made clear beyond any doubt that there is no sanctity attached to any particular craft. All that is necessary is that the craft selected should have ample educational potentiality. Spinning and weaving may be good in certain areas and totally unfit in other areas. In such cases, suitable alternative crafts must be taken up. Agriculture craft may, perhaps, become the most widespread craft with the growth of basic education and that would be very sound. Another craft, which is a good classroom craft for many parts of India, is wood-craft. This is merely mentioned as an illustration. Crafts in urban areas will necessarily be different from crafts in rural areas. The one thing which, however, must never be forgotten is that what is produced through craft work should not merely be put for exhibition and fancy sales, but should be such as can be consumed by the students themselves and the community roundabout the schools.

That raw materials and craft equipment must be supplied in time through proper administrative arrangements is an indispensable condition for the success of basic education. We do not consider it workable to ask Education Departments, on a centralised basis,

to dispose off articles produced in basic schools. This is more a matter for local initiative and local consumption. This would further emphasize that crafts must have relevance to local areas. There is no objection at all to articles being marketed through organisations like the Khadi and Village Industries Commission and allied bodies or through normal local shopping and marketing agencies.

Due arrangements have to be made for the repair and maintenance of equipment. To attempt this also on a centralised State basis might well defeat the purpose. Headmasters of basic schools or training schools should be authorised to take help from the local carpenters and blacksmiths and some small financial provision must be made for this purpose and put at the disposal of the headmasters. The lack of such an arrangement has been one of the major reasons for the breakdown of craft work in many basic schools.

It will thus be seen that our programme is one of conserving and consolidating basic education up to the point it has developed, without additional appreciable financial commitments, and at the same time providing for the barest minimum advance. If we are able to do this much during the period of emergency, we shall keep the experiment alive and also improve it from year to year. Later on, as with every other educational programme, basic education will take its fuller chance when the clouds of the emergency roll away and we are once again in the bright day light of normal national development.

## **Report of the Sub-Committee to Determine the Minimum Conditions for the Conservation of an Ordinary School into a Basic School**

### **i. Preface**

The Committee is not satisfied that it has had enough time to go fully into the subject. Nevertheless, it took the 12 points mentioned on pages 68-69 of the Assessment Committee's Report as the basis of discussion. It considered each of the 12 points as fully as was possible within the time available. But the discussions range over a wider ground and certain issues came up which may just be mentioned.

(1) Any further advance in the basic education programme should be closely related to various schemes of community and rural development which are under way in the country. It was agreed that such close inter-relation will help to vitalise both basic education and rural and community development. This inter-relationship has been discussed often, but there has been no adequate follow-up. It must be now worked out without further delay.

(2) Any such suggestions we make in order to elucidate what exactly is the content and scope of conversion of an ordinary school into a basic school should be viewed in the context of the general programmes of school improvement going on in different States. Matters like improved school accommodation, better salary for teachers, noon meals, etc. are included in all school improvement programmes. The Committee thought that they were very important and must be furthered as much as possible under the circumstances. But when an ordinary school becomes a basic school, there

are certain minimum conditions to be fulfilled, over and above such programmes of school improvement, and our suggestions concern only to these additional conditions. Our suggestions, therefore, are not comprehensive and pertain only to the special features of basic education which would make the school a basic school.

(3) It has not been possible to work out all the financial implications accurately on a national scale. This can only be done after the relevant data is collected from the States and Union Territories.

(4) It would be necessary to work out a detailed blue-print of the pre-requisites and cost of converting an ordinary school into a basic school. But this will obviously take time; and, either this committee or a smaller or a bigger one, as the case may be, may be appointed and commissioned to work out such a blue-print as soon as practicable. This will include consideration of the integrated syllabus as now obtaining in different states, the curriculum, and other relevant matters.

(5) It is only after such a blue-print has been worked out that it would be worthwhile to call a conference at different levels of educational authorities at the Centre and in the States to get a common minimum agreed programme.

## **II. The urgency of the orientation programme**

We think that there should be no delay in fully implementing the orientation programme. This programme is not difficult and if it is not carried out without delay, nothing else becomes possible in the direction of really building up basic education. A sense of urgency has to be introduced into this programme. A deputation from this Board consisting of the Chairman and Shri U. N. Dhebar should wait on the Planning Commission to give the Rs. 2 crores now transferred to the State Sector back to the Central Sector to expedite and fulfil this programme. As soon as this orientation programme is completed, there will be only two types of primary or elementary schools in the country *i.e.*, (1) oriented schools covering the whole country, and (2) basic schools slowly and steadily increasing in number.

## **III. Minimum conditions for a Basic School**

With the above preliminary remarks, we indicate below the minimum conditions which should be fulfilled for a school to be considered as a basic school:

(1) It should provide for an integrated course of seven or eight years of basic education (junior schools of four or five grades should necessarily be feeders to a senior basic school in the vicinity).

(2) All teachers should have received basic training.

(3) There should be proper provision *i.e.*, at least one basic craft and one or more allied subsidiary crafts), for the organisation of some suitable and socially useful productive craft as an integral part of the educational programme.



(4) Adequate quantities of needed raw materials and craft equipment should be supplied in time.

In this context, the following points may be kept in view :

(a) Arrangements should be available for repair of equipment from time to time.

(b) The initial cost of craft equipment may be kept at Rs. 250 per class of about 30 students. Provision should be made for an additional amount of Rs. 100 per class per year as revolving capital under this item.

(c) The cost may vary roughly from State to State and craft to craft. We may generally take it that the first two years will have only activities and not systematic craft work. Calculating on the basis of the remaining six grades, the initial cost of equipment thus works out to Rs. 1,500 per senior basic school plus Rs. 500 as revolving capital. The revolving capital is to be used for the purchase of raw materials.

(d) At this point we are not mentioning what the income might be during the eight years of the full course, because whatever is produced should go to meet at least a part of the expenses of school uniforms and noon meals.

(e) Where, in a senior basic school, agriculture is the main and basic craft, there should be at least five acres of irrigated land. In the case of schools with crafts other than agriculture, there should be a small workshop attached to the school. It would be desirable, in the case of all basic schools, to have a minimum of half to one acre for kitchen and flower gardening.

(f) Serious attempts should be made to get land free from the village community : where absolutely necessary, part at least of the land will have to be purchased. It is not possible to compute the cost of this as it will vary from place to place. However, a provision for Rs. 2,000 per senior basic school may be made for land. The workshop in a non-agriculture basic school (or generally a small workshop in urban areas) should also not cost more than Rs. 2,000.

(g) Care should be taken to see that the basic craft is not truncated. It should cover the whole process from raw materials to the finished product. Without this, there will be no sense of pride and happiness in productive work nor any real educational value attaching to it.

(5) There should be community living and community work based on democratic student self-government under the guidance of teachers. (This will mean responsible students' participation in the educational programme.)

(6) There should be a sustained and systematic attempt at linking teaching in the class room with the experiences of children in productive work and in their study of the natural and social environments. (This would essentially mean that experiences in extension are used in the process of learning.)

(7) Congregational prayers on a non-denominational basis should become part of the community life.

(8) There should be a small library of suitable books for which an original provision of Rs. 500 may be made with additional annual provision of Rs. 50 ; and

(9) The organisation of cultural and recreational activities should also become a part of community life. A minimum annual expenditure of Rs. 60 may be necessary for this programme.

## ANNEXURE V

### **Note on National Service by students: Presented to the Prime Minister on 1st January, 1963, by Shri E. W. Aryanayakam**

The unanimous opinion of the Sarvodaya Sammelan was that everybody must contribute his utmost in terms of his creed to the present emergency. A number of suggestions were considered and adopted for harnessing the enthusiasm created in the country to the task of developing national strength on all fronts.

The Ministry of Community Development has inaugurated a village Volunteer Force to be organised by the Panchayat Raj.

The students studying in secondary schools, colleges and universities, and teachers as a vital part of the nation should be made to play a significant part role in increasing production and in health and sanitation work on a nation wide scale in order to create an atmosphere of constructive endeavour and prepare the masses for whole-hearted intelligent participation in the national effort. Anticipating the need for the organisation of students for such a service the C. D. Deshmukh Committee recommended a scheme of compulsory national service for one year for those entering the university. But this scheme was not implemented for various reasons.

We feel that this is the psychological moment for working out a scheme for national service for students in secondary schools, colleges and universities.

Students are excited by the situation created by the Chinese aggression. The NCC is meeting the upsurge for military training. Those who go in for NCC training are given recognition in their academic work, in the form of weightage in marks. There is no provision for an alternative to NCC training. But large percentage of students are outside the NCC organisation, some being unfit for military training.

The scheme we propose will cover all classes of students and bring into one span physical efficiency, discipline, alertness, spirit of service, co-operation and national integration through purposive work.

The scheme will be prepared by the Education Ministry in co-operation with the Ministry of Community Development, Ministry of Health, Ministry of Agriculture, Ministry of Small Scale Industries and Khadi & V. I. Commission with the help of one or two non-official experts in this field. I have discussed this scheme with the Home Minister, Minister of Education, Minister for Community Development, and the Minister for Health. They appreciate the potentialities of the scheme and are willing to give their co-operation.

Minister of Education proposed that the scheme may be prepared and placed before the Central Advisory Board of Education to be held in the last week of this month; since then postponed for May 6th-7th, 1963.

## APPENDIX 'E'

### MEMORANDUM ON

**Item No. 7 : To consider the report of the Expert Committee appointed by the Government to work out details of the Scheme of Correspondence Courses and Evening Colleges.**

*(Ministry of Education)*

At its 28th session held at New Delhi on 16th and 17th January, 1961, the Central Advisory Board of Education considered the scheme of Correspondence Courses and Evening Colleges and passed the following resolution :

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

In pursuance of the resolution adopted by the Central Advisory Board of Education, the Government of India appointed an Expert Committee under the Chairmanship of Dr. D. S. Kothari, Chairman, University Grants Commission, to work out the details of the scheme of Correspondence Courses and Evening Colleges.

2. On the recommendation of the Expert Committee the Delhi University Act was amended so as to enable the university to start correspondence courses; the position was reported to the Central Advisory Board of Education at its 29th meeting held at Jaipur in January, 1962.

3. The Expert Committee has submitted its report on (i) Correspondence Courses and (ii) Evening Colleges. Copies of these reports have already been printed separately and are available with the Publication section (U.7) of the Ministry. The recommendations made in these reports have been accepted by the Government. The scheme of Correspondence Courses has already been introduced at the university of Delhi. It is proposed to give grants for evening colleges on the basis of the recommendations of the Expert Committee. The matter is placed before the Central Advisory Board of Education for consideration.

## APPENDIX 'F'

### MEMORANDUM ON

**Item No. 8 : To consider integrated programme of National Discipline, Physical Education and other allied schemes**

*(Ministry of Education)*

#### **1. Introduction**

As a result of the national emergency the Ministry of Education have considered measures necessary to tighten the youth in our schools and colleges with a view to preparing them to meet effectively the present challenge. At the collegiate level, it is proposed to extend training in N.C.C./N.C.C. Rifles to all able-bodied students. At the secondary school level, it is proposed to implement an Emergency Scheme of National Discipline and Physical Education which seeks to coordinate the existing schemes of Physical Fitness at the school level into a National Programme to cover all students from classes VI to XI. Details of this integrated programme are given in the following paragraphs :

#### **2. Objects**

(i) To make the youth physically strong and resilient for the defence of the country by developing physical efficiency, toughness, endurance, courage, discipline and patriotic fervour ;

(ii) To develop among the students a sense of appreciation for the democratic values of life and of love for their country, its past history and its future destiny.

#### **3. Main Features**

(i) The programme of training under the Emergency Scheme of National Discipline and Physical Education will start from the academic year 1963-64. The draft integrated syllabus evolved under the scheme visualises an "Integrated Programme of National Discipline and Physical Education" for all school children of classes VI to XI. The integrated syllabus incorporates the good points from the programmes of National Discipline Scheme and Physical Education etc. The syllabus is being printed separately. Copies will be available in the P.E. & R. Division (Section P.E. & R.) Ministry of Education, New Delhi.

The activities included in the scheme could be classified under the following broad categories :

- (a) Exercise Tables
- (b) Drill and Marching
- (c) Lezim
- (d) Track and Field Events
- (e) Games and Relays

(f) Gymnastics (for Boys)/Folk Dances (for Girls)

(g) Simple Combat—Wrestling, Judo, Jambia

(h) Hiking and Cross-Country

(i) Instruction and Practice in Tests

(j) Field Crafts (for Boys)/Home Nursing (for Girls)

(k) Mental Training, practical projects and Community Singing.

(ii) The scheme would cover all students of secondary schools in the country.

(iii) Each secondary school must provide 5 periods per week per class including the highest class for implementing this scheme.

(iv) The training of pupils under the Emergency Scheme may be handled by either full-time National Discipline Scheme Instructors or qualified teachers in physical education. In the absence of either, the scheme may be handled by properly oriented class room teachers having a flair for physical education work.

(v) Each teacher in full-time charge of the programme is expected to handle 250 to 400 pupils in number.

(vi) Arrangements are made by the Government of India for giving in-service training to the existing qualified/unqualified physical education teachers/N.D.S. instructors to enable them to implement the new programme with utmost efficiency.

(vii) All able-bodied students from the secondary schools must put in at least 75% attendance in the classes under the Emergency Scheme. This should be made a pre-requisite for promotion or permission to take higher education.

#### 4. Administrative/Organisation implications

(i) *Status of the Emergency Programme*: The Emergency Scheme of National Discipline and Physical Education should be looked upon as one of the compulsory subjects in secondary schools for which the necessary facilities should be provided by the school management as one of the requisites for recognition and grant-in-aid.

(ii) *Strength of the Class*: A class of 40-50 pupils should be the unit for instruction periods. If, however, a teacher is required to deal with more than 50 pupils at a time owing to certain practical difficulties e.g., lack of open space, inadequate staff etc., the programme should be organised by dividing the group into units of about 50 pupils with the help of Pupil Leaders.

(iii) *Examination*: Tests in the programme of Emergency Scheme should be held periodically as well as at the end of each year which should be taken into account at the time of annual promotion or granting permission to take the higher examination.

(iv) *Uniform*: Teachers as well as pupils should attend the periods of the Emergency Scheme in proper uniform.

## 5. Financial Implications

The Emergency Scheme of National Discipline and Physical Education will operate as a Central Scheme.

The Reorientation Training to the In-service Physical Education Teachers will be given at the cost of the Government of India. However, the State Governments/Union Territories will meet the expenditure on the travelling allowance of the teachers belonging to the Government institutions for their journey to and back from the training centre at the rates admissible to them under the rules of the State Government/Union Territory. Similar expenditure in respect of the teachers belonging to the Non-Government institutions will be met by the Government of India at the rates to which they are entitled as per the conditions of their service.

The cost of training and the expenditure on boarding and lodging of all the trainees belonging to the Governments as well as non-Government institutions will be met by the Government of India for the period of their training.

The expenditure on the staff, facilities, equipment etc., incurred on the organisation of the Emergency Scheme would be borne by the State Governments concerned in the case of Government institutions. In the case of private schools such an expenditure would be admissible for grants from the State Governments concerned.

All In-service Physical Education Teachers on successfully completing the reorientation training to be organised by the Government of India would be entitled to the following allowance from the date of rejoining their respective institutions after receiving the training :

- |   |                       |
|---|-----------------------|
| (a) The Physical Education Teacher holding a degree/diploma or a certificate in physical education.   | Rs. 15/-<br>per month |
| (b) Physical Education Teachers who do not hold any degree/diploma/certificate in physical education. | Rs. 10/-<br>per month |

The entire expenditure on the above allowance will be met by the Government of India.

The Government of India would continue to meet the expenditure on the employment of 3,200 existing N.D.S. Instructors who are already in the field. In addition to this the Government of India would also meet the expenditure on the training and employment of 6,450 fresh instructors who would be trained by the N.D.S. Directorate of the Government of India and placed at the disposal of the the various states for the implementation of the scheme.

## 6. Special features of the Emergency Scheme of National Discipline and Physical Education

The integrated programme evolved under the Emergency Scheme of National Discipline and Physical Education is a synthesis of

all that is good in the existing programmes under Physical Education and National Discipline etc., with special reference to the qualities that need to be developed amongst the youth in the present emergency. The "Integrated Programme" lays more stress on physical education but continues to retain the morale boosting features of the National Discipline Scheme and also covers training in elementary field-craft as under A.C.C. at present. In formulating the Emergency Scheme the Government of India have been guided by the thought that at this crucial juncture there should be no wastage of effort through unnecessary duplication and that the existing resources should be utilised in the best possible manner to make the youth physically strong and resilient. The introduction of this scheme in the secondary schools will, it is hoped, not only vitalise our educational system at the secondary school level, but will also avoid wastage of funds due to duplication of efforts. In preparing the syllabus for 'Integrated Programme' care has been taken to ensure that the students are made fit for training in N.C.C. when they go up to the college and universities. The training under the Emergency Scheme is thus directly linked with the programme of training in N.C.C./N.C.C. Rifles which is being extended to cover all eligible students in the colleges.

7. The Board may consider the Integrated Scheme and make such recommendations as it considers appropriate to ensure the adoption of an adequate programme of physical fitness in the present emergency as a uniform measure of all India policy.



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APPENDIX 'G'

MEMORANDUM ON

**Item No. 9 : To consider the need to plan for Adult Literacy and for increase of tempo of work.**

(Ministry of Education)

The pace of the effort for removal of illiteracy has indeed been very slow so far. With all the effort on elementary education and with the contribution of the Adult Literacy programme within the meagre resources made available for it, it has been possible to raise the percentage of literacy from 16.6 in 1951 to 24 in 1961. The rise in percentage is thus about 7.4 only. The population of India, according to the 1961 census is about 44 crores. Within that, the illiterate population would now be of the order of 33 crores. Out of this, the illiterate population within the adult age-group 14-40 years is estimated to be about 20 crores. The magnitude of the problem is evident when we take this big population into account.

2. Before the Five Year Plans were introduced, the responsibility for removal of illiteracy was with the Education Departments of the State Governments and the Ministry of Education. After 1952, the major responsibility for removal of illiteracy went to the then Community Projects Administration which is now the Ministry of Community Development and Co-operation. Literary work was included as an essential part of social education in the Community Development programme. Though attention was focussed on literacy work in the Community Development programme during the period of the First Five Year Plan, later on the importance of literacy work seems to have dwindled. This resulted in the slackening of the pace of literacy work in the Second Five Year Plan period, and the position today is much the same as before.

3. The Third Five Year Plan takes note of this lag in literacy work and mentions that the literacy aspect of social education, which in some ways is the most important, has caused concern. It is further noted that sufficient progress has not been achieved so far in this direction.

4. Following up the suggestions in the Third Five Year Plan, an Adult Literacy programme was discussed at the Development Conference at Hyderabad in July, 1961. The recommendations of that Conference were sent by the Ministry of Education to the Education Secretaries and by the Ministry of Community Development & Co-operation to the Development Commissioners of the State Governments.

5. The State Governments were requested to examine these recommendations and to prepare a Plan for the effective promotion of Adult Literacy programme. The above communication was followed by another communication from the Ministry of Education dated 22nd September, 1962. The Planning Commission had given an assurance that additional resources required for the Literary and Adult

Education programme will be provided over and above the ceilings fixed. The State Governments and Union Territories were accordingly requested to formulate detailed programmes for Adult Literacy and Education for the period 1962-63 to 1965-66. It was desired that such programmes should be drawn up immediately and included in the Annual Plan Budgets of the Education Departments of State Governments and Union Territories for 1962-63 and subsequent years.

6. The following suggestions were also made :

(a) The programme for Adult Literacy and Education will not be effective, unless the Education Departments of the State Governments and Union Territories fully and squarely accept the responsibility of carrying on the Adult Education programme. The bifurcation of responsibilities as regards social education between the Education Department and the Development Department will have to cease.

(b) It will also be necessary to provide adequate machinery for implementing the Adult Literacy programme which will have to be on a sufficiently large-scale if it is to produce an impact. For this purpose, originally under the Community Development programme, one man Social Education Organiser and one woman Social Education Organizer was provided for each block. At present, however, the position is that these posts have been abolished by some State Governments. Where these posts still exist, the Social Education Organizers have been allotted different types of work. In order to have an effective programme, at least 25 literacy classes for men and 15 literacy classes for women should be organised in each Community Development Block. This will mean a considerable increase in work and separate personnel of the type of Social Education Organizers will be necessary for each block. The former arrangement of having two Social Education Organizers for each Community Development Block will have to be restored and the staff will have to be kept under the Department of Education so that proper technical guidance and control may be ensured.

(c) An Adult Literacy effort on a large scale will require constant supervision and guidance from trained officers. In this context it is worth examining whether the Assistant or sub-Inspector of school, who has already got a heavy load of work of inspecting primary schools, will be able to shoulder the additional responsibilities in connection with the Adult Literacy programme.

(d) Adequate supporting services at the district and State level will also have to be provided. At the district level, the supporting services required will be training courses for literacy teachers, provision of library services, conducting of examinations in literacy and supply of primers, readers and other literature. A separate officer-in-charge of the Adult Literacy and Education Programme may also be necessary at the State level. All the above aspects will have to be taken into account while formulating the programme. Detailed suggestions in this respect were made in the letter dated 22nd September, 1962 issued by the Ministry of Education.

(e) While preparing Annual Budgets it may be necessary to pool all the resources available for social education with the Education Department and other Departments like the Development Department. Such pooled resources should be under the control of the Education Departments which may allot them to the District, the Community Development Blocks and to the Panchayati Raj Institutions.

7. The State Education Ministers' Conference held on 18th and 19th October, 1962 considered the position regarding Adult Literacy and Education and recommended that in view of the urgent need to play for adult education and to increase the tempo of literacy work, the responsibility for social education including adult literacy should be that of the Education Departments of the State Governments and the Union Territories and that they should exercise the technical and administrative control over the whole programme. In pursuance of the recommendation of the Conference, the Education Minister addressed a communication on the 25th January, 1963 to the Chief Ministers of all States. It was emphasized therein that the tempo of work towards liquidating illiteracy has to be increased. It was also stated therein that the Planning Commission had informed that there is no intention to scale down the priority accorded to Adult Literacy and Education programmes, though in view of the new and urgent demands on the resources it would be necessary to regulate the size of the effort in this direction with reference to the resources available with the States.

8. It is unfortunate that an impression has grown that the programme of adult literacy has a low priority in the present national emergency. This impression seems to have resulted in non-inclusion of plans on a sufficiently large scale for liquidating adult illiteracy in the annual education programmes of the State Governments. It is even now necessary for the State Governments and Union Territories to indicate their favourable response to the suggestions of the Ministry of Education and to include plans for literacy in their Annual Plan Budgets.

9. In yet another letter dated 6th March, 1963 the Union Education Minister urged that it has now become imperative to explore all possible ways for increasing the literacy effort. We should appeal to the teachers of primary, middle and secondary schools to volunteer for this type of work. The entire population of the country has risen to the call of the Nation and has come forward with donations of gold, blood and money, and other things. It would be in the fitness of things that persons who have received education and who can teach the adult illiterates should come forward to make '*vidyadan*' or gift of knowledge to their fellow countrymen who have not had the good fortune of receiving literacy.

## APPENDIX 'H'

### MEMORANDUM ON

**Item No. 10: To consider the need for development of a comprehensive agricultural education pattern co-ordinated with the national education structure of the country.**

(Ministry of Food and Agriculture (I.C.A.R.))

The Second Joint Indo-American Team on Agricultural Education, Research and Extension set up by the Ministry of Food & Agriculture, while evaluating the progress in the field of agricultural education, research and extension in India *inter-alia* made the following recommendations:

"The Team recommends that an agricultural education pattern with well defined objectives, be developed to encompass agricultural teaching from the vocational (Manjri) schools, the multipurpose high schools on through the college and university. At the college level there should be complete integration of research, teaching and extension."

At present agricultural education is imparted in Manjri type schools, agricultural schools, multipurpose schools, rural institutes and some other similar institutions. The programme is, however, not properly coordinated.

In order to develop an effective agricultural education programme, it will be necessary that all institutions in which agriculture is a part of curriculum be fitted into an educational pattern with definite objectives for each type.

The Team visualised an agricultural education pattern at three levels.

1. Students from Rural areas after VII standards shall enter Manjri type vocational schools for a two years' training and expect to return to the land, where they will form a nucleus band of trained progressive farmers who will do a better job of scientific farming than would be possible without this training. They may also advance to positions of leadership in their villages or districts and thus raise the level of agriculture in their community and State and finally in the country. Matriculates among the trained persons may take up jobs of Village Level Workers.

Training of this type should not, however, permanently prohibit students from taking additional training and qualifying for advanced positions. Indeed students of unusual ability should be encouraged and assisted to continue their education through college or university.

2. Students passing out of the Rural multipurpose higher secondary schools, taking agriculture group option from class IX, may be expected either to choose any one of the activities connected with agriculture or to take higher education in agriculture. The

agricultural background that the rural boys have, will be strengthened by the education in scientific agriculture as imparted in these high schools. Those who have ability and aptitude should be encouraged and assisted to continue their education at college or university level.

3. Education at the college or university level should like other spheres of agricultural education be oriented to meet the needs of the farming community. Colleges or agricultural universities are to become the foundations on which an improved agricultural programme should be built. Their products, the graduates will be qualified to provide the leadership to the students of vocational schools and multipurpose high schools as instructors. At the university level there should be complete integration of research, teaching and extension.

These recommendations indeed envisage far reaching changes in the field of agricultural education. So far as the university education is concerned, both Planning Commission and the Indian Council of Agricultural Research have accepted the concept of Agricultural university.

The Indian Council of Agricultural Education at its sixth session held at Ranchi made the following recommendations on this subject :

“There should be a coherent pattern of agricultural education from school level to the university stage.”

The under-noted pattern was recommended :

1. Manjri type of vocational schools to train cultivators and village leaders (VII standard onwards).
2. Multipurpose higher secondary schools to impart a background of scientific agriculture to boys at two levels i.e., preparatory and terminal. Some may pursue higher education at colleges and universities and some may offer optional agricultural group as a terminal course (upto higher secondary level, offering agriculture group from IX standards).
3. Colleges and universities to train technical personnel to become teachers, research workers, extension staff (Block Development Officers, subject-matter specialists, etc.), and assume leadership in agriculture college and university level).

Special mention was made about the urgent need to modify the present higher secondary syllabus so that it serves not only as a general course for those who take to jobs, or farming at that stage but may also serve as a pre-requisite to higher agricultural education. The above recommendations of the Indian Council of Agricultural Education are placed before the Board for devising ways and means for their implementation in order to develop a comprehensive agricultural education pattern co-ordinated with the national educational structure.

## APPENDIX 'I'

### MEMORANDUM ON

*Item No. 11 :* To submit interim reports of the 4 reconstituted **Standing Committees of the Central Advisory Board of Education.**

[*Ministry of Education*]

The reports are enclosed. No report was submitted by the Primary Education Committee.

### STANDING COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION ON SECONDARY EDUCATION—AN INTERIM REPORT

In June 1962 the Union Education Minister as Chairman of the Central Advisory Board of Education re-constituted four Standing Committees on primary, secondary, university and social education, in order that they may make from time to time recommendations for the improvement of education based on a constant study and critical examination of the problems related to their field and assess the progress of various development schemes.

The terms of reference of the Committees are :

- (a) assessment of the present position of education in the particular sector in all its aspects ;
- (b) evaluation and assessment of the extent to which the previous recommendations have been implemented and the problem arising therefrom ;
- (c) formulation of the aims and objects of education in that sector in relation to changing conditions and needs ;
- (d) formulating the plans for future development and indicating the priorities for them ; and
- (e) estimating the cost of the programmes it may suggest.

2. The first meeting of the Committee on Secondary Education was held at New Delhi on the 1st August, 1962.

The terms of reference and composition of the Standing Committee were noted and the work already done in the country during the last two plans in the field of secondary education was surveyed by the Committee.

The Committee also discussed in detail the various problems in secondary education and decided to issue a questionnaire to elicit public opinion on these problems.

3. For drafting and finalization of the questionnaire, a sub-committee was appointed consisting of the following members:

1. Prof. G. C. Chatterji (Chairman)
2. Dr. S. D. Sharma
3. Shri A. E. T. Barrow
4. Shri M. N. Kapur
5. Dr. P. D. Shukla (Convenor)

A detailed questionnaire was thus framed which consisted of 22 Sections on various aspects of secondary education. 1,800 copies of the questionnaire were issued to different agencies working in the field of education viz. State Departments of Education, State Boards of Secondary education, Universities, Teachers Training Colleges, Technical Institutions, Central Ministries, All India Federations and Associations of teachers and others.

223 replies have been received upto 22-3-1963. These are being tabulated and analysed.

4. The second meeting of the Committee was held at New Delhi on the 24th and 25th September, 1962. It examined the organisational pattern of secondary education and the multipurpose schools. It also considered the future programme of the Committee.

It was felt that there was too much emphasis on the structural pattern of secondary education. It was important to lay down the objectives of secondary education and the content of courses to achieve those objectives and the pattern should emerge as a result of these considerations. Other points raised in the meeting related to the age of entry at different stages of education, the stage at which general education should end, the question of keeping students upto the end of secondary education, and the question of general and special education. It was also felt that the economic pattern as it would emerge, say 15 years hence, had to be taken into consideration and for this purpose economists, industrialists and others had to be consulted.

5. As regards multipurpose schools, it was felt that the purposes of multipurpose schools had to be clearly defined, the relation of junior technical school and the technical stream of multipurpose schools had to be clarified and a careful enquiry had to be made regarding the usefulness of the technical stream. The discussions at the meeting were more of exploratory nature and decisions were deferred till the Committee had an opportunity to study the replies to the questionnaire and had discussions with State Governments and other educationists.

6. In considering its future programme, the Committee decided to visit certain important places in India, starting their work from Udaipur or Jaipur from 5th to 8th November 1962. The tour to Udaipur had however, to be cancelled owing to the sudden illness of former Chairman, Prof. G. C. Chatterji. Owing to national emergency it was also desired that visits to States may be postponed. Hence for some time such visits were not undertaken by the Committee.

7. The Third meeting of the Standing Committee was held at Chandigarh from 28th to 31st January, 1963. The programme of the Committee included visits to selected educational institutions in and around Chandigarh and discussion with State education authorities, university and school teachers and other educationists and persons interested in the problems of education. The Committee here also had a meeting with the Directorate of Education and two members of the territorial council of Himachal Pradesh at which the special problems of secondary education of Himachal were considered.

8. A suggestion was made by the Chairman that the various subjects with which they were concerned may be divided among the members for their special study. These members will also prepare the first draft of the report on the relevant portions allotted to them. Such a distribution was accordingly made.

9. The fourth and fifth meeting of the Committee were held at Madras and Trivandrum from 5th to 7th and 8th to 11th April, 1963, respectively. The programme of visits to schools and discussions with educational authorities, official and non-official, was similar to that followed at Chandigarh.

10. The sixth meeting of the Committee was held on 5th May, 1963 at Pachmarhi along with the C.A.B.E session in order to consider the agenda of the Board.

11. A view has been expressed at many places that the higher secondary system of education has not proved a success and should, therefore, be reviewed. The main difficulties pointed out are that teachers with requisite qualifications have not been available and these have been considered necessary in order to raise the standard of education. There has also been the inadequacy of the required textbooks, equipment, apparatus and other teaching aids to teach the new subjects introduced in the multipurpose schools. It has been particularly stressed that the academic achievement as well as age of the pupils coming to universities for higher education is rather low. One of the solutions suggested is that the old 10 year high school should be restored and it should be followed by a 2 year higher secondary or—pre-university course. The university teachers prefer that these two years should be part of the colleges/universities. Some people have, however, suggested that these two classes should be attached to selected high schools which because of their location, buildings, staff, equipment etc., can be conveniently upgraded to the 12 years high secondary schools. The Committee has also noted that one State Government, which had earlier accepted the scheme of higher secondary (11-year schooling education and introduced it in the new IX and X classes, has reconsidered the whole matter and decided to restore its previous 11 year high school with 1 year of pre-university class attached to the colleges.

12. The other view presented to us is that it would be unwise at this stage to bring about any change in the reorganised pattern of secondary education, viz., the 11 year higher secondary schools. This view emphasized that the difficulties standing in the way of proper functioning of the higher secondary pattern should be removed, so that a good trial was first given to it. It has been expressed that



frequent changes in the pattern of education are wrong because they confuse parents and others and have a severely dampening effect on the enthusiasm of teachers and other educational workers for the new type of work. It is not possible to say firmly that the 11 year school cannot succeed in raising the standard of secondary education. The example of Delhi, where the pattern has been worked over a larger number of years, can be conveniently quoted in favour of the 11 year pattern. In Delhi, as anywhere else in smaller measure, whenever the higher secondary schools have been well-staffed and well-equipped, they have undoubtedly shown satisfactory results.

13. In this connection, the desirability of their being a uniform pattern of secondary education in all the States and Union Territories is also under consideration with us.

14. We are, therefore, still studying this aspect of secondary education and we will, for the present, like to defer our recommendations on the pattern of secondary education for the country till we have collected more evidence and further analysed the situation.

### **Teachers**

15. The teacher is apparently the most important element in any scheme of reorganisation and improvement of education. We are not attending to matters relating to teacher-training for the present, because that is being separately studied by a Panel of the Committee on Plan Projects. We have, however, been able to devote attention to some other aspects of teachers, viz., their age of retirement, qualifications, supply etc.

### **Age of retirement of teachers**

16. We have noted that the age of retirement of secondary school teachers varies to some extent from state to state. There is also in some places a difference in the age of retirement of the Government and of the private school teachers. The Government school teachers in any state are covered by the rules laid down for all Government employees in the state. Sometimes the age of retirement of private aided school teachers have been kept a little higher than the Government school teachers in order to compensate to some extent for the non-admissibility of pension for the private school teachers. We have also noted that the age of retirement of the university and college teachers too varies to some extent among different universities, and in some of them it is as high as 63 years.

17. Government of India have recently raised the age of retirement of its employees to 58 years. It is presumed that the same will, in due course, be done by most State Governments for their own employees as well.

18. In so far as secondary school teachers are concerned, we recommend that their age of retirement should be 60 years, for, it will not be in the national interest to lose the services of experienced teachers by retiring them at an earlier age. Even in the case of teachers in Government employment, we recommend that 60 years should be the age of retirement of school teachers even though it

may mean a distinction among employees of the same State Government. We also recommend that in view of the shortage of experienced teachers in subjects such as science, English, mathematics, crafts etc., further extension or re-employment should be given to teachers of the shortage categories on year-to-year basis, provided they are physically fit to work.

### Supply of Science and other Teachers

19. It is expected that by the end of the Third Five Year Plan there will be about 21,700 secondary schools and out of these nearly 9,500 will provide science of the elective standard. About 4,500 schools already provide the teaching of this subject and thus 5,000 more will need qualified and trained science teachers to handle the subject. On an average, two additional M.Sc. trained teachers are needed for teaching elective science in a secondary school with one section in each of standards IX to XI. The total teacher requirement would thus come to 10,000 and the break-up for elective science between chemistry, physics and biology in the ratio of 40:35:25 gives the following figures :

Chemistry	..	..	4,000
Physics	..	..	3,000
Biology	..	..	2,000

This calculation does not take into account the existing shortage of M.Sc. teachers which is as high as 80% in some states, nor the replacements that will be required in the normal course.

20. In the year 1959-60, 3,971 passed the M.Sc. examination in the whole country. In the Third Plan, the universities propose to increase their proportion of science students from 30% to 40%. Accordingly, the total enrolment in the M.Sc. classes in March, 1962, had been raised to 12,062. On this basis the average annual output of M.Sc.'s during the Third Plan will be 4,500. On the present conditions, not even 20 to 25% of these may be available to teach science in secondary schools. This means an average supply of only about 1,000 teachers per year to secondary schools. Even if we place the requirement of teachers as 1,000, 1,500, 2,000 and 3,000, respectively, we shall have a total shortage of not less than 5,000 persons, i.e. 50% of the total need during the Third Plan alone.

21. Teachers with post-graduate qualifications are observed to be in short supply in some other subjects also, e.g., English, mathematics.

22. The difficulty in obtaining for secondary schools teachers in science and other shortage categories is because of several factors : (1) The facilities for post-graduate in the universities are not adequate (ii) There are more lucrative jobs available to them outside the teaching profession, and (iii) A further period of one year and the needed expenditure is to be spent in a training college before becoming qualified to teach in a higher secondary school.

23. If the higher secondary education in India is to be improved several steps will have to be taken to provide suitable qualified teachers. After carefully looking into this matter, we have concluded that the teachers of the higher secondary classes and lecturers in colleges should be of equivalent qualifications and should be given the same salary scales, for the pre-university class is, in the educational ladder, at par with class XI of the higher secondary school. In view of the fact, however, that post-graduate teachers would not be available to work in higher secondary schools, we recommend that trained Honours graduates may be appointed to teach in these classes as an interim measure. Some of us are, however, of the opinion that trained Honours graduates of certain Indian universities and 1st class trained graduates have been found competent to teach in higher secondary classes and that therefore, teachers possessing such qualifications should be academically qualified to teach higher secondary classes.

24. Implementation of the above recommendation relating to post-graduate teachers, particularly with respect to the salary scales, may take some time more so during the present emergency conditions when sufficiently increased resources may not be available for social services. But we consider the question of suitable salary-scales for the secondary school teachers to be so important that any amount consistent with the country's economic resources, spent on improving their emoluments will be very rightly spent.

25. Till the above can be achieved, a few interim measures are being recommended in order to improve the present situation. These are :

(i) The output of post-graduate and Hons. graduates particularly in science, should be increased by maximum utilization of the available laboratory facilities.

(ii) Depending upon the supply and demand position in an area higher initial salaries should be paid to teachers of categories which are in short supply, and the possibility of a higher start should be mentioned in the advertisement for inviting applications. (We have considered a suggestion to create a specially higher salary scale for teachers of only science and other shortage categories, but we do not favour this distinction between teachers of different subjects working in the same institution. We, however, strongly recommend the giving of advance increments within the same scale for all teachers in shortage categories.)

(iii) The condition of teacher training qualification may be temporarily relaxed in the case of science and any other subject where found necessary.

(iv) Extension or re-employment in service may be given to retiring teachers of categories in short supply provided they are found fit to work.

(v) Re-employment on part-time basis may also be given after retirement to those teachers of science and other shortage categories who are willing to work and are fit to do so.

(vi) In particular subjects where teachers are in short supply, co-operative or pooled teaching among schools in the same locality with provision of transport facility or a suitable allowance may be permitted.

(vii) Teachers working in colleges and other institutions of higher learning or other academically qualified persons of the same area may be invited to help on part-time basis in teaching the higher secondary classes.

(viii) With the help of U.G.C., and the universities, condensed courses should be organized for the graduate teachers in order to equip them to teach higher secondary classes. The syllabus in these courses should aim at the Hons. standard with emphasis on the topics taught in the school. The course should cover all practicals in the higher secondary school and it should give adequate workshop practice for the upkeep and repair of apparatus in the school. Incentive should be provided to successful teachers in the form of special increments. The creation of a training reserve to provide for the appointment of substitutes in place of teachers sent for such training will be necessary for the success of any scheme of this kind.

(ix) Promising students in the 2nd or 3rd year of B.Sc. course should be selected and given a stipend to complete their course if they agree to enter into a contract to serve as teachers for a minimum period of 3 to 5 years.

### **Private School Teachers**

26. We have also given thought to the functioning of private secondary schools and the teachers working there. A more comprehensive study and examination will be needed before we can make detailed recommendation, on such schools. However, one thing is very clear to us. The curriculum laid for the Government and private schools is the same. Pupils in both types of institutions are prepared for the same examinations. Thus the work and responsibilities of teacher employed in Government and private schools are identical. We therefore recommend that the salary scales and allowances prescribed for private school teachers must not be lower than those for Government schools of corresponding stage, provided of course their qualifications, conditions of service and discipline are similar to those prescribed for teachers of Government schools.

### **Teacher's organizations**

27. We have not yet been able to study the various issues connected with the organization of teachers. There are many organizations of secondary school teachers functioning at local district, state and regional or national level. It has been expressed to us that teachers' organizations may tend to become trade unions, which is undesirable. It has also been indicated to us that such organizations have shown some interest only in their working conditions and improvement of emoluments.

28. Pending any further examination of this matter, we wish to emphasize the usefulness of teachers' organizations interested in their professional work. We recommend that all such activities on the part of teachers' organizations which promote professional and educational competence of teachers should be encouraged, guided and

assisted by the State Departments of Education. Teachers' organizations have been reported to press for recognition by State or other administrative authorities. We feel that any organization of teachers which have shown effective interest in work relating to the teaching profession will automatically draw the attention of concerned authorities and will be looked upon for consultation, help and even advice in matters concerning them. We, therefore, wish to advise the teachers of secondary schools that they should concentrate the energies of their organizations mainly on constructive professional work.

### **Summary of the recommendations**

1. The age of retirement of secondary school teachers should be raised to 60 years. Re-employment or extension in service may be given to teachers of categories in short supply, provided they are found fit to work.

2. The teachers of higher secondary classes and the lecturers of colleges teaching the pre-university classes should have equivalent qualifications and should be given the same salary-scales.

In view of the fact, however, that post-graduate teachers would not be available to work in higher secondary schools, trained Hons. graduates may be appointed to teach in these classes as an interim measure. Some members of the Committee are, however, of the opinion that trained Hons. graduates of certain Indian universities and 1st class trained graduates have been found competent to teach in the higher secondary classes and that, therefore, teachers possessing such qualifications should be considered qualified to teach higher secondary classes.

3. During the interim period, the following steps may be taken to increase the supply of teachers for higher secondary schools:

- (i) The output of post-graduates and Honours graduates, particularly in science, should be increased by the maximum utilisation of available laboratory facilities ;
- (ii) Depending upon the supply and demand position in particular areas, higher initial salaries be paid to teachers of categories which are in short supply ;
- (iii) The condition of teacher training qualification may be temporarily relaxed in the case of science and any other subject where found necessary ;
- (iv) Extension or re-employment in service may be given to retiring teachers of categories in short supply, provided they are found fit to work ;
- (v) Re-employment on part-time basis may also be given after retirement to those teachers of science and other shortage categories who are willing to work and are fit to do so ;
- (vi) In particular subjects in which teachers are in short supply, co-operative or pooled teaching among schools in the same locality, with provision of transport facility or a suitable allowance, may be permitted ;

- (vii) Teachers working in colleges and other institutions of higher learning or other academically qualified persons of the same area may be invited to help, on part-time basis, in teaching higher secondary classes ;
- (viii) With the help of the University Grants Commission and the universities, condensed courses should be organized for the graduate teachers in order to equip them to teach higher secondary classes. The syllabus in these courses should aim at the honours standard with emphasis on the topics taught in the school. The course should cover all practicals in the higher secondary school and it should give adequate workshop practice for the upkeep and repair of apparatus in the school. Incentive should be provided to successful teachers in the form of special increments. The creation of a training reserve to provide for the appointment of substitutes in place of teachers sent for such training will be necessary for the success of any scheme of this kind ; and
- (ix) Promising students in the 2nd or 3rd year of B.Sc. course should be selected and given a stipend to complete their course if they agree to enter into a contract to serve as teachers for a minimum period of 3-5 years.

4. The salary-scale and allowances prescribed for private school teachers must not be lower than those for Government schools of corresponding stage, provided the qualifications, conditions of service and discipline are similar to those prescribed for teachers of Government schools.

5. All such activities on the part of teachers' organisations which promote professional and educational competence of teachers should be encouraged, guided and assisted by the State Departments of Education.

#### STANDING COMMITTEE ON UNIVERSITY EDUCATION OF THE CENTRAL ADVISORY BOARD OF EDUCATION

In order that the Central Advisory Board of Education may receive for consideration from time to time reports based on a comprehensive examination of the existing educational problems and the assessment of the progress of various development schemes, the Chairman of the Board constituted four Standing Committees of the Board for primary education, secondary education, university education and social education.

2. Accordingly the Standing Committee on university education was constituted with the following personnel :

- |  |          |
|--|----------|
| 1. Dr. C. P. Ramaswami Ayyar, Vice-Chancellor,<br>Annamalai University                 | Chairman |
| 2. Prof. A. R. Wadia, Member, University<br>Grants Commission and Member Raja<br>Sabha | Member   |
| 3. Prof. M. N. Srinivas Professor of Sociology,<br>Delhi University                    | Member   |

4. Dr. P. K. Kelkar, Director, Indian Institute of Technology, Kanpur	Member
5. Dr. Vikram Sarabhai, Physical Research Laboratory, Ahmedabad	Member
6. Prof. M. Mujeeb, Sheikh-ul-Jamia, Jamai Millia Islamia, New Delhi	Member
7. Dr. D. R. Gadgil, Director, Gokhale Institute of Politics and Economics, Poona	Member
8. Dr. Suniti Kumar Chatterji, Chittaranjan, Legislative Council, West Bengal, Calcutta	Member
9. Pt. H. N. Kunzru, Member University Grants Commission	Member
10. Prof. S. N. Bose, National Professor, Calcutta	Member
11. Prof. Hiren Mukherjee, M. P. Government College, Calcutta	Member
12. Mrs. Muriel Wasi, Deputy Educational Adviser, Ministry of Education	Member-Secretary

Prof. M. S. Thacker, Member (Education, Planning Commission) has also been nominated as member of the Committee recently. Sri T. S. Bhatia, Deputy Secretary, Ministry of Education has taken over as Member-Secretary *vice* Mrs. Muriel Wasi.

3. The terms of reference are as follows :

- (a) assessment of the present position of university education in all its aspects ;
- (b) evaluation and assessment of the extent to which the previous recommendations have been implemented and the problems arising therefrom ;
- (c) formulation of the aims and objects of university education in relation to changing conditions and needs ;
- (d) formulating the plans for future development and indicating the priorities for them ; and
- (e) estimating the cost of the programmes it may suggest.

4. The Committee has met twice so far on 26th/27th July and 25th/26th October, 1962. Pandit H. N. Kunzru, Dr. D. R. Gadgil, Prof. H. N. Mukerjee could not attend any of the meetings. Dr. Kelkar attended the first but was unable to attend the second meeting. Prof. A. R. Wadia attended the second but could not attend the first meeting.

5. At the outset, regarding the status of the Standing Committee *vis-a-vis* the University Grants Commission the Committee felt that there was no conflict or likelihood of a conflict in scope between them since the present Committee would report to the Central Advisory Board of Education that would consider its recommendations. The Committee finalised its programme of work and the points on which

it would concentrate. The Committee also finalised a questionnaire and it has been issued to the Vice-Chancellors and Registrars of all Indian universities, to the Directors of all the five institutions which have been deemed as universities under Section 3 of the University Grants Commission Act, 1956 and to the heads of departments and principals of constituent and affiliated colleges of the universities of Delhi, Calcutta, Bombay, Madras, Banaras and Annamalai. The replies received are being analysed.

6. The Committee pointed out that in order to ensure that all available talent was accommodated in technological institutions, four Regional Institutes of technology had been set up to cater for students of engineering and technology and suggested that a similar step should be taken for the humanities. The Committee felt that if necessary, these Regional Centres could also be declared as institutions of National importance.

7. The Committee discussed the need to avoid duplication at the centre to ascertain exactly what universities had done to date to bring out publications that would be useful to university students in science, technology and the humanities, and indicated that there was much overlapping at present in the production of books usable at university level between the Sahitya Akademi, the National Book Trust, the Publications Division of the Ministry of Information and Broadcasting and the schemes for Standard Educational Works by the Ministries of Education and Scientific Research and Cultural Affairs. It was suggested that where possible, the universities, by taking over this work, could obviate duplication.

8. The reports of the Expert Committee on Correspondence Courses and Evening Colleges were considered by the Committee and it was decided that there were various ways of receiving education at university level today : viz., (a) the normal college way, (b) the way of evening and morning colleges, (c) courses for external degrees and (d) correspondence courses. Though it was premature to try to grade these as inferior or superior to one another, it was evident that these were different media of Education and some attempt should be made to distinguish one from the other. Finally, it was decided (i) that the experiment started at Delhi university should be watched for a year or so before any further decision was taken, (ii) that opportunity should be given to students of correspondence courses to have personal contact with their tutors, (iii) some distinction ought to be introduced between a degree obtained in the normal way and a degree obtained externally or by correspondence courses—in the later case by, for instance, the addition of the letter "C" and (iv) that correspondence courses/evening college courses should be of longer duration than the normal college course. In considering new forms of education, it should be the main objective to reduce cramming and to raise standards of original thinking. With this end in view, one should not compare new forms of education with the less successful education possibly obtained at some affiliated colleges today but that the purpose should be to raise standards of education everywhere.



## STANDING COMMITTEE ON SOCIAL EDUCATION

## INTERIM REPORT OF THE WORK DONE BY COMMITTEE

The Standing Committee on Social Education was constituted in June 1962. Its membership is as follows :

1. Dr. M. S. Mehta . . . . .	<i>Chairman</i>
2. Dr. D. P. Mishra . . . . .	<i>Member</i>
3. Shri S. L. Silam . . . . .	<i>Member</i>
4. Smt. Susheela Pai . . . . .	<i>Member</i>
5. Smt. Sarojini Mahishi, M. P. . . . .	<i>Member</i>
6. Shri Satya Charan, M.P. . . . .	<i>Member</i>
7. Shri N. Bhadriah . . . . .	<i>Member</i>
8. Dr. T. A. Koshy . . . . .	<i>Member</i>
9. Smt. Akkamma Devi, M.P. . . . .	<i>Member</i>
10. Shri A. R. Deshpande . . . . .	<i>Member-Secretary</i>

Smt. Ranu Mookerjee and Shri M. Fayazuddin, members of the C.A.B.E. have also joined the Standing Committee on Social Education.

## MEETINGS OF THE STANDING COMMITTEE

2. The first meeting of the Standing Committee was held at New Delhi on 20th and 21st August, 1962. Detailed preliminary discussions were held on social education and the members expressed their views. Three Sub-Committees were constituted. Committee No. 1 was to draft the "Concept of Social Education". Committee No. 2 was to prepare the questionnaire on important points relating to social education. Committee No. 3 was constituted for preparing a Perspective Plan for development of social education.

3. The second meeting of the Social Education Committee was held at Poona on 15th and 16th October and at Bombay on 17th October, 1962. The Committee studied in detail the working of the Gram Shikshan Mohim of the Government of Maharashtra and interviewed several officials and non-officials who were connected with this campaign for removal of illiteracy. A report on the Gram Shikshan Mohim is under preparation. At Bombay, important questions regarding urban social education were discussed with members of the Bombay City Social Education Committee.

4. Sub-Committee No. 1 had prepared a draft on the "Concept of Social Education". This was fully discussed and finalised. It will be issued shortly in a printed form.

5. Sub-Committee No. 2 prepared draft of a questionnaire. This was discussed and approved and is under print. It will be issued to several Governmental and non-Governmental organizations and persons according to the list prepared and approved.

6. Sub-Committee No. 3 is holding preliminary discussions for preparation of an outline of the Perspective Plan for development of social education.

7. The third meeting of the Standing Committee was held at Bangalore on 23rd March and at Mysore on 24th and 25th March, 1963. The Committee discussed the question of co-ordination of social education with the Education Minister of Mysore State and State level officers connected with the implementation of the Social Education programme. The Committee then visited the literacy centres, libraries and janata vidyapeeths conducted by the Mysore State level officers connected with the implementation of the Social studies and research may be undertaken was discussed and finalised. Discussions were also held with the President and members of the Mysore State Adult Education Council. Minutes of this meeting are under preparation.

8. The fourth meeting of the Standing Committee is to be held at Bhopal on Sunday, the 5th May, 1963 to consider the items of the Agenda of the C.A.B.E. relating to social education and social welfare and to make recommendations. Recommendations will be made available to the C.A.B.E. before its session begins.

## APPENDIX 'J'

### MEMORANDUM ON

#### Item No. 12: **Working Days in Secondary Schools in India.**

[Ministry of Education]

The question of holidays in educational institutions in India was considered by the Central Advisory Board of Education for the first time in 1943. The Board observed that "it would not be possible to lay down at this stage any rules which could be of universal application". They considered "it desirable that there should be complete flexibility in determining such matters". Later in 1952 the All India Secondary Education Commission also examined this and stated that "no country, perhaps, enjoys as many holidays as India and with the innumerable holidays given for various religious functions, the work of the school is seriously handicapped" and it recommended that "the total number of working days in a school should not be less than 200".

2. The present position is that working days in a year in schools in India range from 200 to 210. Such days in many other countries of the world are much higher in number as is clear from the following table :

Country	No. of working days in a year in Se- condary schools
Australia . . . . .	240
Byelorussia S. S. R. . . . .	234
China (Republic of) . . . . .	240
Czechoslovakia . . . . .	240
Denmark . . . . .	236
Germany (Federal Republic of) . . . . .	233
Korea (Republic of) . . . . .	230
Moraco . . . . .	240
Netherlands . . . . .	240
Norway . . . . .	228
Peru . . . . .	270
Poland . . . . .	220
Rumania . . . . .	222
Saudi Arabia . . . . .	228
U. S. S. R. . . . .	234
U. A. R. . . . .	220
Viet-Nam (Republic of) . . . . .	216

3. Apart from the fact that in many notable countries of the world, e.g., Australia, Republic of China, Netherlands, U.S.S.R., etc. the academic session is already longer than in India, it has to be emphasized that the requirements of newer educational programmes and activities in the schools also necessitate an increase in the working days. With the object of catching up with the progress in science and other fields of knowledge in the world, we are trying to strengthen our syllabus at the school level. Something has been done in this direction and more has yet to be done. By the appointment of teachers with better qualifications and training and by the adoption of improved techniques of teaching, should be possible for us to introduce in our secondary schools some of the things which have been taught previously at the earlier stages of collegiate education. To some extent this is already being done with success in some countries abroad and has been attempted in some of the better schools in India too. There is also an increasing emphasis on broadening the base of education and introducing more of co-curricular and extra-curricular activities. Further, under the recent emergency, a number of additional activities have been introduced which have increased daily work in schools. The introduction of intensive programmes of physical education for secondary school pupils, the emphasis on teachers and grown-up students to receive training in first-aid etc. and do social service, and the unavoidable necessity in many cases either to use the same building for two schools running in two shifts or to use it for organising short courses in technical and other types of training connected with Defence effort have tended to reduce the school-time available for academic work.

4. It is therefore recommended that the existing working days in lower secondary and secondary schools (i.e., classes VI to XI/XII) all over the country should be raised to 240 in a year which will include examination days, and that the additional time thus made available should be utilised to (i) strengthen the teaching of various subjects, (ii) lay emphasis on self study and use of library resources by pupils, and (iii) increase written work and home assignment and improve their correction by teachers.

5. The total number of holidays in a year may generally be made up as under :

(i) National or common holidays (Republic Day, Holi, Muharram, Janam Ashtami, Independence Day, Dussehra, Mahatma Gandhi's Birthday, Diwali, Guru Nanik's Birthday and X-Mas Day)	10
(ii) State or local holidays . . . . .	10
(iii) Two terminal holidays . . . . .	16
(iv) Sundays . . . . .	52
(v) Summer/Winter vacation . . . . .	34
TOTAL	122

Therefore the balance of working days available is  $365 - 122 = 243$ .

6. The main saving in the holidays in the above scheme is in summer/winter vacations. The result will be that the schools will now remain open for about a month more during summer or winter when previously they have remained closed. This period of one month may be made up by further continuing the schools for about a fortnight before the commencement of vacation and opening them after the vacation about a fortnight earlier.

7. Only two arguments may possibly be raised against the proposal. It may be expressed that holidays and vacations are useful for students to make up their arrears in studies and have extra reading. Every teacher and parent undoubtedly knows the serious limitations of this argument. It is only the few best students who really make good use of the holidays and in the case of the rest, which constitutes the largest majority, the holidays are idled away and are not put to any significant use. From the side of the school teachers it may be expressed that their holidays, particularly the summer vacation, are being curtailed without any compensation. This argument should not arise because the above proposal in any case provides for 1/11th of the year as vacation, and normally in Government service and other well-established organisations the earned leave is only 1/11th of the continuous period of duty. In other vacation departments also, *e.g.*, civil courts, the vacation period is for one month only and the employees do not have the privilege of any earned leave. The proposal should, therefore, be acceptable to everybody.

## APPENDIX 'K'

### MEMORANDUM ON

#### **Item No. 13 : Consideration of the Report on the Progress of Implementation of Important Plan Schemes during 1961-63.**

(Ministry of Education)

### PART I

#### CENTRAL AND CENTRALLY SPONSORED SCHEMES

##### ELEMENTARY & BASIC EDUCATION

#### **Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia—(Plan Provision : Rs. 25 lakhs)**

The general conference of UNESCO held in 1958, authorised the Director-General to initiate programmes for the development of primary education in Asia. One of the programmes considered in this connection was the establishment of a Regional Centre for the training of educational planners etc. It was decided to establish this centre in New Delhi. Accordingly it was set up in April, 1962 under contract with UNESCO, the expenditure being shared on an agreed basis.

Its main functions are:

- (i) to conduct research on problems connected with educational planning and administration and school supervision ;
- (ii) to conduct short-term courses for the training of educational planners, administrators and supervisors in Asia ; and
- (iii) to offer assistance to member States, upon request, through short missions of the Centre staff, either for the purpose of advising on educational planning and administration or for conducting training courses at the national level.

So far two training courses, as proposed, have been completed.

#### **Seminars—(Plan provisions : Rs. 2.5 lakhs)**

A large number of practical problems concerning planning, publicity, teacher training, wastage etc. on primary education and girls' education are discussed in National and State seminars of high level state officers, organised each year. The Second National Seminar on primary education was held during the year. On account of the national emergency, the seminars on girls' education proposed for 1962-63 have been cancelled.

The programme for 1963-64 has also been considerably curtailed as only a provision of Rs. 5,000 has been made.

### **Production of Literature for Children (Plan provision : Rs. 15 lakhs)**

This scheme consists of 3 parts :

- (a) Preparation of books for children.
- (b) Production of books for children and teachers on National Emotional Integration; and
- (c) Sahitya Rachanalayas.

All these three schemes have now been kept in abeyance on account of the national emergency. The details of the first scheme have been worked out and it has not yet been taken up for implementation. In so far as the second scheme is concerned the report of the Emotional Integration Committee was being awaited to work out the details. As regards the third scheme, which is an old scheme for bringing together authors, writers and publishers for training in the preparation and production of children's books, in 1962-63, eight States were requested to organise the Rachanalayas. Of these four have been organised; replies have not been received from three States i.e., Rajasthan, Madhya Pradesh and Punjab while Gujarat has postponed it. A provision of Rs. 10,000 has also been made for organising a Rachanalaya of Artists in Delhi during 1963-64.

### **Gift of Printing Presses from West Germany**

Under UNESCO's programme of assistance to member States in South East Asia for expansion of primary education, the Government of West Germany is making a gift of 3 printing presses, instead of the one originally agreed upon; the value of each printing press is of the order of 2.5 million DM. They are to be located at Mysore, Chandigarh, and in Orissa. There is a Plan provision of Rs. 10 lakhs for the purpose and a token budget provision Rs. 5,000 in 1963-64. As the cost of setting up of three presses has been estimated by the Ministry of W.H. & S. at Rs. 150 lakhs, the Planning Commission has been approached to allocate an additional sum of Rs. 140 lakhs for the purpose from out-side the Plan allotment. The Planning Commission has agreed to the additional allocation of Rs. 140 lakhs subject to its being accommodated within the Plan ceiling. The matter is still under negotiation with the Planning Commission as the Plan outlay of the Ministry cannot accommodate this.

The three presses are expected to be received in 1963-64.

### **Gift of Paper from Sweden**

Under UNESCO's assistance to member countries for expansion of primary education, the Govt. of Sweden has agreed to give 8,000 tons of paper (both cover paper and for inside printing) to enable the States to print and nationalise textbooks at the elementary stage. The first consignment of paper weighing 3,958 tons (of the cif value of about Rs. 35 lakhs) was received at Bombay on 9-2-1963. It was distributed to the State Governments of Jamum & Kashmir, Madhya Pradesh, Maharashtra, Punjab, Rajasthan and C.C.P.&S., New Delhi. The entire expenditure, including the cost of paper and freight charges up to the port of disembarkation in India is met by the Government of Sweden while the inland transportation and clearance charges up to place of delivery are to be borne by the beneficiary States. The second and third shipments of paper of the

cif value of Rs. 35,000 approximately 4,000 tons is due in Madras on 4-4-1963 and in Calcutta at a later date in April, 1963. The Madras consignment is meant for the States of Andhra Pradesh Kerala, Madras and Mysore and the Calcutta consignment is meant for the States of Assam, Bihar, Orissa, U.P. and West Bengal.

### **Gift of Paper from Australia**

2,000 tons of gift paper from Australia for 1961-62 were received in India and have already been distributed to all the State Governments. A second consignment of 2,000 tons for 1962-63 is expected in 1963-64.

### **Publication of Research in Schools of Social Work**

Under this scheme the Tata Institute of Social Science has undertaken the preparation of synopses of researches in social work at the rate of Rs. 10 per synopsis. The total number of such researches accumulated has been estimated at 1,530 by the end of December, 1961. A provision of Rs. 5,000 was made in the budget for 1962-63 for the purpose of grants-in-aid. So far a sum of Rs. 3,210 has been paid to the Institute in two instalments of Rs. 2,610 and 600 respectively for preparing 321 synopses.

### **Centrally Sponsored Schemes of Mid-day Meals**

It has been decided that the States implementing this programme will get 1/3rd of the expenditure incurred by them as central assistance from 1962-63 onwards. The States of Assam, U.P., Punjab, Orissa, M.P., Andhra Pradesh, Madras, Kerala, Mysore, Jammu & Kashmir, and Rajasthan, and the Union Territories of Delhi, A. & N. Islands, Pondicherry, Himachal Pradesh, Tripura and NEFA are implementing this programme.

A target of providing school meals to 10 million children by the end of Third Five Year Plan has been set. During 1962-63, the following amounts were sanctioned to State Governments representing Government of India's share of 1/3rd of the total expenditure reported by the State Governments :

	Rs.
1. Andhra Pradesh . . . . .	1,12,343
2. Kerala . . . . .	6,51,638
3. Rajasthan . . . . .	66,666
4. Madras . . . . .	30,19,513
5. Punjab. . . . .	52,310

### **Scheme of Assistance to Voluntary Educational Organisations in the Field of Education of Girls and Women**

For expending girls education under this scheme, initiated in 1962-63, voluntary educational organisations are given assistance for developing the following types of activities :

- (i) Projects of an experimental or educationally significant nature.



- (ii) Laboratories and libraries in Girls' middle and secondary schools and in training institutions for women primary teachers.
- (iii) Hostels attached to middle, secondary and training institutions for women primary teachers.

Financial assistance is given on sharing basis. The grant-in-aid from the Central Government is at the following rates:

Recurring expenditure . . . . .	75 per cent of the total expenditure.
Non-recurring expenditure . . . . .	60 per cent of the total expenditure provided the grant-in-aid for buildings shall not exceed Rs. 45,000.

The expenditure on the scheme will be met from the Plan provision for the scheme of Assistance to Voluntary Educational Organisations. A grant of Rs. 40,500 has been released to five institutions during 1962-63.

#### **Establishment of State Research Bureaux**

Plan Provision : Rs. 7.80 lakhs.

This centrally sponsored schemes is for improving educational administration by establishing and strengthening Research Bureaux or Centres in the Education Departments of the States, with assistance on 100 per cent basis subject to a maximum of Rs. 50,000 per Bureau. However, the scheme which was to be implemented from 1963-64 has been postponed in view of the present national emergency.

#### **National Institute for Higher Training of Women**

Plan Provision : Rs. 20 lakhs.

The National Council for Women's Education appointed a Committee under the Chairmanship of Shrimati Indira Gandhi to work out details of a scheme for the higher training of women. The Committee has recommended that two multicourse Institutes—one in the North and the other in the South—may be set up. The Government of India has decided that to begin with only one institute may be established in New Delhi.

The implementation of the scheme has been postponed in view of the recent emergency.

#### **Training of Displaced Primary Teachers in West Bengal**

The scheme of training displaced primary teachers in West Bengal, which was transferred to this Ministry from the Ministry of Rehabilitation in April, 1961, has been completed this year. Under this scheme, 296 teachers have been trained. This Ministry has sanctioned a sum of Rs. 1,98,600 during 1961-62 and Rs. 1,30,000 during 1962-63.

## SECONDARY EDUCATION

### **State Bureaus of Educational and Vocational Guidance**

This scheme was formulated and circulated to the State Governments in February, 1962. It envisages the strengthening of existing bureaus and the establishment of such bureaus in States where they do not exist. The scheme also provides for the appointment of Guidance Counsellors in schemes. Cent-per-cent Central assistance is given to the State Governments under this scheme. Proposals under the scheme have been sanctioned for the States of Assam, Kerala, Madhya Pradesh, Maharashtra, Mysore, Orissa and Punjab. The proposals of Uttar Pradesh, Rajasthan, West Bengal and Gujarat are under consideration.

### **Establishment of Education Evaluation (Examination Reform Units)**

The Central Evaluation Unit, now a part of N.C.E.R.T. has done useful preliminary work in the field of examination reform. It was, however, felt that state Evaluation Units should be set up to carry the reform to schools. Accordingly, a scheme was formulated and forwarded to State Governments for the setting up of State Evaluation Units. Under the scheme 100 per cent financial assistance during the current plan has been offered to the State Governments. Sanctions to set up such units have so far been issued to the State Governments of Andhra Pradesh, Bihar, Gujarat, Kerala, Maharashtra, Mysore, Orissa, Punjab and Rajasthan.

### **Strengthening of Multipurpose Schools**

To diversify the content of secondary education, as recommended by the Secondary Education Commission, 2115 multipurpose schools were established in the country during the first and second plan periods. Under the third Plan, a higher priority has been assigned to the consolidation of work in the existing schools instead of opening new schools in large numbers. A scheme for strengthening multipurpose education has been formulated. Under this scheme, the Central Government will give assistance to the States to the extent of 50% of the expenditure which may be incurred on developing the schools to a high level of efficiency. 16 such schools will be selected in the States and 6 in the Union Territories. Proposals have been received from some States and Union Territories and grants will be sanctioned in 1963-64 when the implementation of the scheme commences. In addition, the N.C.E.R.T. has been requested to undertake on behalf of the Ministry a programme of preparation of textbooks, student's manuals and teachers' handbooks for practical subjects taught in multipurpose schools.

### **Scheme for Raising New N.C.C. Units in Residential Public and Central Schools**

There is a scheme in the Third Five Year Plan for opening of new N.C.C. Units in residential and public schools and also in schools to be opened by the Central Government for employees who are liable to transfer to various States. A total provision of Rs. 7.00 lakhs exists in the Plan. For the year 1962-63 there was a provision of Rs. 1.00 lakh but no amount has been spent out of this provision.

5 public schools have agreed to raise new N.C.C. troops during 1962-63. The central schools are being established and fresh N.C.C. in these schools will be raised in 1963-64.

### **Central Institute of English, Hyderabad**

The Central Institute of English, Hyderabad, was established by the Government of India, in co-operation with the Ford Foundation and the British Council, in November, 1958 to stem the falling standards of English in India especially at the secondary school stage. It was registered as a Society under the Public Societies Registration Act, 1860, and the general superintendence, direction and control of its affairs vests in a Governing Body which is autonomous in character.

An important part of the Institute's programme of work relates to the training of lecturers of training colleges and secondary school teachers, besides research work into the problems of teaching English language in this country and the preparation of suitable teaching materials.

There used to be two four-month courses during the year, each for a group of 60 trainees and so far six such sessions have been held. A Committee was set up by the Ministry of Education in February, 1961, to review the work and progress of the Institute. One of its main recommendations related to the starting of a nine month training course for key-personnel. A nine-month diploma course has accordingly been instituted at the Institute and the first course started on 10th July, 1962, with 55 trainees drawn from among the lecturers of training colleges, arts and science colleges, and secondary school teachers. Its advice is available to all State Governments in planning and implementing their programmes for the development of English teaching.

During the first 2 years of the Third Five Year Plan, a sum of Rs. 4,89,000 has been sanctioned towards the construction of the Institute's building which is being treated as a Plan item.

### **National Awards for Teachers**

The scheme instituted during 1958-59 with the object of raising the prestige of the teaching profession and giving public recognition to distinguished primary and secondary teachers is being continued during the Third Five Year Plan. Originally the number of Awards given in a year was 71. The present number is 85—45 for primary and 40 for secondary school teachers. The Awards are conferred annually by the President of India at a special functions organised by the Ministry of Education at New Delhi.

### **Assistance to Voluntary Educational Organisations Working in the Field of Secondary Education**

The scheme, initiated during the First Plan to give grants to voluntary educational organisations during some educationally significant work to expand or improve their existing services or to start new ones, is being continued during the Third Five Year Plan. During the year 1961-62 a sum of Rs. 2,79,555 was sanctioned to 18 institutions and during 1962-63 a sum of Rs. 76,778 has been sanctioned to 14 institutions in different parts of the country.

### Promotion of Gandhian Philosophy

The scheme, instituted during the Second Five Year Plan, to inculcate a proper appreciation and knowledge of Gandhiji's life and thought among Indian students is being continued during the Third Five Year Plan. Kumari Manuben Gandhi has continued her lecture tours in schools and a set of selected Gandhian literature was presented to some institutions of higher learning in the country. The Ministry suggested to various universities in India to organise series of lectures on Gandhiji's life and thought and the expenditure to be incurred on the same was offered to be met by the Central Government. Such lectures were accordingly delivered during 1962-63 by the following persons in the university (universities) mentioned against each :

- |                                |   |
|--------------------------------|---|
| (i) Shri C. Rajagopalachari    | . University of Poona   |
| (ii) Shri U. N. Dhebar         | . Annamalai University  |
| (iii) Shri Kaka Saheb Kalelkar | . Nagpur University and Vallabhbhai Vidyapeeth                  |
| (iv) Dr. R. R. Diwakar         | . Universities of Karnatak, Gujarat and Kerala                  |
| (v) Shri Morarji Desai         | } . Sardar Vallabhbhai Vidyapeeth                               |
| (vi) Shri K. M. Munshi         |   |
| (vii) Shri Manubhai Panchali   |   |
| (viii) Acharya J. B. Kriplani  | . Vikram, Punjab, S. N. D. T. Women's and Calcutta Universities |
| (ix) Prof. H. T. Mazumdar      | . Baroda University   |
| (x) Prof. Humayun Kabir        | . Andhra University   |
| (xi) Shri P. N. Mathur         | . Rajasthan University  |
| (xii) Prof. N. K. Bose         | . Jadavapur University  |

An expenditure amounting to Rs. 21,289.08 has been incurred on the lectures and distribution of Gandhian literature during the first two years of the current Plan. In addition, a sum of Rs. 1,50,000 has been sanctioned to the Gandhian Institute of Studies, Varanasi for its setting up and activities.

#### UNIVERSITY AND HIGHER EDUCATION

### Progress made in 1961-62 Rural High Education

Two new Rural Institutes were started in 1961-62, one in Wardha and the other in Hanumanamatti in Mysore State. These Institutes are now running the Diploma Course in Rural Services including the Preparatory and Certificate Course in Agricultural Science.

A post-diploma course in Co-operation was started in Sri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore.

A Seminar on Extension and Research for the 20 teachers of Rural Institutes who were sent abroad in 1959 under a TCM training programme was held. The more, Seminars, one each for the teachers in economics, agriculture and engineering in the Rural Institutes were also held.

The teachers in English from the Rural Institutes underwent a four-month training in the teaching of English at the Central Institute of English, Hyderabad. Another training course of ten days' duration for the six teachers of the Rural Institutes in the operation of projectors was held in November, 1961 in the National Institute of Audio-Visual Education, New Delhi.

The National Council for Rural Higher Education held its ninth meeting in New Delhi in November, 1961. The Council recommended the appointment of a Committee to revise the Master Plan for the Rural Institutes. The Committee so appointed held five sittings and recommended amendments to the Master Plan.

The Sub-Committee for Research projects approved the project "Socio-Economic Survey of the Students in the Rural Institutes". An expenditure amounting to Rs. 14,76,073.50 was incurred during the year on account of grants and stipends to the Rural Institutes on Plan items.

### Progress in 1962-63 (April-September, 1962)

Grants and stipends amounting to Rs. 7,09,852.42 have been paid to Rural Institutes on Plan items.

A Post-Diploma course has been started in the following three Rural Institutes on the subjects mentioned against each :

- |   |  |
|---|--|
| 1. Gandhigram Rural Institutes, Madurai     | } Community Development<br>and Cooperation |
| 2. Vidya Bhavan Rural Institute, Udaipur    |  |
| 3. Balwant Vidyapeeth Rural Institute, Agra |  |

It is proposed to start a Concurrent Course on Teachers' Training and General Education in Shri Mouni Vidyapeeth Rural Institute, Gargoti from the academic year 1963-64. The syllabus for this course has been finalised.

Under the Scheme of Teacher-Exchange, the six Rural Institutes that agreed to participate deputed one teacher to work in the other on a reciprocal basis for a period of three months from August, 1962.

A Seminar for teachers of Co-operation in the Rural Institutes was held in October, 1962 in Shri Mouni Vidyapeeth Rural Institute, Gargoti.

The tenth meeting of the National Council for Rural Higher Education was held in New Delhi. The recommendations of the Council are being implemented. The National Council for Rural Higher Education conducted final examinations for various courses in the Rural Institutes in April, 1962. The following are the results :

Name of the course	No. appeared	No. passed
1. Diploma in Rural Service . . . . .	383	271
2. Diploma in Civil and Rural Engineering . . . . .	354	217
3. Certificate in Agricultural Science . . . . .	111	102

### Grants to All-India Institutions of Higher Education

The scheme of Assistance to All India Institutions of Higher Education has been continued from the Second Plan. A provision of Rs. 10 lakhs was made in the 1961-62 budget for grants to eligible institutions under the scheme. The scheme was circulated to State Governments in the year 1961-62 but they did not forward many applications from eligible institutions in that year despite reminders issued to them. Grants were however, paid to two institutions as detailed below :

- |   |           |                 |
|---|-----------|-----------------|
| (i) Kanya Gurukula Mahavidyalaya, Dehra Dun | . . . . . | Rs. 53,000/-    |
| (ii) Kashi Vidyapith, Varanasi              | . . . . . | Rs. 1,20,000/-. |

A provision of Rs. 5,25,000 has been made in the budget for 1962-63 for this scheme. Of this, an amount of Rs. 1,50,000 has already been paid to the Gujarat Vadyapith, Ahmedabad. A grant of Rs. 12,500 has also been paid to the Kanya Gurukula, Dehra Dun as a part of maintenance grant for 1962-63.

A Sub-Committee of the Advisory Committee on the scheme of Assistance to All India Institutions of Higher Education has been formed to visit various institutions of Higher education to document the kind of education that is being given by the institutions and to measure their comparative growth. Up to September, 1962 the Sub-Committee visited Ram-Krishna Mission Boys' Home, Rabara, District 24-Parganas, West Bengal and Sri Aurobindo International Centre of Education, Pondicherry. In October, 1962 the Sub-Committee visited Bharati Vidya Bhawan, Bombay ; Yoga Institute, Santa Cruz and Kaivalyadhama Shroeman-Madhava-Yoga-Mandira, Lonavla. Reports on these institutions are under preparation. However, owing to the national emergency, it has been decided to postpone further visits of the Sub-Committee. A drastic cut is envisaged in the provision of the various scheme and it is not, therefore, possible to foresee any appreciable progress in the implementation of this scheme during the remaining period of this year.

### Low Priced Re-Publication of Foreign Educational Standard Works

During 1961-62, consultations were held with the concerned Ministries of the Government of India and broad guiding principles were framed within which the programme of the low priced re-publication of American Standard educational Works could be undertaken with the help of P. L. 480 funds.

The following works were published under the scheme during the year 1961-62 :

		Rs. nP.
1. College Chemistry by Linus Pauling	Original American price . . . . .	30.00
	Re-published price . . . . .	12.50
2. Statistical Methods applied to Experiments in Agriculture and Biology by G.W. Saeedcor	Original American price . . . . .	37.50
	Re-published price . . . . .	15.00

g. A Descriptive Petrography of Igneous  
Rocks by Johannsen :

Vol. I. . . . .	Original American price . . . . .	37.50
	Re-published price . . . . .	10.00
Vol. II. . . . .	Original American price . . . . .	45.00
	Re-published price . . . . .	10.00

In order that the scheme is fairly administered and causes no hardship to Indian authors and publishers, a Indo-American Board, was established in the year 1961-62. The Board consists of 14 members—seven representing the Government of India and seven the Government of the U.S.A.

Twelve other books have been brought out under the Scheme in 1962, bringing the total number of volumes re-published in low-priced editions under the scheme, to 16. Ten more books may be published under the scheme in the course of the remaining months of the financial year 1962-63. As this Scheme involves no expenditure on the part of the Government, no slackening in the pace of this programme is envisaged due to the present national emergency.

This Ministry is also considering a similar scheme of re-publication in low-priced editions of standard educational works in science, technology and humanities by Indian authors. An amount of Rs. 4,00,000 is available for the scheme in the Third Five Year Plan. The scheme is near finalisation.

**T. O. M. Project—Assistance to Home Science Education & Research**

The Budget provision for this project in 1961-62 was Rs. 1,58,400. The project continued to progress during the year.

As regards the training facilities provided under the Programme, the four home science teachers who had gone to U.S.A., in September, 1960 for higher studies/training for 12 months, returned to their respective Institutions.

The project implementation orders for supply of equipment and books under the project expired in 1961 and the commodities which had been shipped prior to the expiry of the PTOs continued to be received by the beneficiary institutions.

Against the budget provision of Rs. 1,58,400 for 1961-62, an adjustment sanction for the amount of Rs. 1,10,048.1 was issued. The full amount of the budget provision could not be used as reconciled particulars of the receipts of materials from the beneficiary institutions were not available.

The project has already been completed. The final adjustment sanction has been issued in the current year for Rs. 3,875 against the budget provision of Rs. 400, for the year 1962-63.

**Ford Foundation Project—Assistance for General Education Course**

This programme, which had been drawn up in 1959-60 with a grant from the Ford Foundation over a period of three years, continued to make progress during 1961-62. The six beneficiary universities under the project conducted seminars and workshops on

general education teaching by inviting top-ranking professors and educationists who had made a special study of a subject. Books on general education were also distributed by the universities. A provision of Rs. 79,000 was made in the budget for 1961-62. This amount, however, could not be spent as utilisation certificates were not supplied by the beneficiary institutions and consequently no grant was issued to them.

The scheme has now been transferred to the U.G.C. for effective implementation with Rs. 1,19,000, being the unspent amount under the scheme.

### **Colombo Plan—Gift of Australian Reference Books to Indian Universities/Libraries/Institutions**

The Government of Australia through their High Commission in India, made a gift of reference books on Australia to 38 Indian universities/libraries/institutions for reference purposes. As the cost of these books is to be reflected in Government accounts, necessary provision of Rs. 66,700 has been made in the budget provision for the year 1962-63 to carry out the adjustment of the value of the books.

### **Delegations/Conferences etc.**

Under this item, a conference of Vice-Chancellors of Indian universities was held in the month of October, 1961. The Conference considered problems confronting university education. The recommendations of the Conference were sent to all universities for necessary action.

The Conference was held again this year in October. A provision of Rs. 20,000 was made for it in the budget for the current year.

### **Grants-in-aid to University Grants Commission**

A provision of Rs. 9.84 crores was made in the budget estimates for 1961-62. Out of this provision, a sum of Rs. 8,36,68,000 was released to the University Grants Commission. A provision of Rs. 8.69 crores exists in the budget estimates for 1962-63. A sum of Rs. 4,33,25,000 has been released to the U.G.C. up to 30-9-1962.

### **Grants to Voluntary Organisations for Construction of Hostels**

A scheme for loans to Voluntary Organisations for the construction of hostels in big cities was included in the Third Five Year Plan. On the recommendations of the Central Advisory Board of Education, the Government of India agreed to the conversion of the scheme of loans into a scheme of grants-in-aid with a Provision of Rs. 8 lakhs in the Third Five Year Plan. The scheme started operating in 1962-63. According to the scheme, financial assistance is given on a sharing basis. The grant-in-aid from the Central Government shall not exceed 50% in the case of men's hostels and 75% in the case of women's, hostels, of the total estimated cost of the hostel building; and the remaining expenditure being borne by the State Government and/or the institution/organisation. The maximum amount of grant admissible under the scheme to a single voluntary organisation is limited to Rs. one lakh.



On the recommendations of the State Governments, grants have been sanctioned so far to three Voluntary Organisations for the construction of hostels.

No more proposals are likely to be considered during the remaining period of the current financial year. The revised estimates of this scheme having already been reduced from Rupees two lakhs to one lakh.

### **Loans to State Governments—For Construction of College Hostels**

A scheme for loans to affiliated and constituent colleges for construction of hostels has been included in the Third Five Year Plan with a total plan allocation of Rs. 40,00,000. The University Grants Commission has agreed that a sum of Rs. 40 lakhs may be found from the plan allocation of the Commission. According to the scheme, all loans will be advanced to State Governments who will reloan the amount to the individual colleges after scrutiny and obtaining suitable guarantee regarding payment.

During 1961-62, loans were sanctioned to the State Governments of Andhra Pradesh, Mysore and Madras for reloaning to the affiliated colleges for the construction of hostels.

A provision of Rs. 5.50 lakhs has been agreed to by the Ministry of Finance in the revised estimates for 1962-63 in respect of this scheme. Out of this provision, it is hoped that sanctions worth Rs. 2 lakhs will be issued shortly. Besides this, a provision of Rs. one lakh has also been agreed to by the Ministry of Finance in the revised estimates for 1962-63 for giving loans to affiliated colleges to whom the balance of the sanctioned loans has still to be paid direct by the Ministry. No proposal has been received so far for sanction of loan out of this fund.

### **Scheme of Correspondence Course, and Evening Colleges**

In March, 1961, the Government of India appointed an Expert Committee to work out the pattern and relevant details of the Correspondence Course and Evening Colleges in the country. The Committee has submitted reports both on Correspondence Courses and Evening Colleges. So far as the Correspondence Courses are concerned, discussion ranged over a wide area since Correspondence Courses are being tried out for the first time in Indian University Education and it was, thus, essential to clarify certain basic issues as well as to formulate educational and administrative problems. The Committee considered all these related and allied problems very carefully drawing upon the experience of other countries and is convinced that if the scheme is consistently operated by exacting and skilled teachers and educational administrators, standards need not and will not suffer. The Committee further recommended that Correspondence Courses in India, at least under present conditions, should lead to a degree or equivalent qualifications and should be administered by universities only.

The university of Delhi has started these courses during the academic year 1962-63.

A provision of Rs. 2.0 lakhs has been accepted by the Ministry of Finance in the revised estimates for 1962-63. It is proposed to sanction of grant of Rs. 50,000 to the university of Delhi, as originally asked for by them, for the implementation of the scheme of Correspondence Courses as soon as the approval of the Cabinet has been obtained.

### **Sponsored Colleges in West Bengal**

In March, 1961, the former Ministry of Rehabilitation transferred the work relating to Sponsored Colleges in West Bengal to this Ministry. During 1961-62, a sum of Rs. 3.63 lakhs was sanctioned to the Government of West Bengal in respect of sponsored colleges there for incurring expenditure on recurring items. A provision of Rs. 3.38 lakhs has been suggested to the Ministry of Finance for inclusion in the revised estimates for 1962-63 in respect of these colleges. It will be possible to release this amount to the Government of West Bengal during the current financial year.

### **Subsidy Towards the Interest Charged on Loans for Construction of Hostels**

A provision of Rs. 1.25 lakhs was made during 1961-62. Since nothing was sanctioned during that year, the entire amount was surrendered. A provision of Rs. 50,000 has been accepted by the Ministry of Finance for inclusion in the revised estimates for 1962-63. Grants have been sanctioned to the Governments of Orissa and Andhra Pradesh respectively during 1962-63.

### **Loans to Universities and Constituent Colleges of Delhi University for Construction of Hostels and Staff Quarters**

During 1961-62, a sum of Rs. 25,400 was released to the constituent colleges of the Delhi university.

No provision has been made in the revised estimates for 1962-63.

#### **NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

### **Central Institute of Education, Delhi**

The most important feature of the work of the Central Institute of Education and the two bureaus attached to it, namely, the Central Bureau of Textbook Research and the Central Bureau of Educational and Vocational Guidance was the orientation of their activities towards the philosophy and programme of the National Institute of Education.

Another important feature during 1961-62 was the preparation of programmes for the new departments of the National Institute of Education. A more systematic Ph.D. programme was also drawn up.

The programme for a Child Study Unit has been approved for carrying on research in child psychology, childhood education and teacher education for the pre-primary stage.

Four seminars were organised for professors and lecturers of Teachers' colleges in India to study and make recommendations on the teaching of geography and mathematics at the B.Ed. level and educational psychology and educational administration at the M.Ed. level.

To highlight the role of the teacher during the period of emergency, two brochures on the subject were brought out in collaboration with the Directorate of Extension Programmes for Secondary Education and distributed among Teachers' colleges in the country. A third, addressed directly to teachers, was ready for publication. A four-day training in 'Geography of the Himalayas and Map Reading' for Delhi secondary school teachers was started and it is hoped to cover, in batches, a large number of teachers.

### **Central Bureau of Textbook Research March 1961—November, 1962**

**Text-books and Curriculum :** The major task entrusted to the Bureau was the writing of textbooks on social studies for the Punjab primary schools. The completed manuscripts along with illustrations were sent to the State in August, 1962.

The Research officer (Science) collaborated with the science unit of the DEPSE in preparing science textbooks on general science for the Punjab.

A Primer-cum-Reader I for Tibetan children was completed in collaboration with a Tibetan scholar.

The Central Committee for Educational Literature has formed panels for writing textbooks on (i) History (ii) Hindi (iii) Mathematics (iv) General Science and (v) Physics.

Of these, the first three panels have started the work.

A pamphlet on 'The Friendship Bag' was prepared.

**Seminars :** The following Seminars were organised :

- (1) Seminar of Physics Teachers of local Higher Secondary schools on 'Assignments in Physics'.
- (2) All India Seminar for the Analysis of Science Syllabi and Textbooks for classes I to VIII.
- (3) Seminar on the Analysis of Syllabi and Textbooks in Mathematics.
- (4) An All India Seminar for the comparative study of the syllabi in Mathematics.
- (5) Seminar of local teachers to discuss the use of Co-curricular activities in the teaching of Hindi.

**National Integration :** Analysis sheets to assess the role of existing text-books in humanities i.e., languages and social studies in promoting national unity were evolved.

A paper on "Promotion of National Unity through Education" was prepared.

'A Guide book on Metric system of weights and measures' for the textbooks writers was prepared.

Two exhibitions of text-books and curriculum materials were organized by the Bureau.

*Publications* : The following publications were brought out :

- (i) Challenging Assignments in History for higher secondary schools.
- (ii) Assignment in Mathematics.
- (iii) Functional Assignments in Geography for higher secondary schools.
- (iv) Analysis of Some Primary-grade History Text-books.
- (v) Guide Book on Metric Weights and Measures.
- (vi) Analysis of Science Textbooks (in Press)

### **Central Bureau of Educational and Vocational Guidance**

*Central Scheme for Development of the C.B.E.V.G.* : To bring about co-ordination among various agencies working in the field of guidance, the Bureau has organized two workshops on an All India level. One of these was on the implementation of the Centrally Sponsored Scheme for Guidance and the other on Long Range Planning in the Testing Field.

To promote an awareness of the need for guidance services, several talks were delivered, and seminars and discussions held. The Bureau undertook the preparation of a number of pamphlets and booklets, including "History of Guidance Movement in India", "You and Your Future", "Mental Tests and Their Uses", "Norms and Their Uses", "Reliability and Validity in the Application of Psychological Tests" and "Construction of Psychological Tests". The Bureau's programme of research has been intensified.

In the area of occupational information, work was continued on the collection of occupational information, as well as on the preparation of posters and charts. A "Plan Your Career" exhibition and a Career Conference were organized.

To meet the needs of the present national emergency the Bureau has (i) prepared occupational information pamphlets about careers in the Defence Services for secondary school students, (ii) conducted five emergency courses of occupational information about Defence Services for training about 200 teachers from Delhi, and (iii) published a pamphlet on "The Role of Guidance Personnel during the National Emergency".

### Directorate of Extension Programmes for Secondary Education

*Central Examination Unit*: The Central Examination Unit is mainly concerned with introducing improved techniques in the field of examination in secondary schools. The Unit works with various agencies connected with examinations and also the training colleges who are concerned with training of teachers.

The test material prepared and tried out earlier was further processed and printed in respect of (a) English, (b) Mathematics, (c) General Science, (d) Social Studies and (e) Geography.

The Unit has prepared specimen teaching units in social studies and general science.

The Unit organized six workshops to analyse question papers of the Boards of the following States (i) Rajasthan; (ii) Gujarat; (iii) Maharashtra; (iv) Madhya Pradesh; (v) Andhra Pradesh; and (vi) Mysore.

The Unit organised 10 workshops for the lecturers of training colleges with a view to orienting them to the new techniques of evaluation. The following States have been covered: (i) Punjab; (ii) Rajasthan; (iii) Madhya Pradesh; (iv) Bengal; (v) Assam; (vi) Gujarat; (vii) Himachal Pradesh; and (viii) Jammu & Kashmir.

Three workshops on Research in Educational Evaluation were held on a regional basis. They included 56 participants from Secondary Teachers Training Colleges, Boards of Secondary Education and State Departments of Education.

The Unit is working upon three major research projects, namely,

- (i) The prognostic value of the Board's Examinations
- (ii) The Study of Failures
- (iii) Standard in Secondary Education

The Unit brought out ten publications

*Extension Services*: The programme of Extension Services is a dynamic plan for the in-service education of secondary school teachers throughout the country.

Two more Extension Centres were established during 1961-62. This brought the total number of Extension Service Centres in the country to 56.

An important programme in 1961-62 was a series of State Conferences of the Directors of Public Instruction/Education of the State and all the Honorary Directors and Co-operators in that State. These joint conferences made significant contribution in bringing the activities of the Extension Projects in closer harmony with the needs of the State.

Another important programme of the year was an All-India Conference held in New Delhi in March 1962. Thirty-one Honorary Directors, 49 Co-ordinators of Extension Centres attended the Conference. The Conference made some very significant suggestions for improving extension projects as well as stimulating teachers to a keener consciousness of their role in educational improvement.

The following five publications were brought out during 1961-62.

1. Extension Project in India
2. Annual Report of the Extension Project for the year 1961
3. Highlights of Extension Activities
4. Annotated Bibliography of Extension Publications from 1955-60
5. Consolidated Recommendation of Zonal Conferences of the year 1961

During 1962-63, efforts were directed towards implementing the recommendations of the All India Conference held in New Delhi in March 1962.

A conference of Honorary Directors of New Centres and Units was held at Bangalore in August, 1962, to discuss problems relating to the opening of new centres/units and chalking out their programmes.

The programme of Seminar Readings has been initiated (1962-63) in co-operation with the State Departments of Education and the Extension Centres in Training Colleges with the object of providing teachers and other educational workers with the means of making significant educational experiences and experiments. A folder giving details of the programme was printed and circulated.

A joint conference of Honorary Directors and Co-ordinators of all Extension Centres in Uttar Pradesh and "officers of the Directorate of Education and the Inspectorate in Uttar Pradesh was held at Lucknow in July, 1962. The Conference discussed problems relating to the co-ordination of work and targets of State Departments of Education.

It has been decided to take up intensive work in selected secondary schools. In pursuance of this decision a workshop on intensive work was held in selected secondary schools. Each Extension Centre will select a cluster of schools and carry on intensive work in all departments of secondary education. It is expected that these schools will inspire other schools.

A Joint Conference of Honorary Directors and Co-ordinators of Extension Service Centres and Units in the State of Gujarat was held at Ahmedabad in November, 1962. The conference discussed *inter-alia*,

- (i) The Role of Extension Centres in the National Emergency
- (ii) Jurisdiction of Extension Centres and Units in Gujarat

Another important programme of 1962-63 is the promotion of investigation and research in Extension work. The following topics for research were selected:

1. Effective Utilisation of Audio-visual Services in the in-service education of teachers.
2. Effective Utilisation of Library Services in the in-service education of teachers.
3. Expectations of Teachers and Headmasters from Extension Services.

Seventeen selected Extension Centres have taken up research in these areas.

The N. C. E. R. T. sanctioned (1962-63) 13 new Extension Service Centres and 24 Extension Service Units. The DEPSE took steps to establish these Centres and Units.

A meeting was held in November, 1962 in which the role of DEPSE in the national emergency was discussed and details of the programme were chalked out. Outlines of the following nine emergency Projects have been developed (1) Safety Measures; (2) A Survey of the Locality and its needs; (3) Food Production; (4) Fire and Fire-Fighting; (5) Transport in Peace and War; (6) Propaganda; (7) Health; (8) Science and Armaments; (9) India's Friends Today. Three publications were brought out during 1962-63.

*Seminars*: During 1961-62 eight All-India seminars and eleven State-level seminars for teachers of mathematics were held.

*Experimental Projects in Secondary Schools*: In order to discuss various problems connected with the promotion of Experimental Projects in secondary schools, an All India Workshop on Experimental Project was organised at Solan in 1962. Eighteen participants from 11 States and one Union Territory attended the workshop. The number of projects sanctioned in 1961-62 and 1962-63 is as follows:

year	No. of projects sanctioned
1961-62	69
1962-63	89

Proposals for 26 more projects have been submitted to the NCERT for sanction.

A popular brochure on "Experimentation in Schools" is being prepared for the benefit of secondary schools.

*Science Clubs*: The physical target of School Science Clubs is 1,000 clubs at the end of the Third Plan to cover about 5% of the secondary schools at the end of the Third Plan. For Central Science Clubs, it is proposed to open 75 more such clubs to cover 55% of training colleges at the end of the Third Five Year Plan.

*Science Day and Fairs* : In order to give a fillip to the Science Club movement it was decided to celebrate a Science Day/Science Fair on 1st December and succeeding days each year in the Extension Service Centres.

*Outlay*

1961-62

1962-63

—

Rs. 39,200

*Regional Colleges Unit* : The project of setting up four Regional Colleges of Education has been designed to prepare teachers for various subjects of the multipurpose secondary schools. The following places were selected for the establishment of the colleges.

- Ajmer (Rajasthan)
- Bhubaneshwar (Orissa)
- Bhopal (Madhya Pradesh)
- Mysore (Mysore State)

The work on the construction of the buildings has been started at Ajmer, Bhubaneshwar and Mysore.

The budget provision has been revised to Rs. 48.80 lakhs.

### **National Institute of Audio-Visual Education**

The various Schemes of Audio-Visual Education under the Third Five Year Plan consist of :

1. Training Schemes,
2. Production,
3. Research & Evaluation, and
4. Extension Services.

Among the training schemes, only the scheme of short-term training courses for teachers is now being taken up. The schemes of production, prototype production of various types of Audio-Visual materials are already in progress.

Although a comprehensive research programme has been envisaged, it has not been possible to take up all the projects, due to lack of Research officers.

The Extension Schemes cover a large number of new projects besides routine items such as the meetings of the National Board, grants to Voluntary Organisations and publication of Audio-Visual journals.

In view of the national emergency, it has been now decided to postpone the short-term and other training courses and concentrate attention in contributing towards the defence effort. A comprehensive programme of production of various types of audio-visual materials highlighting various aspects of life of the Himalayan region has been taken up.



### **National Institute of Basic Education**

The Standing Sub-committee on Extension and Field Services selected 26 training institutes for the location of Extension Services at primary level. An amount of Rs. 2,06,100 has been given to 16 centres as grant-in-aid.

### **National Fundamental Education Centre**

*Training*: During the Second Plan, the Centre trained 81 District Social Education Officers. From April 1961 to October, 1962 it trained an additional number of 36 District Officers in charge of social education.

*Research*: The following research projects were completed :

- (a) Research project on 'The Impact of Television Programmes' ;
- (b) Survey of Living Conditions of Children in Mehrauli Block ;
- (c) Reading Interests and Habits of Village People ;
- (d) Radio Rural Forums in Delhi State ;
- (e) Health Habits of People in Sukhrali village.

The Centre is at present busy with research studies on 'Evaluation of Janata Colleges in Delhi State', 'Field-testing of Books for Neo-literates', 'Factors Leading to Success or Failures of Youth Clubs in Delhi State', and 'Case Studies in Groups-Factions in Rural India'.

*Production of Material*: The Centre produced another film-strip on "Evaluation".

*Publications*: The Centre published three publications

### **Expansion of Publicational Activities of the Ministry of Education**

This scheme did not make any significant progress during 1961-62. An expenditure of Rs. 500 was incurred under the scheme this year.

The scheme has been dropped with effect from 1-10-1962.

#### SOCIAL WELFARE

### **Institute of Library Science, Delhi**

The institute was set up by the Ministry during March, 1959 with the object of providing and extending facilities for training of librarians, especially for public library service.

The institute conducts special courses, diploma course (of one year's duration) and Masters' degree course (of two years' duration). During 1961-62, the institute trained 45 students for diploma course, 8 students for Master's degree course in library science. Four Iraqi students who were sent under the Unesco fellowship programme received special training in advanced librarianship.

The Ministry sanctioned to the university of Delhi funds during 1961-62 to the tune of Rs. 80,000 for the running of the institute.

The fourth session of the institute started on 16th July, 1962.

The budget provision for the institute during the current financial year is Rs. 80,000. So far no funds have been released to the institute during the current year.

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

Under this Scheme, it is proposed to develop the Delhi Public Library into a Central Library in a public library system with its branches in all important localities of Delhi. The system will serve as a model for library development in the States. The following activities are proposed during the Third Five Year Plan:

- (i) Construction of building for Central Library (Delhi Public Library).
- (ii) To set up two branch libraries in important localities of Delhi.

Due to non-availability of sites for buildings for the Central as well as branch libraries, the Scheme could not be implemented so far. It has been decided to establish the branch libraries in rented buildings for the time being. Two branch libraries proposed to be opened for the public from 1-4-1963.

A sum of Rs. 80,000 is being released for the establishment and running of these two branch libraries.

### **Mysore State Vidyapeeth Programme**

In co-operation with the Ford Foundation, the Ministry assisted the Mysore State Adult Education Council, Mysore to establish Vidyapeeths in the Mysore State. The inspiration for Vidyapeeth movement came from Denmark. But the Scheme is drawn to suit the conditions in this country. Originally the plan was to establish 8 Vidyapeeths but now only 7 Vidyapeeths will be established at an estimated cost of \$ 30,000 which is being provided by the Ford Foundation. So far 5 Vidyapeeths have been established and the remaining two will be established by the end of current financial year. The term of the project is up to March, 1963.

### **Assistance to Voluntary Educational Organisations in the Field of Social Education and Libraries**

The scheme which was started during the First Five Year Plan, was continued during the Second and Third Five Year Plans. A provision of Rs. 17 lakhs exists for this scheme for the Third Five Year period. During 1961-62, 14 voluntary organisations were assisted to the extent of Rs. 1.56 lakhs for the development of various activities relating to social education and libraries.

A provision of Rs. 3.5 lakhs has been made for the scheme for the current financial year. Of this Rs. 1.38 lakhs has been sanctioned to 11 institutions during the period ending with September, 1962. It is expected that the balance of budgeted amount will be utilised during the remaining period of the current financial year.

The low scale of expenditure under the scheme during the first six months of the year is expected to be made good during the remaining months of the year, as many of the proposals which are found incomplete are likely to mature of payment.

### **Workers' Social Education Institute, Indore**

The Institute, is a pilot project of social education of industrial workers and their families. The Institute was established in 1960.

The activities of the Institute fall in 2 categories—regular activities and occasional activities.

Under its regular activities, the Institute conducts music class, drawing class, Hindi classes (for Prathama and Madhayami) English class, literacy and handicraft classes for ladies. The Institute maintains a Central Library for the benefit of workers, organises Ramayan paths, Kavi Goshties, Mushaira, Cultural programmes and elocution competitions etc.

The Institute has proved its importance in social education amongst the working class of Indore.

During 1961-62, funds to the extent of Rs. 50,000 were sanctioned for the running of the Institute.

During 1962-63, the budget provision is Rs. 27,000 (Plan) and Rs. 36,500 (Non-Plan).

The proposal of setting up a second Workers Social Education Institute has been deferred.

### **Books for Neo-Literates—Prize Scheme**

The scheme for books for neo-literates has been changed from 'Plan' to 'Non-Plan' from the 8th Competition onward. Thus the expenditure incurred on the Plan items related to the purchase of prize winning books up to the 6th Competition and expenditure on the 7th Competition, other than purchase of books. There was a budget provision of Rs. 4.50 lakhs on the production of Literature for Neo-literates during the Third Five Year Plan.

During 1961-62 a sum of Rs. 24,720 was spent on purchase of prize winning books, honorarium to reviewers prize-money to authors and translation charges to the authors of prize winning books. Expenditure up to September 1962 on the scheme is Rs. 11,519 only. Rs. 8,350 are likely to be spent during the remaining part of the current financial year for the purchase of 1,500 copies each of the four prize winning books @ Re. 1 per copy and the remaining amount to cover other expenses etc. Rs. 9,330 are likely to be spent on the purchase of the prize winning books.

### National Book Trust

The scheme of the National Book Trust has been bifurcated into Plan and Non-Plan with effect from 1-4-61. All expenditure on the scheme except on "actual printing, seminars and conferences" will be treated as committed expenditure. The expenditure during 1961-62 and 1962-63 has been as follows :

1961-62	Rs. 60,000.00
1962-63	Rs. 25,000.00

During 1962-63, an expenditure of Rs. 19,000 was incurred up to 30-9-1962 and sanction for Rs. 6,000 was issued on 21-11-1962.

#### Other Schemes

Name of the Scheme	Progress of Scheme during		
	1961-62	1962-63	
		From 1-4-62 to 30-9-62	Likely achievements and expenditure from 1-10-62 to 31-12-62.
(a) Assistance to Voluntary Organisations for the production of literature for neo-literates . . . . .	Nil	Nil	Nil
(b) Gyan Sarovar . . . . .	Nil	Nil	Rs. 38,294.34 nP.
(c) Model Books . . . . .	Nil	Nil	Nil
(d) 50 : 50 scheme . . . . .	Nil	Nil	Rs. 11,179.98 nP.
(e) Sahitya Shivirs for the training of authors in the technique of writing for neo-literate adults	Rs. 3,682.86 on account of a Shivar organised by the U.P. Govt. during 57-58.	Nil	<ol style="list-style-type: none"> <li>1. Rs. 25,600 for holding Shivirs in Andhra Pradesh &amp; Mysore during 1962-63 @ Rs. 12,800 per Shivar.</li> <li>2. Rs. 10,500 to be paid to Madras, Punjab and Bihar Govts. for Shivirs held up to the end of IIInd Plan Rs. 3,500 to each</li> <li>3. In addition, cost of books for Shivirs during 1962-63 and printing of certificate etc. is also to be met.</li> </ol>

### **Surveys, Training Programme and Pilot Research Project in Social Welfare**

Under this scheme financial assistance is given to those voluntary organisations who are working, or doing research work in the field of social welfare.

A sum of Rs. 1,21,000 was sanctioned to three organisations/institutions for the purpose during 1961-62.

A sum of Rs. 7,026.10 has been sanctioned to three organisations during the period April to November, 1962. Another sum of Rs. 40,000 is likely to be incurred during the remaining year ending March 1963.

### **Grants to All India Welfare Organisations—Developmental & Administrative Grants to Child Welfare and Social Welfare Organisations**

Under this scheme financial assistance is given to those voluntary organisations who are working in the field of social welfare, including women and child welfare.

A sum of Rs. 1,72,895 was sanctioned to eight voluntary organisations during 1961-62.

A sum of Rs. 6,299 has been given to the Indian Council for Child Welfare, New Delhi, during the period April to November 1962, as grant-in-aid. In addition to this a grant of Rs. 16,325 has been sanctioned to the Udaipur School of Social work. Another sum of about Rs. 1,87,000 is likely to be incurred during the remaining period from October to March 1963.

### **Pre-Primary Education and Child Welfare—Assistance to State Branches of the Indian Council for Child Welfare**

Under this scheme grant-in-aid is given to the Indian Council for Child Welfare for the maintenance of nucleus administrative staff in its State Branches.

A sum of Rs. 31,427 was sanctioned to the Council during 1961-62.

A sum of Rs. 2,747.69 has been sanctioned during April to November 1962. Another sum of Rs. 60,000 is likely to be incurred during the remaining year up to March 1963.

### **National Council for Educational Research and Training for Study of Child Growth**

This is a central scheme to be implemented through the National Council for Educational Research and Training for the study and research of child growth. This is the first year of the scheme. The entire budget provision of Rs. 5 lakhs for the plan period has recently been transferred to the National Council for Educational Research and Training.

### **Material and Equipment under T.C.A. Programme—Cost of Material etc.—Social Welfare Educational Institutions**

Under the TCM Programme—O.A. 44 social welfare education books, equipment etc., are supplied to various schools of social work in India.

A sum of Rs. 25,063.49 was sanctioned for the adjustment of cost of books, equipment etc. received under the TCM Programme.

A sum of Rs. 20,533.35 has been sanctioned to three institutions for the adjustment of cost of books, equipment etc. during the current year up to 15-11-1962. Another sum of Rs. 9,446 is likely to be incurred during the remaining period of the current financial year.

### **Grants to Central Social Welfare Board**

Under this scheme grant-in-aid is given to the Central Social Welfare Board for rendering financial assistance to voluntary welfare institutions working in the field of women's welfare, child welfare, and welfare of the handicapped. The Board also meets its office expenditure out of this grant.

A sum of Rs. 1,94,18,834.66 was given to the Board during 1961-62. Out of this amount, it spent Rs. 1,82,90,000.

A sum of Rs. 1,66,25,000 has been sanctioned to the Board in the current year up to 15th November 1962. Another sum of Rs. 28,75,000 is likely to be sanctioned during the remaining part of the year.

### **Social and Moral Hygiene and After-Care Programme**

This is a centrally sponsored scheme but is implemented through the State Governments and Union Administrations. The central assistance is given on 50:50 basis on the actual expenditure incurred by the State Governments and the Union Territories subject to the maximum limit prescribed by the working group on social welfare.

A sum of Rs. 15,12,229 was sanctioned to the State Governments during 1961-62 which includes a sum of Rs. 12,93,729 for 1960-61. Another sum of Rs. 10,17,000 is likely to be given to State Governments during the current financial year.

### **Welfare Extension Project**

Under this scheme financial assistance is given to the Governments of Andhra Pradesh, Madras and Uttar Pradesh for welfare extension projects which have been taken over by the Panchayat Samities in accordance with the provision of the Panchayat Acts of these State Governments and for which the financial assistance was hitherto being given by the Central Social Welfare Board. The important activities undertaken in a welfare extension project are creches nursery schools, medical aid, maternity services, social education, arts and crafts and cultural and recreational activities.

A sum of Rs. 30,000 was given to the Government of Andhra Pradesh during 1961-62.

A sum of Rs. 7,00,000 is likely to be spent during 62-63.

### **Integrated Services for Child Welfare Demonstration Projects**

Under this scheme it is proposed to establish 20 demonstration projects for Child Welfare, one in each State and major Union Territory. The State Governments/Union Territories will receive 100 per cent central assistance to this scheme.

The scheme was finalised in February 1962 and the State Governments/Union Territories were asked to draw up their schemes in the light of the model scheme prepared by the Ministry. Thus during 1961-62 no progress was made in the implementation of the scheme.

During the current year grants have been given to the Governments of Assam, Orissa, Punjab (Rs. one lakh each) for establishing the demonstration projects in their respective states. Sanctions for starting demonstration projects in the Union Territories of Delhi and Himachal Pradesh have also been accorded.

The proposals of the Governments of Bihar, Kerala, Maharashtra, Rajasthan, Uttar Pradesh and the Union Territory of Tripura are at present under consideration. It is hoped that necessary sanction for establishing demonstration projects in these States/Union Territories will be issued during the remaining half year ending March 1963.

### **Bal Sevika Training Programme**

A scheme for Balsevika Training has been started through the Indian Council of Child Welfare. A sum of Rs. 1,20,000 has been sanctioned during the current year for starting Bal Sevika Training Centres at Mysore, Punjab, Rajasthan, Orissa, West Bengal, Kerala, Delhi and Madras.

### **Development of Model School for the Blind Children, Dehra Dun**

The Model School for Blind Children forms part of the project to establish a comprehensive National Centre for the Blind at Dehra Dun. It is at present a primary school. Since the commencement of the Third Plan, two more classes (6th and 7th class) have been added. In addition, UNICEF has agreed to provide some educational equipment to improve the quality of teaching. The equipment is expected to be received shortly. Steps are also being taken to introduce teaching of typewriting.

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

It has not yet been possible to expand the capacity of the Women's Section chiefly on account of the non-availability of suitable accommodation. Meanwhile, an attempt has been made to develop the Section qualitatively. This has been done chiefly by the introduction of new trades like domestic science, doll-making etc.

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

The United Nation Technical Assistance Administration provided an expert for a period of about 3 months to advise on the development of this workshop. UNICEF has agreed to provide the necessary equipment and the Government of India have agreed to provide

the necessary staff. Expansion of the Workshop will take place as soon as the necessary equipment is received. Meanwhile, an I.L.O. expert, provided by the International Labour Organisation to assist in the development of a light engineering section in the Training Centre for the Adult Blind is reorganising the Workshop with a view to bringing about the maximum economy and efficiency in production.

### **Expansion of the Central Braille Press**

UNICEF has agreed to provide a substantial quantity of braille paper, zinc plates and some stereo-type machines. Apart of these supplies have already been received. With the arrival of new machines, it will be possible to almost double the capacity of the Central Braille Press.

### **Scholarship for the Physically Handicapped Children**

During 1961-62, 87 blind, 83 deaf and 156 orthopaedically handicapped fresh scholars were selected. A sum of Rs. 40,310 for the blind, Rs. 24,900 for the deaf and Rs. 1,02,896 for the orthopaedically handicapped was spent during 1961-62.

During April to September, 1962 a sum of Rs. 23,160 for scholarships for the blind, Rs. 14,662 for the deaf and Rs. 16,830 for the orthopaedically handicapped were spent.

The Selection Committees have selected scholars for the award of blind, deaf and orthopaedically handicapped scholarships during 1962-63.

### **Training Centre for the Adult Deaf**

A Training Centre for the Adult Deaf started functioning at Hyderabad towards the end of September, 1962 with an initial batch of 30 trainees. This is the only institution of its kind in the country which imparts training to adult deaf in sheet metal work, wiremanship and fittings. The course is of 2 years duration.

### **National Library for the Blind**

The National Braille Library with an initial stock of about 6,000 braille volumes has just been set up at Dehra Dun. This Library will lend braille books free of cost to blind readers throughout the country. Steps are being taken to obtain some more books from the UNICEF.

### **Establishment of a School for the Mentally Deficient Children**

The establishment of a school for the mentally deficient children in Delhi during 1962-63 has been sanctioned. The school will be intended for the mentally deficient children having an I.Q. of between 50 and 75 and chronological age ranging between 6 and 12 years.

### **Training of Teachers for the Blind in Regional Languages**

Two schemes have been formulated for the training of teachers for the blind and the deaf. These schemes have been referred to the Ministry of Finance for approval.



Four fellowships have been awarded to teachers of the blind and the deaf. The object of these fellowships is to assist these teachers in widening their professional experience.

A scheme for the training of craft instructors (from institutions for the handicapped) in the training institutions of the All India Handicrafts Board has been sanctioned. Five instructors working in institutions for the handicapped have been selected and deputed for training. The trainees will be given a stipends by the training institutions in addition to the usual emoluments who would be reimbursed the cost of appointing substitutes by the Government of India.

### **Employment Organisation for the Handicapped**

Under this scheme, special employment exchanges for the physically handicapped have already been set up in Bombay, Delhi Madras and Hyderabad. Two more exchanges, one each in Calcutta and Bangalore are expected to be established before the end of the present financial year.

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

During 1961-62, grants-in-aid amounting to Rs. 3.17 lakhs were given to 20 voluntary organisations for the handicapped. During 1962-63, (from April to September, 1962) grants totalling Rs. 1.89 lakhs were given to 10 institutions for the handicapped for the construction of buildings and purchase of equipment.

## **SCHOLARSHIPS**

### **Commonwealth Education Co-operation Plan**

#### **Commonwealth Scholarships and Fellowships Scheme**

The scheme provides for the award of 200 scholarships/fellowships during the Third Five Year Plan (100 in 1961-62, 50 each in 1962-63 and 1963-64) to the nationals of Commonwealth countries for study in India. Against 100 scholarships/fellowships offered for 1961-62, 22 have been availed of. Against the 50 awards of 1962-63, 21 have been availed of.

#### **Teacher Training Bursaries to Commonwealth Countries**

The Government of India decided to offer 225 bursaries (50 in 1961-62, 75 in 1962-63 and 100 in 1963-64) to the nationals of other Commonwealth countries for teacher training in India. Against the bursaries offered for 1962-63, and 1963-64, only four nominations (2 each from Ceylon and the New Zealand) have been received and have been approved for award of the bursaries.

The total plan provision for these schemes is Rs. 20.29 lakhs.

#### **Scholarships for the West German Nationals**

Awards are made to the German nationals for studies in India as a measure of reciprocity for the facilities offered by the West German Government to Indian nationals for study/training in West Germany. No awards were made during 1961-62. From 1962-63, the

number of awards has been raised from 10 to 20 every alternate year, to be processed by the Ministries of Education and Scientific Research and Cultural Affairs. Two German nationals who have been awarded scholarships in the humanities are studying in India. Nominations for the remaining five awards in the humanities will be made by the West German Government in 1963-64.

The plan provision for this scheme is Rs. 1.73 lakhs.

### **National Scholarships for Outstanding Students for Post-Matriculation Studies**

The scheme provides for the award of 2,400 scholarships (1,800 on the results of matriculation examination; 400 on the results of intermediate examinations and 200 on the results of degree examinations) to Indian students for study in India. Only those candidates who obtain first division marks are eligible for the scholarships. The awards, are subject to a Means Test according to which students whose parents'/guardian's income is up to 6,000 per annum will get full scholarships and those with the income of their parents'/guardians' from Rs. 6,000 to Rs. 12,000 per annum will receive half scholarships. During 1961-62, 2,400 scholarships were awarded and the selected candidates are continuing their studies. Candidates for 2,355 awards for 1962-63 have been selected and their names have been announced. Selections for the remaining 45 awards are in progress. The scheme is administered by the State Governments/Union Administrations themselves; the necessary funds are placed at their disposal by the Centre.

The total plan provision for the scheme is Rs. 389.64 lakhs of which 308.31 lakhs will be provided by the Ministry of Education and the remaining amount will be made available by the S.R. and C.A. Ministry out of their plan allocations.

### **Merit Scholarships for Children of Primary and Secondary School Teachers for Post-Matric Studies**

The scheme provides for the award of 500 scholarships each year in the Third Five Year Plan to children of primary and secondary school teachers for study in India. Only candidates who obtain first division marks in their school leaving examinations are eligible for the awards. The number of scholarships to each State/Union Territory will be in proportion to the primary and secondary school teachers working there. Each state will get at least 5 scholarships even if the quota of that state is less. During 1961-62, 500 awards were made and the selected candidates are prosecuting their studies. Candidates for 472 scholarships for 1962-63 have been selected and their names announced. Selections for the remaining 28 awards are in progress. This scheme is also being administered by the State Governments/Union Administrations themselves; the funds for the purpose are placed at the disposal of the authorities by the Centre.

The total Plan provision for the scheme is Rs. 54.40 lakhs.

### **Scholarships for Higher Studies in Hindi for Persons from Non-Hindi Speaking States**

Scholarships are awarded to students of the non-Hindi speaking states for university education with Hindi as one of the main subjects. A total of 550 additional scholarships are available for award during the Third Plan period. During 1961-62, 40 additional scholarships were awarded and the selected candidates are prosecuting their studies. Selections for 110 scholarships for 1962-63 are in the process of finalisation.

The total Plan provision for the scheme is Rs. 13.47 lakhs.

### **Scholarships for the Products of Traditional Pathashalas for Research in Sanskrit**

Twenty awards are available every year. Of the 16 candidates who were awarded scholarships for 1961-62, 15 are prosecuting their studies; intimation regarding acceptance of the award from the remaining one candidate has not yet been received. Candidates for the 20 awards for 1962-63 have been selected.

The total Plan provision for the scheme is Rs. 5 lakhs.

### **Scholarships in Residential Schools**

Scholarships are awarded to meritorious students in the age-group 9-12 and are tenable in selected residential schools. Every year, 130 additional scholarships are available for award. Selections for the 1962-63 awards have been made and the results will be announced by the end of February, 1963.

Funds amounting to Rs. 7.80 lakhs will be made available by the Ministry of S.R. & C.A. out of their plan allocation.

#### NATIONAL ARCHIVES

### **Construction of 1st Phase of an Annexe to the National Archives of India Building**

In July, 1961, administrative approval for the revised estimate of Rs. 28,77,000 for the construction of the first phase of the National Archives of Indian annexe was communicated by the Ministry of Education and in October an expenditure sanction of Rs. 26,57,750 plus Departmental charges and 8½% was received from the Ministry of Works, Housing and Supply who were requested to provide Rs. 9 lakhs in the budget estimate of 1962-63 for the annexe building of the National Archives of India instead of Rs. 1 lakh included in the schedule of demands.

There was no further progress till 7th March, 1962, when a meeting was held in the Central Public Works Department, New Delhi and details of the work were discussed. It is understood that the question of comprehensive redevelopment of the Central Vista is under the consideration of the Government of India and in consequence, the work would be held up for six weeks. In October, 1962, it was ascertained that the matter was still under consideration and no final decision was taken.

### **Procurement of Carton Boxes**

As many as 3,350 carton boxes of standard size and 300 outsized (bigger) boxes were procured through the Director General Supplies and Disposals, New Delhi during 1961-62.

During 1962-63, indent was placed for 3,880 carton boxes on the Director General Supplies and Disposals. The supply, however, has not yet been started by the firm concerned.

### **Publication of "Selections from Educational Records of the Government of India"**

#### **January 1961—March 1962**

During the period under review, the typescripts of the second volume of "Selections from Educational Records of the Government of India" on the Growth of Universities in India (1860-1887) were made ready for the Press and sent for printing.

In addition to the above, collection of material on the History of Education Departments in India which shall form part of third volume was taken in hand.

#### **April 1962—September 1962**

During the above period, proofs of the second volume were scrutinised and sent to the Government of India Press, New Delhi, for further proofs.

#### **Programme for October 1962—March 1963**

The printing of volume II is likely to be completed by March 1963. It is also likely that the work of collection of materials for the third volume may be over by that time.

### **Acquisition of Microfilm Copies**

The National Archives of India under its programme of acquiring microfilm copies of records of Indian interest from abroad obtained 207 rolls in 1961 from foreign archival repositories.

The department acquired in 1962 (April to September) the following rolls:

1. Minto Papers
2. Mayo Papers
3. Fowler Correspondence
4. Papers of Sir James Fitzjames Stephen and Hamilton Papers

Birmingham University Library, Birmingham, for microfilms of papers of Sir Austin Chamberlain as Secretary of State for India 1915-1917.

It is proposed to continue the programme of acquiring copies of private papers of Governors General and Viceroys, Secretaries of State and other high Civil and Military Officers connected with the Indian administration available in U.K. During this year much exploratory work has been done in this connection.

## HINDI AND SANSKRIT

**Financial Assistance to Voluntary Hindi Organisations for Promotion of Hindi**

During the year under report grant-in-aid amounting to Rs. 4,78,233 was given to Voluntary Hindi Organisations.

**Appointment of Hindi Teachers in Primary, Middle, High and Higher Secondary Schools in Non-Hindi Speaking States**

During the year under report the scope of the scheme was extended to cover primary and middle schools also besides high and higher secondary schools in Non-Hindi speaking states. The Government of India meets 100% expenditure under this scheme. A provision of Rs. 9 lakhs existed for the scheme for 1962-63.

**Establishment of Hindi Teacher Training Colleges in Non-Hindi Speaking Areas**

This scheme envisages establishment of Hindi Teacher Training Colleges in non-Hindi speaking States to provide adequate number of trained and efficient Hindi teachers in these areas. 100% expenditure on the establishment and running of such colleges is met by the Government of India. During the Third Plan period colleges have so far been started in Kerala, Mysore, Gujarat and Madras. Financial assistance has also been sanctioned to the State Governments of Andhra Pradesh and Maharashtra for expansion of existing facilities for Hindi teachers training.

**Kendriya Hindi Shikshana Mandal, Agra**

A grant-in-aid of Rs. 2,20,000 was given to the Kendriya Hindi Shikshana Mandal, Agra for the training of Hindi Teachers at the Kendriya Hindi Shikshak Mahavidyalaya, Agra. The Mahavidyalaya provides facilities for research and training of Hindi Teachers on scientific lines, as also for the study of advanced Hindi literature and comparative philology of different languages.

**Free Supply of Hindi Books to School and College Libraries**

Under this scheme, sets of Hindi books are supplied free to schools, colleges and public libraries in non-Hindi speaking areas. During the current year 30 books were selected and supplied to various school, college and public libraries in non-Hindi speaking States/Union Territories at a cost of about Rs. 1.35 lakhs.

**Regional Offices**

Two Regional Offices at Calcutta and Madras for better co-ordination and supervision of work on propagation and development of Hindi have been started.

**Exchange Programmes**

The schemes included in the exchange programmes consist of :

- (a) holding of Seminars of Hindi teachers from non-Hindi-speaking States in Hindi speaking States and *vice-versa* :

- (b) lecture tours of Hindi Professors and Scholars from Hindi speaking States to non-Hindi speaking areas and *vice-versa* : and
- (c) organising of debating teams of school and college students from non-Hindi speaking areas to Hindi speaking areas and *vice-versa*.

During 1962-63, two lecture tours were arranged and arrangements for holding two debating teams were finalised.

#### ‘BHASHA’

Six numbers of ‘Bhasha’, a quarterly journal which discusses problems pertaining to Hindi as a vehicle of administration and as a medium of instruction at higher level, were brought out.

#### **Preparation of Bilingual Primers in Tamil**

Under this scheme, a Hindi-Tamil Primer has been prepared and brought out by the Dakshin Bharat Hindi Prachar Sabha, Madras.

#### **Scheme for Preparation and Translation of Standard Works in Hindi**

The Government of India have sponsored a project of preparation and translation of standard works of university level into Hindi and regional languages through universities, Academic Bodies of the State Governments, individuals and voluntary Hindi organisations. In addition, arrangements have been made to have a number of books translated in the Central Hindi Directorate. Special cells for translation work are proposed to be set up in some of the universities and states. This scheme covers writing of original works and translation of books on technical as well as non-technical subjects.

The special features of the scheme are :

- (i) the Government of India bears the entire cost of preparation and the production of the proposed books ;
- (ii) the sale proceeds of the books will be utilised for further production of such books ;
- (iii) the scientific and technical terminology evolved by the Ministry of Education shall be used in these books as far as possible ; and
- (iv) there also exists a provision under which 50% financial assistance to such universities is permissible as may come forward with proposals for translation into Hindi/regional languages of the titles selected by them and approved by the Government.

Co-ordination Committees have been set up in M.P., Rajasthan, Bihar, Punjab, U.P. and Gujarat. About 208 books have been allotted to the translating agencies working under the supervision of these Co-ordination Committees and translation of most of these books has already been started and is in progress. A Unit for the translation of such works has been set up in the Central Hindi Directorate also. Agreements have been executed with foreign publishers in respect of copy rights for 67 books. Three books prepared under the scheme are under print.

### **Scheme for Translation and Publication of Popular Books**

With a view to providing sufficient scientific popular literature in Hindi, this scheme has been initiated. It is being implemented in collaboration with publishers and under this scheme the Government of India undertakes to purchase a specified number of copies of the books prepared. 52 out of 133 books submitted, have been approved for translation and publication by 10 publishers. These books are on agriculture, astronomy, chemistry, education, geography, geology, history, mechanical engineering, medicine etc. It is proposed to bring out about 50 books annually under this scheme.

### **Hindi Encyclopaedia**

The work of preparing 10 volume Encyclopaedia in Hindi at a total cost of Rs. 11.6 lakhs was entrusted to the Nagari Pracharini Sabha, Varanasi, in 1956. The Sabha has brought out two volumes of the Encyclopaedia. The third volume is nearing completion.

### **Dictionaries**

Compilation of five Dictionaries in physics, chemistry, mathematics, botany and agriculture up to pre-degree stage was completed during 1962-63.

During the year under review, the Central Hindi Directorate has brought out a consolidated English-Hindi glossary of technical terms. The Hindi-English glossary has also been prepared and subject-wise consolidated glossaries both English-Hindi and Hindi-English in 26 subjects have been prepared.

### **Hindi Typewriters**

Graphic design of Hindi character of exact size and correct formation have been prepared for supply to the indigenous manufacturers of typewriters to enable them to bring out the typewriters with Hindi Key Board in the market.

### **Translation into Hindi of Official Non-Statutory Literature**

The Ministry of Education is also engaged on the work of translation into Hindi of non-statutory literature such as codes, manuals, rules and forms in use in the Ministries of the Government of India and their attached and subordinate offices. During 1962-63, 142 manuals consisting of 5,700 pages approximately and 3,600 forms were translated into Hindi.

### **Commission for Scientific & Technical Terminology**

A Commission has been set up under the chairmanship of Dr. D. S. Kothari for review, evolution and co-ordination of scientific and technical terminology. During the year under review, the Commission held two Workshops at Simla and Jaipur to review terminology in Physical and Biological sciences. About 41,000 terms were reviewed at these workshops in various subjects.

With a view to discussing and solving the various linguistic problems connected with the evolution of terminology, a workshop of linguist on scientific and technical terminology was also held

in New Delhi from 27th July, 1962 to 1st August, 1962. This workshop made many important recommendations on manifold problems of terminology *vis-a-vis* the existing linguistic principles and techniques of word formation.

The second meeting of the Advisory Board for the Commission for Scientific and Technical Terminology was held on 20th October, 1962. The State Education Ministers, Vice-Chancellors, heads of some universities and other learned bodies are members of this Board and the Board is presided over by the Union Education Minister. On this occasion, an Exhibition of Scientific and Technical Books in Hindi and other regional languages was also organised.

### **Publications**

The Central Hindi Directorate has brought out the following publications during the period under review :

1. A finalised list of Technical Terms English-Hindi (Diplomacy III).
2. A Provisional list of Technical Terms (Hindi-English) on the following subjects :
  - (a) Physics II (Re-print).
  - (b) Meteorology II (Re-print)
  - (c) General Administration (Re-print)
  - (d) Philosophy II
  - (e) Chemistry VI
  - (f) Diplomacy VI

3. The following are in the press :

- A Provisional list of Technical Terms (English-Hindi) on the following subjects :
- (a) History (Pre-History)
  - (b) Transport VI
  - (c) Engineering III
  - (d) Mechanical Engineering
  - (e) Railway Mechanical Engineering
  - (f) Civil Aviation
  - (g) Geology IV

### **Development of Sanskrit**

The first term of the Central Sanskrit Board set up in 1959 expired in September, 1962. The Board was reconstituted under the Chairmanship of Shri M. Patanjali Shastri, Ex-Chief Justice of India (since died). The programme pertaining to the promotion and development of Sanskrit in all its aspects is being continued on the advice of the Board. The progress of the schemes and the projects now



being implemented by the Ministry during the year under review is given below :

(i) **Financial Assistance to Voluntary Sanskrit Organisations :** Under the Ministry's scheme of financial assistance to voluntary organisations/institutions for the promotion of Sanskrit, grants amounting to Rs. 2,02,000.00 were sanctioned during 1962-63 for their development activities.

(ii) **Financial Assistance to Gurukulas :** In addition to the nine Gurukulas selected earlier, two more Gurukulas have been selected for financial assistance under the scheme of development of Gurukulas and grants amounting to Rs. 1,21,000 were sanctioned during 1962-63 for their development activities.

(iii) **Purchase of Sanskrit Books :** On the recommendations of the Central Sanskrit Board, the Ministry of Education have purchased quite an appreciable number of copies of different Sanskrit works for free distribution to voluntary Sanskrit organisation/institutions and universities. In addition, under the Ministry's schemes of re-printing of out of print Sanskrit works, the following books have come out and 333 copies of each of these have been purchased for free distribution.

(i) An Index to the proper names in Mahabharata by S. Sorensen

(ii) Ganaratna Mahedada.

(iii) A concordance to the Principal Upnishads and Bhagvadgita by Col. G. A. Jacob

(iv) English Translation of Ashtadhyayi by S. C. Vasu

(v) English translation of Sidhanta Kaumudi by S. C. Vasu

(iv) **Kendriya Sanskrit Vidyapeetha, Tirupati :** The Kendriya Sanskrit Vidyapeetha has been set up at Tirupati. The courses in pedagogy and training wing have already started. The affairs of the Vidyapeetha are being managed by the Kendriya Sanskrit Vidyapeetha, Tirupati Society registered under the Societies Registration Act. The entire expenditure on running of the Vidyapeetha is borne by the Government of India.

(v) **Preparation of Sanskrit Dictionary based on Historical Principles :** A grant of Rs. 1,50,000 was paid to the Deccan College Post-graduate and Research Institute, Poona during 1962-63 to cover the expenditure for compiling a Sanskrit-English Dictionary based on historical principles. This annual grant is tenable for ten years with effect from 1958-59.

(vi) **Grant of Financial Assistance to Eminent Sanskrit Pandits who are in Indigent Circumstances :** With a view to helping the eminent Sanskrit Pandits who are in indigent circumstances, the Ministry of Education propose to give financial assistance subject to certain conditions.

(vii) **All Indian Sanskrit Elocution Contest :** The first contest was held in November, 1962 in which Sanskrit students trained on traditional lines participated. Eight gold and eight silver medals were awarded to first and second winners in eight different subjects of the contest respectively. A running Silver Shield was also awarded to the team whose overall performance was adjudged the best.

## PHYSICAL EDUCATION

**Promotion of Sports and Games**

The representatives of all the reputed manufacturers of sports goods were invited to participate in a meeting on 17th April, 1961 to examine the question of producing quality goods.

On advice of the All India Council of Sports, the first All India Sports Congress was held in New Delhi from 12th to 14th March 1962 and on this occasion "Arjuna Awards" were given to outstanding sportsmen for the year 1961. The Council recommended that Sports Congress was held in New Delhi from 12th to 14th March feature. Owing to the present national emergency the second all-India Sports Congress scheduled to be held in Bangalore during March 1963 was postponed.

**National Institute of Sports**

The Government has set up a National Institute of Sports with the main object of training coaches in various branches of sports and games. The entire expenditure on the institute is borne by the Government of India. During 1961-62 a sum of Rs. 8,57,250 was placed at the disposal of the institute.

In October 1961, the Rajkumari Sports Coaching Scheme was integrated with the National Institute of Sports. The third *ad-hoc* course of six months duration started in September 1962. The institute is expected to start its regular course in 1963.

**Assistance to National Sports Federations/Associations**

During 1961-62 grants amounting to Rs. 2,88,000 were paid to sports organisations. For the year 1962-63 a budget provision of Rs. 6,50,000 was made for the purpose. A sum of Rs. 4,70,855 was paid to the sports organisations/States Sports Councils by way of grant for their various activities.

Owing to the present national emergency the question of participating in the 7th B.E. and Commonwealth Games has been dropped.

**Construction of Stadia**

On the advice of the All India Council of Sports grants are now paid to the State Governments and National Sports Organisations for the construction of utility stadia costing not more than Rs. one lakh excluding the price of land. The Central assistance is limited to Rs. 25,000 for each stadium. Grants amounting to Rs. 2,11,230 were paid to the State Governments during 1961-62. A sum of Rs. 52,644 has been paid as grants to State Governments of Andhra Pradesh, Kerala and Madras, Bihar and West Bengal for construction of stadia and shooting ranges.

**Promotion of Scouting and Guiding**

For promotion of scouting and guiding in the country Government of India have recognised the Bharat Scouts and Guides, a voluntary organisation. Grants amounting to Rs. 2,40,535 were sanctioned during 1961-62 and Rs. 2,07,124 during 1962-63.

### **Lakshmbai College of Physical Education, Gwalior**

Out of Plan allocation of Rs. 30 lakhs, Rs. 14.7 lakhs was spent during the first two years. The college is a national institution and provides a three-year degree course in physical education at the under graduate level. Since 1960 the college has produced 60 graduates of physical education.

### **Grants-in-aid to private Physical Education Training Institutions**

Out of Plan allocation of Rs. 25 lakhs, Rs. 3.9 lakhs has been spent during the first two years. The object of the scheme is to assist the physical education training institution by payment of non-recurring grants up to 75 per cent for the improvement and/or development of their facilities i.e., development of play grounds, construction of gymnasia, hostels, etc., etc. In view of paucity of funds, assistance under the scheme during the Third Plan has been restricted only to non-government institutions.

### **Promotion of Research in Special Branches of Physical Education including Yoga**

Out of Plan allocation of Rs. 15 lakhs, Rs. 2.5 lakhs has been spent during the first two years. The object of the scheme is to give assistance for the promotion of research in Yoga, Yogic teachers training programme, preparation of popular literature on physical education and recreation etc.

### **Popularisation of syllabi of Physical Education**

Out of Plan allocation of Rs. 7 lakhs Rs. 0.27 lakhs has been spent during the first two years. A one-month orientation course for the representatives of the State Governments and the physical education training institutions was organised in October 1962 to popularise the model syllabus of physical education for boys.

### **Seminars on Physical Education and Recreations**

Out of Rs. 2 lakhs, Rs. 0.07 lakhs has been spent during the first two years. The object of the scheme is to organise all-India seminars with a view to providing an opportunity to workers and experts in the field of physical education and recreation.

### **National Physical Efficiency Drive**

Out of an allocation of Rs. 10 lakhs, Rs. 2.3 lakhs was spent during the first two years on National Physical Efficiency Drive. The object of the scheme is to awaken general awareness of the need and value of physical fitness and to arouse enthusiasm of the people. Two competitions were organised in 1962-63 and 7 persons won the National Awards in 1962 and 5 during 1963.

### **Emergency Scheme of National Discipline and Physical Education**

A sum of Rs. 6 crores has been provided for the remaining part of the Third Plan period for this scheme. The scheme envisages to toughen our youth in the middle, high and higher secondary schools and the emergency scheme seeks to co-ordinate the existing scheme of physical fitness at the school level into a national programme to

cover all students upto the age 16 numbering about a crore. It is expected to achieve a closer integration between the programmes of national discipline and physical education at the school stage and to relate these to the requirements of N.C.C. programme at the college stage.

The scheme provides for reorientation training to the 15,000 in-service physical education teachers and 3,200 national discipline scheme instructors to acquaint them with the 'Integrated Syllabus'. Besides this it provides for the training of 6,450 fresh instructors who will be made available to the states for implementing the scheme.

### **Labour and Social Service Camps**

The scheme continued in the Third Plan with a total provision of Rs. 60 lakhs. During 1961-62, out of a budget provision of Rs. 14 lakhs, grants amounting to Rs. 12,76,284 were paid for holding 1486 Labour and Social Service Camps. The scheme has been reviewed during 1962-63 and grants amounting to Rs. 8,70,548 were made to hold 1,238 camps for the benefit of students and other youths out of a budget provision of Rs. 12 lakhs.

### **Campus Work Projects**

Rs. 19.49 lakhs was sanctioned for 234 projects out of provision of Rs. 20 lakhs for the year 1961-62. During 1962-63 a sum of Rs. 11,92,667 was sanctioned towards the construction of 141 projects.

### **Youth Welfare**

(a) *Students Tour*: A grant of Rs. 2,75,319 has been spent towards financial assistance to recognised educational institutions for conducting educational tours.

(b) *Youth Hostel*: An amount of Rs. 2,17,000 has been spent towards setting up of a net work of youth hostels in the country.

(c) *Youth Festivals*: A sum of Rs. 1,87,528 was spent on the Inter-University Youth Festival during 1961-62 and an amount of Rs. 56,295 has been spent for conducting Inter-College Youth Festivals. The Inter-University Youth Festival during 1962-63 was cancelled due to national emergency.

(d) *Youth Welfare Boards and Committees*: A sum of Rs. 37,407 has been given towards financial assistance to meet 50 per cent of established cost of Youth Welfare Boards and Committees at university level.

### **Youth Leadership and Dramatic Training Camps**

An amount of Rs. 35,000 has been spent towards short term training camps for the benefit of university teachers.

A sum of Rs. 37,802 was spent to meet 75 per cent of expenditure for such camps organised by universities.

**Non-Students Youth Clubs and Centres**

A sum of Rs. 7,299 was spent during the first year of the Third Plan for promoting youth welfare activities among non-students youth. The scheme was, however, dropped from the year 1962-63.

**Bal Bhavan and National Children's Museum**

A sum of Rs. 4,06,764 has been spent towards construction of permanent building for the Bal Bhavan in New Delhi. During the first two years of the Third Plan period a sum of Rs. 1,54,000 was spent on the National Children's Museum. Construction of a separate building for the Museum has been postponed due to national emergency.

**Committee on Moral and Religious Instruction**

A Committee under the chairmanship of Shri Sri Prakasa has been set up to examine the desirability and feasibility of making specific provision for the teaching of moral and spiritual values in educational institutions. The Committee has begun preparation of suitable literature which could be adopted in educational institutions. During the second year of the Third Plan period, a sum of Rs. 13,289 was spent under this scheme out of Rs. 25,000.

PART II  
STATE AND UNION TERRITORIES SCHEMES  
ANDHRA PRADESH

PRIMARY EDUCATION

**Extension of Educational Facilities for Children in the Age-Group 6—11**

Free and compulsory education was extended to children in the age-group 6-7 during 1961-62. 2,450 primary schools were opened and 3,300 additional teachers appointed. Against the target of enrolling 1.20 lakhs additional children, 3.82 lakh children were enrolled in classes I to V.

During 1962-63, compulsory primary education was extended to children in the age-group 6-8 and towards this end, sanction was accorded to appoint 3,500 additional teachers in the primary schools so as to enrol 1.70 lakh additional children as originally programmed. But in view of the financial stringency as a result of the present national crisis, 50% of the additional teachers are being withdrawn as a measure of economy. Nevertheless, the primary schools are proposed to be run in shifts to overcome the shortage of teachers or accommodation, wherever necessary. It is hoped that the target of enrolling 1.70 lakhs of additional children in classes I to V will be achieved. The mid-day meal scheme was organised on a large scale covering two lakhs of children with the assistance of CARE and 1.52 lakhs of children with the assistance of UNICEF.

**Expansion of Educational Facilities for Children in the Age-Group 11—14**

410 middle schools were opened against a target of 80 schools and 0.45 lakh additional children enrolled during 1961-62 in classes VI-VIII. During 1962-63, 357 middle schools are to be opened as against the target of 90 schools and the target of enrolling 4.06 lakhs of additional children is also expected to be achieved.

**Teacher Training Programmes**

During 1961-62, senior classes corresponding to junior classes opened in the preceding year in training schools were opened, five non-basic training schools for women were converted to the basic pattern. The enrolment in the training institutions recorded an increase of 1,546. During 1962-63, 12 additional training sections of the basic type have been opened and the enrolment in training schools expected to go up by 480.

**Improvement in Salary Scales of Teachers**

The scheme for the payment of pension-cum-gratuity to the employees of non-Government institutions was introduced during the year for the first time in the State in addition to the Provident Fund benefits enjoyed by them hitherto.

## **Orientation Programme**

The programme of orientating non-basic schools to the basic pattern by organising short Orientation Training Courses was taken up during 1961-62. 212 schools and 1,802 teachers were covered. These courses were not organised during 1962-63.

## **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

Hitherto two Acts were in force for implementing compulsory primary education—the Madras Elementary Education Act applicable to Andhra region and Hyderabad Act applicable to Telangana region. These two Acts were repealed and an integrated Act enacted in 1961 to cover children in the age-group 6-11. This integrated Act was extended to the entire State with effect from 10th April, 1961, excepting the Agency areas. The provisions of this Act were extended to children in the age-group 6-7 in 1961-62 and to children in the age-group 6-8 in 1962-63.

Provision has been made in the Act penalising the parents and employers of children, but these provisions are not being resorted to.

### SECONDARY EDUCATION

## **Expansion of Educational Facilities for Children in the Age Group 14-17**

During 1961-62, 201 middle schools were upgraded to high schools against the target of 88 schools. 0.08 lakh additional children were enrolled in classes IX-XII against the target of 0.10 lakh. During 1962-63, 216 middle schools were permitted to be upgraded to high schools against the target of upgrading 40 schools.

## **Conversion of High School into Higher Secondary/Multipurpose Schools**

62 high schools were upgraded to higher secondary schools and another 8 high schools to multipurpose schools during 1961-62. During 1962-63 eight high schools were upgraded to the higher secondary pattern.

## **Improvement of Secondary Education and Teaching of Science**

Science is a compulsory subject of study in secondary schools in the State. Subject inspectors in English, Telugu, science, mathematics and social studies have been appointed in the State. This team of five subject inspectors goes round the schools and suggest measures for the improvement of teaching in higher secondary schools. During 1961-62 seminars for Subject Teachers were organised.

## **Teacher Training Programme**

The intake capacity in the existing training colleges has been raised by 220.

## **Improvement in Salary Scales of Teachers**

The scales of pay were revised as detailed under elementary education.

## UNIVERSITY EDUCATION

One college in 1961-62 and seven colleges in 1962-63 were opened. All colleges in the State had switched on to the Three-Year Degree pattern by the end of Second Plan period. The enrolment in colleges recorded an increase of 600 in 1961-62 and the enrolment is expected to record a further increase of 1,000 in 1962-63.

## OTHER EDUCATIONAL SCHEMES

**Social Education**

The State Central Library, Hyderabad, and the Regional Library, Guntur, have been expanded. Diploma and certificate courses were conducted in library science by the university authorities for which grants were paid by the Director of Public Libraries.

**Audio-Visual Education**

The scheme of training teachers in Audio-Visual Education was implemented during March, 1962. Sixty-two teachers were given extensive training in the preparation of simple visual aids, like film-strips, models, charts etc.

**Education of the Handicapped**

Two training centres were run at Hyderabad to train B.Eds. and secondary grades—one to handle blind children and the other to handle the deaf. A building for the Government school for the blind and deaf at, Malakpet, Hyderabad, was constructed.

**Physical Education and Youth Welfare**

The Government College of Physical Education was strengthened by providing additional staff. The intake capacity of the college in the certificate and diploma courses was raised. Also, stipends for diploma and certificate courses were raised to Rs. 50 and Rs. 35 from Rs. 30 and Rs. 25 respectively per month. Temporary buildings were also constructed for the college. Youth camps and Festivals were conducted. Refresher course were conducted for Physical Education Instructors, games and handicrafts material supplied to District Sports Committees. More N.C.C. and A.C.C. Units were raised.

**Development of Hindi and Sanskrit**

Grants were paid to Hindi Vidyalayas in the State. Elocution contests were conducted in Hindi for the students and prizes distributed to meritorious students. Certain reference books etc., in Hindi were purchased. There were no special schemes under Sanskrit education. However, grants were paid to certain oriental secondary schools which were teaching Sanskrit as a special subject.



ASSAM

Statement Furnished by the Assam Government

Sl. No.	Scheme	1961-62				1962-63				Remarks
		Plan allocation	Expenditure	Targets proposed	Targets achieved	Plan allocation	Expenditure	Targets proposed	Targets achieved	
1	2	3	4	5	6	7	8	9	10	11
<i>Elementary Education</i>										
1	Expansion of Educational Facilities for Children in the Age-Group 6-11.	11.50	21.00	1700 teachers to 1500 Equipment Schools	1700 teachers	23.97	10.00	2200 teachers	1700 teachers	Targets proposed in 1962-63 will be achieved fully during the remaining quarters of the year.
2	Expansion of Educational Facilities for Children in the Age-Group 11-14.	7.50	10.03	400 teachers	400 teachers	17.16	2.80	1000 teachers	700 teachers	The targets proposed in 1961-62 will be achieved fully.
3	Teacher Training Programmes	10.50	5.77	Construction of 27 Basic Trg. Centres	22 B.T.Cs.	3.22	5.98	3 addl. B.T. Cs. Staff 720 Schools?	720 schools 80 staff construction in progress ?	It is expected that the target will be achieved fully during the current financial year.

1	2	3	4	5	6	7	8	9	10	11
4	Girls' Education with Particular Reference to Special Scheme	2.00	1.60	100 school mothers. 10 residential quarters. 964 scholarships. Hostel grant Rs. 109,500.	80 school mothers. 10 residential quarters. 764 scholarships. Hostel grant.	1.88	0.65	200 school mothers. 20 P.T. teachers, 1718 school sanitary facilities 122 schools.		It is expected that targets will be achieved fully.
5	Orientation Schemes	2.17	1.00	65 seminars	65	1.29	..	75 seminars		Seminars are being organised & likely to achieve the target fully.
<i>Secondary Education</i>										
6	Expansion of Educational Facilities for Children in the Age-Group 14-17.	4.00	7.00	100 teachers	130 teachers	10.00	4.11	300	300	1962-63: the amount for the purpose has since been released/sanctioned.
7	Conversion of High Schools into Higher Secondary Schools	6.40	5.11	7 schools	7 schools	13.65	0.65	12	13	Do.
8	Improvement of Secondary Education and Teaching of General Science	2.78	2.75	34 schools to be given grant for purchase of equipment and appointment of teachers.	34 schools	3.50	0.11	40 schools for grants for introduction of science.	40 schools	

1	2	3	4	5	6	7	8	9	10	11
9	Teachers Training Programme	2.50	0.65	B.T. 30, L. T. 25 Sc. 30 Sandwiched 30, P.G. 30.	30 25 30 30	4.10	1.27	B.T. 30 L. T. 25 Sc. 30 Sandwiched 40, P.G. 30.	..  40 30	There was a provision of Rs. 1.85 lakhs for the construction of a women hostel in the P.G. Trg. College, Jorhat which has since been kept in abeyance.
10	Improvement in Salary Scales of Teachers	During Second Plan period, the scale of pay and dearness allowances of the aided elementary and secondary school teachers were equalised with those of Government school teachers. During the 3rd Plan, the difference of Rs. 4.50/ per teacher under cash allowances has been provided at a total estimated cost of Rs. 1.13 crores with a view to equalising the cash allowance also. Targets for 1962-63 will be achieved in full.								
11	Education of Girls with particular Reference to Special Schemes	2.40	2.62	Boarders 265 Scholarships 85.	Boarders 265 Scholarships 85.	3.51	0.08	Boarders 132 S.R. 30 Free and half free studentship 2000 schools-85.	..	Targets for 1962 will be achieved in full.
<i>University Education</i>										
12	Expansion of Facilities for Teaching of Science & improvement of Collegiate Edn. (3-years degree course)	6.50	6.09	24 colleges	24 colleges	14.00	..	30 colleges		In 1961-1962, colleges were given grants for the introduction of three-years degree course. This year's provision has since been released and being distributed.

1	2	3	4	5	6	7	8	9	10	11
<i>Other Educational Schemes</i>										
13	Social Education	0.80	0.80	D.S.F.OS-2 Exhibition- <i>cum</i> -rallies-2 Libraries 360.	2 2 360	0.80	..	As in first year	..	The scheme provides for establishment of two Distt. Social educational officers in two Hills Distt. besides there is a provision for holding seminars, rallies, exhibition and for giving grants to 360 village libraries for purchase of books etc. Targets fulfilled.
14	Audio-Visual Education	0.20	0.20	40 schools	40	0.20	..	40	40 schools	The scheme provides grant to secondary schools for purchasing audio-visual equipment such as Kerosene projectors, Radio sets etc., Targets achieved.
15	Education of the Handicapped	1.50	1.50	Blind school	1	1.00	..	1	..	The provision is meant for construction of a blind school building at Gauhati. The Work is in progress.

1	2	3	4	5	6	7	8	9	10	11		
16	Physical Education	0.12	..	..	..	0.50	..	..	..	The scheme has been kept in abeyance.		
17	Youth Welfare.	0.20	0.20	Camps Clubs	6 9	6 9	0.20	..	Camps Clubs	6 16	..	1962-1963: targets being achieved in full.
18	Promotion of Hindi	0.50	0.50	Teachers Stipend	128 125	28 125	1.00	0.16	Teachers Stipends	60 125	.. 125	The scheme is in progress and all the teachers proposed this year will be appointed.

## BIHAR

## PRIMARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11**

During 1961-62, 8,000 teacher units were allotted to various local bodies for meeting their requirements of additional teachers. In 1962-63, the same number of teacher units has been sanctioned but their utilisation is likely to be slowed down due to reduction in Plan ceiling for 1963-64.

**Expansion of Educational Facilities for Children in the Age-Group 11-14**

At the end of the Second Plan, there were 4,408 middle and senior basic schools with 5,41,074 pupils on the rolls. The number of these institutions rose to 4,819 with an enrolment of 5,68,773 in classes VI to VIII on 31-3-1962. During 1961-62, 1,600 teachers units were sanctioned for these schools. Although sanction has been accorded for the same number of schools in 1962-63, it has not been utilised so far.

**Teacher Training Programme**

In the existing 101 teacher training schools, training is imparted to teachers of primary and middle schools to teach the integrated syllabus of primary and middle schools. All training schools offering the two-year training course, have an intake capacity of 100 each year.

**Improvement in Salary Scales of Teachers**

The State Government have revised the pay scales of certain categories of teachers of non-government primary and middle schools with effect from 1-4-1961. An additional dearness allowance at a flat rate of Rs. 5 per month has been sanctioned with effect from 1-4-1962.

The retirement age of primary and middle school teachers has been extended to 62 years. A triple benefit scheme of Provident Fund, Pension and Life Insurance has also been instituted.

**Education of Girls with Particular Reference to Special Schemes**

The following steps have been taken to step up girls education :

- (a) Free education to girls reading in classes VI and VII.
- (b) Attendance prizes and other incentives to girls reading in primary schools.
- (c) Condensed course for lower and upper primary passed women to prepare them for teachership.
- (d) Special grant-in-aid to non-Government Girls' middle schools in urban areas.
- (e) Rent-free quarters for lady teachers serving in primary and middle schools in remote areas.

## **Orientation Programmes**

During 1961-62, provision was made for orientation training of 8,000 teachers at a cost of Rs. 4.84 lakhs. During 1962-63, a sum of Rs. 2.40 lakhs has been sanctioned for the purchase of craft equipments.

## **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

Government have the matter under consideration.

### SECONDARY EDUCATION

## **Expansion of Educational Facilities for Children in the Age-Group 14-17**

Against a target of 3,78,000 pupils in the age-group 14-17, 3,60,561 pupils were enrolled by 31-1-62 and the number of secondary institutions stood at 1,662.

## **Conversion into Higher Secondary Multipurpose Schools**

Till 1961-62, 62,247 non-government secondary schools were converted into multipurpose/higher secondary schools. Of this, 120 schools were converted during 1961-62. Sanction has been accorded for the conversion of 75 schools in 1962-63.

## **Improvement of Secondary Education**

In the educationally backward areas of the State, 20 new State subsidised higher secondary schools have been opened during 1961-63.

Grants to secondary schools for the appointment of a graduate trained physical instructor and for the purchase of equipment are being given every year. During 1961-63, 79 schools have been covered.

To popularise school broadcasts in non-government secondary schools, grants were given to 100 schools during 1961-62 for the purchase of radio sets. Sanction has been accorded for 100 more sets during 1962-63.

## **Teaching of Science**

Shri G. D. Dube, a scientist of repute has been appointed as an Additional Director of Public Instruction, Bihar to reorientate science education in secondary schools. Of the 120 schools converted into higher secondary schools during 1961-62, 100 were bi-purpose schools teaching also natural sciences. Of the 75 schools to be converted during 1962-63, 45 will be bi-purpose higher secondary schools teaching natural sciences along with the humanities. Grants-in-aid is given to secondary schools every year for science teaching.

## **Teacher Training Programme**

The State Government have established two new teacher training colleges during 1962-63. Rupees 43,160 have been sanctioned for the construction of a hostel in the Teacher Training College, Turki.

### **Improvement in Salary Scales of Teachers**

During the plan period, teachers of non-government high and higher secondary schools have been allowed an increase in the rate of dearness allowance by Rs. 5 per month. The triple benefit scheme has also been extended to all teachers of non-government secondary schools.

### **Education of Girls with Particular Reference to Special Schemes**

During the Third Five Year Plan a number of special schemes have been taken up *e.g.*,—

- (a) Opening of State subsidised Girls' higher secondary schools. Under this scheme 10 schools were opened in 1961-62 and 8 have been sanctioned for 1962-63.
- (b) Conversion of existing non-government Girls' high/higher secondary schools into State subsidised schools.
- (c) Construction of quarters.
- (d) Provision for merit-*cum*-poverty stipends for girls.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

The Magadh university was set up in March, 1962. The university was asked to start post-graduate teaching in science (physics, chemistry and mathematics) and other arts subjects. To this end, a sum of Rs. 2,00,000 was sanctioned.

The Bihar State University Commission has been constituted with effect from 1-3-1962. Grants to the universities are now to be distributed by the Commission.

A University Service Commission was also set up in March 1962 to deal with appointment and dismissal of teachers in affiliated colleges.

### **Teaching of Science**

A grant of Rs. 5,00,000 was sanctioned to the Bhagalpur university on 31-3-1962 to start post-graduate teaching in science subjects. The number of students in science classes was 21,640 including 720 students studying in university departments of science.

### **Improvement of Education including Introduction of Three-Year Degree Course**

#### OTHER EDUCATIONAL PROGRAMMES

### **Social Education**

In 1961-62 a sum of Rs. 18 lakhs was spent on the development of social education centres, 3.56 lakhs on the development of libraries, Rs. 1.43 lakhs will be spent during 1962-63 on the development of libraries.



### **Audio-Visual Education**

During 1961-62, a sum of Rs. 4,600 each year during the Third Five Year Plan has been sanctioned for the purchase of equipments and materials to be used in the workshop for the audio-visual aids. A sum of Rs. 17,000 was sanctioned during 1961-62 for the purchase of a projector with its accessories and educational films.

### **Education of the Handicapped**

Rs. 30,000 have been sanctioned for stipends during 1961-62 and 1962-63 for the handicapped children.

### **Physical Education and Youth Welfare**

There is a programme to develop the Government College of Health and Physical Education, Patna.

In 1961-62, a sum of Rs. 10,000 sanctioned for coaching facilities in sports was diverted for giving financial assistance to sports organisations. The construction of a Stadium-cum-Sportsmen's Guest Home at Patna is in progress.

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

During 1961-62, Rs. 20,000 recurring Rs. 8,000 non-recurring were sanctioned for giving grants-in-aid to four non-government Sanskrit Vidyalayas for the introduction of modern courses.

## **KERALA**

### **PRIMARY EDUCATION**

#### **Expansion of Educational Facilities for Children in the Age-Group 6-11**

During 1961-62, 74 departmental primary schools were opened. Nearly 90,000 children were brought to schools and about 4,000 additional teachers appointed. The programme for 1962-63 was to open 74 new lower primary schools and to appoint 1,150 primary teachers additionally. As against these targets, 71 departmental lower primary schools have been opened. For these schools and for opening additional class divisions in the existing primary schools 1,092 posts of primary teachers have been created in the departmental schools alone. Estimated additional enrolment during the year is 1,56,000.

#### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

To cope with the increased enrolment of pupils in the age-group 11-14, 383 upper primary schools (176 departmental and 207 private) have been opened in 1962-63 as against the original target of 40 schools and 2,486 teachers have been appointed in the newly opened schools. The estimated additional enrolment is 67,000.

#### **Training Programme**

The intake capacity of training institutions was increased in 1961-62. During 1961-62, 31 departmental training schools and 103 junior basic schools were provided with additional facilities by way of furniture, equipment and hostels. During 1962-63, additional accommodation is being provided for 4 departmental training schools. Sanction has been accorded for the construction of four hostels and 19 staff quarters.

### **Improvement of Salaries and Service Conditions of Teachers**

The existing scale of pay of primary teachers is Rs. 40-4-60-5-120. The pension and provident fund benefits were extended to teachers in aided schools also in 1961-62.

### **Education of Girls with Particular Reference to Special Schemes**

During 1961-62 nine secondary schools with a large strength of girls were bifurcated into separate high schools for boys and girls. In view of the high literacy in the State, no scheme was proposed under special programme for the education of girls except construction of staff quarters for women teachers.

### **Orientation Programme**

Orientation programmes for training teachers in the primary schools in the principles of basic education were conducted.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

No separate legislation is required for enforcement of compulsion in the State, because there is specific provision for this in the Kerala Education Act of 1958.

## SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-Group 14-17**

During 1961-62, 27 new high schools were started and about 37,000 additional children enrolled.

Outlay for 1962-63 :	Rs. 24.17 lakhs
Expenditure till September, 1962 :	Rs. 2.12 lakhs
No. of schools opened :	Rs. 76 (new departmental + bifurcated and 42 private)
No. of teachers appointed :	Headmasters 10 (Rs. 250-400) Graduate Teachers 710
Estimated enrolment (addl.)	30,000 (Rs. 89-165)

### **Conversion of High Schools into Higher Secondary Schools**

No new higher secondary schools were opened or converted during 1961-62. During 1962-63 nine departmental secondary schools (one in each Revenue district) have been brought under the scheme. Ten new courses have been sanctioned to be introduced in departmental secondary schools from 1962-63. The schools will be equipped during the current year so that the course may be started in 1963-64.

### **Improvement of Secondary Education**

During 1961-62, books and furniture were supplied to 50 departmental schools and grants disbursed to 100 private schools under the scheme of improvement of libraries in secondary schools.

### **Teaching of Science**

The subject is being taught as a core subject. During 1961-62, it is proposed to provide essential equipments for teaching core subjects to 30 departmental and 16 private secondary schools.

### **Improvement of Salary Scales of Teachers**

The scales of pay of graduate teachers in secondary schools were revised from Rs. 55-150 to Rs. 80-165 in 1957. First grade posts Rs. 150-250 were sanctioned in private secondary schools according to the ratio 2:7 in December, 1961. The scale of pay of headmasters in private secondary schools has been revised from Rs. 150-250 to Rs. 250-400. The triple benefit scheme *viz.*, Pension-*cum*-Provident Fund-*cum*-Insurance Scheme has been extended to aided primary and secondary school teachers.

### **Improvement of Girls' Education with Special Reference to Special Programmes**

To encourage women teachers to take up employment in remote and out of the way places, 100 quarters are to be constructed. However, only a few units were completed in 1961-62.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

The scheme of scholarships was introduced during 1961-62. During 1962-63, 56 scholarships of Rs. 60 each per year to the students of music academies have already been awarded. Scholarships to students of science and arts are expected to be awarded soon.

### **Teaching of Science**

During 1961-62, a degree course in geology was started in the Kasargode college. New courses in science subjects *i.e.*, physics chemistry, botany and zoology are expected to be started in the newly opened Government colleges at Madapally and Kasargode.

#### OTHER EDUCATIONAL PROGRAMMES

### **Social Education**

During 1962-63, it is proposed to strengthen eight main libraries to which the distributing libraries are attached.

### **Audio-Visual Education**

A new Audio-Visual Education Unit has been set up with headquarters in the Kozhikode region.

### **Education of the Handicapped**

There are eight institutions for the handicapped in the State of which five are departmental, two private (one recognised and one unrecognised.) During 1961-62, the total expenditure incurred was Rs. 1,46,696.73. During 1962-63, land has been acquired for establishing a Model Institution for the Handicapped.

### **Physical Education and Youth Welfare**

An Athletic Fund was created for the construction of stadia, payment of grant-in-aid to sports associations and organisation of athletic units and assistance for the education of sportsmen etc. It

is proposed to introduce the indigenous system of Yoga as an integral part of the physical education programme in selected schools during the Third Plan period. One hundred physical education instructors will be given training in Yogic culture for a period of three months during the summer vacation.

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

Hindi is taught as a compulsory language from Standard VI. The demand for Hindi Pandits in middle and secondary schools has always been on the increase. To meet the requirements, 208 full-time posts on Rs. 40-120, 191 full-time posts on Rs. 80-165 and 46 part-time posts on Rs. 30-60 were additionally created in 1961-62. Further, 107 part-time posts were converted into full-time posts. Necessary funds have been provided under the scheme "Appointment of Hindi Teachers" for promotion of Hindi in high and middle schools during 1962-63. 130 posts of second grade Hindi Pandits (80-165) have been created in secondary schools during the current year.

For the promotion of Sanskrit education, full fee concession is granted to high school students in Sanskrit High schools and also scholarships (two in number) of Rs. 15 each per mensem per standard are awarded to pupils who score high marks in each standard of Sanskrit schools.

## **MADHYA PRADESH**

### **PRIMARY EDUCATION**

#### **Expansion of Educational Facilities for Children in the Age-Group 6-11**

##### **1961-62**

Against a target to appoint 5,175 teachers for opening 2,000 new primary schools in rural areas and to supply additional teachers in the existing primary schools, 4,006 teachers were appointed and 1,696 new primary schools opened.

The enrolment of children in the age-group 6-11 rose to 22.83 lakhs (including 5.06 lakhs girls) as against 20 lakhs estimated in 1960-61.

*April to September, 1962*

The target to appoint 3,825 teachers, 60 A.D.Is and 50 school mothers is expected to be reached by the end of 1962-63.

#### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

##### **1961-62**

The target to up-grade 500 primary schools to middle schools has been fully achieved.

The enrolment of children in the age-group 11-14 rose to 3.92 lakhs (including girls) as against 3.26 lakhs in 1960-61.

*April to September, 1962*

The target of opening 400 middle schools by appointing 400 trainees and 400 untrained graduates is likely to be achieved in full during 1962-63.

### **Teacher Training Programme**

About 5,000 new teachers are trained in the 50 basic training colleges to meet the requirements under the compulsory primary education scheme. The percentage of trained teachers during 1961-62 is 55.10.

### **Improvement in Salary Scales of Teachers**

Revised scales of pay were sanctioned with effect from 1st July, 1960.

### **Education of Girls with Particular Reference to Special Schemes**

#### **1961-62**

The extent of expansion in Girls' education is indicated below :

- (a) 452 women teachers out of 504 appointed.
- (b) 15 school mothers out of 50 appointed.
- (c) 5 Lady A.D.I's out of 8 appointed.
- (d) 300 Lady teacher quarters in rural areas constructed.
- (e) 70 middle schools exclusively for girls opened.

#### **1962-63**

With a view to increasing the enrolment of girls, measures such as stipends, uniforms, provision of school mothers and improved sanitation etc., have been taken up. A grant of Rs. 20,000 has been sanctioned to the State Council for women's education for educating public opinion for girls education and for popularising co-educational institutions at Primary stage in rural areas.

*April to September, 1962*

The opening of 60 middle schools for girls has been taken up.

#### *Orientation Programmes*

During 61-62, 100 primary and 50 middle schools were converted to junior and senior basic schools.

*April to September, 1962*

There is a target to convert 100 junior and 50 senior basic schools during 1962-63.

#### *Legislation for Compulsory Primary Education*

Legislation for compulsory primary education has been passed in the Legislative Assembly, but it has not yet been enforced. Its implementation is under consideration.

## SECONDARY EDUCATION

**Expansion of Education Facilities for Children in the Age-Group 14-17****1961-62**

The target to open 50 higher secondary schools has been exceeded by 50 higher secondary schools.

One hundred and forty Government schools were converted into higher secondary schools. There is now no Government high school in the State.

Five Girls' higher secondary schools were converted into Girls' multipurpose higher secondary schools. The enrolment in the age-group rose to 1.31 lakhs including 1,882 girls as against, 77,777 estimated in 1960-61.

*April to September, 1962*

Sanction for the opening of 130 higher secondary schools during 1962-63 has been issued. Out of this, 120 higher secondary schools have been opened. The remaining 13 higher secondary schools (including 3 out of the quota of 1961-62) are expected to open by the end of 1962-63. There will thus be 230 additional higher secondary schools as against the Plan target of 200 such schools.

The target to convert 7 existing higher secondary schools to multipurpose higher secondary schools during 1962-63 has already been achieved.

*Improvement of Secondary Education*

Four seminars were held at Khandwa, Dewas and Indore, in which 940 secondary school teachers participated.

Four Extension Service Centres were continued during 1961-62 at Dewas, Bhopal, Raipur and Jabalpur. Two New Extension Services Centres and 3 units have also been sanctioned in P.G.B.T. colleges. Two New Extension Services Centres for elementary schools in B.T.Cs. colleges have also been started.

*Teaching of Science*

General science is a compulsory subject in all the higher secondary schools. Elective science is also being taught in almost all the higher secondary schools.

*Teacher Training Programme*

One more Post-Graduate Basic Training College at Sagar was started during 1961-62, bringing the total number of such colleges to thirteen.

The total number of teachers in 884 higher secondary schools during 1961-62 was 16,792. The percentage of trained teachers during 1961-62 was 50.

### *Improvement in Salary Scales of Teachers*

Revised scales of pay have been sanctioned with effect from 1st July, 1960.

### **Education of Girls, with Particular Reference to Special Schemes**

The extent of expansion in Girls' education during the year is indicated below :

- (a) Opening of 5 multipurpose higher secondary schools for girls, in 1961-62.
- (b) Conversion of 30 Girls high schools into higher secondary schools, in 1961-62.
- (c) Opening of 19 higher secondary schools exclusively for girls in 1961-62.
- (d) Appointment of 34 additional lecturers in 14 higher secondary schools during 1961-62.
- (e) Appointment of 3 physical trained instructors during 1961-62; and
- (f) Sanction for the construction of nine girls' hostels.

*April to September, 1962*

Three existing Girls' higher secondary schools have been converted into multipurpose higher secondary schools. Ten higher secondary schools have been opened.

### UNIVERSITY EDUCATION

#### **Expansion of Educational Facilities including Teaching of Science Subjects and Introduction of Three-Year Degree Course**

Two new Government degree colleges were opened during 1961-62 and three over-crowded colleges at Indore, Gwalior and Bhopal were bifurcated into separate arts and science colleges from July, 1961. Four non-Government colleges were taken over by the Government during 1961-62.

In 1962-63 one new Government Degree College was opened at Narsingarh and one over-crowded Government Post-graduate college at Jabalpur was bifurcated into separate arts and science colleges.

#### **Girls' Education**

Two new Girls' degree colleges were opened at Rewa and Bilaspur from July, 1961. Now each Divisional headquarter has a Government Girls' degree college.

Provision for development of Girls' college has been made in the budget for 1962-63. Government is considering exempting girl students at all stages from paying tuition fees.

A number of new subjects/courses were started in different colleges during 1961-62 and 1962-63.

All Government colleges in the State have adopted the Three-Year Degree Course.

#### OTHER EDUCATIONAL PROGRAMMES

##### **Audio-Visual Education**

A film library has been established in Bhopal at the Audio-Visual Education Unit. Films will be circulated to schools for show on a membership basis.

##### **Physical Education and Youth Welfare Activities**

A diploma course was started under the Third Plan in the Tatyia Tope State College of Physical Education, Shivpuri.

### MADRAS

#### PRIMARY EDUCATION

##### **Expansion of Educational Facilities for Children in the Age-Group 6-11**

During 1961-62, the target was to enrol 2 lakh additional children and this target has been exceeded. During 1962-63, compulsion is being introduced for the age-group 6-8 in the remaining one-third area of the State. Compulsion will be in force throughout the State by the end of 1962-63. It was proposed to enrol an additional 550 lakhs of pupils in the age-group 6-11 during 1962-63. An enrolment of about 5 lakhs of children is expected to be achieved.

##### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

Third Plan Provision . . . . .	Rs. 250.00 lakhs
Actuals for 1961-62 . . . . .	Rs. 3.52 lakhs (for non-Panchayat Union Areas)
Revised estimates for 62-63 . . . . .	Rs. 40.34 lakhs

The target during 1961-62 was to enrol 50,000 pupils additionally in the age-group 11-14 and this target is expected to be achieved. In 1962-63 the enrolment figure is over 1,50,000 as against a target of 70,000.

##### **Teacher Training Programme**

Third Plan provision . . . . .	Rs. 30.00 lakhs
Actuals for 1961-62 . . . . .	Rs. 10.50 lakhs
Revised estimates for 62-63 . . . . .	Rs. 21.81 lakhs

During 1961-62, the target of 66 sections and 3,300 trainees has been fully achieved. During 1962-63, 72 sections have been opened for training additional teachers.



### Improvement in Salary Scales of Teachers

The State Government sanctioned an increase of Rs. 5 in the dearness allowance to all teachers getting a salary of less than Rs. 150 p.m. with effect from 1-7-1962. This expenditure has been included in the Plan for 1962-63.

### Education of Girls with Particular Reference to Special Schemes

Construction of quarters for Women Teachers—

Third Plan Provision . . . . .	Rs. 25.00 lakhs
Actuals for 1961-62 . . . . .	Rs. 1.35 lakhs
Revised estimates for 62-63 . . . . .	Rs. 8.75 lakhs

As against a target of 204 quarters for women teachers in 1961-62, only 14 quarters have been completed and the work in respect of other quarters is in progress. The programme for 1962-63 is the construction of 159 quarters besides completing the construction of quarters taken up during 1961-62. The number yet to be constructed during the remaining period of 1962-63 is 321.

### Orientation Programme

Third Plan Provision . . . . .	Rs. 2.96 lakhs
Actuals for 1961-62 . . . . .	Rs. 1.12 lakhs
Revised estimates for 62-63 . . . . .	Rs. 0.24 lakhs
No. of teachers given re-orientation training (1961-62) . . . . .	10,400 (Appr.)
No. of teachers given re-orientation training upto 30-9-62 . . . . .	5,400 (Appr.)

### Legislation for Compulsory Primary Education and Enforcement of Compulsion

The Madras Government placed compulsory primary education in the Statute Book as early as 1920. A phased programme of compulsory primary education for the age-group 6-10 has been taken up from 1960-61 and will be completed during the Third Plan period.

#### SECONDARY EDUCATION

### Expansion of Educational Facilities for children in the Age-Group 14-17

Third Plan Provisions . . . . .	Rs. 245.0 lakhs
Actuals for 1961-62 . . . . .	Rs. 13.0 lakhs
Revised estimates for 62-63 . . . . .	Rs. 20.0 lakhs

During 1961-62, the targets of additional enrolment of 25,000 pupils and the appointment of 625 teachers have been achieved in full. The target of enrolling another 25,000 pupils and to appoint 625 teachers in 1962-63 has been achieved.

### Conversion into Higher Secondary/Multipurpose Schools

Third Plan Provision . . . . .	*Rs. 39.0 lakhs	}
Actuals for 1961-62 . . . . .	Rs. 0.3 lakhs	
Revised estimates for 62-63 . . . . .	Rs. 6.1 lkhs	

\*This relates to the scheme of opening multipurpose schools only.

The target of introducing 30 courses fixed for 1961-62 was achieved in full. The programme for 1962-63 is the introduction of 30 more courses. The scheme for the conversion of high schools into higher secondary schools has been deferred.

### **Improvement of Secondary Education and Teaching of science**

Third Plan Provision . . . . .	Rs. 7063 lakhs
Actuals for 1961-62 . . . . .	Rs. 805 lakhs
Revised estimates for 62-63 . . . . .	Rs. 1489 lakhs

During 1961-62, schools have been selected for the improvement of science core subjects, libraries and for the introduction of craft. A similar programme is being implemented during 62-63.

### **Teacher Training Programmes**

Third Plan Provision . . . . .	Rs. 6.68 lakhs
Actuals for 1961-62 . . . . .	Rs. 0.26 lakhs
Revised Estimates for 1962-63 . . . . .	Rs. 0.15 lakhs

It has been found impossible to upgrade an appreciable number of higher secondary schools, and therefore the upgrading has not been pursued. Consequently the training programme has not been taken up.

### **Improvement in Salary Scales of Teachers**

The State Government sanctioned an increase of Rs. 5 in the dearness allowance to all teachers getting a salary of less than Rs. 150 p.m. with effect from 1-7-62. This expenditure has been included in the Plan from 1962-63.

### **Education of Girls with Particular Reference to Special Schemes**

The scheme of free education for all poor girls up to standard X has come into effect from 1961-62. The expenditure during 1962-63 is estimated at Rs. 20 lakhs.

Against the target of eight hostels, eight schools were selected and plans and estimates were approved in respect of seven during 1961-62. It is proposed to build another eight hostels during 1962-63. The schools for 1962-63 have been selected.

### **UNIVERSITY EDUCATION**

Improvement of education, including introduction of Three-Year Degree Course.

Third Plan Provision . . . . .	Rs. 56.00 lakhs
Actuals for 1961-62 . . . . .	Rs. 0.11 lakhs
Revised estimates for 62-63 . . . . .	*Rs. 0.50 lakhs

\*Rs. 6 lakhs sanctioned for the Annamalai university.

## OTHER EDUCATIONAL SCHEMES

The Plan provides for the opening 300 adult literacy schools per year but no adult literacy schools were opened during 1961-62 due to the ban imposed by the Government on their opening. During 1962-63, it was proposed to open 300 adult literacy schools. No school has been opened so far, as the ban has not been lifted. The question of lifting the ban is under consideration. A similar programme is envisaged for 1962-63 for which a provision of Rs. 5.64 lakhs has been made.

The number of Branch libraries opened by September, 1962 is 31 and the number likely to be opened during the remaining part of 1962-63 is 29. This target will be achieved.

**Audio-Visual Education**

A sum of Rs. 0.19 lakhs was spent in 1961-62 for the purchase of films and film strips for the Central Film Library. The programme will be continued in 1962-63.

**Education of Hindicapped**

The Government have sanctioned the opening of one school for the blind and one school for the deaf and dumb. Steps are being taken to open these schools.

**Physical Education and Youth Welfare**

Grants were paid to four schools in 1961-62 for the acquisition of playgrounds. Sixty six physical training instructors were appointed against the target of 80. It is proposed to appoint 80 more physical training instructors during 1962-63.

**Development of Hindi & Sanskrit**

In the Second Five Year Plan, provision was made for payment of grants for certain schemes of the Dakshin Bharat Hindi Sabha for promotion of Hindi in the State.

A provision of Rs. 1.50 lakhs has been made in the revised estimates for 1962-63 for setting up a Hindi Teacher Training College at Gandhigram through the Gandhigram Rural Institute.

## MAHARASHTRA

## PRIMARY EDUCATION

Compulsory Primary education in the districts of Western Maharashtra was introduced by the end of the Second Plan. During 1961-62, 3,560 additional teachers were sanctioned. Compulsion was to be introduced in the regions of Vidarbha and Marathwada from the second year of the Third Plan but due to inadequate funds this could not be done. During the current year, 4,000 additional teachers have been sanctioned.

During 1961-62, only two divisions in each college could be opened in 12 basic training colleges where 1,000 teachers are under training. During the current year, new training programme has been taken up to clear off the back-log of untrained element. Under this scheme, teachers between 7 to 15 years of service have to undergo one year's training course. Three thousand teachers have been deputed for training. At the beginning of 1962-63, 7,000 primary school teachers were trained and they have been given trained teachers scale of Rs. 50-1½-65 from June, 1962. According to the new training programme, the untrained primary school teachers who have put in more than 15 years service or have completed the age of 35 years on 1st April 1962 are to be considered as experienced and are exempted from training. During 1961-62 and 1962-63, 25 Marathi medium teachers have been deputed to the Mahilashram, Wardha, which is doing pioneer work in basic education.

The Government have drawn up a scheme of pension to primary school teachers under local bodies from 1962-63.

#### SECONDARY EDUCATION

To encourage private managements to construct school buildings, provision is being made for grant of loans for the construction of school buildings and hostels. During 1961-62 grants were paid for the construction of 17 school buildings and 4 hostels.

The number of secondary schools rose from 2,468 in 1960-61 to 2,901 in 1961-62. During 1962-63, 271 more schools have been started.

There is a great need for the opening of additional classes in secondary schools in the regions of Vidarbha and Marathwada. To cope with the rush of admissions in secondary schools, 333 classes were opened in Marathwada during 1961-62. During the current year, 278 classes have been sanctioned for the Marathwada region and 10 classes for the Vidarbha region.

During 1961-62, two new Government Technical High school Centres were started. These centres admitted students of standard IX from the local secondary schools for technical training. To enable secondary schools in the private sector to be converted into multipurpose schools with a technical stream, 6 schools were paid a non-recurring grant of Rs. 5,64,000. During 1962-63, a new Govt. Technical High school Centre has been started at Chanda (Vidarbha).

#### UNIVERSITY EDUCATION

Twenty four additional class I posts were created in the collegiate branch for Government colleges during 1961-62. Fifty-four posts of non-gazetted assistant lecturers have been converted into gazetted posts during 1962-63. Provision for providing additional accommodation in Government colleges has been made in the current year's budget.

During 1962-63, a provision of Rs. 10 lakhs has been made for grants to universities, the three-year degree course and revision of pay scales of university teachers. This programme also included grants to the Bombay university for the department of chemical technology.

It is proposed to pay building and equipment grants to the Marathwada university. During 1961-62, a grant amounting to Rs. 1.96 lakhs was paid to the university. During the current year a provision of Rs. 4.90 lakhs has been made.

Shri Shivaji university has been established at Kolhapur during the current year.

During 1961-62, an amount of Rs. 1,41,000 was spent on account of grants to research institutions. The current year's provision for this purpose is Rs. 1,50,000.

#### OTHER EDUCATIONAL SCHEMES

##### **Expansion of N.C.C./A.C.C.**

The raising of N.C.C./A.C.C. companies and troops have been sanctioned during 1961-62 as under :

- 3 Senior Division Companies
- 19 Rifle Companies
- 74 A.C.C. Troops
- 76 Junior Division Troops

The raising of the following companies and troops has also been sanctioned during the current year :

- 2. Senior Division N.C.C. Companies
- 20. N.C.C. Rifles Companies
- 50 Junior Troops
- 83 A.C.C. Troops

##### **Educational Concessions to Political Sufferers**

A provision of Rs. 1.40 lakhs has been made for the current year on account of educational concessions to political sufferers. To encourage education among the weaker sections of the community, Government have drawn up a scheme of educational concessions to pupils whose parents' income does not exceed Rs. 1,200 p.a. During 1961-62, an expenditure of Rs. 257 lakhs was incurred. During the current year, a provision of Rs. 3.77 lakhs exists.

##### **Gram Shikshan Mohim**

During 1961-62, 5,56,437. illiterates were made literates and it is proposed to make 10,00,000 illiterates literate during the current year.

##### **Short-term Hindi Training Centres**

Six Short Term Teachers Hindi/Training Centres have been established with effect from 1-11-1962.

## MYSORE

## PRIMARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11**

The percentage of enrolment in the age-group 6-11, was 83 at the end of 1961-62. To meet the increase in enrolment, 4,537 additional teachers were appointed at a cost of Rs. 40.36 lakhs. Of these, 1,741 teachers were utilised for opening new schools, mainly in rural areas. During 1962-63, the additional enrolment in this age-group is expected to be not less than 2 lakhs. To meet this increase 2,000 additional teachers have been sanctioned. 500 teachers were detailed for opening 500 single-teacher schools.

**Expansion of Educational Facilities for Children in the Age-Group 11-14**

In 1961-62, the additional enrolment in this age-group was 0.41 lakhs. To meet this increase 1,153 additional teachers at a cost of Rs. 5.65 lakhs were appointed. It is expected that additional enrolment during 1962-63 will not be below 40,000. At the end of 1961-62, the percentage of enrolment of children of the age-group 11-14, was 23.4. This is expected to go up to 25.6 at the end of 1962-63.

**Teacher Training Programme**

The percentage of trained teachers at the end of Second Plan was 51.9. The total number of teacher training institutions in the State at the end of 1961-62 was 70. This number is inadequate. New curriculum of basic pattern was introduced in all teacher training institutions during 1960-61. The percentage of trained teachers at the end of 1961-62 was 52. This is expected to go up to 54 at the end of 1962-63.

**Improvement in Salary Scale of Teachers**

The salary scale of primary school teachers were revised with effect from 1-1-1961. Teachers are eligible for dearness allowance and compensatory-cum-house rent allowance.

**Education of Girls with Particular Reference to Special Schemes**

Under the 'incentive' schemes to attract more girls to school, a provision of Rs. 4 lakhs in 1962-63 for attendance scholarships and one lakh for supply of uniforms, books and slates has been made.

**Orientation Programme**

Two Orientation training centres were started. The number of teachers to be given orientation training at these centres is 450 per year.

**Legislation for Compulsory Primary Education and Enforcement of Compulsion**

The Mysore Compulsory Primary Education Act, 1961, came into force with effect from 1st August 1961.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 14-17**

During 1961-62, the Government high schools were started and seven aided high schools were taken over by the Government. During 1962-63, two Government high schools were opened. During 1961-62, the additional enrolment of children in the age-group 14-17 was 21,000 which included 6,000 girls.

**Conversion into Higher Secondary/Multipurpose Schools**

During 1961-62, 100 high schools were converted into higher secondary schools. During 1962-63, 50 more high schools are to be converted. The existing multipurpose high schools are to be strengthened by providing additional equipment.

**Improvement of Secondary Education**

The curriculum for the high school has been revised. The revised higher secondary curriculum was introduced in 1960-61, and is being extended to the higher classes. During 1962-63 it was introduced in the X class. The opening of the XI standard to make the higher secondary school complete has been postponed as common syllabus has not been finalised by the university.

**Teaching of Science**

To improve the quality of science teaching it is proposed to establish a Science Consultant Service at the Directorate.

**Teacher Training Programme**

In 1961-62, 132 teachers of Government and aided high schools and 84 teachers in 1962-63 were deputed for post-graduate study to the universities of Karnataka and Mysore. Twenty-eight teachers have been deputed during 1962-63 to the Institute of Home Science, Bangalore. Thirty teachers were deputed for training in drawing and painting during 1961-62, and 40 during 1962-63. A Certificate Course in Physical Education was taken by 28 teachers in 1961-62 and 15 in 1962-63.

## UNIVERSITY EDUCATION

The total number of students in the university of Mysore has increased from 35,458 in 1960-61 to 35,950 in 1961-62 and to 39,102 in 1962-63. The total number of colleges providing the three-year degree course during 1960-61, was 30. The number of three-year degree course (arts, science and commerce) colleges during the current year is 38.

## OTHER EDUCATIONAL SCHEMES

**Social Education**

During 1961-62, 60 schools were sanctioned grant for providing additional equipment to school libraries. Due to late sanction much progress could not be expected. During 1962-63, provision has been made for Rs. 30,000. During 1961-62, district libraries were given grants.

### **Education of the Handicapped**

The "School for the blind" at Hubli was upgraded and the "School Workshop for the Deaf and the Blind" at Mysore was developed.

### **Physical Education and Youth Welfare**

During 1961-62, Rs. 90,000 were spent. In 1962-63, it is estimated that a sum of Rs. 5.03 lakhs will be spent.

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

The Hindi Shikshak College was established for training Hindi teachers. Forty teachers were deputed in 1961-62 and 36 teachers in 1962-63 to this college.

## **ORISSA**

### **PRIMARY EDUCATION**

#### **Expansion of Educational Facilities for Children in the Age-Group 6-11**

It was decided to appoint 1,000 more teachers in 1961-62. The additional teachers were appointed in the beginning of 1962-63. The number of teachers by the end of 1961-62 raised from 37,325 to 40,325.

The number of primary schools at the end of the Second Plan was 21,856. The number was increased to 22,856 at the end of 1961-62. The enrolment target for 1961-62 was fixed at 15 lakhs and it stood at 14.82 lakhs at the end of 1961-62 (of this 4.65 lakhs were girls).

In the budget for 1962-63, there was provision for appointment of 3,600 primary schools teachers. It is expected that all these teachers have been appointed before September, 1962. The target for enrolment of students by the end of 1962-63 has been fixed at 16.75 lakhs of which the number of boys will be 11.40 lakhs and girls 5.35 lakhs. Provision of Rs. 3 lakhs was made in 1962-63 for expenditure towards mid-day meals in the schools.

#### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

During 1961-62, 272 M. E. schools (247 for boys and 25 for girls) were opened. It is expected that this increase of M. E. schools will continue during 1962-63.

During 1961-62, the number of students in this age-group was 1.24 lakhs, of which 0.15 lakhs were girls.

During 1962-63, 40 M. E. schools for girls have been opened. M. E. schools for boys are being started under private enterprise. The target for enrolment of students in the age-group 11-14 has been fixed at 1.50 lakhs, of which the number of girls would be 0.23 lakhs.



### **Teacher Training Programme**

To provide further facilities for trained teachers, it was decided to provide a one-year condensed course training for primary school teachers who have read up to class IX or higher. During 1961-62, ten such training centres were started in selected high schools. The number of trained primary school teachers at the end of 1961-62 was 16,350 out of the total of 40,325 teachers in primary schools.

During 1961-62, two secondary training schools were started. The number of teachers at the M. E. stage at the end of 1961-62 was 5,691 of which 1,845 were trained.

The programme for 1962-63 was to increase the admission capacity in 21 existing E. T. schools from 30 to 50. This has been given effect to in 13 E. T. schools. One more secondary training school for women with admission capacity of 40 trainees has been started during 1962-63.

### **Improvement in Salary Scales of Teachers**

The scales of pay of primary school teachers were substantially revised during 1961-62.

### **Education of Girls with Particular Reference to Special Schemes**

For 1961-62 the following schemes were taken up for enrolment of girl students in large number, at the primary stage.

(i) Enrolment drive; (ii) Appointment of school mothers; (iii) Provision of quarters for women teachers; (iv) Award of attendance scholarships; and (v) Provision of Sanitary Blocks.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

A draft bill on compulsory primary education prepared on the model supplied by the Ministry of Education is under examination of the State Government.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-Group 14-17**

During 1961-62, 61 high schools including five Girls' high schools were started. The number of high schools therefore increased to 503, including 38 for girls by the end of 1961-62. At the end of 1961-62, the number of students reading in classes IX and XI increased to 0.50 lakhs (0.46 lakh boys and 0.04 lakh girls).

The number of teachers at the high school stage at the end of 1961-62 was 5,696, of which 393 were women teachers. The programme for 1962-63 is to have 40 high schools for boys. The original target to have four Girls' high schools has been increased to 14. Out of these, 12 high schools have already been opened.

The enrolment of students reading in classes IX to XI at the end of this year is expected to increase from 0.50 lakhs to 0.66 lakhs of which the number of girls would be 0.06 lakhs.

### **Conversion into Higher Secondary/Multipurpose Schools**

Conversion of high schools to higher secondary pattern has been slow due to want of adequate qualified teachers. To overcome this difficulty a one year condensed diploma course in different post-graduate subjects has been started from 1962-63, in which the existing trained and experienced teachers can be given training to enable them to teach in higher secondary schools. A decision has recently been taken that no more high schools will be converted into higher secondary pattern.

### **Teaching of Science**

General science is being taught as a compulsory subject at all stages of secondary education. Students can take physics or chemistry as one of the elective subjects in high schools. Steps are being taken to provide science laboratories in every high school.

### **Teacher Training Programme**

At the end of the Second Plan period there were two training colleges in the State. It was decided to open two more training colleges during the Third Plan. During 1962-63, one of these two training colleges have been started with 80 seats.

### **Improvement in Salary Scales of Teachers**

The scales of pay of teachers in secondary schools were revised during 1961-62 and there has been substantial improvement in their emoluments.

### **Education of Girls with Particular Reference to Special Schemes**

The following schemes were taken up for enrolment of girls in large number at the secondary stage :

(i) Maintenance stipends in Girls' high schools, (ii) Extension of subsidised transport to new urban areas; (iii) Provision of sanitary blocks in high schools; (iv) Construction of hostels, for Girls' high schools with quarters for superintendent.

## **UNIVERSITY AND HIGHER EDUCATION**

### **Expansion of Educational Facilities**

The number of colleges at the end of Second Plan was 29. During 1961-62, four more colleges were opened. Of these 33 colleges, five colleges teaching arts subjects are exclusively for girls. During 1962-63, one more arts college for women was opened. A number of new subject were also introduced in different colleges of the State.

### **Teaching of Science**

The State Government have been giving 100% assistance towards recurring and non-recurring expenditure for starting science colleges under private enterprise. Steps are being taken to provide well equipped laboratories and libraries.

### **Improvement of Education including Introduction of Three-Year Degree Course**

Steps are being taken to introduce the three-year degree pattern. In the new pattern, the Utkal university has provided university examination at the end of each year. The first batch of the three-year degree students will come out in 1963.

#### **OTHER EDUCATIONAL PROGRAMME**

##### **Social Education**

A large number of simple and interesting literature and audio-visual aids like charts, posters, filmstrips and gramophone records were produced and distributed among social education centres both in the block and non-block areas. Grants-in-aid were given to village libraries (amounting to Rs. 1.35 lakhs).

##### **Audio-Visual Education**

During 1961-62, a large number of posters on 'Fire Prevention' were supplied to primary schools. Three gramophone records on the evils of intoxication, gambling and necessity of universal primary education were prepared. These programmes are proposed to be continued during 1962-63.

##### **Education of the Handicapped**

During 1961-62 a sum of Rs. 0.26 lakh was paid to the State Council for Child Welfare for the maintenance of two institutions, one for the deaf and dumb and the other for the blind. During 1962-63, provision of Rs. 0.89 lakh has been made for award of grants to the State Council for maintenance and improvement of these two schools. Craft classes have been opened in these schools during this year.

##### **Physical Education & Youth Welfare Activities**

The proposal under Third Plan is to provide a permanent building for the College of Physical Education and to admit 10 women candidates annually so that all Girls' high schools may have trained P.T.I.'s by the end of the Plan period. During 1961-62 a sum of Rs. 0.40 lakh was paid to the Sports Council.

##### **National Cadet Corps**

During 1961-62, the number of N.C.C. cadets increased to 7,340 in the case of Senior Division. There was no change in the strength of Junior Division.

During 1962-63, the strength of N.C.C. cadets has been further increased as follows:

Senior Division including N.C.C. Rifles— 8,285

Junior Division including A.C.C. — 20,910

**Youth Welfare**

During 1961-62, a sum of Rs. 0.92 lakh was paid to the State Youth Welfare Board for the construction of youth hostels, organisation of youth leadership camps and execution of other schemes. During 1962-63, a sum of Rs. 0.65 lakh has been provided for organising youth welfare activities.

**Development of Hindi and Sanskrit**

Hindi teachers were appointed in 24 high schools and 6 basic training schools during 1961-62. To encourage students reading in Sanskrit institutions, provision was made for the award of scholarships during 1961-62. During 1962-63, a sum of Rs. 1.94 lakhs has been provided for the encouragement of Hindi and Sanskrit education in the State.

**PUNJAB**

Statement furnished by the Punjab Government

Sl. No.	Name of Scheme	Performance during 1961-62		Proposals for 1962-63		Performance during 1962-63 upto 30-9-1962	
		Expenditure incurred	Physical targets achieved	Financial	Physical targets	Actual Expenditure	Physical targets achieved
1	2	3	4	5	6	7	8
<b>Elementary Education</b>							
1	Expansion of educational facilities for Children of age-group 6-11.	1.09	Equipment to primary schools.	1.50	Equipment to primary schools.	0.09	Equipment to primary schools sanctioned.
2	Expansion of educational facilities for children in the age-group 11-14.	4.28	(i) 197 Pry. schools up-graded to middle standard. (ii) Crafts introduced in 34 schools. (iii) Removing congestion in middle schools additional staff.	13.93	(i) Nil. (ii) Crafts to be introduced in 34 schools. (iii) Removing congestion in middle schools additional staff.	4.56	(i) Nil. (ii) Crafts introduced in 13 schools. Additional staff sanctioned.
3	Teacher training programme.	2.63	17 J.B.T. Units	22.64	238½ new units	0.67	238½ new Units.
4	Improvement in the salary scales.	..	..	..	..	..	..

1	2	3	4	5	6	7	8
5	Education of girls with particular reference to special schemes.	1.46	33 residential quarters. 100 water-pumps. 100 lavatories.	2.88	(i) 33 quarters. (ii) 126 water pumps. (iii) 126 lavatories.	..	..
6	Orientation programmes	1.36	1,600 schools benefited	2.00	1,600 schools to be benefited.	0.05	..
7	Legislation for compulsory primary education and enforcement of compulsion.	31.60	4, 11, 270 children enrolled. 42 new pry. schools set up.	112.22	1,2,04,000 children to be enrolled, 42 Primary schools to be set up.	39.61	(1) 2,04,00 children enrolled (2) 42 schools (Pry.) set up.
<b>Secondary Education</b>							
1	Expansion of educational facilities for children in the age-group 14-17.	0.35	Additional staff provided in Government school.	15.20	Additional staff.	1.07	..
2	Conversion into higher secondary Multipurpose schools.	40.26	74 schools converted to higher secondary pattern.	47.18	122 more schools to be converted to higher secondary pattern.	4.91	42.27. 122 schools to be converted into higher secondary pattern.
3	Improvement of Secondary education.	4.31	Equipment grants	14.50	..	3.80	Equipment grants.
4	Teaching of science	0.24	Equipment and teaching staff in 12 schools	0.25	(continuing)	0.07	Equipment teaching staff.
5	Teacher training programme	0.34	..	2.80	..	0.23	..
6	Improvement in the salary scales of teachers.	..	..	..	..	..	..
7	Education of Girls, with particular reference to special schemes.	0.31	10 Hostel buildings taken in hand.	4.00	5 hostel building to be set up.	00.6	..

1	2	3	4	5	6	7	8
<b>University Education</b>							
1	Expansion of education facilities.	8.89	3 new Govt. colleges set up.	6.86	..	2.07	..
2	Teaching of science . . .	..	..	..	..	..	..
3	Improvement of education including of introduction of Three-year Degree course.	19.72	All the 88, 4-yrs. colleges converted 3-years degree colleges.	12.45	..	7.88	..
4	National colleges with emphasis on sports and games.	2.97	One college set up . . .	2.55	..	0.77	..
5	Setting up of a Home Science College	0.71	College set up . . .	0.91	..	0.17	..
<b>Other Educational Programmes</b>							
<i>(a) Social Education :</i>							
	Establishment of three Distt. Libraries.	..	..	0.27	Library to be set up . . .	0.09	One library set up.
<i>(b) Audio-Visual Education</i>							
	Aid to Children Film Committee,	0.40	..	0.40	..	..	..

	1	2	3	4	5	6	7
<i>(c) Education of the Handicapped</i>							
Education of the mentally retarded training of teachers setting up of special schools/ classes.	0·16	..	0·44	..	0·04	..	
<i>(d) Physical education and youth welfare</i>							
Expenditure of N.C.C. .	1·98	..	6·47	..	1·01	..	
Extension of A.C.C. .	0·83	..	0·55	..	0·02	..	
Promotion of sports and games.	6·53	..	9·00	..	0·97	..	
Conversion of Govt. college of Physical Education to three-year Degree pattern	0·38	..	1·42	..	0·02	..	
<i>Development of Hindi and Sanskrit</i>							
Development of Hindi .	0·80	..	1·31	..	0·25	..	
Introduction of Hindi in administrative sphere	1·04	..	1·37	..	0·15	..	
Grants to Hindi/Sanskrit pathshalas.	0·40	..	0·40	..	0·02	..	



## RAJASTHAN

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11**

During 1961-62, under the scheme of introduction of compulsory education, 2,082 primary schools were opened and 1,318 additional teachers were provided. Twenty-five Sub-Deputy Inspector of Schools were provided. These provisions were utilised to the full extent according to the Plan programme.

During the current year, a provision of Rs. 71,32,000 has been made for opening primary schools. Out of 2,085 primary schools to be opened in Rural areas under Panchayat Samitis, reports regarding the opening of 1,576 schools have already been received.

Out of the quota of 617 additional teachers on account of increase due to enrolment drive, 381 posts have been allotted during April to September, 1962 and the remaining posts will be given during the later half of the year on receipt of actual requirements of additional teachers as a result of enrolment drive.

Out of the quota of 800 teachers for urban areas (600 for Boys schools and 200 for Girls schools), for opening new single teacher schools and for strengthening the existing schools in urban areas, reports received so far show that 31 new primary schools have been started in urban areas and the rest of the teachers are to be absorbed as additional teachers in existing urban primary schools.

The scheme of mid-day meals was introduced in the district of Dungarpur, Nanswara and Pratapgarh Tehsil of Chittorgarh District during 1961-62, where there is a concentration of population belonging to scheduled tribes. An expenditure of Rs. 2,44,000 was incurred against the provision of Rs. 5,00,000 due to its operation in a limited area.

During the current year, a scheme of supplying milk to a limited number of children under the CARE scheme has been started.

At the end of the 2nd Plan, 44.3% children of age-group 6-11 were brought to schools. In 1961-62, a target of 1.90 lakhs of additional enrolment was laid down, raising the percentage from 44.3 to 47.5. The total enrolment at the end of 1961-62 was estimated to be 13.11 lakhs.

During 1961-62, special efforts were made to increase the enrolment of age-group 6-11 by organising enrolment drive throughout the State, which increased the enrolment from 44.3 to 47.5%. The results of enrolment drive organised in 1962-63 are yet awaited. 600 posts of school mothers were created for rural primary schools and 200 quarters were constructed for lady teachers in rural areas in 1961-62 in order to overcome the difficulty of scuring services of lady teachers for rural areas. In 1962-63, 600 more posts of school mothers and 200 more quarters have been allotted to Panchayat Samitis.

### **Expansion of Educational Facilities for Children in Age-Group 11-14**

During 1961-62, 297 primary schools were raised to the middle standard against the quota of 125 and 70 additional sections were started in the existing middle schools against the provisions of 5. The scheme of continuation of education in the existing middle schools was introduced in 9 middle schools. During 1962-63, only 10 Girls primary schools have been raised to middle schools and no Boys middle schools has been started due to economy cut. Scheme of starting continuation classes has been dropped.

During 1961-62, 10 middle schools were converted into basic middle schools against the quota of 10. This scheme has been dropped in the current year.

Additional teachers for addition of class 7th, in the schools upgraded in 1961-62 and of class 8th in the schools upgraded in 1960-61 were provided during April to September, 1962.

There is a provision of Rs. 26,000 under the Pilot scheme for middle schools, for giving special grants to selected middle schools in the current year.

Targets for the enrolment of 2.4 lakhs of 11-14 age-group was laid down against which the tentative achievement is 2.43 lakhs in 1961-62. This increase is due to the revised targets of middle schools from 125 to 297. This raised the anticipated percentage of 15.0 to 17.8. The targets of percentage of this age-group has been laid down as 0.3 which it is hoped will be achieved.

### **Teacher Training Programme**

During 1961-62, 51 basic S.T.C. schools were functioning with a total intake of 6,000. The actual enrolment was 5,986. These institutions gave an out-put of 5,578 trained teachers in the year. The percentage of trained teachers in primary and middle schools was 64.0 and 47.5 respectively. In order to meet the dearth of lady teachers, a special training institution with two years course was started at Bikaner for the middle-passed lady teachers, with an intake of 50.

In 1962-63, one new B.S.T.C. school for Girls has been started at Ajmer and one Boys' training schools has been converted into Girls' training school. One S.T.C. school gives 3 months training to in-service teachers in basic education. A short course of three months is organised in this school with an intake of hundred teachers. Thus it has a provision for the training of 300 teachers per year.

To meet the increasing demand of trained craft teachers, a training schools was started in 1961-62 at Parshuramdwarra (Jaipur) for the training of craft teachers by converting one Teacher Training School into a Craft Teachers' School. It has 100 seats. During 1961-62, 12 teachers were deputed on full salary and 87 on stipend of Rs. 25 p.m.

In 1961-62, 6 lady teachers were deputed for the diploma course and one for the certificate in sewing and tailoring at the Rajasthan Mahila Vidyapeeth, Udaipur.

This year, 6 teachers have been sent for the diploma course and one for certificate course in sewing and tailoring during April, '62 to September, '62.

### **Improvement in Salary Scales of Teachers**

The pay scales were revised by the Government from 1-9-1961. For primary school teachers there is now only one pay scale of 75-4-95-5-105-EB-5-130-EB-5-160. Graduate teachers get a higher start of Rs. 91.

### **Education of Girls with Particular Reference to Special Schemes**

Six hundred posts of schools mothers were created for rural primary schools and 200 quarters were sanctioned for lady teachers in rural areas in 1961-62. A similar provision exists in 1962-63 which has been allotted to Panchayat Samities.

### **Orientation Programme**

During 1961-62, eight Orientation Camps were organised for the benefit of the newly appointed inspecting staff.

A provision of Rs. 20,000 has been made in the current year against which no expenditure has been booked up to September, 1962.

### **Legislation for Compulsory Primary Education**

Compulsory primary education exists in the districts of Ajmer and in a few towns of the old States. Since the Government believes more in persuasion than in compulsion, legislation of compulsory primary education has not yet been introduced in the Assembly.

## SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in Age-Group 14-17**

One hundred middle schools (including 3 Girls schools) were up-graded to junior higher secondary schools during 1961-62 against the quota of 50 Boys' middle schools and 3 Girls' middle schools. Three private middle schools for Boys were upgraded to junior higher secondary schools against the quota of 2.

60 Additional sections were started in high & higher secondary schools and 2 in private high and higher secondary schools.

One Sainik school was started at Chittorgarh in 1961-62.

*April to September, 1962*

Due to economy measures, only 3 Government Girls middle schools have been up-graded to junior higher secondary schools against the quota of 3. Five private schools have been up-graded to junior higher secondary schools on the condition that no aid will be allowed to them on the additional expenditure during the Third Plan as an economy measure.

Additional staff was allowed on addition of classes 10th and 11th in high schools and higher secondary schools which were raised/ converted into high and higher secondary schools in 1960-61 and 1961-62.

### **Conversion into Higher Secondary/Multipurpose Schools during 1961-62**

Nine Government high schools were converted into higher secondary schools against the quota of 8 and one private school against the quota of 3.

*April to September, 1962*

Due to economy measures, no provision has been made for conversion of high schools into higher secondary schools during 1962-63. Provision has been allowed for additional staff on addition of class 10th and 11th in high schools converted in 1960-61 and 1961-62.

Introduction of physics and chemistry as optional subjects and gardening as craft has been allowed in two private aided higher secondary schools on the condition that now aid will be given on additional expenditure during the Third Plan.

### **Improvement of Secondary Education**

Under the Pilot scheme, on high/higher secondary school in a District was given special grants for the purpose of equipments etc. A special programme of tutorial work and other co-curricular activities is given to these schools which are placed under the special charge of an Inspecting Officer of the District and the Range. The Chief Ministers' shield is awarded every year to the best school. 32 schools were taken up under this scheme during 1961-62.

#### **1962-63**

There is a provision of Rs. 1,80,000 for Pilot high and higher secondary schools. Necessary allotment will be made during September, 1962 to March, 1963.

### **Teaching of Science**

#### **1961-62**

General science is a compulsory subject in all high/higher secondary schools. An amount of Rs. 1,38,300 was allowed for science laboratories of high/higher secondary and multipurpose schools. The science course was allotted to 10 Government and two private schools.

#### **1962-63**

Due to economy cut, no new science subject will be introduced in high and higher secondary schools during 1962-63.

### **Teacher Training Programme**

#### **1961-62**

The teacher training programme was further strengthened by increasing the intake of the existing 4 teacher training colleges and by starting a new T. T. college at Jodhpur. Out of 610 trainees 580 came out successful in the B.Ed. training.

The number of trained teachers in secondary schools was 12,007 at the end of the year, which is 46.3% of the total number of secondary school teachers.

### **Improvement in Salary Scales of Teachers**

**1961-62**

The pay scales of the teachers staff were revised from 1-9-1961 along with the general revision of pay scales.

### **Education of Girls with Particular Reference to Special Schemes**

**1961-62**

In order to give an incentive to female education in the State and to secure services of lady teachers in sufficient number, 39 stipends at the rate of Rs. 25 p.m. were granted and 200 scholarships of Rs. 5 p.m. were given to 200 girls. Besides Rs. 15 per annum were given to 250 girls for books etc.

Two part-time evening classes were started, one at Bikaner and the other at Jaipur for the benefit of adult ladies.

Two more evening classes have been opened, one at Jodhpur and other at Kota.

Large difference between the Boys and Girls education in schools is due to traditions, economic conditions, early marriages etc.

#### **UNIVERSITY AND HIGHER EDUCATION**

In the period under report new colleges have been started. With this the total number of college for general education rose to 62.

### **Teaching of Science**

This year additional facilities for teaching science up to degree standard were provided in four Government colleges.

With a view to establishing a residential character for Rajasthan university, Jaipur and Government colleges at Jaipur city were also transferred to the said university.

### **Post-graduate Studies and Research**

The following post-graduate subjects were transferred to the university of Rajasthan in the year under report.

1. English
2. Hindi
3. Sanskrit
4. Political science
5. Sociology

Hobby workshops have been started in three colleges, so that students may get a fair knowledge of various type of basic crafts and industries.

Hostel facilities have been provided in eight colleges.

## OTHER EDUCATIONAL PROGRAMMES

**Education of the Handicapped**

No provision has been made in 1962-63 under this scheme as it has been taken under Centrally Sponsored Schemes.

**Physical Education and Youth Welfare****1961-62**

A provision of Rs. 94,000 was provided for physical education against which an amount of Rs. 1,62,000 was spent.

**1962-63**

An amount of Rs. 14,000 has been provided for development of the Physical Education College, Jodhpur.

**Social Education—1961-62**

In the Education Department, social education programmes were confined to adult literacy production of literature for neo-literates and improvement in library services. Steps were also taken to strengthen the district set up of social education.

**Adult Literacy :** The old scheme of adult literacy was replaced by a new scheme in 1960-61 under which payment of honorarium was substituted by a scheme of incentives and prizes to literacy teachers. This scheme was fully implemented in the year 1961-62, when a sum of rupees one lakh was provided for prizes to literacy teachers.

The scheme worked well and during the year under review, the total number of adult literacy centres rose to approximately 9,000 for men and 350 for women, where approximately 1,26,000 men and 3,800 women were made literate. This was the highest number of adults made literate in any year so far.

**Production of Literature :** Under this scheme, two prizes of 1,000 and Rs. 500 are awarded to the best books for neo-literate adults written during the year. In addition, four books for adults are got written by good authors and their copy rights are secured by the department on payment of Rs. 750 per book. Books suitable for neo-literate adults are purchased and distributed. A provision of Rs. 16,000 was made for this scheme during 1961-62. No series of books submitted for prize competition was considered suitable for the first prize but the second prize of Rs. 500 each was awarded on two series. Of the four authors selected for writing small books for adults, three submitted their manuscripts and steps are being taken to get them printed. Books for neo-literate adults to the value of Rs. 11,500 were purchased for village libraries and adult education centres. The total expenditure incurred under this scheme was Rs. 14,805.50 out of the provision of Rs. 16,000.

**Improvement of Library Service :** Expansion of library service was not possible owing to financial difficulties. A sum of rupees one lakh was provided for the improvement of existing libraries out of which Rs. 97,700 were spent on the purchase of books and library accessories and on book binding.

**Strengthening the District set up of Social Education :** Five posts of District Social Education Officers were created for the districts of Jaipur, Ajmer, Udaipur, Jodhpur and Kota. A sum of Rs. 26,000 was provided for the purpose, all of which was utilised.

*April to September, 1962*

### **Adult Literacy**

A sum of rupees one lakh has again been provided for award of prizes to teachers doing good work in adult literacy.

In most Panchayat Samitis, Adult Education Centres had not been started as yet on account of the Panchayat Samitis being extremely busy with national emergency measures. The movement appears to have received a set back and unless the relative importance of adult literacy programme in the changed circumstances of national emergency is clarified, the programme is bound to suffer.

**Production of Literature :** The scheme of the last year have been repeated and the same provision has been made.

**Improvement in Library Services :** A sum of Rs. 49,000 has been made for improvement in existing libraries. The amount has been distributed to different libraries.

**Strengthening of District set up of Social Education :** The posts of District Social Education Officers have been abolished as a measure of economy and the work of social education at the district-level has been entrusted to the Inspectors of Schools.

### **Audio-Visual Education—1961-62**

The audio-visual education unit of the Education Department is situated at Ajmer. During 1961-62 a sum of Rs. 62,000 was provided for strengthening the film library and creating an exhibition sub-unit. Thirteen full length films, 31 documentary and short films were added to the film library during the year under review.

During the year under review educational exhibitions were organised at Udaipur, Bikaner, Jaipur and Kota, Ajmer and Pushkar and the nucleus of permanent educational exhibition at Ajmer was formed.

*April to September, 1962*

A sum of Rs. 50,000 has been provided under plan expenditure. Most of this amount will be spent on purchase of radio sets, documentaries and educational films and film strips. A sum of Rs. 25,000 from this amount and another Rs. 1.50 lakhs by reappropriation is being provided for purchase of radio sets to be distributed in middle schools of rural areas for listening to news bulletins by the students during day time and the village people at night. It is also intended to prepare and distribute posters etc., connected with national emergency measures.

## UTTAR PRADESH

## PRIMARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11**

In 1961-62, 5,000 mixed junior basic schools (against a target of 2,500), 1,000 junior basic schools for girls in the rural areas, and 470 large-size junior basic schools (180 for boys and 290 for girls) in the urban area were opened. This is an unique achievement.

About 7 lakh additional children were enrolled in 1961-62 against the target of 4 lakhs. Three lakh additional girls were enrolled of whom more than 2 lakhs were admitted in the mixed schools in rural areas.

In 1962-63, 1,500 mixed and 1,000 junior basic schools for girls have been opened in rural areas and 380 large size schools (90 boys and 290 girls) in urban areas. To cope with the increased enrolment, 3,000 untrained teachers have been appointed.

The percentage of school-going children in the age-group 6-11 rose from 43.2% in 1960-61 to 49.2% in 1961-62 and is expected to go up to 51.4% in 1962-63.

**Expansion of Educational Facilities for Children in the Age-Group 11-14**

Nineteen Government (7 boys and 12 girls) and 33 non-govt. senior basic schools for girls were opened in 1961-62 on a special grant-in-aid basis. Of the 20 Government senior basic schools (8 boys and 12 girls) to be opened in 1962-63, 12 schools for girls have been opened and steps are being taken to open the remaining schools during the current financial year.

In 1961-62, 171 senior basic schools (128 boys and 43 girls) were brought on the grant-in-aid list.

During 1962-63, 180 more senior basic schools are to be brought on grant-in-aid list.

**Teacher Training Programme**

Five Government normal schools (2 for girls and 3 for boys) were opened in 1961-62. Five more Government normal schools have been opened in 1962-63 (2 for boys and 3 for girls).

Two Refresher Course centres for in-service training to primary school teachers were opened in 1961-62 at Sarnath and Bareilly. About 500 teachers were trained at these centres in 1961-62. Four more such centres will be opened in 1962-63.

**Improvement in Salary Scales of Teachers**

The pay scales of junior and senior basic school teachers were revised in 1961-62. Additional D.A. @ 2.50 p.m. for head teachers and Rs. 5.50 for assistant teachers is also being given since 1961-62.



### **Education of Girls with Particular Reference to Special Schemes**

To step up girls' education, education was made free up to class VIII for girls in villages and smaller towns having a population of less than 15,000.

The scheme of giving village allowance to women teachers serving in rural areas has provided an effective incentive.

In 1961-62, grants amounting to Rs. 33 lakhs were sanctioned for the construction of 1,120 quarters for women teachers of junior basic schools and 200 for senior basic school teachers. Similar grants have been sanctioned in 1962-63 for 1,000 quarters for junior basic school teachers and 150 for senior basic school teachers.

In 1962-63, 500 more school mothers are being appointed. Grants for the construction of sanitary blocks in 1,000 more mixed junior basic schools has also been sanctioned in 1962-63.

To attract girls at the middle stage, grants for books, stationery and prizes were given to 5,000 deserving girls in 1961-62. These facilities are being continued during 1962-63.

Construction of 10 hostels for girls in rural areas and smaller towns was taken up in 1961-62.

About 537 girls were enrolled in sixty continuation classes opened in 1961-62. Sixty more continuation classes have been opened in 1962-63.

### **Orientation Programme**

All primary and middle schools in the State are basic schools. All the training institutions for elementary school teachers are also oriented to basic education.

### **Legislation for Compulsory Education**

The Uttar Pradesh Primary Education Act of 1919 and the U.P. District Boards Primary Education Act of 1926 govern compulsion in the urban and rural areas respectively.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-Group 14-17**

It is expected that 6.3 lakh students in the age-group 14-18 will be in the higher secondary schools (including class XII) at the end of 1962-63 against 5.1 lakh students in 1960-61 and 5.9 lakh in 1961-62. The percentage will thus be raised from 9.1 (15.5% boys and 2.1 girls) in 1960-61 and 10.2 (17.3% boys and 2.2% girls) in 1961-62 to 0.6 (18.1% boys and 2.3% girls) in 1962-63.

### **Conversion into Higher Secondary/Multipurpose Schools**

Government high schools for boys at Agra, Bareilly, Hastinapur and Gorakhpur and the Government high schools for girls at Etawah, Lansdon, Dehra Dun and Gonda have been upgraded to the intermediate standard from 1962.

### **Improvement of Secondary Education**

For the improvement of higher secondary education, 131 unaided higher secondary schools (177 boys and 14 girls) were brought on the grant-in-aid list and 50 schools of backward areas were given liberal grants-in-aid. During 1962-63, 168 unaided higher secondary schools are to be sanctioned preliminary maintenance grant. Twenty six schools have already been sanctioned this grant.

In 1961-62, non-recurring grants were sanctioned to certain schools for buses, furniture, additional accommodation, library and play grounds etc. Due to the national emergency it will not be possible to sanction bus grant during 1962-63.

### **Teaching of Science**

In 1961-62, 116 aided higher secondary schools were given grants for the development of science teaching. Science was introduced in 11 Government higher secondary schools (7 boys and 4 girls).

During 1962-63 grants for development of science will be given to 111 aided higher secondary schools. Science has already been introduced in 4 more Government higher secondary schools from July, 1962.

### **Teacher Training Programme**

In the Government Central Pedagogical Institute, Allahabad, a Curriculum Research Unit was established in 1961-62. The Government Training College for Women, Allahabad has also been reoriented as a research centre for women's education.

The English language Teaching Institute, Allahabad, financed by the British Council, is soon going to be taken over by the Education Department.

### **Improvement in Salary Scales of Teachers**

The pay scale of craft teachers in non-government higher secondary schools were raised. Teachers, clerks and peons of aided higher secondary schools drawing Rs. 100 or less were given additional D.A. @ Rs. 4 p.m.

With effect from July 1, 1962, Government have revised the rate of D.A. to all the employees and aided higher secondary and junior high schools getting pay up to Rs. 350 p.m. at a flat rate of Rs. 20 p.m.

### **Education of Girls with Particular Reference to Special Schemes**

Special scholarships and book aids were sanctioned for girls in 1961-62. This facility is continuing in 1962-63.

Grants for the construction of common rooms were given to 20 co-educational institutions in 1961-62. This facility will be given to 20 more institutions during 1962-63.

## UNIVERSITY AND HIGHER EDUCATION

**Expansion of Educational Facilities**

Eight non-Government degree colleges were brought on the grant-in-aid list. Eighty four degree colleges were also given grants for building, equipment, staff quarters etc. A sum of Rs. 2 lakhs was also released to the Kashi Vidyapith during 1961-62.

From January 1, 1962, the scales of pay of whole-time teachers in the State universities (Faculties other than medicine, engineering, and technology) have been revised.

During 1962-63, 39 degree colleges (against the target of 12) have been brought on the grant-in-aid list.

**Teaching of Science**

An ad hoc provision of Rs. 7,00,000 was made in the budget for 1961-62 to meet the matching share of the University Grants Commission of the non-recurring expenditure. This provision was released in full to three universities and 17 degree colleges.

For 1962-63, a provision of Rs. 27,63,000 has been made in the budget to provide for the matching share of the University Grants Commission grant.

**Improvement of Education including Introduction of Three-Year Degree Course**

The scheme for which 170 lakhs has been provided in the Third Five Year Plan as the State's share could not be implemented during 1961-62. In August 1961, the U. P. University Education Committee was appointed to enquire into the academic and administrative aspects of the Three-Year Degree Course scheme. The report of the Committee is in the process of finalization.

## OTHER EDUCATIONAL PROGRAMMES

**Social Education**

Double shift system has been introduced in the Central State Library, Allahabad with effect from 1962. The district libraries were improved by way of additional books and equipment etc. Rural libraries under the Education Deptt. were re-organised by providing equipment, books, magazines, etc.

**Audio-Visual Education**

Grants for the purchase of film projectors were given to four Distt. Audio-Visual Education Associations in 1961-62. It may not be possible to make a similar provision in 1962-63 due to the national emergency. An Audio-Visual Education Training Centre was set up at Allahabad in 1961-62.

**Education of the Handicapped**

Schemes for the expansion of education for the handicapped envisage construction of buildings for additional children and award of scholarships. In 1961-62 only 23 physically and orthopaedically handicapped persons were awarded scholarships.

### **Physical Education and Youth Welfare Programme**

Programmes for the expansion of the N.C.C. and the Pradeshia Shiksha Dal are under way during the current year. It is also proposed to take full advantage of the National Discipline Scheme for promotion of physical education and discipline in schools and colleges.

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

Forty Oriental institutions were brought on the grant-in-aid list in 1961-62. Building grants were given to five institutions and furniture and equipment grants to 100 institutions will be repeated to the same number of institutions.

One post of Assistant Inspector of Sanskrit Pathshalas in the scale of Rs. 250-500 was created in 1961-62.

## **WEST BENGAL**

### **Expansion of Educational Facilities for Children of Age-Group 6-11**

During 1961-62 and 1962-63, 2,564 and 1,948 schools respectively have been sanctioned. A total number of 7,824 teachers have also been sanctioned.

2. During 1961-62 a total area of 6567.50 sq. miles was brought under compulsion with 7,739 villages involving a child-population (6-11) of 8,10,825. During 1962-63, a total area of 7364.12 sq. miles with 10,885 villages involving a student population of 7,18,719 is proposed to be brought under compulsion. The budget provision for 1961-62 & 1962-63 was Rs. 53.12 & 122.40 respectively.

### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

Eighty senior basic schools were sanctioned during 1961-62 against the budget provision of Rs. 10.75. Fifty senior basic schools were proposed to be sanctioned this year (1962-63) against the budget provision of Rs. 11.25 and 30 Units during 1963-64. No senior basic school was however sanctioned this year (1962-63).

### **Teacher Training Programme**

(i) **Third Plan Schemes :** Budget provision (1961-62) Rs. 5.03. Additional 60 seats were provided in the Kalimpong Junior Basic Training College during 1961-62.

A Junior Basic Training College in Malda district (Chanchal) with 120 seats has been sanctioned in 1962-63. The college has started functioning.

A capital grant of Rs. 3,85,500 plus Rs. 64,000 has been sanctioned during 1962-63 for a college with 220 seats (120 for junior basic and 100 for senior basic). The institution is likely to function sometime in July, 1963. This year's budget provision is Rs. 13.00 lakhs (including a capital outlay of Rs. 10.00 lakhs).

**Continuation of Second Plan Schemes :** Three new junior basic training colleges with 120 seats in each were sanctioned during 1959-60. The construction of the buildings has been completed. One of the colleges started functioning in 1960-61. The two other colleges started functioning this year (1962-63).

A condensed course of basic training for 2 months for 30 Bhutanese teachers was sanctioned during 1961-62. The course was organised in January and February, 1962.

### **Expansion of Teacher Training Facilities**

Nine new junior basic training colleges were sanctioned in 1959-60 with 120 seats in each and construction of buildings of 8 colleges was completed in 1961-62. During 1961-62 seven colleges started functioning.

### **Improvement of Salary Scales of Teachers**

The salary scales of teachers of elementary (Pre-basic, junior basic and primary schools) have been revised and a higher pay scale introduced with effect from 1-4-61.

### **Education of Girls with Particular Reference to Special Schemes**

The original budget provision of Rs. 0.76 lakhs in 1961-62 for pre-primary (Basic) education was revised for Rs. 4.58 lakhs, 50 Units of pre-basic (Nursery) schools were sanctioned during 1961-62. Another 30 such schools have been sanctioned during 1962-63 against the budget provision of Rs. 5.80 lakhs only.

During 1961-62, 60 units of twin teachers' quarters were sanctioned at an estimated cost of Rs. 6,000 each.

During 1962-63, no teachers' quarters were sanctioned. There was, however, a budget provision of Rs. 2.50 lakhs for the year under review.

During 1961-62 one school mother training centre (4th Unit) was sanctioned for establishment at Dakshineswar. The centre has started functioning.

A proposal for sanctioning one more centre (5th Unit) is under consideration.

### **Orientation Programme**

Besides other programmes, fifty heads of training institutions have received instructions under the orientation programme during 1961-62 and 1962-63.

### **Extension activities in Training Institutions for Primary Teachers**

Two units of extension services projects for primary schools have already been allotted to West Bengal for establishment at Bani-pur (24-Parganas) and Kalanabagram (Burdwan) by the National Council of Educational Research and Training.

A Budget Provision of Rs. 1.14 lakhs in 1961. Rs. 2.05 lakhs in 1962-63 has been made, for giving orientation training to teachers of primary schools and members of the inspecting staff under the programme of orientation of primary schools towards the basic pattern.

The State level Seminar of the District Inspectors of Schools was held in 1961-62 (March, 1962) along with the Seminars for officers in connection with the introduction of compulsory primary education for the age-group of 6-11.

### Legislation for Compulsory Primary Education

No new legislation has been enacted in lieu of the existing one.

#### SECONDARY EDUCATION

Name of scheme	Progress made during 1961-62	Progress made from April—September, 1962	Progress likely to be made from October, 1962—April, 1963
(i) Expansion of educational facilities for children in the age-group 14-17.	No. of new high schools recognised—104.	No. of new high schools—Nil	No. of new high schools likely to be recognised—130.
(ii) Conversion into higher secondary/multipurpose school.	No. of schools upgraded—180	Nil	300
(iii) Improvement of secondary education	Steps have been taken for qualitative improvement of secondary education like accommodation, furniture, equipment and appliances. Pay scales of teachers have again been revised from 1-4-1961 in order to attract qualified persons to the teaching profession. Upto 1961-62, 922 high schools out of 2070 high schools have been upgraded into class XI schools—with diversified courses. This measure also ensures qualitative improvement of secondary education.		
(iv) Teaching of Science	1. No. of higher secondary schools to which science stream has been sanctioned — 128  2. No. of secondary schools to which grants have been sanctioned for improvement of science teaching — 79	Nil	60

Name of scheme	Progress made during 1962-63	Progress made from April—September, 1962	Progress likely to be made from October, 1962—April 1963
(v) Teachers' training programme	New training institutions started in training I	Nil	2
(vi) Improvement in the salary scales	Expenditure incurred 85.57 lakhs.	97.77 lakhs.	159.25 lakhs
(vii) Education of girls (Special schemes)			
a) Provision of free education of girls upto class VIII in rural areas.	Expenditure incurred 34.65 lakhs.	20.00 lakhs	20.00 lakhs
b) Others	..	..	9.10 lakhs
(Provision of residential girls' schools in rural areas, special measures for promoting attendance of girls at the middle and secondary stages, provision for hostel of girls in secondary schools and housing of women teachers)			

A statement showing the target figures for 1961-62 and 1962-63.

Name of the Schemes	Target for 1961-62	Target for 1962-63
(i) Expansion of educational facilities for children in the age-group 14-17		
(ii) Conversion into higher secondary multipurpose schools.	115	185
(iii) Improvement of secondary education	..	..
(iv) Teaching of science	350	475
(v) Teacher's training programme	1	2
(vi) Improvement in the salary scales	77.04 lakhs	102.00 lakhs

Name of the Schemes	Target for 1961-62	Target for 1962-63
(vii) Education for girls (special schemes)		
(a) Provision of free education for girls upto class VIII in rural areas.	5.51 lakhs	1.00 lakhs
(b) Others		
(Provision of residential girls' schools in rural areas, special measures for promoting attendance of girls at the middle and secondary stages, provision for hostel of girls in secondary schools and housing of women teachers).	7.42 lakhs	5.35 lakhs

#### UNIVERSITY AND HIGHER EDUCATION

##### Expansion of Educational Facilities

The number of universities in West Bengal at the end of second Plan was 4, excluding the Centrally managed Visva Bharati university. During 1961-62 steps were taken to establish (i) The Tagore university and (ii) North Bengal university. These two universities started functioning in 1962-63. The total number of universities in West Bengal up to 30th September, 1962 was thus 6, excluding the Visva Bharati university.

The number of colleges for general education at the end of the Second Plan was 122. The total number of colleges at the end of 1961-62 was 133 (110 for men and 23 for women). During 1962-63 two more colleges were established up to September, 1962.

During 1962-63 a professorship of indology has been created in Sanskrit college for promotion of research and post-graduate studies on indology.

Forty two hostels were established during the Second Plan. In addition to these, two hostels were sanctioned during 1961-62 and two more during 1962-63.

##### Teaching of Science

The number of colleges teaching science subjects up to the degree course was 100 at the end of 1961-62.

During 1962-63 the Jadavpur University was helped with grants for modernisation of the Chemical Engineering Degree Course under the U.G.C. Scheme.

##### Introduction of Three-Year Degree Course

Upto 31-3-62, 97 colleges had been taken up for development under the Three-Year Degree Course Scheme. During 1962-63 two big colleges have been added to the list.

##### Special Scheme for Girls

The number of women's colleges in the State rose to 33 in 1961-62 as against 27 in 1960-61. During 1962-63 a college at Kalimpong has been established under the scheme.



## OTHER EDUCATIONAL SCHEMES

**Adult Literacy**

During 1961-62, 1792 social Education centres and night schools were sponsored by Govt. and 269 centres were run by voluntary organizations with Govt. financial assistance. Over 1,32,600 people participated in the activities organized at these centres, and about 54,600 people attained working knowledge of reading and writing.

**Library Service**

In addition to the existing 19 district libraries, 24 area libraries, 2 central libraries and 464 rural libraries, sanction was accorded to the establishment of 40 more rural libraries.

**Education of the Handicapped**

Institutions for the physically handicapped are classified under two categories (1) for the blind and (2) for the deaf and dumb. The number of schools for these 2 categories at the end of 1961-62 was 9 with a total enrolment of 736.

The feeble-minded children or children with mental deficiencies are trained in special institutions, with the help of psychologists and psychiatrists. One such school was added during 1961-62, thus, raising the number to 2. Enrolment also increased from 74 to 90 during the year.

Orphans and parentless children and destitutes are regarded as socially handicapped and admitted into residential welfare homes. There were 55 such institutions with 5,513 inmates at the end of 1961-62.

In 1962-63 a new institution for the 'problem' children at Baranagore was established with a capacity of 50 seats at a cost of Rs. 31,000.

**Physical Education and Youth Welfare**

Considerable development took place in the field of physical education during the period of Third Five Year Plan under report. The State schemes and the Centrally sponsored schemes which were taken up, were in most cases, implemented.

**Development of Hindi and Sanskrit**

Hindi is taught in all secondary schools in classes VI and VII.

During 1961-62 a grant of Rs. 9,300 was sanctioned for publication and translation of books for promotion of Hindi. 170 Hindi books and 2,000 booklets received from different sources were distributed in different educational institutions during 1962-63 for propagation of Hindi.

One professor for teaching of Hindi has been posted in each of the teacher training colleges in the State.

One teacher for the teaching of Hindi has been sanctioned in each of the higher secondary schools. So far 800 teachers have been posted in these schools, which involves an annual expenditure of about Rs. 11.23 lakhs from State fund.

Sanskrit is a compulsory subject in class VIII of all schools. It is also a compulsory subject in classes IX and X of all X-class high schools. The total expenditure for promotion of Sanskrit in the State under the Plan Scheme was Rs. 1.07 lakhs during 1961-62 and roughly Rs. 0.51 lakhs during 1962-63.

## ANDAMAN & NICOBAR ISLANDS

### ELEMENTARY EDUCATION

Seven new primary schools were established in 1961-62. Five primary schools were up-graded to middle schools as against four envisaged during the year.

Three new primary schools were established up to September 1962. One primary school was up-graded to a full fledged middle school according to the Plan schedule.

### Enrolment (boys and girls separately) in the Age-Groups 6-11, & 11-14 (1961-62)

Physical targets visualised				Targets achieved			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
6-11		11-14		6-11		11-14	
2236	1689	236	163	3601	2238	595	241

The percentage of enrolment to the corresponding population

6-11		11-14	
Boys	Girls	Boys	Girls
96.6	63.6	22.7	11.6

There were 93 primary schools and 6 middle schools during 1961-62. Six primary schools were converted into junior basic schools during 1961-62. This brought the total number of basic schools in the territory to 16. Another six primary schools are expected to be converted into basic schools by the end of March, 1963. This will bring the total number of basic schools in the territory to 22.

### Mid-day Meals

The programme for 1961-62 envisaged supply of UNICEF milk to about 700 additional school going children. The programme could not be implemented as the supply of milk powder was stopped by the UNICEF.

### Legislation for Compulsory Primary Education

A legislation for compulsory primary education in these islands has already been promulgated by the President.

## SECONDARY EDUCATION

There were one high secondary multipurpose and two higher secondary schools in this territory. Enrolment details (1961-62) are given below :

Physical targets visualised	
14--17	
Boys	Girls
118	28
Targets achieved	
Boys	Girls
192	99

The percentage of enrolment to the corresponding population.

14--17	
Boys	Girls
9.0	5.3

Additional equipment, library books, scientific appliances etc., were provided to higher secondary schools and the higher secondary multipurpose school.

### Teaching of Science

General science continued to be taught as a core subject in the secondary classes.

### Education of Girls with Particular Reference to Implementation of Special Schemes

Prizes were awarded to 160 girls students of primary schools for regular attendance. Stipends were also granted to four girl students of higher secondary classes coming from rural areas to reside in the hostel attached to the Girls Higher Secondary school, Port Blair.

### UNIVERSITY AND HIGHER EDUCATION

Twelve scholarships have been sanctioned up to September 1962 for post-matriculation studies.

### OTHER EDUCATIONAL PROGRAMMES

#### Social Education Centres

Eleven social education centres were established in different parts of the territory during 1961-62 bringing the total number of social education centres to 22.

Eight adult literary centres exclusively for women are expected to be opened before March, 1963.

### Development of Hindi & Sanskrit

Ten Hindi teaching centres were established, Grants-in-aid amounting to Rs. 5,000 were sanctioned to private organisations for the development and propagation of Hindi. Five new Hindi teaching centres were established up to 30-9-1962.

### Physical Education and Youth Welfare

Youth Welfare Programme (Students' Tours) has been deferred for this year due to the national emergency.

## DELHI

### PRIMARY EDUCATION

### Expansion of Educational Facilities for Children in the Age-Groups 6-11 and 11-14

The following tables indicate the position.

Institutions/Schools	1960-61	1961-62	1962-63
Primary schools (including basic)	744	868	868
Middle schools (including senior basic)	206	235	272

  

	Enrolment		
	Third Plan Target (1961-66)	Achievement (1961-62)	Achievement (1962-63)
<i>Primary</i>	4.07	0.13	0.22
Percentage to age-group 6-11	95%	89%	90%
<i>Middle</i>	2.03	0.38	0.14
Percentage to age-group 11-14	80%	70%	73%

### Teacher Training Programmes

There is one basic training institution under the Directorate. In 1961-62, community development was introduced in the teacher training syllabus. In 1962 an extension wing has been added to the institute to co-ordinate the work of primary schools and to give an orientation course to in-service teachers of primary schools of the D.M.C. and the N.D.M.C.

### Improvement in Salary Scales of Teachers

The scales of teachers in Delhi are the highest in the country.

## Education of Girls

During 1961-62, the number of primary/nursery schools of girls and enrolment therein was as under :

No. of nursery primary schools for girls . . . . .	260
No. of girls in primary classes . . . . .	1,47,874
Corresponding No. of boys in primary schools . . . . .	1,99,675

Schemes, like 'Attendance Scholarships' 'School Mothers' etc., have been initiated.

## Legislation for Compulsory Primary Education

Primary education has been made compulsory in the Union Territory of Delhi vide Primary Education Act, 1960.

### SECONDARY EDUCATION

## Expansion of Educational Facilities for Children in the Age-Group 14-17

In 1961-62, the Delhi Administration opened 22 new higher secondary schools and added about 300 additional sections in the existing Government and aided higher secondary schools to meet the growing demand for school facilities. The following table gives the progress made in this direction :

Schools	1960-61	1961-62	1962-63
Higher secondary schools . . . . .	260	300	317
Enrolment . . . . .	53,112	65,321	67,321
Girls . . . . .	13,295	18,163	23,163

## Conversion into Higher Secondary/Multipurpose Schools

Delhi is the first Unit in the country which converted all high schools into higher secondary schools by the end of the Second Plan. It also converted nine schools into multipurpose schools. During 1961-62 additional equipment and materials worth Rs. 1,09,540 were provided. A sum of Rs. one lakh is proposed to be spent during the year 1962-63 for strengthening multipurpose schools.

## Improvement of Secondary Education

A sum of Rs. 3,000 was sanctioned during 1961-62, for improving the teaching of arts subjects in higher secondary schools. A sum of Rs. 75,000 was also provided for 1962-63 for the same purpose.

## Improvement of Science

A sum of Rs. One lakh was given to 20 higher secondary schools during 1961-62 for providing science material to school laboratories. During the current year, a sum of Rs. 2 lakhs has been earmarked for the purpose. An expert science consultant has been appointed to guide higher secondary schools in the teaching of science subjects.

### Teacher Training Programme

During 1961-62, seminars on a zonal basis were organised for newly appointed teachers.

### Improvement in Salary Scales of Teachers

The scales of pay of teachers have been revised under the recommendations of the Second Pay Commission. Teachers in Delhi have the highest scales in the country.

### Education of Girls with Particular Reference to Special Schemes

During 1961-62, the number of secondary schools, and enrolment of girls therein were as under :

Number of secondary schools	156
Number of girl students	63,327
Number of boy students	1,28,893

In rural areas girls drop out at the secondary level. The main reason is long distances from villages to the location of higher secondary schools. A scheme for providing free buses in rural areas has been initiated.

The following schemes were sanctioned during 1961-62 for the expansion of girls and women's education :

Centrally Sponsored Schemes	Provision for 1961-62	Amount Spent
1. Quarters for Women Teachers in Rural Area . . . . .	60,000	Nil
2. Appointment of School Mothers . . . . .	16,800	Nil
3. Stipends for Teacher Trainees . . . . .	2,000	1,600
4. Refresher Courses . . . . .	13,000	Nil
5. Stipends to Higher Secondary students for taking up teaching profession.	11,000	8,300
6. Attendance Scholarships to Elementary School pupils . . . . .	1,50,680	1,49,600
7. Special Courses . . . . .	61,500	Nil
<b>TOTAL</b> . . . . .	<b>3,14,980</b>	<b>1,59,500</b>

#### *Special Programme for Expansion of Girls Education*

1. Provision for Additional courses in Home Science, Fine Arts etc.	35,000	1,988
2. Special Allowance for Women Teachers . . . . .	10,000	Nil
3. Provision for Buses . . . . .	75,000	26,724
4. Quarters for Teachers . . . . .	30,000	Nil
<b>TOTAL</b> . . . . .	<b>1,50,000</b>	<b>28,712</b>

For 1962-63, the following provisions have been made :

Centrally Sponsored Schemes	Provision for 1962-63	Amount spent up to Sept. '62
1. Girls Education and Training of Women Teachers . . . . .	50,000	Nil
2. Special Programme		
(i) Provision of Additional courses in Home Science, Fine Arts etc.	35,000	4,414
(ii) Provision of Buses . . . . .	1,50,000	10,088
TOTAL . . . . .	1,85,000	14,502

#### OTHER EDUCATIONAL PROGRAMMES

**Adult Education :** The Social Education branch of the Directorate has opened five night schools during the current academic session for the benefit of adults who were prevented by social or economic conditions from continuing their studies after passing their primary or middle school examinations. These schools admit students in the age-group 17-40.

Audio-visual aids worth Rs. 11,000 were provided to five higher secondary schools during 1961-62. A similar amount will be given to five more schools during 1962-63. In March, 1962, an Audio-visual Education Unit was established in the Directorate.

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

During 1961-62, the Department prepared rules for grant-in-aid to Sanskrit Pathshalas and got them approved by the Government of India. Pending approval of the Government of India, a sum of Rs. 4,500 was given as grant-in-aid during 1961-62.

### HIMACHAL PRADESH

#### ELEMENTARY EDUCATION

#### **Expansion of Educational Facilities for Children in the Age-Group 6-11**

During 1961-63 the number of primary schools increased by 507. The increase in the enrolment being about 23,000 in 1961-62 and about 81,000 in 1962-63.

More children are being brought to school by providing additional facilities like circulation of free textbooks among deserving students, provision of mid-day meals in selected areas, scholarships and free clothing for girl students organisation of intensive enrolment drives.

### **Expansion of Educational Facilities for Children in the Age-Group 11-14**

During 1961-63 the number of middle schools has been increased by 24. The increase in enrolment in the age-group 11-14 during 1961-62 was 2,052 and 862 in 1962-63.

As in the case of the 6-11 age-group several facilities in order to increase enrolment are being provided.

### **Teacher Training Programme**

Four Basic teacher training schools are functioning in this territory. Of these, two schools were started to meet the requirement of additional teachers for the successful execution of universal primary education scheme introduced during 1961-62. These two schools were opened in 1960-61 and 1961-62.

### **Education of Girls, with Particular Reference to Special Schemes**

Two middle schools and three higher secondary schools were started for girls. Forty quarters for lady teachers were also sanctioned for construction. The schemes implemented during the year are :

- (i) Appointment of school mothers in co-educational schools.
- (ii) Award of Attendance Scholarships to girl students @ Rs. 5 p.m.
- (iii) Grant of free clothing to deserving girl students.
- (iv) Provision for free tuition to certain categories of girls @ Rs. 12 p.a. each.
- (v) Grant of pre-selection scholarships @ Rs. 15 p.m. each.
- (vi) Grant of village allowance to women teachers for working in rural areas @ Rs. 15 p.m. each.
- (vii) Construction of quarters for women teachers.

One hostel for girls was sanctioned during 1961-62 but due to certain unavoidable circumstances the construction work could not be started.

### **Orientation Programme**

During 1961-62, nearly 500 primary school teachers were orientated in basic education. Refresher courses are also being organised under another scheme for primary school teachers. Under this programme, nearly 250 teachers were covered during 1961-62. During 1962-63, it is hoped that another 500 teachers will be orientated.

### **Legislation for Compulsory Primary Education**

The programme is being pursued voluntarily and there is no legislation for compulsory enrolment.

#### **SECONDARY EDUCATION**

During 1961-63 the number of high/higher secondary schools increased by 25. the increase in enrolment during 1961-62, and 1962-63 being about 1,500 for each year.



Children are being brought to school by providing facilities like distribution of free textbooks among deserving students, merit scholarships for talented students, attendance scholarships for girls and free clothing to deserving girl students, and appointment of school mothers in co-educational schools.

### **Conversion into Higher Secondary/Multipurpose Schools**

The number of higher secondary schools added during 1961-62 and 1962-63 is 10 and 16 respectively.

### **Improvement of Secondary Education**

Additional staff was provided to 14 higher secondary schools. Ten high schools were started during the Second Plan period. Science material was supplied to ill-equipped high/higher secondary schools. The library service was also strengthened and library books of standard quality supplied to all high/higher secondary schools. Facilities for counselling were provided in 30 higher secondary schools and occupational information service introduced in 15 high/higher secondary schools.

### **Teaching of Science**

Facilities for science are available in all high/higher secondary schools.

### **Teacher Training Programme**

To meet the increasing demand of teachers for secondary schools, the intake of the existing Basic Training College, Solan, was increased from 60 to 100 with effect from 1961. During 1961-62, 79 untrained graduates received training. During the 1962-63 session 101 untrained graduate teachers were enrolled and are receiving training.

O.T. class has also been started in the institution with effect from the academic session 1962. An additional subject on Audio-visual education was also introduced in the training college during 1962-63. Thirty eight teachers in all were deputed outside the State under plan schemes for training in physical education, drawing and O.Ts.

### **Education of Girls, with Particular Reference to Special Schemes**

Three girls' middle schools were upgraded to higher secondary standard with humanities and science.

#### UNIVERSITY EDUCATION

At present six degree colleges, including one private college exist. Facilities for imparting instruction in science subjects are available only in Government colleges.

### **Improvement of Education, including the Introduction of Three-Year Degree Course**

During 1961-62, necessary equipment, science apparatus and library books were supplied to the existing five Government colleges. B.Sc. classes were also started from 1961-62.

## OTHER EDUCATIONAL PROGRAMMES

**Social Education**

A literacy programme was launched in Kinnaur District in September, 1961. Twenty five adult literacy centres in ten villages were opened and about 500 adults made literate. This programme is also being continued during 1962-63.

**Development of Library Services**

With the opening of a new District Library in the newly created Kinnaur District during 1961-62, six District libraries (one in each district) and one Central State Library are functioning in this territory. Mobile Library Services with headquarters at Solan and Mandi were also introduced in 1961-62.

A training cell for training librarians in Diploma and Certificate courses was also created during 1962-63 in the Central State Library at Solan.

**Promotion of N.C.C./A.C.C.**

Two N.C.C. Junior Division Troops for boys were raised in 61-62, one for girls and one Platoon of Senior Division for girls raised in 1962-63. Besides 240 A.C.C. Cadets were raised during 1961-62 and 1962-63 (120 each year).

**Development of Sports**

With a view to developing sports in the territory grants-in-aid were given to sports Associations and Organisations through Himachal Pradesh Sports Council during 1961-62. Grants will also be given during the current year.

**Youth Welfare**

Grants of Rs. 2,500 each were given for the establishment of Open-air theatres in two blocks i.e., Kotkhai-Jubbal and Sangarah in 1961-62. Two Youth hostels are proposed to be constructed during 1962-63. Besides, Youth leadership, dramatic training camps and students tours will be organised during the current year.

**Physical Education and Youth Welfare**

One coaching camp for sports was organised during 1961-62 and provision for the same also exists in 1962-63.

A scheme for the revival of scout movement in the schools of Himachal Pradesh has been taken up.

**Development of Hindi and Sanskrit**

It is proposed to take over one privately run Sanskrit Pathshala at Nahan during the current financial year.

## L. M. &amp; A. ISLANDS

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11 and 11-14**

Total outlay (1961-62) including building works : Rs. 1,57,000  
Amount spent : Rs. 1,18,956.96. In 1961-62 there were 12 primary schools and 8 middle schools with primary classes attached to them. The total enrolment was 4,141 with 106 teachers teaching in primary and middle classes.

In 1962 the number of primary and middle schools rose to 14 and 7 respectively. Of the 14 primary schools, 7 are exclusively for girls.

**Improvement in Salary Scales of Teachers**

The teachers are eligible for D.A. as per Central rules. In addition they are paid 40% special pay for duty on the islands.

**Education of Girls with Particular Reference to Special Programmes**

During 1961-62, three Girls' primary schools were opened. Khadi clothing @ 4½ yards was supplied to all the girls attending schools. In 1962 there were 7 Girls' schools in the Union Territory of which 4 were full-fledged primary schools.

**Orientation Programmes**

A reorientation training camp was organised in January, 1962. Eighteen teachers attended the camp. A teachers' seminar was organised in April, 1962.

**Legislation for Compulsory Primary Education**

The introduction of compulsory education in the Union Territory has been postponed.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 14-17**

(1961-62) Total Outlay : Rs. 1,94,300, Expenditure : Rs. 1,60,940.80 including Rs. 66,042.75 spent for building works. There was only one high school with 53 students on its rolls, of which two were girl students. Standard X was introduced in May, 1962 in the high school. The second high school was opened at Kalpeni in May 1962 with standards VIII, IX and X.

**Improvement of Secondary Education**

Equipment for laboratory, books for libraries, articles of furniture, sports materials and craft equipments etc., was supplied. Total expenditure during 1961-62 : Rs. 12,569.66.

**Teaching of Science**

General science is taught to students among other subjects. In 1962, laboratory equipments have been purchased and supplied to the two high schools. Amount spent : Rs. 13,343.42.

### Improvement of Salary Scales of Teachers

The teachers in the high school are paid D.A. as per Central rules. 40% special pay is also paid for their duty on the islands.

### Education of Girls with Particular Reference to Special Schemes

There was no separate high school for Girls. Girl students studying on the mainland high schools were granted scholarships.

#### UNIVERSITY EDUCATION

There is no college in the Territory. Students studying on the mainland were paid scholarships. An amount of Rs. 10,650.73 was spent during 1961-62.

#### OTHER EDUCATIONAL PROGRAMMES

### Social Education

A study tour of social workers to a project area in Kerala State was organised. Two children parks were established. Three sewing machines were supplied to Women Welfare Centres. An amount of Rs. 4,013 was spent under Social Education (1961-62 Plan). Three Women Welfare Centres have been opened in 1962-63.

#### MANIPUR

### Progress of Expenditure

Total Plan outlay (1961-62) Rs. 25.96 lakhs. Expenditure incurred during the year: Rs. 22.35 lakhs. The shortfall was due to late implementation of the schemes by the Manipur Territorial Council and less provision for buildings by the Public Works Department.

### Selected Physical Targets visualised and achieved

Number of Schools	Position in 1960-61		Targets for 1961-62		Achieved in 1961-62	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary . . . . .	1,660		50		297	
Middle . . . . .	313		5		39	
Higher . . . . .	57		..		..	
Higher Secondary . . . . .	..		3		5	
Multipurpose Schools . . . . .	..		1		1	

  

Enrolments	Position in 1960-61		Targets for 1961-62		Achievement in 1961-62	
	Boys	Girls	Boys	Girls	Boys	Girls
Age-Group 6-11 . . . . .	40,845	15,728	3,000	3,000	3,500	2,500
Age-Group 11-14 . . . . .	11,687	3,185	1,100	1,100	2,000	300
Age-Group 14-17 . . . . .	*4,804	846	160	140	600	500

\*The figure indicates students of classes IX & X only.

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 6-11**

Outlay for (1961-62): Rs. 8.34 lakhs. Total expenditure incurred during the year: Rs. 7.74 lakhs. Against the original target of 200 teachers, 652 primary school teachers were appointed. The actual increase in the number of children was about 6,000 (3,500 boys and 2,500 girls).

**Expansion of Education and Educational Facilities for Children in the Age-Group 11-14**

Plan outlay (1961-62) : Rs. 2.66 lakhs (Rs. 1.82 lakhs was actually spent). The original target for opening new schools was exceeded. The Manipur Territorial Council converted as many as 60 junior basic schools during the year. About 2,000 new children were brought to school and the enrolment target fully achieved.

**Teacher Training Programme**

320 Primary school teachers and 35 M. E. under-graduate teachers received training in basic education in the four basic training institutes and the basic training college respectively.

**Basic Education**

Sixty basic schools were taken over by the Manipur Territorial Council in 1961-62. Thirtynine junior basic schools were upgraded to full fledged basic schools. As many as 23 seminars on orientation programmes were held in which more than 1,000 primary school teachers participated.

**Mid-day Meals**

Mid-day 'tiffin' was supplied to some selected primary schools.

**Legislation for Compulsory Primary Education**

No legislation for compulsory primary education has so far been made. It is felt that the introduction of compulsory primary education may be achieved by about the middle of the Fourth Five Year Plan.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-Group 14-17**

The number of high schools including higher secondary and multipurpose increased from 57 in 1960-61 to 85 in 1961-62. Twelve M. E. schools were upgraded to the status of junior high schools. As many as three high schools under the Council were converted into higher secondary schools. One high school was converted into a multipurpose school. However, this school and the new higher secondary schools functioned only in name as no activities worth mentioning were undertaken. The Plan outlay for improvement of secondary education was Rs. 10.95 lakhs of which only Rs. 6.92 lakhs was utilised.

### **Improvement of Secondary Education**

Grants worth Rs. 0.93 lakhs were given to high schools for the purchase of library books, science equipment and materials and also for the construction of laboratories.

### **Teaching of Science**

General science is being taught as a compulsory subject from the beginning of class VII. Elective science has been introduced in the five higher secondary schools. Attempts are being made to ensure that more science graduates and M.Sc.s. are made available for schools.

### **Teacher Training Programme**

Thirty graduate teachers from high schools were given training in B. T. courses in the Government D. M. College, Imphal. Ten graduate teachers from high schools were also deputed for training in basic education outside Manipur. The percentage of trained teachers in the secondary schools was 14.5 during the year.

### **Improvement of Salary Scales and Service Conditions of Teachers**

The lot of teachers in so far as their scales of pay were concerned remained almost the same.

## **UNIVERSITY AND HIGHER EDUCATION**

### **Expansion of Educational Facilities**

The State has three colleges—one for arts and science and the other two for arts. Provision was made for the improvement of Government D. M. College and for giving grants-in-aid to private colleges. In 1962 Honours classes in education, commerce and botany have been introduced in the college under the Plan schemes.

### **Teaching of Science**

In the Government D. M. College, the teaching of science, specially physics, chemistry and botany, was much improved. Honours class in physics was introduced.

### **Post-Graduate Studies and Research**

Five students were awarded post-graduate scholarships of Rs. 75.00 per month. Fourteen graduate teachers from high schools and three Inspecting Officers were deputed for post-graduate studies outside Manipur.

Another batch of 14 teachers has also been deputed in 1962 to qualify for teaching higher secondary classes. Besides, five fresh graduates have been given post-graduate scholarships @ Rs. 75.00 p.m. to meet the immediate requirement of qualified teachers in higher secondary schools.

### **Schemes for Welfare of Students**

In addition to the already existing scholarships, 20 more merit scholarships were awarded to the post-matriculation students. The construction of Girls' hostel for the D. M. College has also been completed during the year.

## Education of Girls

Remarkable achievement was made in the Plan scheme for the expansion of Girls' education. Of the 651 primary school teachers appointed in 1961-62, 50 were women and of the 147 M. E. school teachers 3 were women. The enrolment of girls increased by about 2,500 at the primary stage and by about 1,000 at the middle stage. Financial assistance, merit scholarships and—attendance scholarships etc., were given to deserving girls at the elementary, secondary and university levels.

### OTHER PROGRAMMES

## Social Education

180 adult literacy centres were opened in which more than 3,600 men and 1,440 women attended.

## Audio-Visual Education

Film shows, production of maps and charts and posters of educative value were some of the important achievements during the year. Painting of school walls with diagrams of educative value were also introduced. In 1962, the Audio-Visual Unit organised the first inter-school cultural meet in Manipur.

## Physical Education and Youth Welfare Activities

Grants-in-aid were given to three Sports Associations for the promotion of sports and games. A considerable number of high schools and M. E. schools were also given grants for the construction of playgrounds. 20 youth clubs were given grants-in-aid @ Rs. 500.00 per club. Similar grants will be given during 1962-63.

## Development of Hindi & Sanskrit

Eighty-Five Hindi schools were given a monthly grant of Rs. 30 per school. Two teachers/instructors were appointed in the Hindi Training Institute, Imphal. Hindi books worth about Rs. 10,000.00 were purchased and distributed to high schools and M. E. schools for their libraries. In 1962 Hindi books worth Rs. 7,000 were purchased and distributed. Three Hindi organisations were also given grants-in-aid amounting to Rs. 1,22,000.00.

## Production of Literature

For production of suitable books for children and adult neo-literates, two book competitions—one in the production of books for children and the other for adult neo-literates, were held. In 1962 prizes varying from Rs. 250 to Rs. 50 were awarded to the best five books for each competition.

### N. E. F. A.

#### ELEMENTARY EDUCATION

The target for the Third Five Year Plan is to establish 58 schools. Out of these, 13 schools, were started during 1961-62 and 24 during 1962-63. Thus 37 schools have been established

Regarding inter-village L. P. schools, the original proposal was for 3 schools during the entire Plan. Of these, one school was started in 1961-62 and 8 schools during 1962-63.

The physical target for the whole Plan is to upgrade 8 L. P. schools to M. E. schools. Two L. P. schools were upgraded during 1961-62 and 5 during 1962-63.

There is a training institute, Buniadi Siksha Bhavan, which trains teachers for the junior and senior basic stages. During 1961-62, 24 junior basic, and 24 senior basic teachers were trained. It is proposed to train the same number of teachers during 1962-63.

Regarding improvement of the salary scales of teachers, the scales of the State Government of Assam are being followed and as such the issue will be taken up as and when the State Government of Assam makes any improvement.

There is no special scheme for the education of girls.

During the Third Five Year Plan 22 L. P. schools were to be converted into basic type. Eleven L. P. schools were converted during 1961-62 and 11 L. P. schools are in the process of conversion during the year under report.

No legislation for compulsory primary education has so far been enacted because conditions are yet to ripe for enforcement of such legislation.

#### SECONDARY EDUCATION

No target was fixed for 1961-62. During 1962-63 one middle school has been raised to H. E. standard.

No target was fixed for the transformation of high school into higher secondary. During 1962-63 it is proposed to transform one H. E. to higher secondary school.

In spite of the dearth of trained teachers, all efforts have been made to recruit trained graduates in most cases. In certain cases, graduates with at least 3 years' experience have been taken in. During inspection of high schools practical suggestions including demonstration lessons have been given to the staff of secondary schools. Scientific equipments, apparatus etc., have been provided with literature to high schools for improvement of science teaching.

In science teaching the instructions of the Gauhati university for class IX and X are being followed and for class VII and VIII the syllabus and text-books as prescribed by the State Government of Assam are followed.

The Buniadi Siksha Bhavan, imparts training to the junior and senior basic teachers and has not yet started any course for the teachers of secondary schools.

The scales of pay of the State Government of Assam for secondary school teachers are followed. Any change in these will be contemplated when the Assam Government takes any action.

There is no special schemes for the education of girls. There is co-education system in our schools.



## UNIVERSITY AND HIGHER EDUCATION

So far no college or university has been established and students who pass the matriculation examination are sent to the colleges of Assam and other States of India for higher education.

## OTHER EDUCATIONAL PROGRAMMES

**Physical Education and Youth Welfare**

2 N.C.C. Units have already been opened during 1961-62 and one Unit in 1962-63. No such scheme has been envisaged in the Plan.

## PONDICHERRY

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for children in the Age-Group 6-11**

Ninety single-teacher schools and additional classes were opened during 1961-62. These classes were conducted in temporary sheds pending construction of pucca buildings for fifty schools. An intensive drive for the enrolment of all children of school age 6-11 years was conducted throughout the State for a period of one fortnight during August, 1961.

**Expansion of Educational Facilities for Children in the Age-Group 11-14**

Nine primary schools were upgraded to middle schools and 10 new classes were opened therein to cater to the educational needs of children of the age-group 11-14 years. By the end of the year, there were 62 middle schools with a strength of 7,523 pupils (27.41% of the total population of the age-group 11-14 years). An expenditure of Rs. 43,875 was incurred during the year.

**Teacher Training Programmes**

The annual intake of the Teacher Training Centre, Pondicherry was augmented from 40 to 80 in order to meet the increasing demand for teaching personnel. An additional training school of the basic type was opened at Karikal with a strength of 40 pupil teachers. Ten candidates were deputed to undergo the secondary grade basic teachers' training course in the training schools in the Kerala State and two teachers of the department were deputed to undergo the Physical Education Teachers' Training course at Madras during the year. A part-time training course (four days in a month) for coaching untrained secondary grade teachers of the department to take the training school examination without undergoing the full time course of two years' duration has been started in the Teacher Training Centre at Pondicherry.

**Improvement in Salary Scales of Teachers**

Teachers of the department appointed to the *de-facto* transfer i.e., 1-11-54 continued to draw their pay in the ex-French scale during the year except for the additional special *ad-hoc* compensatory

allowance ranging from Rs. 15 to Rs. 35 per mensem given to them from 1st June, 1960. The teachers recruited after the *de facto* transfer enjoyed the same scales of pay and D.A. as admissible to their counterparts in the Madras State.

The post-merger teachers on Madras scales of pay drawing a basic pay less than Rs. 150 p.m. have been given an increase of Rs. 5 in the D.A. with effect from 1-7-62 as given to teachers of the Madras State.

### **Education of Girls with Particular Reference to Special Schemes**

To provide incentive for Girls' education, attendance scholarships at the rate of Rs. 2 p.m. and attendance prizes at the rate of Rs. 10 per annum were awarded to 232 and 54 poor girls respectively at the middle stage. A special officer for women's education of the Gazetted rank on par with the District Educational Officer was appointed and attached to the Directorate to promote women's education. The scheme for the grant of a special allowance of Rs. 5 p.m. to women teachers employed in rural areas has been approved. The list of women teachers proposed to be given the monthly allowance has been drawn up.

### **Orientation Programmes**

Orientation courses benefiting 246 teachers of Government primary schools were conducted during the year. Additional equipment worth Rs. 100 per school was also supplied to 125 primary schools to facilitate orientation towards basic pattern.

### **Legislation for Compulsory Primary Education**

The Councillor for Education of the State announced at the third State Educational Conference held in Pondicherry on 26th, 27th and 28th April, 1962 that he was confident that all children of the State between the ages of 6 and 11 could be persuaded to attend schools by the end of the Third Plan without resorting to compulsion. Therefore, no legislation on compulsory primary education is proposed to be enacted in the State during the Third Plan period.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-Group 14-17 and Improvement of Secondary Education**

Higher classes were opened in seven high schools started during the Second Five Year Plan. Two middle schools were upgraded to high schools during the year. Thirty four teachers were appointed to high school classes. Enrolment at the secondary stage registered a marked increase from 2,671 to 2,978. Two high schools have been opened during the current year.

### **Conversion into Higher Secondary/Multipurpose Schools**

Conversion of high schools into higher secondary type was kept in abeyance as the pattern of such high schools was not developed by the Madras Government. Diversified courses in agricultural and secretarial subjects were started in two high schools in Pondicherry

### **Teacher Training Programmes**

Three untrained graduates—two school assistants of the department and an outside candidate—were deputed to undergo the B.T./B.Ed., course in the training colleges in Madras and Kerala against the seats reserved for the nominees of the State. Six untrained graduates—five school assistants of the department and an outside candidate—have been deputed to undergo the B.T./B.Ed., course in the training colleges in Andhra, Madras and Kerala during the current year. The outside candidate deputed for training last year has been absorbed in the department.

### **Education of Girls, with Particular Reference to Special Schemes**

Overall expenditure sanction for the award of merit scholarships at Rs. 10 p.m. for 10 month to 300 girls and merit prizes at Rs. 10 p.a. per girl for 250 girls studying in high schools of the State during the current year has been received. An expenditure of Rs. 10,500 has also been sanctioned towards free supply of books, stationery and clothing to 350 girls studying in high schools at the rate of Rs. 30 per girl per annum. Applications for the award of merit scholarships and prizes as well as for free supply of stationery and clothing have been invited from deserving girl students.

TRIPURA

*Statement furnished by the Union Territory Tripura*

*'W' represents provision & expenditure under works budget*

(Rs. in lakhs)

Sl. No.	Name of the Scheme	Achievement during 1961-62		Achievement up to Sept., 1962 during 1962-63	
		Physical	Financial	Physical	Financial
1	2	3	4	5	6
<b>Elementary Education</b>					
1	Expansion of the existing Basic Training Colleges	Staff has been appointed and equipment purchased for the Basic Training College, Kakraban. Land have been acquired for the Basic Training College, Agartala. Construction work at Panisagar & Kakraban Basic Training Colleges is in progress.	0·81 0·20 (W)	Orders have been placed for purchase of equipment. Construction work is in progress.	0·17 0·41 (W)
2	Expansion of the Craft Teachers' Training Institute, Agartala	Most of the staff has been appointed. Equipment etc. have been purchased. Lands have been acquired. Construction work taken up by the State P. W. D. is in progress.	0·70 0·91 (W)	Orders have been placed for purchase of equipments etc. Some of the equipments etc. have been supplied by the suppliers. Construction work is in progress.	0·29 0·27 (W)

1	2	3	4	5	6
3	Construction of addl. buildings for Basic Training College, Agartala	Construction work is in progress	1.82 (W)	Construction work is in progress.	0.16 (W)
4	Construction of hostel and staff quarters for the Basic Training College, Kakraban	Constructional work almost completed.	0.19 (W)	..	..
5	Expansion of girls' education and training of women teachers	Scholarships and stipends have been awarded to 69 women students.	0.24	Scholarships and stipends have been awarded to 50 women students.	0.19
<b>Secondary Education</b>					
6	Acquisition & improvement of play fields, purchase of sport equipments and popularisation of games and sports in rural areas.	Grants have been given to non-Government Institutions for acquisition of play fields and purchase of sports equip. etc. Sports festivals or organised.	0.33	Applications regarding giving of grants are under collection.	..
7	Starting of B. T. College . . . . .	Books and furniture have been purchased for B. T. College. Construction work has been taken up by the State P. W. D.	0.10 0.90 (W)	Tenders regarding purchase of books and furniture have been received and tabulation completed. Construction work is in progress.	0.52 (W)
<b>University Education</b>					
8	Development of M. B. B. College, Agartala	Administrative approval has been accorded by the Government of India regarding construction of science laboratories etc. for M. B. B. College. Construction work of staff quarters etc. taken up previously is in progress.	0.26 (W)	Construction work is in progress.	0.01 (W)

1	2	3	4	5	6
9	Grant-in-aid to R. K. Mahavidyalaya Kailasahar	A sum of Rs. 50,000 has been given as grants to R. K. Mahavidyalaya, Kailasahar.	0.50	Application received from the Principal, R. K. Mahavidyalaya, Kailasahar for grants, is under consideration.	..
10	Institution of scholarships and stipends	Scholarships and stipends have been awarded to 58 students for higher education outside Tripura.	0.42	Scholarships and stipends have been awarded to 45 students for higher education outside Tripura.	0.18
11	Institution of scholarships and stipends for education of girls at the degree stage.	Scholarships and stipends have been awarded to 28 girl students.	0.10	Stipends have been awarded to 3 girl students.	0.01
<b>Other Educational Schemes</b>					
<b>(a) Social Education :</b>					
12	Development of Library Services	Most of the staff have been appointed. Books furniture etc. have been purchased	0.21	Orders have been placed for purchase of books and furniture. Some of the books and furniture have been supplied by the suppliers.	0.06
13	Expansion and development of branch libraries.	Most of the staff have been appointed. Books furniture etc. have been purchased	0.14	Orders have been placed for purchase of books and furniture. Some of the books and furniture have been supplied by the suppliers.	0.11

1	2	3	4	5	6
14	Production of Social Education literatures	Literatures have been published for neo-literates. The monthly journal has been published.	0.09	Manuscripts selected for publication of literatures. One monthly journal is under publication.	0.03
15	Adult literacy Centres	Adult literacy centres have been started and continued.	0.4	The adult literacy centres are being continued.	0.05
(b) <b>Audio-Visual Education :</b>					
16	Audio-Visual Aids	Most of the staff have been appointed. Films spare parts etc. have been purchased.	0.08	Orders have been placed for purchase of audio-visual equipments. Most of the equip. etc. have been supplied by the suppliers.	0.05
(c) <b>Physical Education :</b>					
17	Development of N.C.C., A.C.C. & Scouts	One Naval Wing and 2 A.C.C. units have been raised. Some equipments etc. have been purchased.	0.01	Raising orders of 1 Army Wing and 2 A.C.C. units have been issued. Orders have been placed for purchase of uniform for A.C.C. cadets.	0.01
18	Development of Physical education	Coaching on foot-ball, cricket, athletic, gymnastic and swimming have been conducted. Aquatic sports set have been organised. Grants have been given to clubs, vyamsalas etc. Some sports equipment has been purchased.	0.33	Coaching camp on foot-ball and swimming have been organised. Annual aquatic sports set organised. Applications regarding giving of grants are under scrutiny.	0.10
19	Youth Welfare Programme	Swimming and gymnastic demonstrations have been conducted. Dramatic camp organised. Constructional works of Youth Hostel have been taken up.	0.05	Construction work of Youth Hostel is in progress. Swimming demonstration tours have been organised.	0.02 0.14 (W)

1	2	3	4	5	6
<b>Promotion of Hindi :</b>					
20	Expansion of the Hindi Teachers Training College	Most of the staff have been appointed. Equipment has been purchased. Land acquired. Constructional work taken up by the State P. W. D. is in progress.	0·50 0·87 (W)	Orders have been placed for purchase of equipments, furniture and projectors. Construction work is in progress.	0·20 0·20 (W)
21	Starting of Hindi Teaching and Prachar Centres	Most of the staff have been appointed and Prachar centres started. Books, equipments etc. have been purchased. Hindi essay competitions have been conducted.	0·32	Orders have been placed for purchase of equipments, furniture and projectors. Construction work is in progress. Orders have been placed for purchase of books, equipments etc.	0·12
<b>Education of Handicapped :</b>					
22	Grants for Education and Vocational Training for the Handicapped.	Scholarships and stipends have been awarded to 7 handicapped.	0·03	Scholarships have been awarded to 5 handicapped.	0·03
<b>Centrally Sponsored Schemes :</b>					
23	Expansion and up grading of the existing Hindi Teachers' Training Institute into Hindi Teachers' Training College.	Repair of Hindi Teachers' Training College has been taken up by the State P.W.D.	0·02	..	..
24	Direct Aid (Financial assistance to displaced students from East Pakistan)	Scholarships and stipends have been awarded to displaced students.	0·68	..	..



1	2	3	4	5	6
25	National Scholarships Scheme . . .	National scholarships have been awarded to 4 students.	0.04	..	..
26	Youth hostel and students tour under youth welfare programmes.	..	..	Construction work of one Youth hostel has been entrusted to the State P.W.D. Programme has been drawn up for organising students tour in December, 1962/Jan., 1963.	..

TRIPURA TERRITORIAL COUNCIL  
1961—62

April '62 to Sept. '62

**Elementary Education**

(i)	Expansion of Educational facilities for children in the age-group 6-11.	502 J. B. units have been started and 40 primary schools have been converted into J. B. Equipments have been purchased. Nearly 11,000 addl. students have been enrolled during the year.	..	144 Primary teachers have been appointed. 40 Primary schools have been converted into jr. basic. Steps have been taken for starting schools, award of book grants, and attendance scholarships, supply of mid-day meals etc. Equipments have been purchased.	..
(ii)	Expansion of educational facilities for children in the age-group 11-14.	16 Senior basic schools have been started and staff and equipments for those schools have been provided. 2,360 addl. students have been enrolled during the year.	..	16 Senior basic schools have been selected for starting. Teachers have been appointed. Some equipments have been purchased.	..
(iii)	Orientation programme . . . .	Three Inspecting Officers were given orientation training of one month.	..	Three Inspecting Officers have been sent for the orientation training this year.	..

1	2	3	4	5	6
<b>Secondary Education</b>					
(i) Expansion of educational facilities for children in the age-group 14-17.	Two schools to be started have been selected and steps have been taken for acquisition of land and construction of buildings. Teachers have been appointed. 1·149 students have been enrolled during the year.	..	Continuance of the programme already implemented.	..	
(ii) Teachers' training programme	Teachers have been trained in different courses of training outside the territory.	..	50 teachers have been proposed to be trained during the year in question.	..	

## APPENDIX 'L'

### MEMORANDUM ON

**Item No. 14 : To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.**

*(Ministry of Education)*

### PART I

#### ACTION TAKEN BY THE GOVERNMENT OF INDIA

- Item No. 3 : (i) **Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script.**
- (ii) **Memorandum on medium of instruction in colleges.**
- (iii) **Steps to be taken to implement the decisions of the Chief Ministers' Conference.**

#### *Recommendation*

#### *Action taken*

The Board having considered the statement issued by the Chief Ministers' Conference held at New Delhi on August, 10 and 11 and 12, 1961, agreed generally with the views on the question of language, textbooks, medium of instruction and script set out therein and drew special attention to the recommendation that both Hindi and English should be taught at an early stage.

#### **MEDIUM OF INSTRUCTION IN SCHOOLS**

The Board reaffirmed its previous recommendations (which were as under) on the medium of instruction at the school stage:

“The medium of instruction in the junior basic stage must be the mother-tongue of the child and that

The State Governments have been requested to implement the recommendation made in 3(b) of the statement of the Chief Ministers' Conference held in August, 1961, in regard to the question of medium of instruction at the secondary stage. So far replies have been

where the mother-tongue was different from the regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or State language where it is different from the mother-tongue should be introduced not earlier than class III or later than the end of the junior basic stage. In order to facilitate the switch-over to the regional language as medium of instruction at the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the junior basic stage.

If, however, the number of pupils speaking a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such arrangement would, in particular, be necessary in metropolitan cities or places where large population speaking different languages live or areas with a floating population of different languages. Suitable provision should be made by the provincial (State) authorities for the recognition of such schools imparting education through a medium other than the regional or State language”.

#### *MEDIUM OF UNIVERSITY EDUCATION*

##### *Recommendation*

In regard to the question of the medium for university education the Board emphasised the importance of having a common linguistic link for inter-communication between different States and Universities, as the regional languages progressively become the media of higher education. It was agreed that the ‘link’ language and the language which was the medium of instruction need

received from the Governments of Madras, Kerala, Gujarat, Orissa, Himachal Pradesh and they have generally accepted this recommendation.

##### *Action taken*

The recommendations of the Board were communicated to all universities for information and such action as may be considered necessary. A summary of replies received so far from 17 universities in this regard is given in Annexure ‘VI’ at page 288.

not be the same. The Board recommended that if any university in any faculty changed over to the regional language as the medium of instruction, it should continue to provide facilities for instruction in the "link" language *i.e.*, English and or Hindi, either in different sections in a large college or in different faculties in order to facilitate the movement of students and teachers from one part of the country or the other and to provide for students with different media of instruction at the higher secondary stage. It also supported the view that the change-over to the regional language in all subjects, particularly in scientific and technological subjects should not be done without adequate preparation.

### TEXTBOOKS

#### *Recommendation*

The Board is in agreement with the recommendation that the production of textbooks should normally be taken up by the State Governments and that a Central agency for the improvement of textbooks be set up at national level, whose main functions should be to conduct research, in the improvement of textbooks, to prepare and circulate model textbooks to be used by State Governments in the preparation of their own textbooks and generally to act as a clearing house agency in respect of the preparation, production and distribution of textbooks.

#### *Action taken*

Considering that suitable textbooks and instructional material are essential for an effective education process and that the production of such material is an important aspect of applied educational research, the Governing Body of the National Council of Educational Research and Training resolved in terms of Rules 45 and 46 of the Rules of the Council that a special committee called the Central Committee on Educational literature, should be set up to undertake this important task of preparing textbooks and instructional material.

2. Accordingly the Committee came into being on 9-1-1962 with the following members:

1. Dr. K. L. Shrimali (Chairman)
2. Dr. D. S. Kothari
3. Shri P. N. Kirpal
- 4.\* Shri P. C. Bhattacharyya
5. Dr. D. C. Pavate
6. \* Dr. A. C. Joshi

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\*Co-opted.

7. \*Dr. B. N. Ganguli
  8. \*Dr. Tara Chand
  9. Shri Raja Roy Singh
  10. Shri T. K. N. Menon
  11. \*Dr. S. P. Chatterji
  12. \*Shri Hazari Prasad Dwivedi
3. The objectives of the CCEL :
- (a) To assist in the preparation and publication of books, manuals and readers designed as textbooks or supplementary educational material for use in educational institutions, in languages in use in such institutions.
  - (b) To organise conference and seminars for writers, artists, illustrators, publishers, librarians, and others concerned with the production of educational literature for use in educational institutions.
  - (c) To promote and conduct research in the production of textbooks and other educational literature.
  - (d) To commission writers, illustrators and other experts for preparing specific books.
  - (e) To prepare and bring out book lists, arrange exhibitions and organise effective dissemination of improved techniques of textbook production.
  - (f) On behalf of the National Council of Educational Research and Training, to advise the Government of India, the State Governments and other educational organisations and institutions on matters relating to the production of textbooks and educational literature and collaborate with them in the furtherance of the objects for which the Committee is set up.

4. To implement its objectives, the Committee was vested with full powers to incur expenditure out of the funds placed at its disposal by the Council with prior approval of its Finance Committee; to appoint sub-committees or panels of experts for preparing instructional material to commission suitable authors and illustrators for writing, editing and revising the instructional material, to arrange for printing and publishing the material prepared; to fix and pay remuneration; to create new post; to arrange for experimental try-out of the material prepared and to delegate special responsibility to any member of the Committee when necessary.
5. To carry through its programme, the Committee has set up eight subject panels. The various panels will ensure that the textbooks prepared by them are of a standard that can serve as a model for authors, foster national integration and mould the minds of the younger generation along proper lines. These textbooks are, therefore, being prepared as a co-operative project of eminent scholars, teachers and illustrators to ensure high quality of context, presentation and production.
6. The names of these panels and their Chairmen, and the budget amount sanctioned for each are given below:

Sl. No.	Subject	Chariman	Amount sanctioned for each
1	Physics	Dr. D.S. Kothari	Rs. 61816.00
2	Chemistry	Dr. J. C. Bardhan	Amount not yet approved.
3	Biological Sciences	Dr. P. Maheshwari	Rs. 75495.00

Sl. No.	Subject	Chairman	Amount Sanctioned for each
4	Geography	De. Geroge Kuriyan	Rs.78532.00
5	Mathematics	Dr. Ram Behari	Rs. 65602.50
6	History	Dr. Tara Chand	Rs. 55657.50
7	General Science	Dr. A.C. Joshi	Amount not yet approved.
8.	Hindi	Dr. Nagendra	Rs. 19962.30

7. The progress of work done by each panel is given below:
- (i) Physics : The draft syllabus has been circulated to the members of the Panel for their comments. The work of writing individual chapters of the textbook has been assigned to professors eminent in each area of specialisation. Each professor will associate with himself one school teacher selected out of those recommended by the DPI's. They will be jointly responsible for writing the chapter assigned to them. After the first draft is completed by May 20, 1963, the whole group will assemble for a summer workshop to prepare the final draft.
  - (ii) Chemistry : The Panel has been constituted and the first meeting will be held shortly.
  - (iii) Biological Sciences: The draft syllabus has been prepared and sent to professors for comments and suggestions.
  - (iv) Geography: The Panel has met twice and allotted the work of writing textbooks for the higher secondary classes to different authors who have been instructed to prepare the preliminary draft by September, 1, 1963.



- (v) Mathematics : The Panel has drafted syllabuses for the primary and middle stages and begun its work on the syllabus for the higher secondary classes. Manuscripts of books for primary classes have been invited through an open competition which provides for prizes to the four or five best books for each class. The members of the Panel will then meet in a workshop to finalise one book for each of the five primary classes from among the books selected as the best. For the middle classes a board of four authors has been constituted which will start writing in April 1963.
- (vi) History : The Panel has worked out syllabuses and budget estimates for all the three school stages. It has also worked out class-wise content for textbooks and specifications for authors. A list of illustrations and a bibliography for the primary class textbooks have also been prepared. The Chairman has explained and allotted the work to the selected writers of textbooks and the manuscripts are expected to be ready by August next.
- (vii) General Science : The work of writing textbooks for schools has been started under the direct supervision of the Chairman of the Panel. A budget estimate of Rs. 1,71,627 for three years has been prepared and submitted to the Committee.
- (viii) Hindi : The Panel started work on books for the higher secondary classes and the Editorial Board appointed by the Panel which has had several meetings, has finalised two textbooks, one each in prose and poetry, for class IX. The press copy is under preparation and necessary illustrations are being collected. Drafts of the prose and poetry books for classes X and XI are under preparation.

It is proposed to set up the Panel for technology, commerce and agriculture very shortly.

### THREE LANGUAGE FORMULA

#### *Recommendation*

With reference to the three-language formula the Board reiterated the recommendation made by it in 1957 and recommended further, that the State Governments should take early action to bring the arrangements obtaining in the States in conformity with the recommendation and that the Ministry of education should periodically review the progress made in this regard and report the results for the information of the Board.

#### *Action taken*

The position about the introduction of three-language formula in the various States and Union Territories is given in Annexure 'VII' at page 290.

At the last meeting of the State Education Minister's Conference, it was decided to constitute a Committee of State Education Ministers, under the Chairmanship of the Union Education Minister, to review the implementation of the three-language formula. The Education Ministers of Andhra Pradesh, Assam, Madras, Uttar Pradesh and West Bengal are members of the Committee. A meeting of the Committee has been held on 15th and 16th April, 1963, and a copy of the recommendations made by the Committee is in Annexure 'VIII' at page 296.

### SCRIPT

#### *Recommendations*

In regard to the question of a common script for all Indian languages the Board recommended that it should be further studied by the Ministry of Education and the results thereof may be placed before the Board in due course.

#### *Action taken*

The Ministry of Education had already taken appropriate steps for popularisation of Devanagari script much before the recommendations of the Chief Ministers' Conference and Central Advisory Board of Education's meeting held in August, 1961 and January, 1962, respectively. In fact the programme of popularisation of Devanagari script was not taken up as an item of propagation of a script, but the Ministry considered it necessary to develop Devanagari script in such a manner that in future if regional languages desire to adopt it, it may not be found wanting in symbols of sounds peculiar to them. For this purpose, the Ministry of

Education constituted a Committee of Linguistics to examine the needs of Devanagari script and suggest appropriate symbols or diacritical marks for making it suitable for other Indian languages. The Committee has recommended certain symbols for writing peculiar sounds belonging to other languages of India, except Kashmiri and Punjabi. For working out the transliteration of sounds of Kashmiri and Punjabi, the Committee will meet shortly after getting accurate information about the phonemes of these languages for which steps have already been taken.

2. Another way to popularise Devanagari script indirectly is to juxtapose subject matter in Devanagari and regional scripts so that readers may be made familiar with Devanagari script by association. The Ministry of Education, with the help of Dakshin Bharat Hindi—Prachar Sabha, Madras, has prepared bilingual readers of 'self-taught' type. These readers contain lessons in both the scripts and facilitate a cross understanding and learning from one language to the other. This 'self-taught' series *i.e.*, Tamil-Hindi, Telugu-Hindi, Kannad-Hindi and Malayalam-Hindi has been prepared on the lines of foreign self-taught publications like 'English through Pictures' 'French Through Pictures' etc. The Tamil-Hindi book under this series has been finalised and approved by the Central Hindi Directorate. The estimates for its production are being examined whereafter it will be printed and published. The drafts of the other books are being scrutinised and will be finalised shortly.

Actually the Ministry's scope of work in relation to propagation of Devanagari script is limited. Principally Devanagari script is popularised and propagated

through Hindi. It would, perhaps, lie with the Ministry of Scientific Research and Cultural Affairs to propagate Devanagari script for regional languages of India since they are entrusted with the development of these languages but they have not agreed. The Ministry of Education on their part are encouraging autonomous organisations to publish regional literature like anthologies of poems and collection of stories in Devanagari script by giving appropriate financial assistance. Assam Rashtra Bhasha Prachar Samiti, Saurashtra Rashtra Bhasha Prachar Samiti and Wardha Rashtra Bahasha Prachar Samiti have published such books. The impact of these publications cannot be evaluated so early.

The Central Hindi Directorate has made another attempt for propagation of Devanagari through its quarterly journal 'BHASHA'. In the issues of 'BHASHA' selected poems are being given in Devanagari as well as the regional scripts. This endeavour is also directed towards the same end. The method however, is not direct. The Directorate has also got prepared bilingual alphabet charts which present alphabets of Devanagari/Script with those of other scripts. For the present these indirect modes of work are considered by this Ministry as sufficient.

What has been done in this direction has not been done once and for all. It is a continuous process and efforts will continue to be made for gradual propagation of Devanagari script.

### *ALL INDIA EDUCATION SERVICE*

#### *Recommendations*

In regard to the proposal for forming an All India Education Service the Board recommended that the

#### *Action taken*

In pursuance of the views expressed in favour of setting up an All-India Educational Service, at the National

Ministry of Education should formulate a scheme in consultation with the State Governments and place it for consideration before Board in due course.

Integration Conference held in Sept.-Octs, 1961 the Ministry of Home Affairs has already written to the State Government requesting them to accord their formal agreement in principle, to the proposed formation of the above Service. A majority of State Governments have communicated their agreements. Replies from a few State Governments are still awaited.

*Item No. 6 : Expansion of Primary Education*

- (a) To consider the need for special efforts to push up Primary Education in backward States like Rajasthan, Madhya Pradesh and U. P. A definite phased programme to be drawn and requisite Central assistance to be made available.**

*Recommendation*

*Action taken*

The Board noted with regret that it has not been possible to realise the objective of providing free and compulsory education for all children up to the age of 14 years within the period stipulated in Article 45 of the Constitution. The Board strongly recommended that the Government of India, in consultation with the State Governments, should now fix a definite time-limit for the realisation of this objective and should draw up a phased programme for the purpose, with particular emphasis on girls' education for the country as a whole and for each State and Union Territory.

This recommendation was referred to the Planning Commission which agrees in principle. This is one of the important aspects of the problem which is now being examined by the Standing Committee of CABE for primary education.

The Board realised that such a programme would demand a greater effort on the part of all States and that it would also need larger expenditure and recommended that special financial assistance should be given to the States to enable them to implement this programme according to the plan, subject to the condition that each State puts in the prescribed effort required of it.

*Recommendation**Action taken*

The Board was of the opinion that effective use of this special assistance can be best secured by the adoption of a Centrally sponsored programme for the development of the education of girls and women, the development of the education of the scheduled castes, scheduled tribes and the expansion and improvement of the training of primary teachers. The financial assistance under such a programme should be made available to the States on a 100% basis and outside their Plan ceiling.

The Planning Commission has regretted its inability to accept the recommendation because, in accordance with the general policy adopted in the Third Plan the special programme for girls' education has been included in the State sector. However, it is assisted on the 100 per cent basis and the State Government have been requested not to divert their allocations to other purposes.

**Item No. 6(b) : Reivew of the target for enrolment in Primary Schools for the Third Plan and provision of more funds to meet the increasing demand for appointment of more teachers resulting from enrolment drive and mass desire for education.**

*Recommendation**Action taken*

The Board noted with satisfaction that in most States the actual enrolment in 1961-62 had already exceeded the targets fixed for the year. This trend was also likely to continue in the remaining years of the Third Five Year Plan. The awakening and enthusiasm for education in the country is so great that the estimated targets for enrolment in the Third Plan are likely to be substantially exceeded. The Board recommended that the entire position should be reviewed and the targets of enrolment be revised for each State and also for the country as a whole, and further that additional financial allocation required for the revised targets should be provided for without delay by increasing the Plan ceilings.

This recommendation has been referred to the Planning Commission who have written to say that in view of the national emergency it would not be possible to allot more funds than those already provided in the State Plans.

Attention is also invited to Secretary's D. O. letter No. 1-84/62 PCU dated 21-11-1962, addressed to all State Governments and copies endorsed to D. P. Is/D. Es. Attention of State Governments etc. has been drawn to this effect.

**Item No. 6(c) : To review the provisions and programmes of girls education for taking additional steps to expand specially those facilities which aim at increasing the supply of women teachers in rural areas.**

*Recommendation**Action taken*

The Board, noting that in several areas the expansion of primary education was being handicapped for

In view of the recent emergency, proposal has been held in abeyance.

want of women teachers, and that the problem of enrolment of girls would become even more pressing in the Fourth Five Year Plan, recommended that suitable steps for increasing the output of women teachers should immediately be taken in the Third Plan, including the provision of increased facilities for girls education at the secondary stage, especially in those areas where the education of women is comparatively under-developed.

**Item No. 7(a) : Teachers Training for Elementary Schools.**

*Recommendation*

(i) Recognising that the qualitative improvement of education depends mainly on the quality of teachers, the Board strongly recommended that a high-powered Committee or commission be appointed by the Ministry of Education immediately to examine the problems of teacher education in all its aspects, *i.e.*, quality, training and conditions of work, with reference to all stages of education.

(ii) The Board noted that the discontinuance of the Centrally sponsored scheme for expansion of training facilities for primary teachers which was under-taken in the Second Plan, had severely affected the output of training teachers in some areas and it was feared that the target of training 75% of the teachers by the end of the Third Plan might not be reached. The Board recommended that steps should be taken wherever necessary to see that the programme initiated in the Second Plan is completed according to schedule and the necessary financial allocations for the purpose should be made in the State and Central sectors.

*Action taken*

The recommendation was duly considered and it was observed that the Committee on Plan Projects, Planning Commission, had set up a Study Team under the leadership of Shri B. N. Jha for detailed study of teacher training. In view of this, it was decided to await the Team's report before considering further the Board's recommendation. The Planning Commission was accordingly requested to expedite this report and it is expected to be available soon.

(ii) The matter is under consideration.

**Item No. 7(b) : Teachers Training for Secondary Schools.***Recommendations*

The Board recommended that the question of the supply of science teachers for the higher secondary schools should be examined as a matter of urgency in consultation with the University Grants Commission with a view to undertaking necessary measures so that the requirements of the secondary schools might be met.

*Action taken*

Information has been collected through Extension Services Departments and the State Directorates of Education. Most of the States suffer from an inadequate supply of science teachers and the only exceptions being Kerala, Mysore, Gujarat and Madras. The difficulty in Kerala seems to be not in the science graduates, but in the supply of availability of trained science teachers. The shortage of graduate science teachers ranges from 16 to 60%. The shortage becomes more acute in the case of standard XI, where M.Sc. teachers are needed, and where the shortage ranges from 30 to 97%.

*Steps taken to meet the shortage.*

The States and universities have taken various steps to meet the shortage. Details of these measures are given below:

1. Short-term courses for teachers training to qualify existing graduates are being organized by the universities.
2. Increasing the seats for science students in colleges in most of the States.
3. Providing seats for science teachers in M.Sc. classes (*e.g.*, Osmania university).
4. Some universities are contemplating a one-year Masters' degree course for teachers (*e.g.*, Andhra).
5. More colleges in science are being opened.
6. Provision of special training for science teachers has been started (Assam).
7. Deputation of teachers to universities for higher education is proposed by Gauhati university.



8. A Scheme under the name of Further Education Science Teachers has been in operation in Assam.
9. More training colleges are being opened during the Third Five Year Plan to overcome the shortage of trained science teachers.
10. Special consideration is being given to science graduates for admission to teachers training colleges in some States.
11. Proposals have been made in Delhi for starting summer schools and evening courses for improving qualifications of science teachers.
12. Certain incentives are also provided, for example in Madhya Pradesh where a B.Sc. trained teacher who puts in teaching service of 5 years becomes eligible for the lecturer's scale.
13. Special pay for science teachers is proposed in some States.
14. The Directorate of Extension Programmes for Secondary Education and 56 Extension Centres in training colleges have been organising various in-service programmes (Refresher courses, seminars and workshops) for improvement of secondary school science teachers during the last 5 years.

A programme for meeting the shortage of teachers by adopting short-term and long-term training schemes for the science teachers was drawn up and communicated to the State Governments for implementation. The Ministry is also setting up 4 regional teacher training colleges which, *inter-alia*, will provide training for teachers for science.

**Item No. 8: To consider steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes.**

*Recommendation*

The Board noted with concern the sharp decline in the number of students of high ability in the courses in the arts subjects generally and in

*Action taken*

The recommendations made by the Board have been brought to the notice of the universities. A statement giving observations made by

cultural subjects in particular, and recommended the following measures :

(i) To institute a suitable scheme of awarding scholarships, jointly financed by Central and State Governments, to encourage good students to offer subjects that do not provide lucrative prospects of employment (for example Philosophy, Sanskrit, Oriental Studies etc.)

(ii) To explore the possibility of devising measures for securing parity in employment and other prospects as between the students of these subjects and of science and technological subjects, and

(iii) To examine the feasibility of instituting visiting Professorships for short terms of three to six months' duration, under which distinguished authorities on such subjects in India and foreign countries may be invited to lecture at universities and colleges in order to create interest among the students for the study of such subjects.

**Item No. 9(a) : Programme of Social Education to consider adult literacy programme in the Third Plan and its implementation.**

*Recommendation*

The Board appreciated the assurance given by the Planning Commission that additional resources required for promoting adult literacy would be considered in the Annual Plan Budgets of the Education Departments of the State Governments and was of the opinion that additional resources were also necessary for developing the movement of adult literacy in rural areas.

The Board recommended the following in order to assure success of the literacy programme :

(i) The entire literacy movement should be promoted under the

17 universities in this connection is given in Annexure IX at page 297.

The recommendation for obtaining parity of employment between scientists and technologists on one hand and well qualified humanists on the other has been referred to the Ministry of Home Affairs and is under their consideration.

The measures suggested at (i) and (iii) of the recommendation were referred to the University Grants Commission also. The Commission considered the matter at its meeting held on 4th July, 1962; a copy of the Resolution passed by it is given in Annexure X at page 300.

*Action taken*

A copy of the recommendation was sent to the Secretaries of Education Departments of all States and Union Territories with the request that the Ministry of Education be informed of the action taken by them. The following replies have come so far :

*Madhya Pradesh* : The social education programmes are carried out successfully under the supervision and administration of Social Welfare Department.

*Madras* : There is a provision of Rs. 20 lakhs for adult education in the State Government's Third Five Year

guidance and supervision of the Education Departments of the States, and through the agency of the Panchayats and other Local Units of Administration, and for this purpose, the funds from the community development budget and the education budget should be pooled together, under the administrative control of the Education Departments.

(ii) In order that the literacy movement is built on technically and administratively sound basis, it is necessary to have effective supporting services at the Block, the District and the State levels.

(iii) Not less than 50% of the funds provided for social education in the Community Development budget should be earmarked for literacy programmes.

Plan for Education and the programme of adult education is being implemented in co-operation with the panchayats and other local units of administration.

*Goa* : Owing to the following of a new pattern of education in the territory, the educational system is in a transitory period. It is no doubt that efforts have to be made for liquidation of illiteracy among the adult population, but such a step cannot be taken at the present movement unless the whole educational problem is properly settled.

*L. M. & A. Islands* : The adult literacy programmes are being implemented by the Education Department. There are no community development, NES blocks, village panchayats and any other local bodies in this Union Territory. There is also no budget provision under Community Development. Hence the question of earmarking the funds out of the community development budget does not arise. The required amounts for the purpose are provided under the area grant of this Union Territory (Education budget).

*N.E.F.A.* : There is no such provision in the Third Five Year Plan of the area.

*Tripura* : The adult literacy programme of the territory is being organised by the Education Department. The adult literacy programme is carried out by social education workers under the social education organisers at the block level under the overall supervision and guidance of the Inspector of social education at the State level. There is no provision earmarked for literacy programme in block budget. The expenditure on it is met from Non-Plan budget of the Education Department under Area Demand.

A sum of Rs. 1 lakh has been provided against one of the schemes of the Third Plan to start 100 more literacy centres during the Third Plan. 100 centres already started during the year 1961-62 are being continued during 1962-63.

*Pondicherry* : Blocks in the State are already carrying out the adult literacy programmes under the technical control of the Education Department.

*Manipur* : Necessary action for implementing the recommendations of the Central Advisory Board of Education is being taken. Out of the funds provided for social education in the CD budget, a considerable amount has been earmarked for literacy programmes. Action to increase the allotment upto 50% as recommended is being taken.

*Kerala* : Since August, 1959, the State Government has decided that adult education will be confined to areas covered by the CD programme and Adult Education Centres need be started only in areas where there is a large number of illiterates. Expenditure on these centres is also met from block funds. There is no provision in the Education Department Budget.

There is a district Social Education Officer attached to each of the 3 Regional Deputy Directorates of Public Instruction. In the CD Block the Panchayat Extension Officer is incharge of social education including literacy movement.

In view of the high level of literacy in the State, the State Government do not consider it necessary to disturb the existing arrangement.

*Punjab* : The State Government have drawn up a scheme for promotion of adult education in accordance with Ministry's suggestions and the same is being finalised.

*Gujarat* : Provision for promotion of adult literacy is being made every year in the budget of the Education Department and the programme is carried out under the guidance and supervision of the Assistant/Deputy Educational Inspectors under the Directorate of Education.

There is also effective literacy movement at block level and separate provision has been made for social Education at that level from CD budget and literacy campaign has been launched from block funds (Interim replies have been received from State Governments of Bihar, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal and Union Administrations of A. & N. Islands and Delhi).

**Item No. 9 (b) : Programme of Social Education to consider the development of a network of rural libraries.**

*Recommendation*

The Board recommended that an immediate effort is necessary to establish a network of rural library service. Such service should be a part of the General Library Development Plan of the State Governments. The rural libraries may be located in schools, but the reading rooms may, wherever convenient, be located elsewhere in the village.

*Action taken*

A copy of the recommendation was also sent to the Secretaries of Education Departments of all States and Union Territories with the request that the Ministry of Education be informed of the action taken thereon. The following replies have come so far :

*Andhra Pradesh* : The Local Library authorities have established Book Deposit Centres at village and Block levels and at present 460 Book Deposit Centres are functioning in rural areas of this State. Most of these centres are located in elementary schools and teachers trained in adult literacy methods and interested in library movement are in-charge of these centres. Many branch libraries under local library authorities are also located in villages and the local library authorities have been opening branch libraries and book deposit centres subject to the availability of funds with them. The

recommendation of the Central Advisory Board of Education will be kept in view while preparing plans for the development of libraries.

*Jammu and Kashmir* : The State Government have recently established a number of libraries in each district of the State. Instead of opening new libraries, they thought it advisable to concentrate on improving the existing ones for the time being. The State Government appreciate the need for the establishment of a network of rural library service and steps will be taken by them to implement the recommendation in due course.

*Kerala* : The recommendation of the Central Advisory Board of Education stands already implemented in the State. 3000 rural libraries are now functioning in the various parts of this State. Some of them are affiliated to the Kerala Grandhasala Sangham which is the principal non-official agency in the library field and the others are working under the Local Library Authorities constituted under the Madras Public Libraries Act, 1948. These libraries are doing useful service to the Public in rural areas, and Government are giving maximum possible help to promote library movement on efficient lines in the State by way of grant-in-aid to libraries.

*Madhya Pradesh* : On account of the reduced Plan ceiling, it will not be possible to find funds for implementation of the recommendation regarding the development of network of rural libraries in the State. However, efforts will be made to start the scheme on the basis of public contribution, as far as possible.

*Madras* : Madras Public Libraries Act, 1948, is in force ever since 1950. As a part of the General Library

Development Plan, the Local Library Authorities, which are autonomous bodies in each of the Revenue Districts, open branch libraries and delivery stations every year. The funds are provided to them by the State Government through special subsidy granted to them. Each branch library has a reading room. The Local Library Authorities are autonomous bodies and they decide the location of libraries on merits of the conditions prevailing in each locality.

*West Bengal* : The State Government have adopted a programme for the establishment of a network of rural libraries as an important and essential part of the State Library Development Scheme. Already 504 rural libraries have been set up in this State. The question of establishing more such libraries is under consideration. A scheme for establishment of a library extensions wing as an adjunct to the junior and senior basic schools is under consideration.

*A. & N. Islands* : Under the scheme "Establishment of a District Library" there is provision for the establishment of District Library at Port Blair, under the Sector "Education" in the Third Five Year Plan for 1962-63. Under the Hindi Development Scheme, two Hindi Libraries, one at Port Blair and the other at Car Nicobar have been established.

Another Hindi Library at Rangat in Middle Andamans has been established during 1961-62. One more Hindi Library will be established at Diglipur during 1962-63.

There is provision for the establishment of rural libraries under the Scheme "Opening of Social Education Centres" included in the Third Five Year Plan under the

Sector 'Education'. A provision of Rs. 1,200 has been made in the programme for 1962-63 for the purchase of suitable literature for the rural libraries.

*Delhi* : Directorate of Education, Delhi has established a library at Najafgarh, with mobile service, under the Integrated Library Service Scheme. Besides this, three Public Libraries cater to the needs of local persons (in Mehrauli, Shahdara & Narela). Efforts are also being made to cover the remaining villages of Delhi under the Library Service Scheme. The Delhi Public Library has also opened some deposit stations in the rural areas catered to by the mobile library service.

*L. M. & A. Islands* : There are public libraries and school libraries in all the Islands in this Union Territory. Public libraries and reading-rooms are located near the schools.

*Pondicherry* : At present there are 49 libraries and 46 reading rooms in the State. In addition to these, two branch libraries have been opened in rural areas during 1961-62 as part of the Third Five Year Plan programme and 4 other libraries are proposed to be opened during the Third Five Year Plan period. Private libraries and reading-rooms have also been sanctioned substantial grants. The recommendations of the Central Advisory Board of Education that the rural libraries may be located in schools, but the reading rooms may, wherever convenient, be located elsewhere in the village have been noted.

*Tripura* : Rural libraries have already been established and are functioning in the light of the recommendations of the Central Advisory Board of Education.

*Orissa* : The State Education Department are now giving grant-in-aid to rural libraries on an extensive



scale in order to help the development of the existing rural libraries and to encourage rural libraries to crop up through-out the State. At present 4000 village libraries are receiving grant-in-aid from Government annually for purchase of books, magazines, newspapers, etc. These libraries are located mostly close to village schools and at central places of the villages to be easily used by the villagers. Annually a sum of Rs. 75,000 is provided in the normal side of the budget for the purpose, besides the Third Plan provision of Rs. 5 lakhs phased over the Plan period in a graded manner. The Plan provision for 1962-63 is Rs. 80,000. Steps are being taken to draw up a long term plan for the development of libraries in the State.

*Goa* : Goa Administration have found the idea of development of a network of rural libraries to be very sympathetic. Undoubtedly, they have to look upon the development of education in rural areas and this task cannot be considered as complete without the help of useful libraries. However, as a new pattern of education is being implemented now and as the things are not yet completely settled, it would be advisable that the establishment of rural library service could be done in due time.

*Mysore* : The recommendation of the Central Advisory Board of Education has been referred to the Committee constituted by the state Government for drafting a Bill on Public Libraries in the State, for consideration and making necessary provision in the Bill to achieve the object contemplated by the Board.

*Kerala* : Local Library Authority, Kozhikode, stated that as the provisions under the Madras Public Libraries Act, 1948, are under operation, the issues contained in the recommendation are already under

implementation. They feel that the best way to implement the recommendation throughout the State is to extend the operation of the Act to remaining Districts of Kerala. Their considered opinion is that the best way to develop rural library service in the State would be by the enactment of a Library Act which could be made applicable to the whole State.

*Punjab* : In the context of emergency and on account of paucity of funds the State Government is not in a position to implement the scheme of the development of the network of rural libraries.

(Interim replies have been received from Himachal Pradesh, Maharashtra, Rajasthan and Uttar Pradesh).

**Item No. 9(c) : Programme of Social Education to consider the scheme of Gram Shikshan Mohim (Village Education Campaign)**

*Recommendation*

The Board took note of the Gram Shikshan Mohim (Village Education Campaign) of Government of Maharashtra and expressed appreciation of the enthusiasm generated in the villages for making the whole village population literate. The Board was of the opinion that the experiment should be watched with interest and it suggested that the Government of Maharashtra should make available evaluative studies of this campaign and of the quality of results obtained and sustained over a period of time.

*Action taken*

A copy of the recommendation was sent to Maharashtra Government who were requested to send to the Ministry evaluative studies of the campaign. In their letter of the 25th October, 1962, the Maharashtra Government state that they propose to appoint a Committee to undertake evaluative studies of the Gram Shikshan Mohim and that its report, when available, would be sent to the Government of India. In their latest letter dated the 15th March, 1963, the Maharashtra Government have intimated that the work of evaluation of the Gram Shikshan Mohim is being undertaken by the Director of Education, Maharashtra State, Poona, through one of his officers with the help of the Bureau of Economics and Statistics, Government of Maharashtra. The report will be forwarded to the Government of India in due course.

**Item No. 9 (c) To Consider the necessity to introduce an Inspectorate in Hindi.**

*Recommendation*

The Board agreeing with the view that in non-Hindi speaking areas, it would be necessary to set up a special inspectorate by the State Governments for conducting inspection of Hindi teaching in schools, at least for some years to come, commended the proposal of the Government of Kerala to the Government of India with the suggestion that the full cost involved in the setting up of the special inspectorate should be borne by the Government of India outside the State Government.

*Action taken*

In view of the recent emergency, the proposal has been held in abeyance.

**Item No. 14 : To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.**

*Recommendation*

The Board approving the steps taken to amend the Delhi University Act in order to provide for the introduction of the scheme of Correspondence Courses by that university, endorsed the proposal that if any other university also wished to introduce the scheme of Correspondence Courses as an experimental measures it may be encouraged to do so. It, however, emphasised that, in order to ensure effective implementation of the scheme to bring out its full value, it was necessary that adequate preparatory measures are taken before it is introduced.

*Action taken*

The recommendations made by the Board were brought to the notice of all the universities for necessary action.

**Supplementary item : To consider the preliminary report of the Emotional Integration Committee.**

*Recommendation*

The Board held a preliminary discussion on the report of the Emotional Integration Committee and decided to discuss the issues in greater detail in its next session. It resolved that in the meantime all the states should examine the recommendations made in the report and send their comments to the Central Government, taking action on such of the recommendations as can be implemented immediately.

*Action taken*

The Interim Report of the Emotional Integration Committee was circulated to the State Governments. Subsequently, the Committee submitted its final report which was also forwarded to the state governments for their comments and these comments have been placed before the Central Advisory Board of Education *vide* item No. 3 of the agenda.

## ANNEXURE 'VI'

### Statement giving gist of replies received from Universities on the recommendation of the 29th Session of the Central Advisory Board of Education regarding the MEDIUM OF UNIVERSITY EDUCATION

1. Kameshwarsingh Darbhanga Sanskrit University . . . . . The university is in full agreement with the recommendations of the C.A.B.E. in regard to the medium of education. Since the university is mainly a Sanskrit university dealing with the teaching and conducting examinations in all subjects concerning Sanskrit learning, it has adopted Sanskrit in its simplest form to be the official language of the university and medium of instruction in all its institutions; but in case it becomes exceptionally necessary to have any other choice under certain special circumstances, English or any other modern regional language may be used. The university follows the 'link' language mainly English or any regional language with Sanskrit as the medium of instruction.
  
2. Visva-Bharati . . . . . In case of English and modern Indian languages (Bengali, Hindi and Oriya), the medium of instruction in all stages is the language concerned.)  
In case of all other subjects :
  - (i) In school classes (up to class XI) Bengali.
  - (ii) In B.A. Honours & M. A. classes English, Bengali being used as and when convenient.
  
3. Rajasthan . . . . . This university already provides for both Hindi and English as compulsory subjects for the pre-university and three-year degree course examinations.  
The university agrees that the change over to the regional language in all subjects, especially in scientific and technological subjects should not be done without the adequate preparation.
  
4. Andhra Pradesh . . . . . The recommendation of the Central Advisory Board of Education regarding medium of university education is agreeable to this university.

5. Punjab . . . . The university welcomes the suggestion and is already following it.
6. Karnatak . . . . Since English continues to be the medium of instruction in the university, the question of phasing the change over of the medium of higher education from English to Hindi or a regional language does not, at present, arise.
7. Sardar Vallabhbai Vidyapeeth Hindi is already accepted as medium of instruction at the Vidyapeeth.
8. Mysore . . . . The recommendations of the Central Advisory Board of Education regarding medium of university education are acceptable to the university.
9. Sri Venkateswara University For many years to come English should continue as the medium of instruction and examination. English must continue to be one of the link languages when the medium changes from English. This university is in full agreement with the view that the change-over should not be done without adequate preparation.
10. M. S. University of Baroda No comments.
11. Roorkee . . . . No comments.
12. Gorakhpur . . . . The University is roughly in alignment with the policy.
13. Kerala . . . . English is being retained as the medium of instruction in the university.
14. S.N.D.T. Women's . . . . The question of changing over to the regional language as the medium of instruction does not arise as the medium of instruction and examination at this university has been the mother-tongue of students *viz.*, Gujarati, Marathi and Hindi since its inception in 1916, subject to the following provisions :
- (a) Students whose mother-tongue is other than Gujarati, Hindi or Marathi, are specially permitted to offer English as the medium of examination.
- (b) Students who have studies at the primary and secondary stage through the medium of English are also permitted to offer English as medium of examination.

- (c) Students are given an option to answer in English at M.A. examination.
- (d) Medium of instruction and examination for B.Sc. (Hons.) nursing and the diploma in library science examinations is English.
15. Jabalpur . . . . . Hindi has been the medium of instruction for the undergraduate courses in arts, science, commerce and home science in this university since 1957. It is thus both, the 'link' language and regional language and therefore, the problems envisaged in the recommendations of Central Advisory Board of Education do not arise in case of this university. The candidates who wish to offer English as medium of their examination are permitted to do so in almost every case.
16. Kurukshetra . . . . . No comments.
17. Gujarat . . . . . So far as the question of the medium of instruction in colleges affiliated to this university is concerned, following a recent decision of the Supreme Court of India on an appeal filed by the Gujarat university and the State of Gujarat against the judgement of the High Court of Gujarat on a writ petition by Shri K. R. Mudholkar, the use of English as a medium of instruction in affiliated colleges is permitted. It is, therefore, left to the respective managements of the colleges concerned to choose their medium or media of instruction and made necessary provision in that behalf.

## ANNEXURE VII

**Statement showing the position of introduction of the three-language formula by different States and Union Territories**

1. Andhra Pradesh . . . . . (a) Telugu or a composite course of mother-tongue and Telugu  
(b) Hindi  
(c) English
2. Assam . . . . . (a) Vernacular (Mother-tongue). English and Hindi are compulsory from class IV to class VIII  
(b) Classical subjects are compulsory in classes VII and VIII

- (c) In the matric class (*i.e.* IX and X) Vernacular and English are compulsory and classical subjects optional.
- (d) In the higher secondary schools of 4 years' course from class VIII to class XI English and Vernacular are compulsory throughout. Hindi is compulsory upto class X.
3. Bihar . . . . . Every student is required to read English, Hindi and his mother-tongue. The Hindi-speaking students are required to read another Indian language.
4. Gujarat . . . . . (a) Gujarati and mother-tongue if it is different from Gujarati.  
(b) Hindi  
(c) English
5. Jammu & Kashmir . . . . . (a) English (Compulsory)  
(b) Hindi or Urdu or Punjabi (Optional).  
Science students do not study any Indian language.
6. Kerala . . . . . (a) First language :  
Part I—4 periods per week (Optional)  
Part II—3 periods per week (Optional)

*Under Part I*

A pupil can take any one of the following languages, namely:  
Malayalam, Tamil, Kannada, Sanskrit, Arabic, Gujarati, Urdu, French or Syriac.

*Under Part II*

A pupil can take any one of the following languages, namely :  
Malayalam, Tamil, Kannada or Special English for English medium pupils.

NOTE.—In oriental schools *i. e.*, special schools for languages such as Sanskrit or Arabic, pupils will compulsorily take Sanskrit or Arabic under both parts.

- (b) Second language—  
English—6 periods per week (Compulsory)
- (c) Third language—Hindi—3 periods per week (Compulsory)

7. Madhya Pradesh . . . . . The State Government has accepted the second three-language formula suggested by the Central Advisory Board of Education namely :
- (a) (i) Mother-tongue, (ii) or regional language, (iii) or a composite course of mother-tongue and a regional language, (iv) or a composite course of mother-tongue and classical language, (v) or a composite course of regional language and classical language.
  - (b) English or a modern European language.
  - (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi-speaking areas).
8. Madras . . . . .
- (i) Regional language or mother-tongue, when the latter is different from the regional language.
  - (ii) Hindi or any other Indian language not included in (i).
  - (iii) English or any other non-Indian language.
9. Maharashtra . . . . . The State Government has adopted the following pattern :
- (i) Mother-tongue or Regional language
  - (ii) English
  - (iii) Hindi
10. Mysore . . . . .
1. Regional language or mother-tongue or Classical language (Sanskrita) or Composite course or Regional language and mother-tongue or Composite course of Regional language and Classical language or Composite course of mother-tongue and Classical language.
  2. English
  3. Hindi
- Students whose mother-tongue is Hindi are expected to study Kannada as third language and in exceptional cases they may offer a classical language in lieu of Kannada. Students who offer English for their mother-tongue, have to study Kannada as third language and in exceptional cases they may offer alternative English in lieu of Kannada.



11. Orissa . . . . .
1. M.I.L. (Oriya, Hindi, Urdu, Telugu, Bengali) Higher standard.
  2. English
  3. (i) For students who take Oriya (Higher Standard as M.I.L.)
    - (a) Sanskrit
    - (b) Hindi (Lower standard)
  - (ii) For students who take Hindi (Higher standard as M.I.L.)
    - (a) Sanskrit.
    - (b) Oriya (Lower standard)
  - (iii) For students who take languages other than Hindi or Oriya (Higher standard) as M.I.L.
    - (a) Hindi (Lower standard) or Sanskrit or Persian.
    - (b) Oriya (Lower standard)

12. Punjab . . . . .
- (a) English
  - (b) Hindi
  - (c) Punjabi

NOTE.—Urdu speaking pupils will be taught Urdu in addition to English, Hindi and Punjabi.

13. Rajasthan . . . . .
- (a) Hindi and mother-tongue where that is different from Hindi.
  - (b) An Indian language (as mentioned in the eighth schedule) other than Hindi.
  - (c) English or any other modern European language.

14. Uttar Pradesh . . . . .
- (a) The Regional language and mother-tongue when the latter is different from the regional language.
  - (b) An Indian language (as mentioned in the eighth schedule of the Constitution).
  - (c) English or any other modern European language.

NOTE.—The State Government proposed to introduce in 1962-63 a scheme for teaching South Indian languages to students and others at 10 Centres in 10 important places in the State.

15. West Bengal . . . . . (a) First Language : Mother-tongue, which may be any recognised modern Indian language or English in classes I to X or I to XI, as the case may be.
- (b) Second Language : English or, if English be the first language, Bengali in classes III to X or III to XI, as the case may be.
- (c) Third Language : (a) Hindi or, if Hindi be the first language, Bengali, in classes VI to VII of all schools; (b) any one of the following classical languages, namely—
- Sanskrit, Pali, Arabic, Persian, Latin or Greek;
- (i) as a compulsory subject in class VIII of all schools;
- (ii) as a compulsory subject in classes IX and X of high schools, and
- (iii) as one of the three compulsory elective subjects for the humanities course and as an optional fourth, elective subject for any other course of study—in classes IX, X and XI of higher secondary schools.

16. A. & N. Islands : . . . . . Class IV to VIII

First Language . . . Hindi or Urdu

Second Language . . . English

Third language . . . Sanskrit for those children who have taken Hindi as first language. Hindi for those students who have offered Urdu as first language.

Class IX to XI

First language . . . Hindi or Urdu

Second Language . . . English

Third Languages . . . Hindi, Persian and Sanskrit. (The third language discontinues at the end of class (IX). There is no third language from class X upwards.

17. Delhi . . . . . The three-language formula has been introduced in the syllabus of the multipurpose higher secondary schools in Delhi. A student of the multipurpose higher secondary school is required to take three languages on a compulsory basis according to the following formula :
1. English
  2. Mother-tongue or regional language
  3. The third language other than the mother-tongue. In this are included Hindi, Urdu, Bengali, Punjabi, Tamil, Sindhi, Gujarati, Marathi and Telugu.
- As regards introduction of the three-language formula in the remaining higher secondary schools, the matter is being taken up with the Central Board of Secondary Education which will conduct the higher secondary examinations in the Higher secondary schools of Delhi from the next year.
18. Himachal Pradesh . . . . . (a) Hindi  
(b) English  
(c) Urdu
19. L. M. & A. Islands . . . . . They follow the practice in Kerala.
20. Manipur . . . . . Manipuri, Hindi and English are being taught in schools. In Bengali and Hindi medium schools, Bengali or Hindi, as the case may be, is taken in the place of Manipuri.
21. N.E.F.A. . . . . (a) English  
(b) Hindi  
(c) Assamese
22. Tripura . . . . . The language pattern adopted for this Territory up to class VIII of schools is :
- (a) Regional language/mother-tongue (in case of some tribals having a written language of their own).
  - (b) English
  - (c) Hindi
- Class IX and above as in West Bengal.

## ANNEXURE VIII

**Minutes of the decisions of the Three-Language Formula—  
Implementation Committee**

The Education Ministers' Committee set up by the Education Ministers' Conference met on April 15 and 16, 1963, under the chairmanship of Union Education Minister. All the members were present :

1. Dr. K. L. Shrimali, Union Minister of Education. (Chairman)
2. Shri P. V. G. Raju, Education Minister, Andhra Pradesh
3. Shri Dev Kanta Barooah, Education Minister, Assam
4. Shri M. Bhaktavatsalam, Education Minister, Madras
5. Acharya Jugal Kishore, Education Minister, U.P.
6. Shri Rai Harendra Nath Chaudhuri, Education Minister, West Bengal

The Committee reviewed in detail and noted with satisfaction the progress made in implementing the three-language formula. The Committee agreed that while certain variations to suit local conditions and circumstances were unavoidable and may even be desirable, it was necessary that the three-language formula should be so implemented in the States as to secure the largest measure of uniformity in regard to the place of the languages in the school curriculum, the selection of languages other than the mother-tongue or the regional language for inclusion in the curriculum, and the standard of proficiency to be aimed at. The Committee noted with satisfaction the decision of Madras Government to make Hindi an examination subject in which the marks secured, though not yet counting for eligibility for university courses of studies, will be taken into account for moderation, and the decision of the U. P. Government to make English a compulsory subject of study at the school stage and to make increasingly greater provision for teaching other modern Indian languages in addition to Sanskrit in the school curriculum. The Committee hopes that these measures will prepare the way for uniform implementation of the three-language formula.

The Committee emphasised that at the school stage at least three languages should be taught and the provision for teaching should ensure that a student passing out of the secondary school has an adequate knowledge of these languages. The teaching of a language should be provided for not less than three years in a continuous course. The Committee recommends, that, wherever the existing arrangement falls short of these requirements—the States should take early steps to conform to the three-language formula.

The Committee pointed out that the three-language formula in its application to the Hindi-speaking States envisaged that the third language should be one of the modern Indian languages. Provision for the teaching of a classical language need not be in lieu of a modern Indian language but may be as part of a composite course or as an elective. The Committee recommends that in Hindi-speaking States the three-language formula should be so implemented that, progressively and as early as possible, the teaching of one of the modern Indian languages also becomes compulsory in the school curriculum. It further recommends that financial assistance on 100 % basis should be given to these States to enable them to provide for the teaching of modern Indian languages of non-Hindi areas on the same lines as is being done at present for teaching of Hindi in non-Hindi States.

The arrangements for the training of Hindi teachers for non-Hindi areas were reviewed and it was recommended that a Committee should be set up by the Ministry of Education to examine and assess the training arrangements and to suggest measures for further improvement and bringing about greater uniformity in the standards.

The Committee decided to meet periodically to review the progress in the implementation of the three-language formula.

### ANNEXURE IX

**Statement giving the gist of replies received from Universities on the recommendation of the 29th Session of the Central Advisory Board of Education regarding steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes.**

1. Kameshwarsingh Darbhanga Sanskrit University

The university has welcomed the recommendations of the Central Advisory Board of Education. In regard to the securing of parity in employment and other prospects, the university has suggested the following :

- (i) the proposal made by the Advisory Board of Sanskrit Education to have a common course of syllabus for all Sanskrit universities and associations in the country, may be considered by Central Government ;
- (ii) the Government of India may recognise degrees of Shastri and Acharya or post-acharya at par with the degrees of modern universities for purposes of employment ; and
- (iii) the Government of India may introduce papers, with 400 marks or so, in subjects like Sahitya, Vyakarana, Jyotisha and Darshana in all competitive examinations on the lines of other modern subjects ;
- (iv) Sanskrit Pandits may also be employed for spreading cultural ideas in the rural areas throughout the country by reciting and explaining the contents of our epics and Puranas and up-puranas, *i. e.* cultural education through epics and puranas.

The university also agree that Pandits reading in Sanskrit universities should be given an opportunity to hear the views of qualified professors of other

universities *e. g.* qualified teachers in South India. The university has no objection if any foreign scholars qualified in indology come to the university as Prof. G. Tucci of Rome and Dr. Edgerton of America did in the past. All these need funds from the Central Government.

2. Visva-Bharati . . . . . A comparative study of the figures of enrolment in the degree and post-graduate classes during 1959-60 and 1960-61 discloses that there was actually a rise in the number of students in the second year.  
The university offers research scholarships, merit scholarships and free studentships to deserving and meritorious students reading in the degree and post-graduate class.  
Seminars and lectures are organised by the different departments at regular intervals. Special talks are also organised by the Inter-Departmental Study Circle. Under the scheme of Rabindra Memorial Extension lectures, instituted by the university during 1961 eminent scholars are invited here to deliver lectures on various subjects. There is provision for instituting visiting professorships also.
3. Rajasthan . . . . . The State and the Central Government may take steps (i) to institute scholarships to encourage good students to offer subjects like Philosophy, Sanskrit etc. and (ii) to secure parity in employment and other prospects as between the students of these subjects and of science and technological subjects.
4. Punjab . . . . . The measures suggested by the Board were endorsed by the university.
5. Karnatak . . . . . The academic Council of the university resolved that the recommendations of the Central Advisory Board of Education be recorded.
6. S. V. Vidyapeeth . . . . . The university agrees in principle. If financial help is forthcoming, the university will be willing to co-operate in implementing the measures suggested by the Board.

7. Mysore . . . . . The recommendations of the Central Advisory Board of Education on the question of steady decline in the number of students joining courses in Indian languages and arts subjects in college classes, are acceptable to the university.
8. Sri Venkateswara University Considering employment opportunities it is natural and desirable that students should opt for scientific and technological subjects. To offer scholarships for persuading students to take up subjects with small employment opportunities is an additional handicap to the poor. The best method of securing the benefit of study of arts subjects in general and cultural subjects in particular, is the method of requiring science and technology students to offer these subjects also as a compulsory part of the course.
9. M. S. University of Baroda No comments.
10. Roorkee . . . . . No comments.
11. Gorakhpur . . . . . The university agrees and supports the recommendation.
12. Kerala . . . . . The recommendation of the Central Advisory Board of Education are welcome and deserve to be accepted by the Government of India.
13. S.N.D.T. Women's . . . . . There is at present the faculty of art, only, which includes the Home Science Nursing and Education subjects. There is a very large number of students who join on the arts side. In the circumstances recommendations of the Central Advisory Board of Education are noted.
14. Andhra . . . . . Paras (i) and (ii) are outside the purview of the university.  
As regards para (iii) under section 12 of Chapter XXI—A of the University Code Volume I relating to Foreign Deputation Fellowships, it shall be competent for Syndicate to invite teachers from abroad as Visiting Professors in the university colleges on such terms as may be decided upon.
15. Jabalpur . . . . . The university authorities welcome the proposal for encouraging good students for offering subjects like Philosophy, Sanskrit, Oriental Studies, etc. by offering scholarships.

The university authorities welcome the proposal made in paragraph (ii) of the recommendation.

As regards (iii), the university authorities accept the proposal and they will, as far as practicable, try to institute such Visiting Professorships for short terms.

16. Kurukshetra . . . . . No comments.
17. Gujarat . . . . . The principle underlying this recommendation is commendable. Its implementation, however, will depend on the nature and extent of financial and other assistance that the Governments both union and State will make available to the university.

#### ANNEXURE X

##### **Extracts from the Minutes of the University Grants Commission Meeting Held on 4-7-1962**

The Commission desired that the facts regarding the enrolment of students in various subjects in the universities might be obtained. It was observed that students were often influenced in their choice of courses by the quality of teaching provided in various subjects. It was suggested that the question of the standards of teaching and research now obtaining in various subjects of Humanities and Science be referred to the Standards Committee.

With regard to the question of visiting professorships etc., the Commission noted that steps are already being taken to secure exchange of teachers, and the question of improving existing arrangements is under consideration.



## PART II

### ACTION TAKEN BY STATE GOVERNMENTS AND UNION TERRITORIES

- Item No. 3:* (i) **Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script.**
- (ii) **Memorandum on medium of instruction in colleges.**
- (iii) **Steps to be taken to implement the decisions of the Chief Ministers' Conference.**

#### RECOMMENDATION

The Board having considered the statement issued by the Chief Ministers' Conference held at New Delhi on August, 10, 11 and 12, 1961, agreed generally with the views on the question of language, textbooks, medium of instruction and script set out therein and drew special attention to the recommendation that both Hindi and English should be taught at an early stage.

#### **Medium of instruction in schools**

The Board re-affirmed its previous recommendations (which were as under) on the medium of instruction at the school stage:

'The medium of instruction in the junior basic stage must be the mother-tongue of the child and that where the mother-tongue was different from the regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or State language where it is different from the mother-tongue should be introduced not earlier than class III or later than the end of the junior basic stage. In order to facilitate the switch-over to the regional language as medium of instruction at the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the junior basic stage.

If, however, the number of pupils speaking a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such arrangement would, in particular, be necessary in metropolitan cities or places where large population speaking different languages live or areas with a floating population of different languages. Suitable provision should be made by the provincial (State) authorities for the recognition of such schools imparting education through a medium other than the regional or State language.'

#### ACTION TAKEN

#### **Andhra Pradesh**

The regional language of this State being Telugu, Telugu has been adopted as the medium of instruction throughout the State. As a protection to linguistic minorities, parallel sections in Urdu,

Tamil and Marathi languages have been opened in certain schools where the strength of pupils speaking these languages warranted the opening of such sections.

### **Assam**

The recommendation has already been implemented in this State. So far as the university is concerned, English continues to be the medium and the Gauhati university has not so far taken any decision regarding switching over to the regional language medium.

### **Gujarat**

The medium of instruction in junior basic is the State mother-tongue. Arrangements are generally made to provide facilities to give instructions in their own mother-tongue for children whose mother-tongue is other than the regional or state language provided there are at least 40 such pupils in a school. At present in the State there are schools or classes to teach children through Hindi, Sindhi, Urdu, Marathi, Bengali, Telugu, Kannada etc. Regional language is taught to such children from standard III onwards. In forest areas if 20 pupils want education in a particular mother-tongue arrangement are made for the same under Primary Education Rule 32(2).

Secondary schools are generally run by private agencies. If any private body applies for opening a secondary school with medium of instruction other than the regional language it is allowed to start it and also it is paid G.I.A. provided rules and regulations of the Department are followed.

### **Kerala**

This Government endorse the views of the Board.

### **Madhya Pradesh**

The recommendations have already been implemented in this State. For this purpose the State Government has recognised the following languages as languages of the minority groups:

(1) Bengali (2) Gujarati (3) Marathi (4) Oriya (5) Sindhi (6) Panjabi (7) Urdu.

### **Maharashtra**

#### *Primary Stage*

So far as the Junior Basic stage (i.e., Std. I to IV) is concerned, Government has adopted the principle of the mother-tongue being the medium of instruction. Rule 32 of the Bombay Primary Education Rules provides that if parents of 40 children speaking a language other than the regional language desire that instruction be given through this language then a separate class or school is opened by the School Board (Now Zilla Parishads) for such children.

The regional language for schools teaching in a language other than the regional language, is compulsory from standard III onwards.

In accordance with the above principle, there are schools teaching through Urdu, Gujarati, Kannada, Telugu, Tamil and Sindhi in this State.

### *Secondary Stage*

If the number of pupils, whose mother-tongue is a language other than the regional language, is sufficient to justify a separate school in an area, such a school is usually permitted to be opened and the medium of instruction in such school is the mother-tongue of the pupils. Such schools organised or established by private agencies are recognised for the purposes of grant-in-aid from Government according to prescribed rules.

### **Mysore**

In this State separate schools or sections have been opened for providing instruction in the medium of the mother-tongue minimum number of pupils for opening of such schools or sections is 10 for each class and 40 for the whole school. This state has the schools having the following languages as the medium of instructions:

(1) Kannada (2) Urdu (3) Telugu (4) Tamil (5) Marathi (6) Malayalam (7) English (8) Gujarathi (9) Hindi.

As per the revised primary school curriculum, the regional language 'Kannada' is an optional additional subject in all non-Kannada schools from the IV standard. The revised curriculum is being introduced according to a phased programme from 59-60 and will be completed by 1962-63.

### **Orissa**

In order to provide facilities for linguistic minorities to have instruction in their mother-tongue at the primary stage of education and to assure that no student from the above group is refused admissions, it has been decided to maintain a register of applications from the children of linguistic minorities three months ahead of the school session, so that provision can be made for the education of these students, either by making inter school adjustment or by starting new schools after assessing the position in different areas of the State. Necessary instructions to this effect have been issued to the Chairman of all Panchayat Samities and other agencies which are responsible for the primary education in the State. In actual practice a primary school with minority language as medium of instruction is generally provided in areas predominated by minority language groups. The inter-school adjustment in the matter of admission of children of linguistic minority group is made when facilities for any minority group are not available in any particular areas. For the purpose of determining criteria for providing facilities for instruction in the mother-tongue for the children of linguistic minority, there is provision under Art. 182 of the Orissa Education Code that there should be at least 40 children belonging to a minority language group for providing a separate teacher for that language. But in actual practice where there are areas with a large number of people speaking minority language, a teacher speaking both the state language and the minority language is normally appointed for a school where the roll strength of the minority children is even less than 40. In some cases an extra teacher is given for the minority group where the ratio between the students speaking State language and minority language is almost equal even if the total number of such minority children does not come to 40.

Provision has also been made at the secondary stage to answer the questions in their mother-tongue.

### **Punjab**

Sacher Formula governing the language policy in the erstwhile State of Punjab already provides for these recommendations of the C.A.B.E. Every legitimate demand of the linguistic minorities is easily met by clause 7 of the Formula. Another formula, namely, the Pepsu Language Formula which is applicable to the area comprising the erstwhile Pepsu State is, however, different. While there is a provision of teaching for both Hindi and Punjabi in the two regions of erstwhile Pepsu now forming the State of Punjab there is no option allowed to the parents/guardians to decide the question of mother-tongue for their wards—every child has to read Punjabi in the Punjabi region and Hindi in the Hindi region in the first two classes and every one has to read both these languages from 3rd to 8th class. This is also true in the case of medium of instruction. Obviously, therefore, unless the Pepsu Formula is modified, the recommendations of the C.A.B.E. are impossible of implementation in the schools of the erstwhile Pepsu State.

### **Rajasthan**

Rajasthan being a Hindi speaking State, Hindi is taught right from the beginning. English is at present taught from class VI. Proposal for starting it from class IV is under consideration of the State Government.

#### *Medium of instructions in schools*

Hindi is the mother tongue and therefore the medium of instruction in the junior basic stage. However arrangements exist for the teaching through the medium of Urdu, Gujarati, Sindhi and Punjabi for the students of linguistic minorities provided there are at least 40 such students in a school or 10 in a class. Students belonging to linguistic minorities and who are being taught through the medium of mother-tongue have been given the option of answering the question in their mother-tongue for the first two years after the junior basic stage.

### **West Bengal**

English is now taught from class III. Hindi is taught in classes VI and VII to those students whose first language is not Hindi.

As the position now stands, students whose mother-tongue is not the regional language (Bengali) are given full facilities to learn through their mother-tongue at the primary or junior basic stage. If in a primary or a junior basic school the number of such students be not less than 40 in the whole school or 10 in a class. Besides their mother-tongue, such students are required to learn the regional language (Bengali) which is introduced at the secondary stage in classes VI and VII.

There are separate secondary schools for the linguistic minorities teaching through their mother-tongue. In places where the number of students belonging to the linguistic minority groups does not justify setting up of separate secondary schools for them separate sections are provided for such students, if they do desire, to

enable them to learn through their mother-tongue, provided that the total number of such students is 1/3rd of the total roll strength of the school and there are no adequate facilities for instruction through their mother-tongue in any other school in that area.

### **Himachal Pradesh**

In the schools in Himachal Pradesh Hindi is taught from 1st class. Hindi being the accepted regional language of this Pradesh, the question of appointing teachers for instruction in the mother-tongue other than the regional language does not arise. In Kinnaur District, however, where a dialect (Kinnaun) is spoken, teachers are generally appointed from that very area so that, whenever necessary explanation could be given in mother-tongue.

English in schools is at present taught from class VI. With effect from the year 1963 it is proposed to start its teaching from the IV class.

### **Laccadives**

There are only 23 schools in this Union Territory at present. Of these two are secondary schools. They have been affiliated to the Board of Secondary Education, Kerala for the purpose of presenting candidates for the S.S.L.C. Examination. As such both at the secondary and primary stages of education the pattern of education, curricula and syllabi for various subjects followed in the schools in Kerala are adopted in this Union Territory, the medium of instruction being Malayalam as in Kerala. Textbooks prescribed for the school in Kerala State are also used in the schools in this Union Territory for similar reasons. Hence, as a matter of necessity in most of the cases the changes introduced in the pattern of education etc. in Kerala State had to be copied in this Union Territory also. As a consequence English is taught from standard III from this academic year (1962-63) onwards. Hindi is also taught in lower classes by appointing Hindi Teachers in all U.P. schools. Steps have also been taken to appoint graduate trained teachers as assistant teachers in upper primary schools to improve the teaching of English in lower classes. Gramophones with English speaking records have also been supplied to all upper primary schools in the Islands to make it easy to teach English in primary classes.

The only linguistic minority in this Union Territory is the inhabitants of Minicoy Island. They speak "Mahl" which is not spoken any where else in India. There are one upper primary school and two lower primary schools in that Island. Medium of instruction in these schools also is Malayalam. The subjects in primary classes as per syllabus are however, taught in 'Mahl' for which a special teacher has been appointed as the students are not conversant with Malayalam. As "Mahl" is spoken no where else in India except in Minicoy, students will not be benefitted by the language at the higher stages of their education if 'Mahl' is made the medium of instruction.

### **Manipur**

The recommendations that both Hindi and English should be taught at an early stage is accepted by this Administration. Both Hindi and English are taught from class III in all M. E. and high schools in this Territory.

### **Medium of instruction in Schools**

In the schools of this Territory the formula of 3-language is being followed. The official language here is 'Manipuri' and the mother-tongue of the local people is also Manipuri. In the case of tribal people their mother-tongues are dialects but none of the tribes has got more than 6 per cent of the total population and as such Manipuri is understood by all here. The tribal students in the matriculation examinations generally take English in lieu of Manipuri. The present arrangement should continue for the time being. There is a very small minority of people who speak other languages and in such cases, wherever there is a demand, a separate school is started. At present, there are some schools where the media of instructions are Bengali and Hindi. Hindi and English are being taught in all schools upto class VIII and the teaching of these subjects is started from class III. The medium of instruction at the secondary stage from class VII onward is English for students other than those whose language is recognised by the university as a major vernacular. Manipuri is not recognised as major vernacular for dearth of textbooks by the Gauhati university. Manipuri students have to take the matriculation examinations through the medium of English.

### **Pondicherry**

The medium of instruction in the junior basic or primary stage is the mother-tongue of the children which is the same as the regional language of the area so far as the State is concerned. In the secondary stage the medium of instruction is as prescribed in the courses of studies followed in the schools. Tamil in S.S.L.C. schools, English in matriculation schools and French in the French high schools and in some French schools. The Regional languages are also taught in the matriculation and French high schools as second language.

### **Tripura**

Hindi is taught as compulsory subject in classes VI to IX of higher secondary schools and classes VI to VIII of other secondary schools. It has also been decided to introduce conversational Hindi in classes IV and V of the primary/junior, basic schools from the academic session—1963.

Teaching of English has already been introduced in class IV of all schools from the session 1962, and it is going to be introduced in class III from the next session.

Primary education is being imparted through the Regional language, except in areas with predominant Lushai speaking tribal people who have textbooks written in their own dialect using the Roman script. Of the tribals, the Tripuri speaking groups predominate in number and their dialect Tripuri is spoken and widely understood among the tribals. But for lack of textbooks it has not been possible to arrange instruction through Tripuri for the benefit of tribal students. Steps have, however, been taken for the preparation of a suitable primer in Tripuri for classes I and II of the primary

schools, and the same is expected to be brought out in print in near future. Till textbooks are available, instruction in the mother-tongue throughout the primary stage for students whose mother-tongue is other than the regional language, may not be practicable in this territory in immediate future. A scheme for preparation of textbooks in Tripuri language for the primary stage is being examined by the Tripura Territorial Council who are now responsible for control and managements of primary education here. Meanwhile, teachers working in areas predominantly inhabited by tribals are being encouraged to learn the local dialects so as to be able to make their teaching fully effective in schools of such areas.

As regards recommendation for separate schools in the metropolitan cities for pupils speaking a language other than the regional language, it may be stated that only at Agartala town there is a small Hindi speaking population and to serve their needs a Hindi medium school of junior high standard is being run with grants from the Tripura Territorial Council.

### **Medium of University Education**

#### **RECOMMENDATION**

In regard to the question of the medium for university education the Board emphasised the importance of having a common linguistic link for inter-communication between different States and universities, as the regional languages progressively become the media of higher education. It was agreed that the 'link' language and the language which was the medium of instruction need not be the same. The Board recommended that if any university in any faculty changed over to the regional language as the medium of instruction, it should continue to provide facilities for instruction in the "link" language i.e., English and or Hindi, either in different sections in a large college or in different faculties in order to facilitate the movement of students and teachers from one part of the country to the other and to provide for students with different media of instruction at the higher secondary stage. It also supported the view that the change-over to the regional language in all subjects, particularly in scientific and technological subjects should not be done without adequate preparation.

#### **ACTION TAKEN**

#### **Andhra Pradesh**

English continues as the medium of instruction in universities. The switch-over to the regional language has not yet been decided upon by the universities.

#### **Gujarat**

The question of the medium of instruction at the university stage is directly connected with the ground that the students entering the university education have had at the secondary stage. It is a patent fact that the secondary schools in India or at least in majority of States in India have introduced Hindi as a compulsory language and have adopted the policy of progressively replacing English

and emphasising the importance of having common linguistic link for inter-communication between different States and universities, as the regional language progressively become the media of higher education.

The recommendations made by the Chief Ministers' Conference held in August, 1961 in this behalf have already been brought to the notice of the universities in this State. Committees have been appointed for preparing textbooks in technical subjects in Gujarati.

### **Kerala**

Since the university of Kerala continues to have English as the medium of instruction, the question of adopting a link language by the university does not arise.

### **Madhya Pradesh**

The reports received from the three universities of the State are reproduced below :

#### *(1) University of Saugar*

This university allows both English and Hindi as the medium of instruction and examination.

#### *(2) University of Jabalpur*

I. Hindi has been the medium of instruction for the undergraduate courses in Arts, Science, Commerce and Home Science in this university since its establishment in 1957. It is thus both, the 'Link' language and the regional language and therefore, the problems envisaged in the recommendation of the Central Advisory Board of Education does not arise in the case of this university. The candidates who wish to offer English as medium of their examination are permitted to do so, in almost every case.

II. (i) The Academic and Executive Council of the university welcome the proposal for encouraging good students for offering subjects like Philosophy, Sanskrit, Oriental Studies etc. by offering scholarships.

(ii) The Academic and Executive Councils welcome the proposal.

(iii) The Academic and Executive Councils agree in accepting the proposal and they will, as far as practicable, try to institute such visiting professorships for short terms.

III. The Academic and Executive Councils agree in principle. The matter will be further considered by them after the result of implementation of the scheme of Correspondence Courses in Delhi university are made known to them.

#### *(3) Vikram University, Ujjain*

This university has not so far prescribed the medium of instruction for any of the courses of the university. The practice being



followed in respect of the medium of instruction in the colleges affiliated to this university is given below :

Faculties	Under-graduate courses	Post-graduate courses	Remarks
Arts	Hindi	English	Except language subjects.
Science	Hindi & English	English	Do.
Commerce	Hindi	English	Do.
Law	English	..	Do.
Education	Hindi & English	English	Do.
Physical Education	English	..	Do.
Engineering	English	..	
Agriculture	English	English	
Vet. Sc. & A.H.	English	English	
Medicine	English	English	

From the above statement it is clear that the recommendations made under item 3 are already being implemented in the university.

### **Maharashtra**

The report of the Committee appointed to consider this question is still under consideration. Final decision will be communicated to the Government of India in due course.

### **Mysore**

The medium of instruction in the colleges in Mysore State is English and Kannada, the regional language is an optional medium and English continues to be the link language in the State. English is taught from the V standard onwards as a compulsory subject in middle and high school and Hindi is also introduced as a compulsory subject from the VI standard in the middle and high school and hence it could not serve as an additional link language.

### **Orissa**

At present English is the medium of instruction in all the colleges of the State. The Utkal university has not adopted the regional language as the medium of instruction and as such the question of providing 'link' language *i.e.*, Hindi does not arise.

### **Punjab**

The State Government is in full agreement with the recommendations of the Central Advisory Board of Education. Full implementation, however, lies within the province of the three universities of the State namely Punjab University, Chandigarh, Kurukshetra University, Kurukshetra and Punjabi University, Patiala.

## **Rajasthan**

The university allows instructions in all colleges classes to be imparted either in English or in Hindi. In practice, Hindi has become the general medium of instruction in under-graduate classes, except in science subjects. In the post-graduate stages the change is slower. Both Hindi and English serve as a link language for communication with people from other States. There is a certain number of students from other states particularly the South attending colleges in the State. They have not encountered serious difficulties on account of medium of instruction in the colleges of the State.

## **Himachal Pradesh**

English is taught as a compulsory subject to the arts students in the colleges in Himachal Pradesh, whereas it is an optional subject for science students in the three-year degree course.

As regards Hindi, it is taught as an elective subject at the university stage. The medium of instruction for science and technology is English thus a reasonable standard of teaching is being maintained in both these languages at the university.

Incidentally it may be stated that our colleges are affiliated to the Punjab university and we have to follow the curriculum and syllabi prescribed by that university.

## **Laccadives**

There are no universities, colleges or higher secondary schools in this Union Territory at present. However at the secondary stage though the medium of instruction is the regional language, facilities for the introduction of English and Hindi have been made. This arrangement would enable the students to join colleges in the mainland where the medium of instruction is English, Malayalam or even Hindi.

## **Manipur**

The medium of instruction in colleges situated in this Territory is English as Manipuri is not recognised for this purpose by the university of Gauhati to which the colleges in Manipur are affiliated.

## **Pondicherry**

In the Tagore Arts College, Pondicherry, the medium of instruction is English. In the French College, Pondicherry and Modern College, Karikal which are premerger institutions the medium is French.

## **Tripura**

While this Administration agree with the views expressed, it cannot take an independent action in the matter, as the colleges here are affiliated to the Calcutta university.

## TextBooks

### RECOMMENDATION

The Board is in agreement with the recommendation that the production of textbooks should normally be taken up by the State Governments and that a Central agency for the improvement of textbooks be set up at national level, whose main functions would be to conduct research in the improvement of textbooks to prepare and circulate model textbooks to be used by State Governments in the preparation of her own textbooks to be used by State Governments in clearing house agency in respect of the preparation, production and distribution of textbooks.

### ACTION TAKEN

#### Andhra Pradesh

The textbooks for all classes of the primary stage in Telugu medium have so far been nationalised and the scheme will be extended to higher classes on a phased programme after the introduction of the integrated syllabus. Both the production and distribution of textbooks of the lower classes have been nationalised. There is a separate press for printing textbooks, which is managed departmentally. Certain textbooks for languages for S.S.L.C., E.S.L.C. & T.S.L.C. are also departmentally prepared and published.

#### Assam

The State Government is taking up a scheme for departmental publication of textbooks in stages. During the current year a start has been made with the publication of books on arithmetic and general science for primary schools.

#### Gujarat

The matter is still pending.

#### Kerala

Textbooks are being published by the State and the experiment is successful to a large extent.

#### Maharashtra

The suggestion made by the Central Advisory Board of Education is accepted in principle.

#### Mysore

The Department of Public Instruction has already taken up the publication of language readers for all primary classes, some language books for high school classes in Kannada and English have also been published. The Department is considering the question of publication and production of all the books at the primary stage.

#### Orissa

Steps have been taken for production of textbooks by the State Government. At the first instance a Committee has been constituted for preparation of syllabus for primary schools. The syllabus has already been prepared and the work in connection with production of textbooks is in progress. After watching the working of the scheme at the primary stage, steps will be taken for production of textbooks by the State Government at the other stages of education.

### **Punjab**

The production of textbooks for primary and middle classes of the schools in the State is already fully nationalised. Textbooks in certain subjects such as, general science and social studies have been (or are being) written in collaboration with the Government of India.

### **Himachal Pradesh**

The suggestion that the Central Government may undertake research for the improvement of textbooks on a national scale is laudable and this Administration would certainly give due importance to the model textbooks, which may be received from the Central agency.

### **Laccadives**

The regional language and the medium of instruction being Malayalam as in the neighbouring State of Kerala, the textbooks prescribed by the Government of Kerala are used in the schools in this Union Territory in large majority of the cases. Only a few non-detailed texts etc., for extra reading are prescribed by this Administration apart from those purchased from the Kerala Government without inconveniencing the pupils. So long as the secondary schools in this Union Territory are affiliated to the Board of Secondary Education, Kerala, this Administration is bound to use Kerala textbooks for various classes at least at the secondary stage. The requirements of textbooks at the primary stage is not very much. There is, therefore, no scope in this Union Territory for the preparation of textbooks separately adopting the model textbooks prepared by the Government of India. But whatever improvement is effected in Kerala will automatically be copied in this Union Territory also.

### **Manipur**

This Administration welcomes the recommendation that the production of textbooks should normally be taken up by the State Government. It is not, however, possible to implement the recommendation in this Territory for dearth of qualified writers and adequate machinery. There is, however, a Textbook Committee which prescribes textbooks for the primary and the middle schools. As regards curricula and syllabuses those of Assam are being followed here.

### **Pondicherry**

Pondicherry State being small in extent comprising three different linguistic areas, production of textbooks at the State level has not been found feasible.

### **Tripura**

The primer in Tripura is being prepared under Departmental guidance and is expected to be published by the Education Department of the Tripura Administration. We have also introduced in our primary and junior basic schools the West Bengal Government publications. (The Kishalaya and the Prakriti Parichaya, textbooks on

Bengali, Arithmetic and Nature studies for classes III to V and IV to V, respectively). The suggestion for Departmental preparation of textbooks has been noted and the practicability of the same in this Territory will be examined when the model textbooks to be prepared by the Central Government are available for our guidance.

### **Three-Language Formula**

#### RECOMMENDATION

In regard to the three-language formula the Board reiterated the recommendation made by it in 1957 and recommends further,

that the State Governments should take early action to bring the arrangements obtaining in the States in conformity with the recommendation and,

that the Ministry of Education should periodically review the progress made in this regard and report the results for the information of the Board.

#### ACTION TAKEN

#### **Andhra Pradesh**

The three-language formula has already been introduced in this State.

#### **Gujarat**

In practice three languages are taught in Gujarat State. These languages are (i) mother-tongue i.e., Gujarati (ii) Hindi and (iii) English up to X standard. Hindi and Gujarati are compulsory for passing S.S.C. examination.

#### **Kerala**

The recommendation of the Board has been accepted by this Government and put to practice. (i) Mother-tongue or Regional language (ii) Compulsory English (iii) Compulsory Hindi.

#### **Maharashtra**

The following three languages are studied in Western Maharashtra:

- (1) Mother-tongue or Regional language,
- (2) Hindi, and
- (3) English taught from standard V on an optional basis.

As regards the Marathwada and Vidarbha areas the three-language formula has been adopted generally on the lines of the pattern advocated by the All India Council for Secondary Education.

## Mysore

The three -language formula has been accepted by the Government and is already implemented in the VIII and IX standards of high school, where the new higher secondary curriculum is already introduced. The present pattern in the secondary schools for standards VIII to X is as follows:

(i) Regional language or mother-tongue or composite course of regional language and mother-tongue or regional language and classical language or mother-tongue and classical language or classical language (ii) English (iii) Hindi (Pupils taking Hindi as mother-tongue, should study Kannada instead of compulsory Hindi.)

The question whether the three-language formula should be modified in the light of the recommendation at the conference of the Chief Ministers is under the consideration of Government.

## Orissa

The Board of Secondary Education, Orissa has already adopted the three-language formula for the high school certificate examination as noted below.

### A. Languages:

- (i) M.I.L. (Oriya, Hindi, Urdu, Telugu, Bengali)
- |   |           |                 |
|---|-----------|-----------------|
| Higher standard   |           | 100 marks       |
| 2. English  |           | 100 marks       |
| 3. (i) For students who take Oriya (Higher standard) as M.I.L.                              |           |                 |
| (a) Sanskrit  | 50 marks  | } 100 marks     |
| (b) Hindi (Lower standard)  | 50 marks. |                 |
| (ii) For students who take Hindi (Higher standard) as M.I.L.                                |           |                 |
| (a) Sanskrit  | 50 marks  | } 100 marks     |
| (b) Oriya (Lower standard)  | 50 marks. |                 |
| (iii) For students who take languages other than Hindi or Oriya (Higher standard) as M.I.L. |           |                 |
| (a) Hindi (Lower standard or Sanskrit or Persian)   | 50 marks  |                 |
| (b) Oriya (Lower standard)  | 50 marks  |                 |
|   |           | Total 100 marks |

## Punjab

The main provisions of the three-language formula are already in operation in this State.

## Rajasthan

The three-language formula is proposed to be implemented from July, 63 in high and higher secondary schools. It has already been implemented in classes VI to VIII as a student has to take English Hindi and Sanskrit. Student belonging to minority communities take minority language in place of Sanskrit.

## West Bengal

The three-language formula recommended by the Government of India was given due consideration by the State Government. A Committee was set up in 1960 to report on the question of languages to be taught in different grades of post-primary schools.

According to the recommendations of the Committee, the following decision regarding the teaching of languages in secondary schools was taken by the State Government and given effect to from the academic session commencing on 1st January, 1962.

1. **First language** : Mother-tongue, which may be any recognised modern Indian language or English in classes I to X or I to XI, as the case may be.
  2. **Second language** : English or if English be the first language Bengali in classes III to X or III to XI as the case may be.
  3. **Third language** : (a) Hindi or if Hindi be the first language Bengali in classes VI and VII of all schools.
- (b) Any one of the following classical languages : Sanskrit, Arabic, Persian, Latin or Greek.
- (i) as a compulsory subject in classes IX, VIII of all schools.
  - (ii) as a compulsory subject in classes IX and X of a high school, and
  - (iii) as one of the three compulsory elective subjects for the humanities course and as an optional fourth elective subject for any other courses of study in classes IX, X and XI of higher secondary schools.

Provided that a student having Hindi as the first language may take Bengali as the third language in lieu of a classical language and a student having a recognised modern Indian language other than Hindi or Bengali as the first language may take up either Hindi or Bengali as the third language in lieu of a classical language.

Thus—

- (a) in classes I & II, there will be one language, as the mother-tongue only.
- (b) In classes III to V there will be two languages. i.e., mother-tongue plus English or Bengali.
- (c) In classes VI to VIII, *three* languages, included Hindi.
- (d) From VIII onwards, three languages, including mother-tongue, English and one classical language.

## Himachal Pradesh

Under the three-language formula, the following pattern has already been adopted by this administration in the schools in Himachal Pradesh :

1. Hindi
2. English
3. Urdu

### **Laccadives**

The three-language formula has been accepted by the Administration and is being implemented. A composite course of regional language (Malayalam) and classical language (Arabic) is proposed to be made the first language while English and Hindi are compulsory second and third languages.

### **Manipur**

The note on "Medium of instruction in schools" may kindly be referred to.

### **Pondicherry**

Hindi is taught as a compulsory subject in S.S.L.C. type of high schools where the three-language formula is followed. Hindi is taught as an optional subject in matriculation schools. In addition to the facilities already available, the introduction of Hindi in schools where Hindi is not taught at present is still under consideration.

### **Tripura**

The language pattern in secondary schools of this territory follow that of the Board of Secondary Education, West Bengal and is based on the three-language formula.

## **Script**

### **RECOMMENDATION**

In regard to the question of a common script for all Indian languages the Board recommends that it should be further studied by the Ministry of Education and the results thereof may be placed before the Board in due course.

### **ACTION TAKEN**

### **Kerala**

In regard to the question of a common script for all Indian languages, the recommendation of the Board is accepted.

### **Maharashtra**

This Government have no remarks to offer.

### **Orissa**

No action is desired to be taken by the State Government in this connection.

## **All India Education Service**

### **RECOMMENDATION**

In regard to the proposal for forming an all India education service the Board recommends that the Ministry of Education should formulate a scheme in consultation with the State Governments and place it for consideration of the Board in due course.



## ACTION TAKEN

**Kerala**

The recommendation of the Board is endorsed.

**Maharashtra**

The Government of India have separately been informed that this Government has not accepted the recommendation regarding all India education service.

**Mysore**

The matter is still under consideration of Government.

**Manipur**

The recommendation is welcomed. We have to await the Ministry of Education to formulate the scheme in this behalf.

**Item No. 4 : Re-organisation of Higher Secondary and Pre-University Education.**

The Board considered the memoranda on the reorganisation of higher secondary and pre-university education prepared by the Governments of Madras and Gujarat. The Board was of the view that while it would be desirable to have ultimately a total period of 15 years of education including 12 years of schooling, before the first degree is taken, and the States that can command the resources, for lengthening the period of education should be encouraged to do so, it is necessary that the reorganisation on the lines envisaged in the report of the Secondary Education Commission should be speeded up. The Board further stressed that the total period of education should not in any case be less than 14 years with 11 years of schooling or pre-university education of terminal character.

## ACTION TAKEN

**Assam**

The duration of schooling at the secondary stage in Assam is already longer by two years than in many other States. As such increasing the duration does not apply in the case of Assam.

**Gujarat**

The matter is under consideration of the State Government.

**Madhya Pradesh**

In this State education, before the first degree is taken, covers a period of 14 years, as stressed by the Board.

**Maharashtra**

The question of introducing the Higher Secondary Education Scheme is under the consideration of Government. The recommendation will be considered while finalising the scheme.

### **Mysore**

As per existing Rules the total period of school education in the State is 7 years of primary plus 3 years of higher secondary—10 years. 11th year of higher secondary has not yet been included in the present higher secondary level. However in all there will be 11 years of schooling inclusive of 11th standard of school when introduced.

### **Orissa**

In accordance with the suggestions of the University Grants Commission the pattern of education at the university stage has been changed and the scheme of pre-university and three-year degree course has been introduced in all the colleges of the State. Further, consequent upon the recommendations of the Secondary Education Commission the schemes of multipurpose and higher secondary courses were introduced in new selected high schools during the Second plan period and there is proposal for further expansion of the scheme during the third Plan period. Consequent upon the execution of the above schemes the State now provides for a total period of 15 years of education including 12 years of schooling, before the 1st year degree course is taken. There is no proposal for lengthening the period of education in the State at present.

### **Punjab**

The matter is under consideration.

### **Rajasthan**

The State of Rajasthan has already adopted the higher secondary pattern of education.

### **West Bengal**

Steps have been taken to speed up the reorganisation of secondary education on the lines envisaged in the report of the Secondary Education Commission. Out of 2,059 high schools 922 high schools have been upgraded on the pattern of higher secondary schools with diversified courses. It is expected that during the Third Five Year Plan period about 70 per cent of the high schools will be upgraded on the pattern of higher secondary schools.

The total period of schooling in higher secondary schools is 11 years. So we have a total period of 14 years of education including 11 years of schooling before the first degree is taken. It is expected that the desired standard of secondary education may be attained after 11 years schooling in higher secondary schools because of the diversion of students to different streams according to their ability and aptitude and the individual attention which is being paid to the students by the subject teachers in small classes. It is our experience that the products of higher secondary schools are quite good. The question of increasing the period of schooling from 11 years to 12 years may be considered in due course after giving the present system a fair trial for a few years more.

## **Himachal Pradesh**

We are converting our high schools to higher secondary pattern and upgrading the middle schools to higher secondary standard according to a phased programme, as envisaged in the report of the Secondary Education Commission.

## **Laccadives**

As already referred to, Kerala pattern of education alongwith the curricula and syllabi are adopted for this Union Territory in as much as the medium of instruction is Malayalam as in Kerala both in the primary and secondary stages. Ten years of schooling followed by a pre-university course extending for one year period to the three-years degree course is the accepted pattern of education. This Administration will have to follow this pattern as long as the secondary schools in this Union Territory are affiliated to the Board of Secondary Education, Kerala. However, serious thought is being given to the question of introducing diversified courses at the secondary stage with a view to giving vocational bias suitable to the conditions in the islands opening more high schools with necessary facilities.

## **Manipur**

The recommendations in this regard are being followed in this Territory. We have a total period of 15 years of education including 12 years of schooling before 1st degree is taken.

## **Pondicherry**

The Matriculation/S.S.L.C. High Schools of the State follow the pattern of courses prescribed by the Madras university/the Board of Secondary Education, Madras and Andhra, the duration of the course being 10 years in either case. The pre-university course in the Tagore Arts College is also of the pattern of the Madras university. The total period of education leading upto the first degree course is 14 years.

## **Tripura**

The system of 14 years education including 11 years of schooling or pre-university education is in practice here. The schools and colleges of Tripura being affiliated to the Board of Secondary Education, West Bengal and the Calcutta University, this Administration have no scope to initiate an independent action.

### **Item No. 5: Production of Textbooks**

- (a) **At the secondary stage**
- (b) **Low cost textbooks for colleges and universities**

#### **RECOMMENDATION**

The Board took note of the work that the Ministry of Education has initiated for producing textbooks for the schools and low cost textbooks for colleges and universities.

## ACTION TAKEN

**Andhra Pradesh**

The three universities in this State: viz: (i) The Andhra University, Waltair, (ii) Sri Venkateswara University, Tirupati; and (iii) Osmania University, Hyderabad have their own programme for production of low-cost Textbooks for the universities and affiliated colleges.

**Orissa**

The State Government have taken steps for production and supply of textbooks at the primary stage and after watching the progress of implementation of the scheme, steps will be taken to produce textbooks at the other stage of education.

**Rajasthan**

Textbooks from class I to VIII have already been nationalised.

*Item No. 6 : Expansion of primary education.*

- (a) **To consider the need for special efforts to push up Primary education in backward States like Rajasthan, Madhya Pradesh and U.P. A definite phased programme to be drawn and requisite Central assistance to be made available.**

## RECOMMENDATIONS

The Board noted with regret that it has not been possible to realise the objective of providing free and compulsory education for all children up to the age of 14 years within the period stipulated in Article 45 of the Constitution. The Board strongly recommended that the Government of India, in consultation with the State Governments, should now fix a definite time-limit for the realisation of this objective and should draw up a phased programme for the purpose with particular emphasis on girls' education for the country as a whole and for each State and Union Territory.

The Board realised that such a programme would demand a much greater effort on the part of all States and that it would also need larger expenditure and recommended that special financial assistance should be given to the States to enable them to implement this programme according to the plan, subject to the condition that each State puts in the prescribed effort required of it.

The Board was of the opinion that effective use of this special assistance can be best secured by the adoption of a Centrally sponsored programme for the development of the education of girls and women, the development of the education of the scheduled castes, scheduled tribes and the expansion and improvement of the training of primary teachers. The financial assistance under such a programme should be made available to the States on a 100% basis and outside their Plan ceiling.

## ACTION TAKEN

**Andhra Pradesh**

The State Government have been implementing the scheme of "Free and Compulsory Primary Education" for all children of age-group 6-11 years, during the Third Five Year Plan period. According to this scheme, 96.17% of the boys and 72.7% of the girls of the said age-group are expected to be brought under instruction by the end of the plan period.

Due to the limited plan ceiling, it was not found possible to include any special programme for Women's Education in the State Plan. Though the Government of India have offered an assistance of 100% on special schemes relating to Women's Education, the condition that the expenditure on such schemes should be found within the Plan ceiling is not feasible. However, this Government have no objection to the suggestion that the Government of India should make available 100% assistance and that the expenditure on such schemes may be treated to be outside plan ceiling, and this may be agreed to by the Government of India.

**Assam**

In Assam the position has been particularly difficult. A few points are narrated below showing how the position has been extremely difficult in this State:

(i) There has been popular enthusiasm for sometime past to start new primary schools in the villages at the initiative of the local community concerned. This enthusiasm received a very great momentum after the last enrolment drive. The result is that we have now as many as 2,000 primary schools started by the local people at their own initiative waiting to be taken over by Governmental agencies. It has now been seen that there are genuine needs for the additional schools that have been started by the local people as has now been justified by the enrolment. The community has met the necessary expenditure from out of their own hands in raising the school house and also in providing a few items of furniture. The position is such that not even a single school out of these 2,000 has been taken over yet by the Governmental agencies. The position has indeed been very embarrassing in as much as the enrolment drive was launched at the instance of Government and now that there is sufficient enrolment, Government is finding it difficult to sanction the necessary posts of teachers to the schools. There is a small provision for additional posts in the current year's Plan budget but the following reasons would show that these posts cannot be entirely utilised for the purpose of taking over of the schools

(ii) This State has to face a number of problems which may not exist in most of the other States of India. One of our most difficult problems has been with regard to providing additional facilities in the Hill districts. It is true that there are District Councils in the Autonomous districts under the VI schedule of the Constitution of India. The Constitution provides that elementary education would be managed in these districts by the Autonomous District Councils. These District Councils have, however, little resources of their own to meet the entire financial responsibility on account of elementary

education. In fact the present position is that the entire expenditure on account of elementary education is being sanctioned by Government to the District Councils. The population in the Hill District is rather thin and is distributed in small groups throughout the entire regions with the result that schooling facilities have to be provided for small groups of children. The transport facilities in the Hill District being what they are now, it is not possible to have central school which can cater for the needs of different villages at some distance from each other. This shows that the number of schools for a certain population has to be much higher than that of the plain district for the same population. To cite an example, the Government had to sanction as many as 900 posts of additional teachers to the Hill district as against on 800 posts to the plain district during the last year.

Similar position exist in respect of certain CHAR areas which are islandic in nature with small groups of families and also with regard to the schools in the tea garden areas. This fact shows that the number of additional teachers cannot be judged absolutely on basis of number of school going children in this State.

(iii) Apart from the question of additional teachers that have to be provided on account of additional enrolment either in the old schools or in the new schools that have been started and are going to be started in future, the position with respect to provision of teachers in the existing schools is itself alarming. We have today, slightly more than 12,000 schools in the State. If we have to appoint 5 teachers in each school at the rate of one teacher per class then our minimum requirement for the existing schools alone would be 60,000 teachers and we have only 27,000 teachers. It may also be mentioned that out of these 12,000 schools as many as 6,000 schools are single-teacher schools. Many of these 6,000 schools have enrolment about or above 100. It is highly necessary that these single-teacher schools be provided with additional teachers. The standard of education has indeed greatly deteriorated because of the existence of such a large number of single-teacher schools with high enrolment.

Even on a most modest calculation or, better on the austere calculation, the requirement of additional teachers for the current year is approximately 5,500 and our Plan provision for the current year is for 2,200 posts of additional teachers. Hence there will be a shortfall to the tune of 3,300 at the end of the current year.

Whatever, therefore, be our criterion to judge the requirement of additional teachers in our existing schools, the calculation including Hill district would be that the total number of teachers in the existing schools alone would be around 35,600. Thus the total number of additional teachers including hills would come to nearly 10,500. These 10,500 additional teachers will be necessary in addition to the 11,000 teachers included in the Third Five Year Plan in the following manner;

1963-64	---	3,000
1964-65	---	3,500
1965-66	---	4,000

## Gujarat

Primary education has been made compulsory throughout the State and children of the age-groups of 6 to 11 throughout the State will come under this scheme of compulsory education at the end of Third Five Year Plan. Definite steps have been taken by the State to encourage girls education. Further in training colleges stipends @ Rs. 25 p.m. and a lump sum of Rs. 100 to purchase books and other materials are given to female candidates who come forth to work as teacher securing more than 60% marks at the P.S.C. examination. Further 33-1/3 p.c. of seats are reserved for female candidates while making recruitment of teachers. Facilities have also been given to such candidates to get themselves admitted in training colleges if they have got 40% marks at the P.S.C. examination instead of 45% in the case of male candidates. Preference is also given to widows and deserted ladies and girls born and brought up in backward areas for the post of a teacher if such candidates show willingness to serve in such area. Government has also constructed quarters for lady teachers in some parts of the State.

## Kerala

Compulsory primary education is the accepted goal in Kerala. But when more than 85% of the children of 6-11 are attending the schools, enactment with all the consequent responsibilities and commitments were not thought necessary. Steps have been taken to rope in the balance too into the schools. As regards to Girls' Education, it is no problem in Kerala and women teachers are available in the same number as men teachers.

## Madhya Pradesh

It is true that it has not yet been possible to provide free and compulsory education to all children upto the age of 14 years with in the period mentioned in article 45 of the Constitution but during the Third Five Year Plan a scheme has been introduced to provide free and compulsory education to the children of the age-group 3-11 but due to paucity of funds it may be possible to cover only 90% of boys and 50% girls of the total population of boys and girls of this age-group. To achieve this target of the State about 30,000 teachers will be appointed and about 10 lakhs of additional children will be enrolled.

## Maharashtra

The Central Advisory Board of Education has recommended that the Central Government should give 100% assistance to State Governments on expansion of primary education and that too outside the Plan ceiling. The Government of India, however, are assisting the State Government for expansion of primary education at 50% of the expenditure on additional teachers. It has already been pointed out to the Government of India that unless the Government of India give substantial financial assistance, outside the Plan ceiling, it will not be possible for the State Government to provide additional funds for expansion of primary education.

## Mysore

In this State the percentage of the enrolment of the children of the age-group of 6-11, even before the introduction of the compulsory primary education programme in 61-62, was more than 70%.

The percentage of enrolment of the age-group 6-7 during 61-62 has already exceeded 90%, the target fixed for this State. Compulsory primary education has been introduced in this State for all children of the age-group of 6-11 in a phased programme from 61-62. During 61-62, children of the age-group of 6-7 are brought under compulsion. It will be extended to the next higher age-group during subsequent years. As resolved by the Board, unless the programme for the development of the education of the girls and women, scheduled castes and scheduled tribes and expansion and improvement of the training of primary teachers is considered as a Centrally sponsored scheme outside the state Plan ceiling, the State may find it difficult to provide large amounts for these items.

### **Orissa**

No specific action has been desired to be taken by the State Government in this connection. However, the Ministry of Education have kindly agreed to give 100% assistance for schemes approved by them as special schemes for expansion of girls' education. The following are the schemes which have been approved by the Ministry of Education as special schemes for expansion of girls' education:

1. Appointment of and training of school mothers.
2. Attendance scholarships.
3. Quarters for women's teachers.
4. Provision of sanitary blocks in primary schools.
5. Construction of hostels for M. E. school for girls.
6. Organisation of enrolment drives.
7. Award of maintenance stipends in high school (Girls).
8. Construction of hostels for the girls' high schools along with quarters for superintendents.
9. Extension of subsidised transport to new urban areas.
10. Provision of sanitary blocks in high schools.
11. Award of maintenance stipends for women students residing in hostels.
12. Construction of hostels for women students.

None of the schemes included in the plan for "development of the education of girls and women", and for "expansion and improvement of the training of primary teachers" have been approved as Centrally sponsored scheme and the cost of these schemes have also not been allowed to be shown outside the Plan ceiling.

### **Punjab**

The Government of India has to fix a time limit for the realisation of the objective of providing free and compulsory primary education for children upto the age of 14 years in consultation with the State Governments. In this State, we have introduced free and compulsory primary education for children in the age-group 6-11 under phased programme. It is hoped that by the end of the Third Five Year Plan, about eighty per cent of the children in the aforesaid age-group will be in the schools.



## **Rajasthan**

In Rajasthan a target of 68.4% for 6-11 age-group was fixed during the Third Plan. But due to economy measures these targets have been brought down to 60% in the revised Third Plan.

## **West Bengal**

The question of providing free and compulsory education for children of the age-group 11-14 may be considered during the Fourth Five Year Plan after the implementation of the universal compulsory primary education during the Third Five Year Plan.

Education of girls in secondary schools in rural areas of this state is free upto class VIII standard. Necessary grants are sanctioned by Government for remission of their tuition fees. The question of extension of this benefit upto class XI standard as well as to the girls of secondary schools in municipal areas have to be considered.

Tribal students get the benefit of free education upto the end of secondary stage. Necessary grants are sanctioned by the Tribal Welfare Department for remission of their tuition fees. Besides, boarding charges, book grants etc., are also sanctioned to a number of tribal students both by the Tribal Welfare Department and the Education Department. Education of the students belonging to the scheduled caste in the secondary stage is not free. But hostel charges, book grants and special stipends are provided for them both by the Tribal Welfare Department and the Education Department, but the provision is not adequate for their need. The provision for the scheduled caste students may be augmented after obtaining financial assistance from the Government of India. It is for the Government of India, as per resolution, to fix a definite time limit.

## **Himachal Pradesh**

This Administration has embarked upon the provision of free and universal primary education for the children (both boys and girls) in the age-group 6-11 years from the commencement of the Third Five Year Plan under the Educational Development Programmes. By the end of the Third Plan about 80% of the children in the aforesaid age-group would be provided schooling throughout the Territory. Five hundred new primary schools has been opened during the first two years of the Third Plan period to achieve the objective in view. The question of opening more schools is actively under examination.

## **Laccadives**

The intention of this Administration in to make education free and universal in the case of all children upto the age of eleven by the end of the Third Five Year Plan period and to make it so in the case of all children aged up to fourteen by the end of Fourth Five Year Plan. The difficult living conditions in the islands along with the conservative outlook of a minority section of the inhabitants retards the progress. It is hoped the goal will be attained by keeping up the tempo of work in the field of education along with the tempo of enthusiasm evinced by younger people.

The additional cost involved in the appointment of more teachers and in expanding the facilities for education will have to be provided for by revising the Third Five Year Plan of Education accordingly.

### **Manipur**

Education has been made free upto class VIII i.e., for all children belonging to caste Hindu upto the age of 14 years, and upto the university stage for students belonging to scheduled castes and scheduled tribes.

Compulsory education has not been introduced in this Territory at any stage. The conditions in this Territory economically and otherwise are such that it is not desirable to introduce compulsion at this stage here. Facilities are being given for education at the primary and middle school level for different parts of the Territory and the Manipur Territorial Council is taking action in this matter. The target fixed in the Third Five Year Plan is to have 30,000 additional children in the primary stage which will make it possible to have about 90 p.c. of children of the age-group of 6-11 in the schools. The real problems in this Territory are poor attendance, stagnation and wastage which are being attended to by the Manipur Territorial Council in the best manner possible.

Centrally sponsored programmes such as giving stipends for attendance and to those who intend to take up teaching profession, merit scholarship, continuance class, construction of sanitary block, monetary help to poor and needy students etc., are adopted for the development of education of the scheduled castes and scheduled tribes. Besides making education free at all stages students belonging to these tribes and castes are also given stipends at the rate of Rs. 27 for Day Scholars and Rs. 40 for hostellers at the university level. For training of primary teachers, 4 basic training institutes have been established in this Territory and about 350 teachers are given training every year.

### **Pondicherry**

There are no backward areas in this State. Though the State is committed to free and universal education, compulsion has not yet been introduced as the Compulsory Education Act has not been introduced.

### **Tripura**

In this territory compulsory education has not yet been introduced, but it is free for all upto class VIII. For the expansion of educational facilities at the primary stage for the age-group 6-11 a phased programme spread over the Third Five Year Plan has been drawn up with the enrolment target of bringing 93% of the children of the age-group 6-11 to school. A pilot project was started some time back in a block. Its progress is being assessed and further steps to bring more children especially girls of the age-group will be decided upon in the light of the assessment.

*Item No. 6(b):* **Review of the target for enrolment in Primary Schools for the Third Plan and provision of more funds to meet the increasing demand for appointment of more teachers resulting from enrolment drive and mass desire for education.**

#### RECOMMENDATION

The Board noted with satisfaction that in most State the actual enrolment in 1961-62 had already exceeded the targets fixed for the year. This trend was also likely to continue in the remaining years of the Third Five Year Plan. The awakening and enthusiasm for education in the country is so great that the estimated targets for enrolment in the Third Plan are likely to be substantially exceeded. The Board recommended that the entire position should be reviewed and the targets of enrolment be revised for each State and also for the country as a whole, and further that additional financial allocation required for the revised targets should be provided for without delay by increasing the Plan ceilings.

#### ACTION TAKEN

##### **Assam**

Same as under item No. 6(a).

##### **Gujarat**

The matter is under consideration of the State Government.

##### **Madhya Pradesh**

The target fixed for enrolment in the age-group 6-11 was 1.4 lakhs for the year 1961-62, actual enrolment during that year is however estimated at 3.55 lakhs from this it is expected that the target fixed for the Third Five Year Plan i.e., enrolment of 90% of boys and 50% of girls in the age-group of 6-11 will be achieved. A phased programme of enrolment for the remaining years of the Plan has already been prepared.

##### **Maharashtra**

In view of the limited total allocation for the Third Plan this suggestion for providing additional funds for appointment of teachers cannot be implemented during the Third Five Year Plan.

##### **Mysore**

This Government agrees with the Boards recommendation with a clear stipulation that the Government of India should provide funds beyond the Plan ceiling on 100%.

##### **Orissa**

On the basis of the actual achievement by the end of the Second Plan a revised target for enrolment of students at the primary stage, has been suggested. The table on next page will explain the position.

*Students at the Primary Stage*

Item	Anticipated to be enrolled at the end of 1960-61		Actually enrolled at the end of 1960-61		Original target for Third Plan		Revised target for the Third Plan*	
	No. in lakhs	Percent-age	No. in lakhs	Percent-age	No. in lakhs	Percent-age	No. in lakhs	Percent-age
Boys	7.50	75	10.02	90	10.50	90	13.02	100
Girls	2.50	25	4.03	37	5.50	50	8.03	64
TOTAL	10.00	50	14.05	64	16.00	70	21.05	82

\*The Planning Commission is being moved separately in the matter of revision of targets on the basis of the actual achievement by the end of the Second Plan.

**Punjab**

During the year 1961-62, the enrolment in the first primary class in the State was unprecedented. 4-11 lakhs of additional children were enrolled during the year 1961-62 and this got us the first position in the country in the matter of enrolment of the children. It is hoped that this enrolment will continue during the remaining years of the Third Plan, but it may not be at pace as was noticed in the first year of the plan as children of various age-groups were enrolled in the year 1961-62. The parents were rather scared by the punitive clauses of the Primary Education Act which was passed in 1960 and which came into force in January, 1961. Therefore, they were rather eager that they should not get on the wrong side of the law. It is felt that during the Third Plan period, the targets would substantially exceed the estimates projected at the beginning of the plan. The entire position has been reviewed and targets have been revised in the light of experience of enrolment in the year 1961-62.

**Himachal Pradesh**

The enrolment target during 1961-62 was exceeded in Himachal Pradesh. The target for the year 1962-63 has also been raised. The position for the subsequent years of the Plan is being reviewed.

**Laccadives**

It is felt quite necessary to revise the Third Five Year Plan (Education) to make it possible for the appointment of a good number of additional teachers both to cope with the additional enrolment at primary and secondary stages and to retain the pupils already enrolled on rolls. A large number of teachers for primary classes have however been appointed taking the teachers pupil ratio 1:30 this academic year itself.

**Manipur**

The recommendations are noted.

## Pondicherry

As a result of the awakening and enthusiasm of the public for education in the State and the enrolment drive conducted in August, 1961, the number of children newly enrolled during 1961-62 at the primary stage is 8,000 as again the Plan target of 2,000 for that year. The additional enrolment expected in 1962-63 is 2,500 and 62 additional teachers are required to cope with this additional increase in strength. Taking into account the backlog of shortfall in teachers carried over from 1961-62 i.e., 81, the total number of teachers needed in 1962-63 is 143. As there is provision for the appointment of only 50 teachers in the budget of the current financial year, 93 more teachers are to be appointed this year to tackle the problem of additional enrolment. Proposals in this regard are being submitted to the Ministry.

## Tripura

The target of the enrolment at primary stage estimated during 1961-62 has been achieved, but it has not been exceeded so as to necessitate the revision of the same at this stage. The position may be reviewed after the census report of the territory is published when the final figures of children of the age-group 6-11 will be available.

*Item No. 6(c):* **To review the provisions and programmes of girls' education for taking additional steps to expand specially those facilities which aim at increasing the supply of women teachers in rural areas.**

### RECOMMENDATION

The Board, noting that in several areas the expansion of primary education was being handicapped for want of women teachers, and that the problem of enrolment of girls would become even more pressing in the Fourth Five Year Plan, recommended that suitable steps for increasing the output of women teachers should immediately be taken in the Third Plan, including the provision of increased facilities for girls' education at the secondary stage, especially in those areas where the education of women is comparatively under developed.

### ACTION TAKEN

## Andhra Pradesh

Towards the end of the Second Five Year Plan period, steps were taken to increase the enrolment of girls in primary schools by payment of attendance scholarships to them. Steps were also taken to increase the output of women teachers: (i) by providing stipends to such students in the top two classes of high/higher secondary/multipurpose schools, as have undertaken to take up teaching profession after successful completion of the secondary school in rural areas, (ii) by reopening higher elementary grade training in rural areas, (iii) by reopening Higher Elementary grade training schools for women which were closed in the Andhra area, as per the recommendations of the the Kuppaswamy Committee for Elementary Education, and (iv) by establishing special schools for adult women, which impart general education upto VIII class and higher elementary grade training to poor and distressed women.

The higher elementary grade training schools reopened for women teachers and special schools for adult women established during the Second Five Year Plan period, are being continued. During the Third Plan period, the following schemes may be implemented, subject to funds being made available by the Centre, outside the State Plan on the basis of 100% assistance:

- (i) to construct residential quarters for women teachers ;
- (ii) to open some special training schools for women who have passed VIII class through condensed courses aided by the Government of India.
- (iii) to pay scholarships to girls in colleges who are willing to undergo B.Ed. training and to take up teaching profession at least for a period of five years ;
- (iv) to construct more residential quarters for women teachers in rural areas ;
- (v) to pay attendance scholarships for girls in classes 5 to 8.
- (vi) to construct hostels for girls.
- (vii) to provide subsidised conveyance and ;
- (viii) to supply free clothing.

The above mentioned schemes will, no doubt, step up the enrolment of girls and increase the output of women teachers but their implementation is possible only, when they are treated as centrally sponsored schemes outside the State Plan ceiling with 100% Central assistance, as stated earlier. In this connection, this Government have already addressed the Planning Commission.

### **Gujarat**

The matter is under consideration of the State Government. Regarding giving increasing facilities for girls and womens' education a State level Council is appointed to look after educational problems of girls and women.

### **Madhya Pradesh**

There was no arrangement for training of women candidates in physical education, so from the year 1962-63 the State Government have taken a decision to reserve 20% of seats in the Tatyia Tope College of Physical Education, Shivpuri for women candidates.

Action has also been taken to increase the number of admission of women trainees in men's training institutions from 12 to 15 per cent.

### **Maharashtra**

This State has already made a provision for the appointment of adequate number of women teachers at the primary stage by reserving certain percentage of posts for women. During the Third Plan for primary education about 14.125 women teachers are expected to be required and it would not be difficult to secure this number during the Plan period.

## Mysore

In this State there are 69 training institutions including two training sections attached to multipurpose high schools. Out of these 16 were exclusively for women out of the remaining, a large number is mixed where admission is open to both men and women. With the limited funds available, facilities have been provided for the training of women teachers. As an incentive for women teachers to take up teachers training 100 women teacher trainees are given a monthly stipend of Rs. 40 p.m. at 5 per district for a period of 10 months. This is in addition to the usual stipend of Rs. 15 p.m. to which women teacher trainees are eligible. In the Third Five Year Plan a sum of 14 lakhs has been provided for the construction of 560 residential quarters for women teachers in rural areas.

## Orissa

With a view to increasing the enrolment of girls at the primary stage, there was originally a proposal for appointment of 400 school mothers annually in the State during the Third Plan period. Subsequently it was decided to appoint 800 school mothers annually with effect from the year 1962-63 as the scheme proved very encouraging in the matter of better enrolment in primary schools. These school mothers are given short course training in handling small children in primary schools.

In order to attract more women to take up employment as primary school teachers, there is provision in the Plan for construction of 606 quarters for these teachers in rural areas as special measure of providing amenities to teachers.

Provision has also been made for training of women teachers at the elementary stage in five E. T. schools exclusively meant for girls and there is also provision for reservation of 10% seats for women teachers in the E. T. schools meant for boys.

At the secondary stage, there are two secondary training schools exclusively meant for women teachers, and 5 seats in other 5 secondary training schools for men have been earmarked for admission of women teachers.

## Punjab

In order to encourage women education in rural and backward areas of the State the following measures have been/are being adopted to train more women teachers for primary schools:

- (i) The minimum qualifications for admission to J.B.T. course has been relaxed in the case of women to a pass in the matriculation examination only. Besides, these adult ladies having passed the middle school examination from the Central Social Welfare Board Scheme "condensed courses of training for adult women" are allowed admission.
- (ii) 10% students of the total enrolment in Government J.B.T. institutions women are awarded stipends @Rs. 15 p.m. on merit cum poverty basis and girls candidates from rural and backward areas are given preference.
- (iii) Education in Government J.B.T. institutions is free.

- (iv) Admissions in Government/private institutions are allowed every year wherever possible.
- (v) Private organisations which can make sufficient arrangement for the training of women teachers are allowed to start J. B. T. classes.
- (vi) J. B. T. classes are also being started at Government girls high schools located in rural and backward areas of the State.

As a result of the above measures, J. B. T. classes at 17 (16 for girls and 1 for boys) new Government girls schools 17 (16 for girls and 1 for boys) new Government girls schools 1961-62 under the Plan scheme. In all 6,600 women candidates were admitted in J. B. T. institutions during the session 1961-63 and 6,000 women candidates more are anticipated to be admitted during the current session 1962-63. J. B. T. classes at 23 more Government girls' high/higher secondary schools have been started from 1962-63 under the Plan scheme. Necessary provision to start more training classes for women during the subsequent years of the Third Five Year Plan period has also been made.

Thus every effort is being made to increase women trained teachers to overcome the shortage of such teachers even in remotest area of the State.

### **Rajasthan**

Provision has already been made for attracting lady teachers to rural areas by providing free residential accommodation. The question of giving rural allowances to the lady teachers is also under consideration. Increased facilities for girls education at the secondary stage has also been provided in the shape of starting of evening classes stipends @ Rs. 25 p.m. for the girls who undertake to serve the Department in the capacity of lady teachers, scholarships of Rs. 5 p.m. and assistance for purchasing teaching materials have been made. Provision for starting five girls hostels attached to secondary schools have also been made. Transport facilities have also been provided.

### **West Bengal**

The following steps for increasing the output of women teachers have been taken by the State Government:

Training of primary stage women teachers has been given an impetus by (i) increasing the number of seats for women teachers in co-educational training institutions and (ii) establishment of training institutions for women teachers only. The total intake of women teachers under the two categories is as follows:

No. of seats in institutions for women only	1040
No. of seats in co-educational institutions	1050
Grand Total	<u>2090</u>

During the Third Plan training facilities for women teachers is proposed to be still further increased.



The target for appointment of women teachers by the end of Third Plan at the primary stage has been fixed at 14,500 i.e., 6,479 over 1960-61.

As regards provision of increased facilities for girls education at the secondary stage, it may be noted that education of girls in secondary schools in rural areas was made free upto class VIII standard during the Second Plan, necessary grants being sanctioned by Government for remission of their tuition fees. This scheme is being continued and expanded during the Third Plan.

In addition to the above, the following special schemes for girls have been adopted during the Third Plan at the secondary stage:

- (i) Provision of residential girls' schools in selected areas, which will serve as area schools and run as model schools. Two such schools have already been sanctioned in Hooghly and in Purulia.
- (ii) Provision of hostels for girls in secondary schools. Apart from the exclusively residential schools for girls, it is also proposed to continue the programme of providing girls' schools in selected areas with residential accommodation.
- (iii) Special measures for promoting attendance of girls at the middle and secondary stages in the form of stipends to girls, allowances to teachers, book grant etc. for accelerating the attendance of girls students to schools at this level.
- (iv) Continuation of the scheme for providing residential accommodation for women teachers and also to provide an allowance for such teachers as may be posted in rural areas.

### **Himachal Pradesh**

The following steps have been taken for the expansion of girls education in the territory:

- (a) Full school uniform to deserving cases @ Rs. 30 per girl student was provided from Government revenues during 1961-62 to 2,000 girls.
- (b) Scholarships to meet school tuition fees have been awarded to a large number of the girls in the high/higher secondary schools.
- (c) Attendance scholarships are also being awarded.
- (d) Poverty stipends are also given to girls.
- (e) School mothers have been appointed in co-educational schools to look after the girls.
- (f) Residential quarters for lady teachers are being constructed as far as the funds and resources for construction permit.

### **Assam**

Steps are under way for providing additional incentives for retaining girls on rolls both at secondary and middle stages of education. This Administration has taken steps to give additional cover of suitable clothes free to the girls studying in middle school

and high school classes in the Islands. Unlike boys, girls are allowed to join the secondary schools on the mainland even after the opening of secondary schools in the Islands to enable them to attend schools intended exclusively for girls. The rates of scholarship are also proposed to be enhanced for which proposals have been sent up to the Ministry.

Steps are also being taken to provide free quarters for teachers with due preference to women. Women teachers required to be appointed during the year 1962-63 have been appointed already.

### **Manipur**

Various steps such as organising enrolment drive, giving stipends to girls for attendance, award of stipends to those girls who intend to take up teaching profession, construction of hostels for girls and of teachers' quarters in rural areas etc., have been taken up.

### **Pondicherry**

Women teachers are being appointed in larger numbers year after year. With a view to attracting them to rural areas, housing facilities are also provided to them under the scheme "Quarters for Women Teachers in Rural Areas". Sanction of the Government of India for the grant of Special allowance of Rs. 5 per mensem to women teachers employed in rural areas has been received and necessary steps for implementing the scheme are being taken.

### **Tripura**

Regarding the recommendation of increasing the output of women teachers for the Fourth Plan, it may be mentioned that no such necessity is felt in view of the position that there is no shortage of women teachers at present and before the Fourth Plan begins a good number of girls is expected to come out of schools and colleges.

### **Item No. 7(a) Teacher Training for Elementary Schools.**

#### RECOMMENDATION

(i) Recognising that the qualitative improvement of education depends mainly on the quality of teachers, the Board strongly recommended that a high-powered Committee or Commission be appointed by the Ministry of Education immediately to examine the problems of teacher education in all its aspects, i.e., quality, training and conditions of work, with reference to all stages of education.

(ii) The Board noted that the discontinuance of the Centrally sponsored scheme for expansion of training facilities for primary teachers which was undertaken in the Second Plan had severely affected the output of training teachers in some areas and it was feared that the target of training 75% of the teachers by the end of the Third Plan might not be reached. The Board recommended that steps should be taken wherever necessary to see that programme initiated in the Second Plan is completed according to schedule and the necessary financial allocations for the purpose should be made in the State and Central sectors.

## ACTION TAKEN

**Gujarat**

(i) There are 64 training colleges in the State out of which 39 are run by Government and 25 by non-Government agencies. Out of these 64 training colleges, 13 colleges are for ladies.

(ii) The matter is under consideration of the State Government and a proposal for additional Central aid will be made, if necessary.

**Madhya Pradesh**

There are 104 training colleges for primary school teachers in this State and sufficient trained teachers are available. The target fixed is expected to be achieved.

**Maharashtra**

This Government has already sanctioned a programme for teachers' training which envisages clearance of backlog of untrained teachers and recruitment of only trained teachers from June 1965 onwards. The Government of India have already agreed to give 100% central assistance to this programme.

**Mysore**

This State has estimated to have 75% of the trained teachers by the end of Third Five Year Plan. As per the annual returns of 1960-61, the percentage of trained teachers (Primary schools I to VIII) is only about 53.5%. As there is likelihood of more teachers being appointed than what was planned, it is quite likely that the percentage may not go even to 65%. Taking the above into consideration, some more training institutions will have to be started under Centrally sponsored schemes with 100% Central assistance.

**Orissa**

No specific action has been desired to be taken by the State Government. However, the State Government have taken steps to increase the admission capacity of 65 E. T. schools from 30 to 50 in each of these schools. In the last year of the Second Plan period, the admission capacity of 25 E. T. schools was increased and there is proposal for increasing the admission capacity of the remaining 40 schools during the Third Plan period. Ten condensed course training centres have also been started during 1961-62 for giving training to the primary school teachers who have read upto class IX or higher. There is proposal for raising the number of centres to 25 during the Plan period. The admission capacity of each centre is 40.

**Punjab**

During the Second Plan, the teachers, training programme was a Centrally sponsored scheme and in the Third Plan it has become Centrally aided scheme earning 100% assistance from Government of India. Accordingly teachers training facilities have been extended both at public and private sector to a greater extent in order to meet the demand of trained teachers necessitated with the introduction of free and compulsory primary education in the State.

Necessary provision to the extent of Rupees 68.13 lakhs in the Third Plan programme had also been made to achieve the target. As regards the appointment of high power committee/commission it is stated that a seven member committee was set up for the purpose.

### **Rajasthan**

Facilities to cover the targets of training 75% of the teachers for primary schools by the end of the Third Plan are continuing.

### **Himachal Pradesh**

With a view to augmenting the facilities for teachers training at elementary stage, one teachers' training school was opened during the Second Plan and one during the first year of the Third Plan.

### **Laccadives**

There are no training schools for teachers at the elementary or secondary schools in this Union Territory.

### **Manipur**

For training of teachers in the elementary schools, 4 basic training institutes have been started in Manipur. Preference is given to female teachers for admission to these training institutes. B. T. classes were started in D. M. College for training of secondary school teachers and there also preference is always given to women teachers for admission.

### **Pondicherry**

An additional training school of the basic type has been opened at Karikal during 1961-62 and with this it is hoped that the out-put of trained teachers will be adequate to meet the requirements of our State. The untrained teachers in service will also be progressively replaced by trained hands.

### **Tripura**

The annual intake of the 3 basic training colleges in this Territory has been increased during the Third Five Year Plan by the end of which 75% of the teachers are expected to be trained.

### **Item No. 7(b) Teacher Training for Secondary Schools**

#### RECOMMENDATION

The Board recommended that the question of the supply of science teachers for the higher secondary schools should be examined as a matter of urgency in consultation with the University Grants Commission with a view to undertaking necessary measures so that the requirements of the secondary schools might be met.

#### ACTION TAKEN

### **Gujarat**

The question of starting higher secondary schools is under consideration of the State Government.

## **Kerala**

Most of the teachers are trained in Kerala and the output of number of trained teachers is just sufficient to meet the demand in full. Hence there is no great problem here which could not be dealt with successfully.

## **Madhya Pradesh**

The resolution in its present form does not concern non-collegiate education. However so far as the supply of science teachers for the higher secondary schools is concerned the following measures have been taken in this State to meet the dearth of science teachers :

- (i) The intake of students in different M.Sc. courses has been increased in all the existing colleges.
- (ii) M.Sc. classes have been started in some of the existing degree colleges.
- (iii) Engineering colleges are being asked to open M.Sc. classes.

## **Maharashtra**

The matter is under consideration.

## **Orissa**

There were two training colleges with an admission capacity of 200 trainees by the end of the second plan period. There is proposal to start two more training colleges with an admission capacity of about 240 trainees during the Third Plan period. One of these colleges has been started in 1962-63. In order to make available science teachers in sufficient number in higher secondary schools facilities for teaching of science in colleges were expanded during the Second Plan period and the programme is being further intensified during the Third Plan period.

## **Punjab**

A certificate course of 1 year's duration has been started for giving training to B.Sc., B.T./B.Ed. masters/mistresses at the Punjab University, Chandigarh. After completion of the course the teachers will be eligible to teach higher secondary classes. This course is to continue during the Third Plan period. About 540 teachers will be trained during this period.

## **West Bengal**

The State Government have not yet received any information about consultation with the U. G. C. on this subject. Meanwhile the following steps have been taken :

With regard to the supply of science teachers for the higher secondary schools it may be stated that the dearth of qualified science teachers (M.Sc. or B.Sc. (Hons.)) is felt. To meet the demand of science teachers for teaching the elective science courses, contents training courses of 6 months duration in physics, chemistry and biology have been introduced in five colleges affiliated upto the honours standards. There is a provision for training of 350 teachers

annually. The question of increasing the period of training from 6 months to 9 months for more intensive training and increasing the number of seats in chemistry course is under consideration. New universities have been established so that supply of post-graduate students in science may increase.

### **Laccadives**

There are no training schools for teachers at the elementary or secondary schools in this Union Territory.

### **Manipur**

Science teaching in the secondary schools is handicapped for want of science graduates. However, the Administration have taken measures to increase the number of seats in science classes in the Government D. M. College, Imphal. Under the Third Five Year Plan there is a scheme for deputation of teachers for post-graduate studies and under this scheme as many as science graduates as are available, are deputed for post-graduate studies. Science teachers are also encouraged to attend the vacation course in post-graduate science which the university of Gauhati has recently introduced.

### **Tripura**

Shortage of science teachers in secondary schools is acute. All possible attempts to recruit science teachers has proved futile. The Tripura Territorial Council who is now responsible for control and management of education upto school stage are, however, taking advantage of the arrangement made by the Government of West Bengal for training of teachers in short term intensive course of contents training to qualify themselves for teaching in higher secondary schools.

**Item No. 8: To consider steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes.**

#### **RECOMMENDATION**

The Board noted with concern the sharp decline in the number of students of high ability in the courses in the arts subjects generally and in cultural subjects in particular, and recommended the following measures:

- (i) To institute a suitable scheme of awarding scholarships, jointly financed by Central and State Governments, to encourage good students to offer subjects that do not provide lucrative prospects of employment (for example Philosophy, Sanskrit, Oriental Studies etc.);
- (ii) To explore the possibility of devising measures for securing parity in employment and other prospects as between the students of these subjects and of science and technological subjects; and
- (iii) To examine the feasibility of instituting visiting professorships for short terms of three to six months' duration, under which distinguished authorities on such subjects in India

and foreign countries may be invited to lecture at universities and colleges in order to create interest among the students for the study of such subjects.

#### ACTION TAKEN

#### **Kerala**

This Government endorses the views of the Board.

#### **Madhya Pradesh**

(i) The State Government has already prepared a new scholarship scheme which is proposed to be introduced in the current year. This scheme contains separate scholarships for study in Sanskrit which will be wholly financed by the State Government. As regards other subjects which do not provide lucrative prospects of employment, like philosophy and oriental studies etc., it does not appear necessary to institute new scheme as recommended by the Central Advisory Board of Education. Moreover, our new scheme along with other Scholarship Schemes of the Government of India cover a good number of brilliant students offering different courses of studies.

(ii) The Board appear to be of the view that candidates of arts subjects are not treated as favourably as those of science or technical. In Madhya Pradesh State there is no disparity between arts and science scholars. Same scales of pay are allowed to arts and science scholars and a complete parity is maintained so far as arts and science subject are concerned. Technical subjects are however, treated in better term but the reason is non-availability of candidates in technical subjects scales of arts and science subjects are not less attractive. It is evident from the fact that we receive thousands of applications if a few vacancies are advertised, while in technical subjects we always feel shortage of good candidates. If this be kept in view, the result is that scales of technical subjects are not inequitable.

(iii) In the present State of emergency it may not be possible to agree to the recommendation of the Central Advisory Board of Education of instituting visiting professorships which will entail huge expenditure.

#### **Maharashtra**

The matter is receiving attention.

#### **Mysore**

The principle is agreed to:

(i) The Centre may institute the scholarships to encourage students in such subjects.

(ii) These are under consideration.

(iii) The Government of India and the University Grants Commission would have to intimate schemes and finance them wholly.

### **Orissa**

There is no decline in the number of students in the arts subjects reading in colleges at present. The number of students in arts subjects was 5,468 at the end of 1960-61 and the number has increased to 6,241 by the end of 1961-62.

### **Punjab**

(i) State Government have not taken a favourable view in the face of the fact that the State Government are already awarding scholarships in all subjects (including Sanskrit and Philosophy etc.) under the various scholarship schemes.

(ii) This has also not been favoured in view of the fact that teachers of Sanskrit and Philosophy area easily available whereas there is great dearth of teachers with science and technological subject.

(iii) A scheme regarding the institution of visiting professorship is under consideration of State Government.

### **Rajasthan**

Employment opportunities continue to determine the choice of college courses by student. There is consequently a large rush for admission in science classes. Ordinarily, only students with at least second division marks are being admitted to science courses. Almost any one, however, may secure admission to arts classes. Scholarships are available to both arts and science students on the same basis namely of securing first division in the previous examination. As it happens, fewer students qualify for such merit scholarships in the arts courses than science. The enrichment of libraries and the holding of frequent seminars of teachers, may contribute towards correcting this in balance.

### **West Bengal**

A suitable scheme of awarding scholarships jointly financed by the Central and State Governments to encourage good students to offer subjects like Philosophy, Sanskrit, Oriental Studies etc. seems to be a good idea and may be given a trial.

### **Himachal Pradesh**

(i) Scholarships to Himachali students prosecuting their post-matric studies in or outside Himachal Pradesh are given on a liberal scale.

(ii) Noted.

(iii) The suggestion is laudable but its implementation will depend upon the availability of distinguished authorities of the desired calibre and the funds to meet expenditure in connection with their visits to the colleges in this Territory.

### **Laccadives**

The practice in this Union Territory is to award scholarship to all the students desiring higher education to enable them to go to the mainland and to join colleges and courses liked by them most. No action appears to be necessary in the matter by this Administration as there are no colleges in this Union Territory.



**Manipur**

The recommendations are noted.

**Tripura**

(i) Recommendation is noted.

(ii) This will be done.

(iii) The colleges in Tripura are affiliated to the university of Calcutta, West Bengal. Hence action taken in West Bengal may cover this Territory too.

**Item No. 9(a) Programme of Social Education. To consider adult literacy programme in the Third Plan and its implementation.**

RECOMMENDATION

The Board appreciated the assurance given by the Planning Commission that additional resources required for promoting adult literacy would be considered in the Annual Plan Budgets of the Education Departments of the State Governments and was of the opinion that additional resources were also necessary for developing the movement of adult literacy in rural areas.

The Board recommended that in order to assure success of the literacy programme :

(i) The entire literacy movement should be promoted under the guidance and supervision of the Education Departments of the States, and through the agency of the Panchayats and other local units of Administration, and for this purpose, the funds from the Community Development Budget and the Education Budget should be pooled together, under the Administrative control of the Education Departments.

(ii) In order that the literacy movement is built on technically and administratively sound basis, it is necessary to have effective supporting services at the Block, the District and the State levels.

(iii) Not less than 50% of the funds provided for social education in the Community Development budget should be earmarked for literacy programmes.

ACTION TAKEN

**Assam**

The recommendation has been taken into account in formulating the Annual Plan for 1963-64.

**Gujarat**

(i) Literacy movement is promoted under the guidance and supervision of the Education Department. Literacy classes are registered either at the Block level or by the D. E. S. Os.

(ii) Provision for S. E. O. in all the Blocks have been made. Further 2 D. E. S. Os. have also been appointed in the State. At the district level the work is supervised by the A.D.E.Is and D. E. Is

(iii) Development Department of the State Government is requested to take necessary action on this recommendation.

### **Maharashtra**

The Gram Shikshan Mohim along with staff has been transferred to Zilla Parishads on agency basis. As regards 50% provision for social education in the Co-operation and Rural Development Department to be earmarked for social education the suggestion is accepted.

### **Mysore**

State Social Education Council has been formed according to which social education activities that are being conducted by other departments will come under the Education Department.

### **Orissa**

The literacy movement in the State has been under-taken by the Education Department and the C. D. Department schemes for provision of literacy are being executed under the guidance and supervision of the two Departments. The organisational set up for supervision and execution of social education programme in the State has been strengthened by appointing District Social Education Organisers in each of the 13 district headquarters, District Organisers for adult education in the compact areas of each district by the Education Department and Social Education Organisers at the Block level by the C. D. Department. Funds are also provided in the C. D. budget for the purpose to supplement the programme undertaken by the Education Department. The Adult (Social) Education Officer, who is attached to the Director of Public Instruction, Orissa is in over all charge of supervision of social education activities in the State.

### **Punjab**

(i) & (ii) Necessary action is being taken. The State Development Department has been addressed in the matter.

(iii) This concerns State Community Development Department.

### **Rajasthan**

(i) Literacy movement in Rajasthan is promoted under the guidance and supervision of the Education Department. In rural areas it is through the agency of the Panchayat Samities and the Panchayats. In urban areas it is directly under the department, as Municipal Boards have not yet taken interest in adult literacy. For adult literacy work in rural areas the funds of the Community Development budget and the Education budget for literacy supplement each other. The administrative control over the funds for adult literacy is with the Panchayat Samitis, but technical supervision and guidance is exercised by the Education Department. The scheme of adult literacy is included in those schemes which have been transferred to the Panchayat Samities under the Panchayat Samities and Zila Parishads Act. With regard to the transferred schemes the departments cannot exercise direct administrative control.

(ii) In Rajasthan the posts of Social Education Organisers and Sub-Dy. Inspectors of Schools have been merged under the common designation of Education Extension Officer. At the block level

(Panchayat Samiti Level) the Education Extension Officer supervises social education programme including adult literary. The Education Extension Officer is required to be trained both in education and social education. Those drawn from the ranks of Sub-Deputy Inspectors of Schools are to be sent for the job training of Social Education Organiser. In this way we have effective supporting services at the block level.

At the district level the posts of District Social Education Officers have been abolished as a measure of economy and the Inspectors of schools have been entrusted with supervision and guidance of social education programmes also in addition to their duties. The difficulty at the district level is that the Inspector and his Deputy Inspector of Schools are so busy with inspection of schools and administrative work that they cannot find sufficient time to supervise social education programmes effectively.

At the State level we have a Deputy Director of Education in-charge of social education including adult literacy.

(iii) At the present the Panchayat Samities are empowered to spend on literacy as much of the funds provided for social education in the schematic budget as they like. The discretion is theirs. In fact, they are very much alive to the need for adult literacy and are spending good amounts on it. However, the Development Department has been requested to send a circular to the Panchayat Samities advising them to spend on adult literacy not less than 50% of the funds provided for social education in the block budget.

### **West Bengal**

The matter is under consideration.

### **Himachal Pradesh**

Noted. Necessary action in this behalf in pursuance of these recommendations is underway.

### **Laccadives**

Social education schemes are carried out under the supervision of the Education Department of this Administration. There are no panchayats or community development blocks in this Union Territory. The major portion of the amount set apart for the implementation of the scheme under social education is utilised for the projects for the promotion of literacy among adults such as the conduct of adult literacy classes and organisation of a net work of Reading Room-cum-Libraries. Reading Room-cum-Libraries are located in the schools. These institutions are run independently to provide maximum convenience to the reading of public without inconveniencing the work in the schools.

### **Manipur**

(i) The literacy programme in the entire Territory is under the supervision and guidance of the Social Education Unit attached to Education Directorate. The fund in respect of social education available in the Community Development Block Budget has also been placed at the disposal of the Education Directorate.

(ii) To maintain as effective supporting services at the District/Territory level, the Education Directorate is taking responsibility for bringing out reading materials like primary literature for neo-literates, guide books for the workers at the block level. Action to publish non-projected visual aids like charts, flannel graph etc., is also being taken up.

(iii) Out of the fund provided for social education in the C. D. Budget, a considerable amount has been earmarked for literacy programmes. Action to increase the allotment upto 50% as recommended, is being considered.

### **Pondicherry**

The recommendations are agreed to in principle and necessary action will be taken. There are no panchayats in this State.

### **Tripura**

(i) Adult literacy programme of this Territory is being organised by the Education Department. The social education workers have been placed under the Social Education Organisers at the block level are working under the supervision and guidance of the Dy. Director (Youth Programme), Dy. Director (Women's Programme) and Inspector of Social Education at the State level. All the activities of social education are being co-ordinated at the Directorate of Education. No provision is earmarked under the Community Development Budget for literacy programme. The expenditure on literacy is being incurred from the Non-Plan Budget of the Education Department under Area Demand. A scheme on adult literacy has recently been submitted to the Government of India.

(ii) Supporting services at all levels are gradually being extended on sound footing.

(iii) This could not be possible so far as the Education Department has taken up fully the programme for adult literacy.

*Item No. 9(b) Programme of Social Education. To consider the development of a net work of rural libraries.*

#### **RECOMMENDATION**

The Board recommended that an immediate effort is necessary to establish a network of rural library service. Such service should be a part of the General Library Development Plan of the State Governments. The rural libraries may be located in schools, but the reading rooms may, wherever convenient, be located elsewhere in the village.

#### **ACTION TAKEN**

### **Gujarat**

At present there are 250 village libraries in the State. All possible help is given to village people to start a village library and they are given grants as per rules. Generally these libraries are managed by the school teachers and are kept in the school. However, if there is a provision for separate library it is shifted to that place.

The administration of village library is entrusted to public if somebody comes forward to manage it. In such cases a village committee is formed for this and the man doing the library work, works as a secretary.

A scheme for development of libraries is also under consideration of the State Government.

### **Kerala**

Already there is a net work of libraries in this State. In every Revenue Head Quarters there is the Central Distributing Library catering to the needs of the feeder libraries around.

### **Mysore**

A draft library bill is under preparation and the recommendations would be taken up accordingly.

### **Orissa**

In order to provide reading facilities for neo-literates in rural areas, provision has been made for payment of grant to the village libraries. Apart from the above programme there is also a proposal for starting 10 mobile library units to function in the block area of the State during Third Plan period.

### **Punjab**

Action in the matter is being taken.

### **Rajasthan**

By way of rural library service we have a mobile wing attached to each of the 5 Divisional Libraries at Jaipur, Udaipur, Jodhpur, Kotah and Bikaner. The mobile library service is for rural areas in these 5 districts. Each mobile wing has 100 deposit centres located mostly in primary schools. It has not been possible to expand rural library service on account of economy measures.

The Panchayat Samities are trying to establish libraries and reading rooms in each Panchayat. But this is not possible without financial help from the Education Department which it may be possible to give if the Planning Commission agreed to provide funds over and above the plan ceilings.

### **West Bengal**

Government have adopted a programme for the establishment of a net work of rural libraries as an important and essential of the State Library Development Scheme. Already 504 rural libraries have been set up in this State. The question of establishing more libraries is under consideration.

A scheme for establishment of a library extension wing as an adjunct to the junior and senior basic schools is under consideration.

### **Himachal Pradesh**

A number of rural libraries, community centres and reading rooms have been opened under the Educational and Community Development Plans.

**Laccadives**

Same as under 9(a).

**Manipur**

The recommendation is under consideration of the Administration.

**Pondicherry**

In addition to the existing reading rooms and libraries six branch libraries are proposed to be opened by the Government in rural areas in Third Plan period, of these two have been opened in 1961-62. The Community Development Department is also having rural libraries and reading rooms in the State—two more branch libraries are proposed to be opened this year—one at Villianur in Pondicherry and the other at Palloor, Mahe.

**Tripura**

Rural libraries have already been established here and are functioning in the light of the recommendation.

*Item No. 9(c)* **Programme of Social Education. To consider the scheme of Gram Shikshan Mohim (Village Education Campaign)**

**RECOMMENDATION**

The Board took note of the Gram Shikshan Mohim (Village Education Campaign) of Government of Maharashtra and expressed appreciation of the enthusiasm generated in the villages for making the whole village population literate. The Board was of the opinion that the experiment should be watched with interest and it suggested that the Government of Maharashtra should make available evaluative studies of this campaign and of the quality of results obtained and sustained over a period of time.

**ACTION TAKEN****Maharashtra**

The matter is under consideration. The views of State Government will be intimated in due course.

**Rajasthan**

Action to the same effect has been taken by many Panchayat Samities in Rajasthan also. Quite a good number of Panchayats in Rajasthan have taken a decision to eradicate illiteracy. The Panchayat Samiti, Baran, has passed a bye law making it compulsory for all illiterate adults to attend adult education centres. The bye law has been approved by the Government and has been enforced in 57 villages from 15th August, 1962.

**Laccadives**

This Administration is giving due consideration to the Village Education Campaign organised by the Government of Maharashtra and is trying to evolve a scheme suitable to the atmosphere prevailing in this tribal area.

**Item No. 10. To consider the necessity to introduce an Inspectorate in Hindi.**

**RECOMMENDATION**

The Board agreeing with the view that in non-Hindi speaking areas, it would be necessary to set up a special inspectorate by the State Governments for conducting inspection of Hindi teaching in schools, at least for some years to come, commanded the proposal of the Government of Kerala to the Government of India with the suggestion that the full cost involved in the setting up of the special inspectorate should be borne by the Government of India outside the State Plans.

**ACTION TAKEN**

**Gujarat**

The proposal is under consideration of the State Government.

**Kerala**

Steps are being taken on this.

**Maharashtra**

Marathi, the State language of this State and Hindi are allied languages. Besides all officers of the State have to pass tests in Hindi. The Inspectors in this State have thus a sufficient knowledge of Hindi to inspect the teaching of Hindi. There is therefore, no need to have a separate inspectorate for Hindi as for as the State of Maharashtra is concerned.

**Mysore**

In this State a special officer for Hindi has been appointed. As Hindi is a compulsory subject from standard VI to X, it is necessary to have inspectors for Hindi at divisional level. This has been included in the Third Plan under Centrally sponsored schemes.

**Orissa**

Hindi teachers were appointed in 230 high schools by the end of the Second Plan period. There is provision for appointment of Hindi teachers in 80 more high schools during the Third Plan period. Even by the end of the Third Plan period all the high schools cannot have Hindi teachers in them. The programme of appointing Hindi teachers in M. E. schools has not been undertaken yet. There is no provision for teaching of Hindi in primary schools. Although decision has already been taken by the Board of Secondary Education to make Hindi an examinable subject, the decision has been kept in abeyance in view of shortage of Hindi teachers. For the present Hindi is being taught as one of the subjects in those high schools in which teachers in Hindi have been provided. As such the suggestions for setting up a separate inspectorate for conducting inspection of Hindi teaching in schools may be worked out after Hindi is made an examinable subject and provision is made for teaching of Hindi in all the M.E. and high schools.

**Punjab**

The matter is under consideration of the State Government.

**Rajasthan**

Rajasthan being an Hindi speaking State there is no necessity for such a separate Inspectorate.

**Himachal Pradesh**

This Territory is already a Hindi speaking area.

**Laccadives**

The limited number of educational institutions in this Union Territory may not seem to offer scope for the establishment of a separate inspectorate for Hindi. But this language is being taught beginning from standard IV for which qualified Hindi teachers have been appointed.

**Pondicherry**

The permanent delegate of the Director of Public Instruction at Pondicherry who is qualified in Hindi is in charge of inspection of Hindi classes under the scheme for the propagation of Hindi in the State. It is therefore considered that there is no need for a separate office for Hindi in this State at present.

**Tripura**

A detailed scheme is being worked out for submission to the Government of India.

**Item No. 11. To receive the report on the progress of implementation of important Plan schemes during 1961-62.****RECOMMENDATION**

The Board took note of the reports. It strongly supported the appeal of the Chairman of the Board that the States should in future ensure timely supply of their reports to the Government of India so that the progress of the various schemes could be known and placed before the Board.

**ACTION TAKEN****Maharashtra**

All possible efforts are made by this Department to keep up the time limit prescribed by Government and care is also taken to send the information in time.

**Mysore**

The suggestion of the Board is noted.

**Orissa**

The observation made by the Board in this connection is noted and steps have been taken to furnish the progress report to the Government of India in time.



**Punjab**

Efforts are always made to send the progress reports in time.

**Rajasthan**

This has been noted.

**Himachal Pradesh**

The requisite reports are regularly sent to the Government of India.

**Manipur**

The suggestion is noted for future guidance.

*Item No. 14. To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.*

**RECOMMENDATION**

The Board approving the steps taken to amend the Delhi University Act in order to provide for the introduction of the scheme of correspondence courses by that university, endorsed the proposal that if any other university also wished to introduce the scheme of correspondence courses as an experimental measures it may be encouraged to do so. It, however, emphasized that in order to ensure effective implementation of the scheme to bring out its full value, it was necessary that adequate preparatory measures are taken before it is introduced.

**ACTION TAKEN****Maharashtra**

The question of implementing the scheme of correspondence courses is mainly for the different universities to consider the decide. The universities are in correspondence with the Government of India on this subject. The S. N. D. T. university and the Bombay university have addressed the Government of India with requests to approve of their schemes in this regard. The Marathwada university is not in favour of the scheme while Poona and Nagpur universities are still considering the matter.

**Orissa**

The Utkal university has not taken up the scheme of correspondence course for implementation.

**Laccadives**

As there are no universities in this Union Territory the question of introducing correspondence course does not arise at all.

*Supplementary item: To consider the preliminary report of the Emotional integration Committee.*

**RECOMMENDATION**

The Board held a preliminary discussion on the report of the Emotional Integration Committee and decided to discuss the issues in greater details in its next session. It resolved that in the meantime all the States should examine the recommendations made in

the report and send their comments to the Central Government, taking action on such of the recommendations as can be implemented immediately.

#### ACTION TAKEN

##### **Gujarat**

Recommendations of the Committee are under consideration of the Government.

##### **Madhya Pradesh**

Action is being taken to implement the recommendation of the Emotional Integration Committee.

##### **Maharashtra**

The recommendations, are under consideration.

##### **Mysore**

The recommendations made by the Emotional integration Committee are under examination.

##### **Punjab**

Action on some of the items is being taken.

##### **Laccadives**

The preliminary report of the Emotional Integration Committee has been examined and steps are being taken to implement such of the recommendations as can be implemented immediately without much additional expenditure.

##### **Manipur**

Action taken on these recommendations was reported to the Government of India, Ministry of Education under the Administration letter No. 1/73/61-ED, dated the 2nd April, 1962, copy of which may be seen below in Annexure XI.

#### ANNEXURE XI

#### MANIPUR ADMINISTRATION

To,

Shri Prem Kirpal,  
Secretary to the Government of India,  
Ministry of Education,  
New Delhi.

Subject.—Implementation of the Interim Report of the Emotional Integration Committee.

Sir,

I am directed to refer to your letter No. F 17-1/61-SE-4, dated the 14th December, 1961 on the implementation of the recommendations contained in the Report of Emotional Integration Committee and to state that some of the recommendations made in the report

have already taken shape in the existing institutions and prevalent systems in Manipur while action in respect of the others is being taken expeditiously. The position is indicated below seriatim with reference to the summary of recommendations given at pages 14-15 of the Report.

(1)-(4) All these principles are strictly adhered to in this Territory.

- (5) The 3-language Formula is being followed in this Territory and accordingly Manipuri, Hindi and English are taught in the schools. Bengali and Hindi are, however, taken by the students reading in Bengali and Hindi schools in place of Manipuri. The medium of instruction in secondary schools in Manipur is English and therefore the students are required to take Hindi and Manipuri which is the regional language. In a few schools in which the medium of instruction is either Hindi or Bengali students are required to take English and one of modern Indian languages mentioned in the eighth schedule of the Constitution.
- (6) Hindi and English are taught at an early stage in the schools in Manipur. The study of these subjects commences at the age of 10 and from class III.
- (7) Much headway could not be made on research in the vocabulary of Manipuri language due to lack of facilities and competent scholars. Some private agencies and individuals are, however, undertaking research in this sphere.
- (8) The local textbooks Committee prescribes books upto class VIII stage and for upper classes of high school books prescribed by Gauhati university are used. Publication on textbooks is in the hands of private agencies in Manipur.
- (9) Manipur intends to participate in the proposed All India Seminar on Textbooks.
- (10) Uniforms are already in vogue in the various schools in Manipur and each school has a distinctive uniform for its pupils.
- (11) This recommendations has already been implemented in Manipur.
- (12) At present gatherings of the students are held at regular intervals. Henceforward, however, the school authorities will be requested to arrange 2 special terminal gatherings of students, teachers and parents at the beginning of each term when the students will take the pledge in the manner indicated in the Report. For this purpose the pledge appended to the Report is being translated into local dialects for circulation to all educational institutions.
- (13) Open-air dramas are encouraged in schools and children do put up dramatic shows. In this regard the educational institution, will, however, be instructed to follow the pattern of dramas suggested in para (d) of page 11 of the Report.

It will be emphasised that in the areas which are predominantly inhabited by a particular community there should be some plays dealing with the lives of other community.

- (14) Students are sent out on educational excursions every year to places both inside and outside this Territory. These excursions have now become a regular feature of the school programmes.
- (15) Action has been initiated for construction of 2 youth hostels, one at Imphal and another at Ukhrul in this Territory. Construction of more youth hostels at other places is also under the active consideration of this Administration.
- (16) History, Geography and India's Developmental Projects are taught as compulsory subjects at all stages of the secondary education.
- (17) It is difficult for the Administration with its limited resources to undertake publication of hand books for teachers in social studies and languages. Suitable handbooks published else-where are, however, used by teachers in this Territory.
- (18) Manipur hopes to compete for the proposed Annual All India Award when it is instituted.

Yours faithfully,

Sd/-

(C. S. Nayar)

*Chief Secretary*

*Manipur Administration, Imphal*

## APPENDIX 'M'

### MEMORANDUM ON

*Supplementary item : (i) To consider the working of Junior Technical Schools.*

*(Ministry of Education)*

A memorandum giving the progress of various schemes in the field of education included in the Third Five Year Plan was placed before the 28th Session of the Central Advisory Board of Education at its meeting held in on the 16th and 17th January, 1961. While considering it the Board made the following recommendation :

“As the scheme of junior technical schools was only of an experimental nature and as the scheme is linked up with the technical stream of the multipurpose schools as well in different States of the country. A statement showing the results of the experiment may be placed before the Board for consideration before any further expansion of the junior technical schools is contemplated.”

2. So far about 63 junior technical schools have been set up in different States of the country. A statement showing the results of the working of these schools in these States, except Punjab from where information has not yet been received, is attached for the consideration of the Board.

### RESULTS OF THE WORKING OF JUNIOR TECHNICAL SCHOOLS IN THE COUNTRY

#### **Andhra Pradesh**

Five junior technical schools were established in this State, three in the last year of the Second Five Year Plan and two in the first year of the Third Plan. The first batch of students from the institutions started in the Second Plan have not yet completed the three-year course. It is, therefore, not possible, at this stage, to correctly assess the merits and demerits of the scheme. However, the response for admission into junior technical schools in this State is very good. Students passing out of the junior technical schools are given preference for admission into polytechnics.

#### **Madras**

Five junior technical schools have been established in this State—two in 1960-61 and three in 1961-62. The first batch of students will be appearing for the final examination in 1964. As such it is too early to judge the results of the working of the junior technical schools in the State. As the students of the junior technical schools will get a good grounding in all the different sections of workshops and will also specialise in any of the trades of their choice, the products will be well suited to take up the posts of chargemen and supervisors in the industry.

### **Kerala**

Thirteen junior technical schools have so far been established in the State—9 in 1960-61 and 4 in 1961-62. As the first batch of students have not yet come out of these schools, it is not possible to comment on the quality of the products. However, it may be stated that the boys are taking an extra-ordinary interest in practical work like carpentry, smithy, fitting and foundry. Also, the students of some schools took part in the National Plan celebrations and the articles made by them were highly commended. As such the State Governments are sure that these schools will in the years to come, play a vital part in the development of the State and India as a whole.

Moreover, the State Government is considering to convert the existing three industrial schools in the State to junior technical schools.

### **Uttar Pradesh**

Five junior technical schools have so far been established in the State after conversion of existing polytechnics at Ghazipur, Jaunpur, Allahabad, Daurala and Jhansi. The response of the students for admission into these schools is fairly satisfactory. Although it is not possible at this stage to comment on the employment of students passing out of these schools, yet it is definite that these students because of more technical training than high school technical boys would be better suited for the industry.

### **Madhya Pradesh**

At present there are 9 junior technical schools functioning in the State at Panna, Satna, Tikamgarh, Shahdol, Jabalpur, Gwalior, Raipur, Khandwa and Khairgarh.

The first batch of the students from some of these schools passed out in 1961 and majority of them have found employment in Heavy Electrical Limited, Bhopal and Bhillai Projects. The reports of their working in the above plants is very satisfactory. Few students joined the polytechnics and their progress is also reported to be satisfactory. It has been reported by the State Government that these schools need to be encouraged on large scale as the courses suit ready absorption in the industries. Moreover, four industrial schools at Jabalpur, Raipur, Khandwa and Khairagarh were converted into vocational high schools (similar to junior technical schools). Due to certain difficulties experienced in multipurpose schools for technical stream, the Director of Public Instruction, Madhya Pradesh has decided to transfer the existing equipment and staff provided for the multipurpose schools for running the technical stream from 1962-63 session in the junior technical schools.

### **West Bengal**

Eleven junior technical schools have so far started functioning in the State. The boys who have come out successful in the final examinations have been absorbed in the industry.

## APPENDIX 'N'

### MEMORANDUM ON

*Supplementary Item (ii)* **To report the decisions of the Three-Language Formula/Implementation Committee.**

(Ministry of Education)

The Education Ministers' Committee set up by the Education Ministers' Conference met on April 15 and 16, 1963, under the chairmanship of Union Education Minister. All the members were present :

1. Dr. K. L. Shrimali, (Chairman)  
Union Minister of Education.
2. Shri P. V. G. Raju,  
Education Minister, Andhra Pradesh
3. Shri Dev Kanta Barooah,  
Education Minister, Assam
4. Shri M. Bhaktavatsalam,  
Education Minister, Madras
5. Acharya Jugal Kishore,  
Education Minister, U.P.
6. Shri Rai Herendra Nath Chaudhuri,  
Education Minister, West Bengal

The Committee reviewed in detail and noted with satisfaction the progress made in implementing the three-language formula. The Committee agreed that while certain variations to suit local conditions and circumstances were unavoidable and may even be desirable, it was necessary that the three-language formula should be so implemented in the States as to secure the largest measure of uniformity in regard to the place of the languages in the school curriculum, the selection of languages other than the mother-tongue or the regional language for inclusion in the curriculum, and the standard of proficiency to be aimed at. The Committee noted with satisfaction the decision of Madras Government to make Hindi an examination subject in which the marks secured, though not yet counting for eligibility for university courses of studies, will be taken into account for moderation, and the decision of the U. P. Government to make English a compulsory subject of study at the school stage and to make increasingly greater provision for teaching other modern Indian languages in addition to Sanskrit in the curriculum. The Committee hopes that these measures will prepare the way for uniform implementation of the three-language formula.

The Committee emphasised that at the school stage at least three languages should be taught and the provision for teaching should ensure that a student passing out of the secondary school has an adequate knowledge of these languages. The teaching of a language should be provided for not less than three years in a continuous course. The Committee recommends that, wherever the existing arrangement falls short of these requirements, the States should take early steps to conform to the three-language formula.

The Committee pointed out that the three-language formula in its application to the Hindi-speaking States envisaged that the third language should be one of the modern Indian languages. Provision for the teaching of a classical language need not be in lieu of a modern Indian language but may be as part of a composite course or as an elective. The Committee recommends that in Hindi-speaking States the three-language formula should be so implemented that, progressively and as early as possible, the teaching of one of the modern Indian languages also becomes compulsory in the school curriculum. It further recommends that financial assistance on 100% basis should be given to these States to enable them to provide for the teaching of modern Indian languages of non-Hindi areas on the same lines as is being done at present for teaching of Hindi in non-Hindi States.

The arrangements for the training of Hindi teachers for non-Hindi areas were reviewed and it was recommended that a Committee should be set up by the Ministry of Education to examine and assess the training arrangements and to suggest measures for further improvement and bringing about greater uniformity in the standards.

The Committee decided to meet periodically to review the progress in the implementation of the three-language formula.



## APPENDIX 'O'

### MEMORANDUM ON

*Supplementary Item (iii)* **Extent and manner of Transfer of authority in the scheme of elementary education to Panchayat Raj Institutions at N. E. S. Block Levels in Rural Areas.**

(Government of U.P.)

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

2. Decentralised authority in this sphere implies (a) authority over the elementary school teachers including the power for transfer, punishment and recording of entries and (b) authority over the supervisory staff of such teachers. Government of India in the Ministry of Community Development, it is understood, view that in both these matters authority should be transferred to a large extent to Panchayati Committees at the N. E. S. Block levels. While there are bound to be local adaptations it is necessary that there should be a broad general uniformity in the approach to this question in all the States. Since in some States, a decision may have to be taken without waiting for the report of the Primary Education Sub-Committee of C.A.B.E. which is seized of this issue, it is necessary that this question be considered at this session of the C.A.B.E. It would, therefore, be useful if (a) the position prevailing at present in different States in this respect, (b) the changes, if any, which are contemplated in the near future, are taken into account and an all India objective laid down for guidance of the State Education Departments.

3. The position in Uttar Pradesh may be given as an illustration. Elementary education in rural areas had so far been entrusted to elected District Boards. These bodies invested a certain quantum of their revenues for provision of primary education. This was supplemented by grants given to the Boards from the Government which varied according to the financial condition of different Boards. The Chairman of the Board was a non-official. He had under him a gazetted officer of the Education Department designated as Deputy Inspector of Schools who assisted and advised the Board in all matters pertaining to organisation, inspection and maintenance of proper standards, in the elementary schools. The Chairman had appointing and punishing authority over the teachers. The District Boards have now been reconstituted and designated as Zila Parishads (District Councils). The Deputy Inspector of Schools, aided by a number of Sub-Deputy Inspectors, assists the President of the Zila Parishad in carrying out the responsibility of the Board in respect of elementary education. There have now

been constituted Panchayati Committees in charge of the area comprising one N. E. S. Block below the district level. These Block Committees function through a non-official Block Pramukh and Block Development Officer working as the executive officer of the Committee. These N. E. S. Blocks are run at the State level under the charge of the Community Development Department. It is being pressed that the entire working of elementary education should be transferred to these Block Committees for administrative purposes.

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

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

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

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

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

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

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

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

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

(a) Board policy decisions in respect of elementary education will have to be taken at the level of the Government of India in the Ministry of Education for coordinating the quantitative and qualitative progress all over the country. These are at present communicated to the State Government in the Education Department. After such processing, as may be necessary these are conveyed to the district levels and from this level to the remotest village school through the agency of these inspecting officers functioning at the district headquarters under the control of a senior officer of the Education Department. When these inspecting officers are shifted to the Block Headquarters and are placed under the control of the Block Development Officer, this channel of transmission

of directional policy matters from the district Headquarters to the village schools is likely to be hampered. The Block Development Officer is pre-occupied with matters other than education and is not in a position to appreciate the detailed execution of educational instructions. The effect of this may be that at the block level, the educational administration may not be fully responsive to the required policy directions in this sphere of education. A pilot experiment carried out in one Revenue Division of the State showed that once the inspecting officers of the education department are placed under the charge of the Block Development Organization there is a strong temptation on their part to divert the services of these officers for purposes other than that of education.

(b) Against the advantage of a local authority close to the teacher being empowered to take disciplinary or semi-disciplinary action promptly as in the case of a transfer there would be greater disadvantage if local considerations which colour village functionalism and personal prejudices of members of Panchayati Committees determine such transfers. It has been urged that the distant authority exercised at present by the Adhyaksh of Zila Parishads in the matters of transfer is necessary for the morale and status of the teacher. In Uttar Pradesh the power of the President itself has been limited to transfers within 15% of the total cadre of the teachers. Further, even these orders are to be passed after consultation with the District Inspector of Schools. In short, it appears necessary to ensure that the teachers have a certain degree of freedom from fear of being transferred or punished on account of extraneous considerations if they are to discharge their duties properly.

(c) It is agreed on all hands that village communities should be actively associated with such schools and that they should have a positive role in the provision and improvement of facilities for elementary education.

This association can, however, be secured by establishment of village advisory committees which may be associated with the schools for mobilising local enthusiasm and resources for promotion of school activities including provision for midday meals. This, by and large, is already being done. This association has not, however, necessarily implied decentralization of administrative authority to such bodies for the running of the schools. As regards the association of the Panchayati Committees at the block level, one view is that the character of their association may, as far as possible, be one of the advice and assistance with administrative authority limited to coordination.

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

## APPENDIX 'P'

### *Supplementary Item (iv) Failures in Examinations.*

*(Resolution moved by Shri P. N. Kirpal)*

Considering the appalling wastage of human resources and the widespread sense of frustration among students resulting from the high percentage of failures in examinations at all levels of education, and especially at the school leaving stage.

Viewing with concern the very slow progress made in the reform of the examination system in spite of fairly thorough investigations carried out in this field in recent years, the C. A. B. E. resolves that—

(1) the authorities concerned should accelerate their efforts for eliminating this wastage through speedy improvements in the teaching and learning processes, the creation of conditions for harder and more concentrated work, and the better utilisation of school programmes and amenities ;

(2) the examining bodies should introduce as quickly as possible the various measures for reforming the examination system recommended by the Ministry of Education ;

(3) and the appropriate authorities should take immediate steps for reorganizing the school final examination results on the following lines :

The present system of classifying the passes in three divisions with approximately fifty percent failures should give way to a new classification comprising first and second divisions and a pass division, thus abolishing the third division. With the help of measures for accelerated improvement and reforms mentioned in (1) and (2) above, and the use of the new pass division, the educational authorities should aim at the reduction of percentage of failures from approximately fifty to about twenty. While the bright students passing in first and second divisions would proceed to advanced studies at the university level for professional and non-professional courses, the rest should be offered new avenues and sufficient opportunities for technical training and vocational courses leading to employment at the intermediate grades in industry, commerce and social organisation. In order to effect the reorganization of the school final examination on the lines indicated above, a meeting of Education Secretaries and Chairman/Secretaries of School Examination Boards should be convened at an early date. This body should examine the problems involved, formulate concrete measures for action and discharge on a continuing basis the general responsibilities for implementing this reform.

APPENDIX 'Q'

*Supplementary Item (v)* **Setting up of residential schools for super-intelligent children.**

*(Resolution moved by Shrimati Ranu Mookerjee)*

I would like to propose that a residential central school on an All India basis be formed where super-intelligent children may be sent for special training or guidance, as the case may be, by experts specially in technical education in the present context of our national emergency.

Such specialised schools in the U. S. A.—I understand—are considered to be a great step forward in the scientific development of the country.

## APPENDIX 'R'

### *Supplementary Item (vi) Women's Education*

*(Resolution moved by Shrimati Raksha Saran)*

#### *I. Emergency and Women's Education*

The Board recommends that there should be no cut in women's education programme on account of national emergency because such a cut is likely to be detrimental to the defence effort. On the contrary, as far as possible, a larger allocation for women's education programme may be provided.

#### *II Progress of enrolment 1961-62*

The Board recommends that in order to meet the situation in the so called backward States, the enrolling of smaller number of girls in rural areas should not be treated as a sufficient cause for not opening new schools or extending other facilities on the ground of being uneconomical and that it needs to be realised that for lack of such facilities and schools, girls in larger number do not come and because the enrolment is small, no facilities are given. In such areas, 1st, 2nd & 3rd classes may be co-educational and women teachers may be appointed so that parents would gladly send their girls.

#### *III. Women Teachers*

The Board recommends that effective steps should be taken for the implementation of a national policy to employ women teachers in increasing numbers. This will necessarily imply providing special incentives and facilities to attract women to the teaching profession.

#### *IV. Seminars on Girls Education*

The Board notes [with regret] that on account of the national emergency, the scheme of seminars has been kept in abeyance. As the seminars have proved to be very useful avenues for exchange of thoughts, ideas and experiences and as the expenditure involved in each seminar is small, it recommends that this scheme should be taken up again for implementation from 1963-64.

#### *V. Construction of Hostels for Girls*

That the lack of hostels is a major handicap for bringing girls to schools is demonstrated again and again by the reports which are being received from State Councils for Women's Education, State Governments and by the pre-dominance of applications for construction of hostels under the Scheme of Assistance to Voluntary Organisations in the field of Women's Education. The Board therefore, recommends that very high priority should be accorded for construction of hostels (in general) and special attempts (should be) made to complete the remaining hostels, sanctioned in the Second Plan, by the end of the current financial year.

*VI. Earmarking of Loan Scholarships*

The Board is pleased to learn that in spite of the national emergency, new schemes like loan scholarships have been taken up for implementation by the Ministry of Education. It feels, however, that the policy of the Ministry to treat the boys and girls on the same basis in respect of the scholarships is not without danger as the girls especially those from rural areas will be handicapped if they are treated on a par with the boys. It, therefore, recommends that at least 25% of the scholarships should be set aside for girls (and boys) from rural areas and the remaining scholarships may be given on merit to both boys and girls.

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