

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

HELD AT CHANDIGARH IN
OCTOBER 1965



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MINISTRY OF EDUCATION
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**MESSAGE OF DR. S. RADHAKRISHNAN,
PRESIDENT OF INDIA**

I send my best wishes to the members of the Central Advisory board of Education. The circumstances in which they are meeting this year are very different from those prevailing even a year ago. The events of the recent past have brought home to us, as never before, the vital need for achieving self-sufficiency at the earliest possible moment and thus reducing our dependence on others. In our future programmes of education, the training of the nation's youth will have to be geared to the new requirements of accelerated expansion, both in agriculture and in industry, and even greater emphasis will have to be laid on the development of character and the inculcation of a spirit of discipline. At the same time I hope that adult education and particularly the eradication of illiteracy, which is regrettably so prevalent among our population, will receive special attention.

I have no doubt that all these considerations are already very much in the minds of the members of the Committee and I am sure they will give them their most earnest thought.

WELCOME SPEECH OF SHRI PRABODH CHANDRA

Shri Probodh Chandra, Minister for Education, Punjab delivered the following address:

Hon'ble Shri M. C. Chagla, Ladies and Gentlemen,

It is my very proud privilege this morning to extend to you all the most cordial welcome on the occasion of the 32nd Session of the Central Advisory Board of Education. It is a rare distinction for the Punjab to have the foremost educationists in the country gathering together in its infant capital. Education is a State subject, and ordinarily, all the States are expected to chalk out their own plans in accordance with the needs and aspirations of their people. But this arrangement, if pushed too far, is likely to bring into being all sorts of disparate structures from State to State, and a welter of varied and various educational systems in different States. In the circumstances, the existence of the Central Advisory Board of Education is of the utmost importance, since not only does it provide expert guidance to the Education Departments of different States, but it also keeps an eye on the educational needs of the nation as a whole, as also on the national ideals and aspirations in this field. It is like the brain in the body, co-ordinating the activities of different parts, and preserving the unity of thought and action in the organism as a whole. The Central Advisory Board of Education helps the State to learn from the experience of one another and to be conscious of the points where there is room for improvement. As such, it is really an honour to be able to welcome so important a body in this border State. That we are able to do so at the present juncture is something all the more gratifying.

As in the past, the Punjab has had to bear the brunt of Pakistan aggression, and has lived up to her glorious martial traditions. The fighting men at the front as well as the civilians in the field and the factory have worked as soldiers of the nation and have proved to all, friends and foes alike, that India is not to be trifled with. It fills my heart with pride to be able to say that in this national crisis, teachers and students have done yeoman's service. They have reckoned nothing too low in the service of the country, and have delivered their goods in whatever capacity they were required to serve. Our NCC cadets in particular have done an excellent job in taking over traffic control duty, guarding vulnerable points, patrolling round the clock, clearing debris from bombed localities and under-growth near the Air fields (where other unskilled labour could not be employed for obvious reasons), rounding up enemy paratroopers and escorting ambulance vehicles and trains to hospital. All this work has been of vital importance not only for defence but also for the preservation of civilian morale. In addition, the Education Department has launched a collection drive for contributions to the Defence and Security Relief Fund, and I am very happy to inform you that we have been able to collect a little over Rs. 27 lacs so far, and have

already exceeded the target. What gives me the greatest satisfaction is that all this was done with the minimum disturbance in the curricular activities of the students. Schools and colleges continued to function as usual, and the programme of work was so arranged as to disturb the smallest number for the shortest time.

Ladies and Gentlemen, I crave your indulgence for having launched into non-educational matters, but Pakistani aggression is on the minds of all Punjabis at present, and I am sure you will make some allowance for the present state of my mind. In fact, I feel persuaded to think that one of the aims of education should be to help the nation to defend itself in case of attack, and to become so strong in men and material that no irresponsible neighbour should feel tempted to try conclusions with us. Coming to education proper, the Punjab greeted our Independence Day in August, 1947 in a state of crisis—economic, social, educational and cultural. We were up against stupendous problems of rehabilitation and re-construction. At the time of partition, there were 3,246 Primary schools (Boys and Girls) in East Punjab, 255 High Schools, and 32 Colleges. At present, there are 12641 Primary Schools, 1506 High/Higher Secondary Schools, and 152 Colleges in Punjab. As a result of economic deterioration immediately in the wake of partition, it was noticed that a large number of privately managed institutions had ceased to be fully viable; so they had to be nationalised. For similar reasons about 10,000 local body schools have also had to be provincialised. In order that education should be brought within the competence of all, a large number of scholarships, stipends and freships are available in the State. The Education Department is the largest department of the Government as education is a subject that touches practically everybody. We are doing our best according to our resources but it would be an over-simplification on my part to say that we are fully successful. The problems in the field of education are numerous, and the resources at our disposal are strictly limited. Since this difficulty is common to all states, I am sure the Board is already seized of the problem as to how to get the best out of our limited resources, and we shall look forward eagerly to their deliberations and suggestions in the matter.

There is no denying the fact that education is the birth right of every child; also that every normal child has got at least the capacity to acquire the knowledge of what are known as the 3 R's. In other words, Primary Education for all the children should be within the competence of parents. We in the Punjab have made education free up to the 8th class, and free and compulsory up to the Primary level. It has been experienced, however, that a large number of students drop out even before they have completed five years' schooling. They ultimately lapse into illiteracy and the time and labour spent on their education goes waste. Some others do not make any progress and continue to be detained in lower classes until they drop out. This wastage and stagnation are the two major problems in the field of Primary Education, and it is necessary to devise ways and means at least to reduce them to the minimum. In the field of Secondary Education our difficulty is slightly different. The object of introducing the Higher Secondary system was to round off the education of boys and girls at this stage in such a manner that a

very large majority should consider themselves competent to enter life and only the exceptionally brilliant among them should go in for University Education. That object has so far evaded realisation. Whether it is due to our inability to adequately equip the Higher Secondary Schools or to some shortcomings in the instruction imparted or to the absence of avenues of employment, the fact is there, staring us ominously in the face, that the craze for University Education is as unabated as ever. We are obliged, therefore, to have a second look at the Higher Secondary system and find out where things have gone wrong. As regards, University Education, my own experience is that in a large majority of cases it is a substitute for employment, and results from that policy of drift which our lopsided economy forces upon the young people. I am sure there would be a palpable improvement in our College and University teaching, if the right kind of students could find their way into these institutions, because an incompetent or lazy teacher cannot last ten days, if he has to face a class of really earnest and inquisitive students. In the present set-up it is apparent that a large number of brilliant students have to drop off on account of poverty before they reach the University stage and an equally large number of others drift into the University because they find nothing else to do. It is our immediate anxiety to enable gifted but financially handicapped students to acquire University Education, and a scheme of studentships for such gifted students has already been drawn up for the purpose. In course of time, the number of such studentships will be increased so as to cover more and more poor and brilliant students. We are also enlisting the support of a number of public spirited citizens under a scheme of poster parents for poor and brilliant students. It is my belief that poverty as such should not be allowed to stand in the way of a bright student, since that will mean a national loss. But the basic problem about University Education is that all sorts of students are rushing for it, and I hope that the Board will be able to provide necessary guidance in this connection.

We are alive to the necessity of raising the Teacher's status in society, and the Education Department has already taken in hand a programme of work under the National Foundation for Teachers' Welfare. Last year a sum of Rs. 54,000.00 was collected on Teachers' Day, 80% of which is being given away in the form of pensions, *ex-gratia* grants and financial assistance to teachers and their dependents. This year our collection has crossed the five lac figure, the highest collection having been made from Jullundur District (Rs. 82,000.00). We are keen to improve the pay scales, give more facilities and raise the status of teachers. Despite the lean finances of the State we gave financial benefits to teachers to the extent of Rs. 1.00 crore in the beginning of 1965. Later a special allocation of Rs. 25.00 lacs was made for the purpose. The facility of free education has been extended right up to the Higher Secondary Standard for the children of all teachers whose basic pay does not exceed Rs. 250.00 per month.

All students dependent upon war-victims are also being given free education.

Ladies and Gentlemen, I have placed before you for consideration some of the more urgent educational problems that we are facing, and look forward with hope and confidence to the deliberations of this august body on these and other allied matters. Before I close I want to make an apology. Placed as we are, it may not be possible for us to entertain you with the traditional Punjabi hospitality. For one thing, there is the Guest Control Order, and for another, the fear of your displeasure, if we depart from the standards of austerity which the nation is expected to observe in this emergency. We are very gratefully conscious of the honour done to the State by the Board in accepting our invitation to hold its session at Chandigarh, and I hope you will not mind some minor inconveniences that might be caused to you during your stay here. I assure you they will be in spite of us. Ladies and Gentlemen, I most heartily welcome you once again.

INAUGURAL SPEECH OF SARDAR UJJAL SINGH

Inaugurating the Session, Sardar Ujjal Singh, Governor of Punjab, delivered the following address :

I deem it a privilege to have been asked to inaugurate the 32nd Session of the Central Advisory Board of Education with which I was associated as a member for nearly four years. Incidentally it happens to be the first time that the Board is meeting in this State. I accord a hearty welcome to the Chairman and the members of the Board, and hope that its deliberations will provide guidance and leadership to the country at this critical time.

2. The Board, as you know, was set up in 1921. The idea had originated in the recommendations of the Calcutta University Commission in 1919 and the original plan was to have a Board for formulating policies and providing leadership in all educational matters. The Act of 1919 had, however, changed the position as education became a transferred subject, and, the Board was established, in general, to provide guidance and advice on those educational matters referred to it by the Central or the State Governments. It is a pity that this Board had to be abolished in 1923 on account of financial difficulties even though it had done useful work. Its need, however, continued to be felt and, it was reconstituted in 1935.

3. It is being increasingly realised that education has a key role in a welfare State and for socio-economic progress. The Government of India have been fully alive to this fact and, therefore, it has been their earnest endeavour to put education on a sound basis. The University Education Commission was set up under the distinguished Chairmanship of our Philosopher President Dr. Radhakrishnan, and it made recommendations of far reaching importance. Later, a Secondary Education Commission was set up under the Chairmanship of Dr. Mudaliar and it also submitted a useful report. Last year the Government of India set up the National Education Commission to survey education at all levels and to make recommendations for the reorganisation of the entire pattern to suit the changed needs and aspirations of the country. This Commission is busy with its work and I think I am voicing the hopes and feelings of people all over the country in saying that it will be making very important and far-reaching recommendations.

4. The country, as you are well aware, is faced with a grave crisis. It is a matter of pride for me to say, that our people have not only resisted the Pakistani aggression successfully, but have also created a new history. Our army has made a name by its brave exploits. Acts of individual heroism have become almost a legend. The performance of the people of Punjab, including that of the National Cadet Corps in defence effort, has been magnificent. Pakistan had been constantly carrying on air raids to bombard the civilian population but all this failed to disrupt the normal life of the people.

5. It is true that we have always been adopting a line of peace, and for years we have been advocating the cult of peaceful co-existence. Centuries ago, our Emperor Ashoka had preached the Law of Pety and had sent missions to various parts of the world to preach his message of love and peace. Guru Nanak was another apostle of peace who taught us tolerance and love for all. More recently Mahatma Gandhi also gave us a message of love and non-violence. Pandit Nehru championed the cause of the weak and down-trodden nations and stood like a rock for peaceful co-existence. But unfortunately our neighbours have been following a policy of hatred and ill will towards us and ultimately launched an aggression against our country. The manner in which the people of India of different ideologies, castes and creeds, united together to face the challenge to our honour and integrity has infused a new life and self reliance in the country. But we have to be alert and keep a constant vigil against the nefarious designs of our enemies.

6. In view of this impending danger, we have to think of some long range planning and preparation for meeting all types of new challenges. This can be possible if our education is people-oriented. We have to think of ways and means so that every citizen is fully prepared to make his or her contribution, not only in the cause of the country's economic advancement but also in her defence and security. This has to be the *raison d' être* of all future planning and I am sure that the Central Advisory Board of Education would provide guidance and leadership to the entire country in such a vital matter. We cannot continue to depend on foreign aid and have to be self-reliant and self-sufficient in our food and defence requirements.

7. It is gratifying to note that education has made an all round progress in the country. If we look back at the position that obtained in '94' and compare it to what it is today, we find that education has made phenomenal progress in all spheres. The number of Primary Schools in the country in 1946-47 was 1,35,000 and in 1963-64, it was 375,000. The number of High Schools then was 3,659, and now it is 21,072. Similarly the number of Colleges (Arts and Science and Teachers Training) in 1946-47 was 442, and in 1963-64 it was 1,480. In 1946-47 we had 16 Universities, and today we have 62 Universities. The progress in the number of scholars in different age-groups has been ever more marked. The number of scholars in 1946-47 in the age-group 6—11 was 1,04,57,000 and now it has gone up to 4,46,32,900. The number of scholars in the age-group of 11—14 was 16,19,200, and now it is 91,98,000. The number of scholars in 14—17 age-group was 63,66,666, but now it has gone up to 40,06,400.

8. It is, however, significant to note that technology has not got within the Universities the same accredited place which Humanities and Science have. Technological subjects are regarded essential for technicians only but are not considered academic enough for the award of degrees. This point was stressed by Dr. D. S. Kothari, at his Convocation address at Ahmedabad the other day. Emphasis on Technology and Science in our Universities is bound to help in removing the distinction between mental and manual work and open more avenues for employment.

The invaluable assistance which science can render in revolutionising our industries, agriculture and economy as a whole, does not stand in need of reiteration. I am also aware of the endeavour made by our educationists during the eighteen years of independence to impart a scientific orientation to our educational system at the various stages, to set up institutions for higher scientific research, and to carry the fruits of scientific research to the common man. But when we look around and note the progress which we have made, we cannot escape the feeling that much more still needs to be done in this direction. There is still a need for correlating research in our national laboratories and the universities with the problems and requirements of the people and a need for establishing a healthy and growing rapport between our research workers and the people.

I would like to request this august body of eminent educationists and scholars that in their thinking about the content and problems of education at various levels, they should constantly keep in view certain basic needs which confront our country is particular, and the world in general, in the modern times. I am referring to the need for national integration, and for harnessing science in the reconstruction of our developing economy, and for international understanding. As I mentioned earlier, in the past some weeks we have had the fortune of witnessing an inspiring and tremendous upsurge of national unity and solidarity in the face of aggression on our borders. Before this aggression has ended, the anxiety of all right thinking people in our country is how to continue and sustain this spirit of harmony in feeling and action, in times, of peace. Who else except the educationists, have the power to perform this task? The promotion of international understanding, of harmony between man and man irrespective of nationality, attempts to solve the same problem in a wider field. I am certain that the great challenge which these crying needs of our modern world pose, will not go unheeded in the deliberations of this august body.

9. Although India is wedded to the principle of secularism, essentials of religious teaching with a spiritual bias should be introduced in our system of education at all levels. It is for distinguished members of the Board present here to devise ways and means how best it can be done.

10. Until now we have been feeling that illiteracy, ignorance, economic backwardness and poverty were our main problems, but now we realise that we have to be alert and fully prepared for preserving our sovereignty and integrity. I am confident that the educationists and thinkers will so mould education as to enable us to prepare ourselves for the effective handling of all our problems and successfully meeting new challenges.

11. I offer my best wishes to the Board for a fruitful round of discussions, and hope that the Board will give a positive lead to the country at this critical hour.

JAI HIND.

PRESIDENTIAL ADDRESS OF SHRI M. C. CHAGLA

The Governor, Chief Minister, Education Minister, ladies and gentlemen

We had decided last year to hold the meeting of this Board at Chandigarh. We did not know what situation we would be facing; but I think it is just as well that we are meeting at Chandigarh at this time. Chandigarh has an atmosphere which makes us realise what are the challenges that this country has to meet at this juncture. When the Education Minister, Punjab met me some time back, I asked him whether he would like us to come to Chandigarh at the present time, or like us to postpone it or meet somewhere else. He very bravely said: "if you are prepared to come, we will make all the necessary arrangements". I am grateful to the Chief Minister, to the Education Minister and the Government of Punjab for the excellent arrangements that they have made for the delegates.

I have also taken Punjab as the sword-arm of India. It is one of the border States. The whole country is behind our Government in defending the security and integrity of our country. A great deal of responsibility falls on Punjab as the border State and that is why I call it the sword-arm of India. Punjab has shown courage and valour and the way it has made contribution towards defence, it has justified its name and reputation. I think it is for Punjab to tell Pakistan "thou shall not pass this point", and that point is the border between India and Pakistan. On this side of the point is the sacred soil of India. We have to see that our sacred soil remains uncontaminated by the presence of any foreigner.

This Board can play a very important role in national integration. Under the present constitutional set up, education is a State subject. After all, all the States constitute federation of India and it is very necessary and essential, particularly at this time, to give to education a national outlook, a national aspect and a national complexion, and therefore this Board can play a very important role by coordinating education all over the country. May I say that not only in military valour, but even in education, Punjab has given a lead to the country. Punjab is the only State—and I say over and over again here and elsewhere that Punjab is the only State—which agrees to make higher education a Concurrent Subject.

Sir, you said and rightly that our education should now be defence-oriented. May I put it in a slightly different language? We have to determine what are our priorities now and to mould our education so that it should be geared to those priorities. What are our priorities today? The first and foremost, of course, is defence. Education health or any other activity can only flourish in a free atmosphere. We have to preserve our freedom, our independence and our integrity and, therefore, it is quite obvious that defence must have the utmost priority particularly in view of the threat that is impending and the menace that is facing us.

The second priority, to my mind, is agriculture. Gandhiji used to say that no country can call itself really free unless it can feed itself and that saying of Gandhiji comes to us more forcefully today than ever before. So long as we are compelled to import food from outside, we will always be subject to political pressures; we will always have this feeling that we are dependent upon some country or the other for our very basic need, the food supplies, and, therefore, the second priority—it is almost as important as defence—is that we must become self-sufficient in agriculture and our food production.

The third priority is production generally. We are facing today another great crisis and that is the crisis of shortage of foreign exchange. Again, we are dependent upon foreign countries for our imports of raw materials, of machinery, of capital goods and so on. So long as this dependence continues, we will again be subjected to political pressures and there also we have to be self-reliant, and therefore, I attach the greatest importance to our education being production-oriented. We must learn to produce, we must learn to produce more, we must learn to produce in a manner in which we will be completely self-sufficient and that is one of the greatest jobs education has got to do today. Therefore, I feel—and I am glad Prof. Rao is here—that in the allocation of funds for education there should be no further cutting down. I always find that whenever an economy drive is launched and whenever the country faces a crisis, the first casualty is education. But may I say this to Prof. Rao, and I am sure he will agree with me, the greater the emergency, the greater the challenge to the country, the more important it is to spend more money on education because education will help our country to meet all these challenges.

It is for the whole country and for the people to face all these problems and solve them and give proper perspective to the various priorities which I have pointed out. May I say a word about the position with regard to the allocation in the Fourth-Five-Year Plan. We started with Rs. 2,600 crores; this was the amount agreed to by the various Working Groups which met in Delhi from the various States and the Centre. This was the amount which was agreed to for the Fourth Five-Year Plan. But the National Development Council approved an outlay of Rs. 1,400 crores and this amount was further reduced to Rs. 1,260 crores. To my mind this is the bare minimum and I hope we will not be called upon to reduce this amount any more. As I pointed out, agriculture must get the first priority, but education should have a high priority in the defence efforts to meet the menace and the threat which we are facing at present. May I give some other figures which will satisfy the delegates as to how little we are spending on education as compared to other countries. We are spending only 3% of our national budget on education. It is certainly much less than most of the Western countries, but it is even lesser than some of the newly emergent independent countries. In the Third Plan we spent 7% on education. In the Fourth Plan the figures have increased a little to 8.7%. Therefore, we have progressed from 7% to 8.7%. This is hardly satisfactory. The point is how education is to be geared to defence effort. How can education help in the effort to meet the aggression which is facing us? The first and the foremost thing we need at

the technicians and the engineers and for that purpose we have already decided to have a scheme of expansion in the engineering and technological institutions. The second scheme we have undertaken that specific projects should be placed before the engineers in order that they may design and fabricate equipment and machinery that is needed for defence. I am very proud of our scientists and technicians. We have great talent in our country. We must use that talent and I have not the slightest doubt that these young men in technical and scientific positions can certainly meet the requirements which we have at present. Therefore, we have decided that in these institutions we should proceed on projectwise basis. We should tell our engineers and scientists of India's defence needs and ask them to design and fabricate the necessary machinery and equipment. I have no doubt that with the talent at our disposal very soon we will be able to make our own planes and our own tanks. Then the other proposal we have in mind to implement is that in our technical and scientific institutes we should have new courses started to meet the needs of defence. From this aggression we have come to know what we lack and what our needs are. Therefore, we want courses to be started in our engineering and technical institutes which will help to fulfil these needs.

Next come the universities which can play a great role in so far as defence is concerned. I have been thinking on a scheme which is still under consideration and that is as to whether national service should not be made compulsory before a student enters a university. After he has passed higher secondary examination, he can give one year to national service. The result will be two-fold. He will enter the university at a more mature age. One of the problems about our university education is that boys and girls enter universities much too early as compared to universities in other countries. Between the higher secondary examination and the university stage if the students were to enter national service, they should be able to help in defence and agricultural production, and, at the same time, do something to get themselves ready for the university. I have no doubt that when they enter a university, they will be much more mature and better able to discharge their duties as university students. Of course, it will take a great deal to make it obligatory, but I would suggest that the Vice-Chancellors think seriously whether it will be possible.

One of the main causes of indiscipline among students in this country is the want of something to do during leisure hours and more particularly during vacations, and also the fact they do not have a sense of commitment. Students do not feel that they are part of the great adventure on which we have launched ourselves in this country and that is why there is a sense of frustration. If we can talk our students along with us, and make them realise that they are part of this great experiment, I think much of this indiscipline will vanish. We have to devise ways and means to make use of their leisure time, particularly during their vacations. Now, during the vacations arrangements can be made for students to work on farms, to work in factories, and there are two other things which universities can very usefully do. Firstly, the universities can adopt some off the surrounding villages. A batch of students can say we have

adopted this village, we will attend to its irrigation, its health problems, its water supply, its roads, and also eradicate illiteracy from it. I have known cases in United States where university students have adopted villages. If a village can be adopted by American students, our university students, I am sure, can also adopt a village. This is scheme which has great potentialities and I hope the universities will give serious thought to it. Secondly, the universities can adopt certain secondary schools which lie more or less within their ambit so that during the leisure hours students, even professors, can go to these schools keep watch on their progress, see how work is done and it would be a great incentive to the teachers and students of the schools to feel that a university is taking interest in its progress.

Then one other important work that university students can do is the eradication of illiteracy. I am one of those who firmly believe that the illiteracy cannot be eradicated from this country unless there is a tremendous voluntary effort, unless there is national mobilization for the eradication of illiteracy. Government cannot do it. Government has neither got the resources nor the manpower. But unless everyone in India feels the shame of illiteracy, unless he is convinced that the progress of India depends on the eradication of illiteracy, we will not be able to wipe it out. And, therefore, here is some work which the universities can do. If during evenings and during vacations they were to undertake the work of making men and women literate, it would be a very important task indeed.

I was talking of adult literacy. I appreciate the remarks made by the Education Minister that one important problem we have to face is the problem of the drop-outs. You make a man or woman literate, you spend money on him or her, but unless there is follow-up within two or three years, he or she will relapse into illiteracy. This is also true of our primary education. Today there are more than 50 million students in our primary schools. A large number of them go upto the 4th or 5th standard and they leave schools and within four or five years forget whatever they have learnt. So, it is a colossal waste of national resources and of national endeavour. Therefore, one of the biggest problems we are facing and we have to solve is not merely to give primary education, not merely to try and make people literate but to see that they remain literate and for that purpose we should have a big scheme of special literature for these neo literates. Unless there are facilities for these people who become literate to read literature specially provided for them, we are wasting our time and effort and are wasting money in trying to make people literate. After all why we make them literate is to see that they continue to remain literate and take advantage of literature to improve their knowledge and that one can only do through reading and through the help of libraries.

In the modern age we have audio-visual facilities also. Radio and the television offer new possibilities. We wish we make use of radio for education. Television is coming and that will also help. From the national point of view of defence production, literacy has a great significance. If you co-relate literacy with defence production, you will realise that the man who is educated is able to contribute better towards defence than the one who is not educated.

Again, going back to what the universities can do, they can make a contribution to civil defence. They can also contribute to promote communal harmony and help in the maintenance of law and order. When the country is at war and our brave people are on the front, those we cannot go to the front have to be called upon to shoulder responsibility to see that the law and order is maintained and communal harmony is upheld. Nothing has given me greater pride, and I am sure to all of you, than the fact that when Pakistan invaded India, the entire country, every man, woman and child, people belonging to all religions, castes and communities stood behind the brave army and this is the spirit which we have to keep up. Spread of gospel of national integration is the task which our under-graduates can perform better than most people and can help in a great way.

Then comes the question of agriculture. Now here again university students and the under-graduates during their vacations can help the farmers to produce more, teach them modern ways of production, and help them in various other ways. I have just written to the Vice-chancellors to help in the movement which has just been started by the Food Ministry and is called the 'Young World Action For Food'. Youth can do a lot in this movement. We are participating in this movement and our people can help in many ways in producing more food, such as kitchen gardening, poultry farming, orchards, etc. All the under-graduates studying in universities during their vacations or during their spare hours can help in this important, rational task. I think our university population, speaking off-hand is about a million and a half, and it can play a vital part in this movement. Therefore, I would appeal to the State governments to collaborate with the Vice-Chancellors who cannot do all these things themselves without needing the help of the State government and I am sure that if there is close collaboration between the university authorities and the State authorities, a great deal of work can be done by the college and university students. The young boys and girls of secondary schools can also do a great deal for the defence. They can help in first-aid and make a contribution towards civil defence.

I may now turn to the next priority and it is making our education production-oriented. May I say this to those who believe in basic education and feel that we have neglected the principles of education laid down by Gandhiji. In the last conference on Basic Education, which I addressed in Delhi, I made it quite clear that we accepted as a principle that basic education should be an integral part of our education at all stages. Let us understand what basic education means. Let us not go by name alone. We sometimes catch hold of a phrase and forget what its connection is what it really means. Basic education does not merely mean teaching of spinning. Gandhiji emphasised spinning in the particular context and time in which he lived and for a particular purpose. But today basic education has come to have a different meaning, a different significance. What I understand from basic education is that every boy and girl must learn some craft, must learn something to do with his or her hands, must produce something. The question of what he or she should produce must depend upon the place in which the school is situated. If the school is situated near a farm, certainly he must know farming

and must work there. If the school is situated in a city, he must learn to work in a factory, to produce something which the city needs. Therefore, you cannot have a cut and dry scheme of basic education. The scheme has to be determined by the needs of the locality in which the school is situated. I am also in favour of a scheme, if we are going to ask the school children to produce things, of giving them incentives, e.g., by giving them a part of the sale proceeds of what they produce. Let them have the satisfaction of knowing that they have made something which is useful to society, which can be sold and which has a price, and let them have a share in that price so that their work does not become academic but has a practical value. Here again I would like our teachers in the secondary schools to think of specific projects which should be placed before their students. So far our education has been too much individual-oriented. They have been working individually and separately but now time has come when we should teach our boys and girls to work in teams, to have a specific project in mind to produce results and show these results to the world.

One of our main objectives in secondary education is to have terminal courses after the secondary education is finished. The biggest problem facing India today is the tremendous pressure on universities and this pressure can only be removed in two ~~or~~ ^{ways}. One is to diversify our secondary education and to have post-secondary terminal courses for given some specialised type of training which would result in the student becoming a useful member of society and being able to earn something. Second, to which I again attach the greatest importance, is correspondence education. Now it is admitted and acknowledged even in rich countries like the United States and England that only those boys and girls should go to university who have the talent and capacity to benefit by full collegiate education. Every student in a college costs this country a very large amount and that amount is again wasted unless you make sure that only those boys and girls go to colleges and universities who have really an aptitude for higher education. But this does not mean that you should deny them the right of higher education. You should give them higher education by other means and particularly by correspondence courses. I see a future for correspondence courses in our country. We are dealing with millions and the best, quickest, cheapest and easiest way of giving education, higher education and any other education is through correspondence courses. The first advantage is that the more the students who study through correspondence courses, the less is the expense per capita because once you have the literature ready, you can produce millions of copies. The second advantage is that a man can go on earning and as well studying in the evenings or in his leisure hours. The third advantage is the lessening of pressure on universities and checking the lowering of standards.

I next take up the question of agriculture. We have already decided to have junior agricultural schools and, in my opinion, as many secondary schools as possible should have an agricultural bias. After all 80 per cent of our people live in villages, 80 per cent of our people are farmers; our biggest industry in India is agriculture and we have neglected agriculture. It is no use teaching our boys

theoretical agriculture. We must teach them to be practical farmers. I have known farmers telling me 'what is the use of teaching our boys? They leave the farms for a white-collared job'. Now that should not be the objective of education to take the best away from the farms. The objective of education must be to keep the boys and girls on the farms but with greater knowledge of what modern farming is and that is why we have the scheme of junior agricultural schools and giving an agricultural bias to education in our secondary schools.

Then I come to the question of science. Now again I attach the greatest importance to science in our country. The late Prime Minister—I call him "The father of science in this country" had the far-sightedness, the wisdom, the statesmanship to realise that this country cannot go far, cannot become modern unless tremendous emphasis was placed on science. Today if we have about 27 first-class laboratories in this country and other scientific institutions, they are largely due to his initiative, his vision and his imagination.

Science, apart from other virtues, has a fundamental value in this country. If we are going to become modern, if we have to fight the many prejudices superstitions and inhibitions, we must become scientifically minded. And, therefore, from that point of view, I attach the greatest importance to teaching of science in our country and we should start science from the earliest classes. Now, if you ask me the question as to how the U.S.S.R. in a short period of 20 or 30 years has become the leading technological country in the world—it is the first, the United States is certainly the second—how did it happen? Russia was as backward as we were, and how this happened? My answer is—there can be other answers, we cannot give one answer to a complicated question like this—because Russia attached the greatest importance to science and Russia started teaching science to her students from the primary stage, going on to secondary schools and then going on to scientific institutions, and this is what we have got to do. In the primary schools we have to teach our students to observe nature. You do not need laboratories for observing nature. I think we as a nation are not observant. We think of ourselves. Now the time has come when we have to see what is happening outside ourselves. We must start teaching science from the earlier stages and in this Board may I point out that we have a very important Science Department in the N.C.E.R.T. and we are advising the State Governments to have Science Departments. Many of the States have established such departments and I hope the others will also follow suit. One difficulty about science study is the procurement of scientific equipment. We are tackling this problem also. We have set up a workshop in the N.C.E.R.T. which is producing prototype equipment for science laboratories and very soon we will have all the equipment that we need for our laboratories in the primary and secondary schools and we need not import anything at all. The other problem is the provision of science teachers. We have not enough science teachers and for that purpose also we have just decided that our regional colleges will train science teachers in a much larger way so that we can meet this shortfall. Then there is the question of syllabus for science students. Science is progressing so fast that we are still 50 years behind the modern countries. We are still teaching science which the modern

countries gave up some time ago and, therefore, in order to keep abreast with scientific advancement, you have to go on changing your syllabus from time to time so that modern scientific knowledge is given to our students. For this purpose also we are holding seminars to which teachers from secondary schools are invited. These are organised by the U.G.C. in collaboration with N.C.E.R.T. and with the help of US A.I.D. and these have been a great success and we want to increase the number of these seminars.

Now, just one word about primary schools. My one appeal to all State Education Ministers is that—I think I also made this appeal to Education Ministers last time—no sub-standard primary schools should be started. Schools must conform to certain standards. It is much better not to give education than to start a sub-standard school which is no help at all. Certain basic amenities and facilities should be there. The other thing is about imbalances to which I also referred at the last Education Ministers' Conference. Imbalance between State and State, imbalance, between regions in a State, imbalance between boys' and girls education. All these should be removed. We have to go forward as a nation. You cannot afford to have a part of the nation educated and the other part uneducated; you cannot afford to have the boys educated and the girls uneducated.

I might make a mention of the question of salaries of teachers. This is a perennial question, and we have discussed it from time to time. We took a decision last time that teachers' salaries should be raised. We also took a decision that the salaries of teachers should not form part of the plan but should be outside the plan. We will discuss it in greater detail when we come to our business in the session.

The next question is the preservation of the facilities which we possess. Our facilities are few but we do not conserve them. For instance, in the realm of higher education, we have taken a decision in Delhi that we will not build new colleges but will make use of existing colleges, stagger the hours of studies, and have two shifts instead of one. I think the only point is that instead of putting up a new building which costs a lot of money, we should make use of the colleges which already exist so that the facilities in the same building, in the same laboratory, in the same library may be used to teach double the number of students with very little cost. This also applies to collaboration between universities and laboratories. I have a scheme whereby the N.P.L. in Delhi and the Physics Department of Delhi University will collaborate in the use of equipment and so on. This should be done on a much larger scale. Similarly, there should be more collaboration between industries, universities and laboratories. We must persuade industry to play its role in research and education. I am afraid industry has not played the role it should have. We should not clamour for more universities. It has become a prestige issue. If one State has eight universities, why another State should have less universities. It is much better to have university centres where you have a complex of colleges instead of having the whole paraphernalia of a new university, vice-chancellor, a rector, etc.

I may now come to our rural institutes. I need hardly say that in a country which attaches so much importance to agriculture, our rural institutes should have more attention from us and greater consideration. Recently, we have adopted a scheme whereby there will be three zones into which the rural institutes will be divided and each zone will be a deemed university so that we will be raising the status of the rural institutes. The matter is now pending before the University Grants Commission and I hope a decision will no longer be delayed.

With regard to scholarships, we have today 29,000 national grant and loan scholarships. This is too small for a large country like India and I hope in the Fourth Five-Year Plan we will have at least 70,000 scholarships. We believe in socialism. We believe in socialistic approach to society and social problems. To my mind the first function of socialism is to give the same opportunity to a poor boy and girl for higher education as a rich boy or girl gets. And that can only be done by giving large number of scholarships or loan scholarships to students and I hope we will be able to elaborate and improve our programme of national scholarships.

Finally, a word about the plan. I do not want to go into any details now. Very soon the Education Ministers will meet in Delhi to determine finally what should be allotted to the Central sector and what should belong to the State sector and my appeal to the State Education Ministers is that when you meet very soon in Delhi to decide the proportion of amounts to be given to the Central sector and the amounts to be given to the state sector, please remember this that if we are pressing for for certain allocation, it is not because we want to deprive the States of the power but we are thinking of the issue as a whole, we are thinking of national priorities, we are thinking of what the nation needs as far as education is concerned.

Thank you.

EXTRACTS FROM THE "VOTE OF THANKS" BY SHRI L. O. JOSHI, SECRETARY, CENTRAL ADVISORY BOARD OF EDUCATION

Mr. Governor, Sir, our first gratitude is due to you for the excellent inaugural address with which you have opened the 32nd Session of the Central Advisory Board of Education. Sir, when we made a request to you to inaugurate this Session, we were not aware that you are also an ex-member of the Central Advisory Board of Education and it gives us very great pleasure indeed that one of our ex-members is today occupying a distinguished post in this State about which our Union Minister has just spoken in such high terms.

The three main points stressed in this gathering by all the speakers, and they happen to be to the points foremost in our minds, are (1) defence (2) economic development (3) spiritual aspect of education. I am reminded of the prayer from the upanishads which Gandhiji introduced in our educational institutions—

सहनावन्तु महतौ भुक्तन्तु महवीर्यं करवावहे

We will defend ourselves together, we will eat and enjoy things together and we will show our valour together and it is these three guiding priorities which have been rightly stressed again by speakers today in the present day context.

Sir, I have also to thank the Chief Minister of the Government of Punjab for the excellent arrangements they have made for the inauguration function and for the session itself. The Chief Minister was very kind to move the request for the inaugural address on behalf of the Central Advisory Board of Education. Therefore we are particularly grateful to you. I am also expressing gratitude to all distinguished guests who have assembled, for their interest in Education. As you have heard, Sir, all the speakers this morning feel that education is a subject which continues to be of interest to people of all ages and from all walks of life, either as administrators or, citizens of free country etc. and we have over-stepped on their generosity, more of their time and I am expressing my gratitude to all of them without mentioning them individually. I have to thank the Press and above all, lest we forget, the large number of people who have made this function a success. It is impossible to name them but the entire machinery of the Punjab Government and the Education Minister of this State and particularly the Chief Minister have been at it and we are extremely grateful to them. Once again I move the vote of thanks for this inaugural address and to distinguished guests, members, Government of Punjab and all the people who have made it a success."

AGENDA

- Item No. I* To record appreciation of the services rendered by those who have ceased to be members of the Board since the last meeting and to welcome new members.
- Item No. II* To report that the proceedings of the 31st meeting of the Central Advisory Board of Education held at Bangalore in October, 1964, were sent to the State Governments and Union Territories.
- Item No. III* 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.
- Item No. IV* To consider the report of the Standing Committee of the Central Advisory Board of Education on School Education.
- Item No. V* To consider the report of the Standing Committee of the Central Advisory Board of Education on Higher Education.
- Item No. VI* To consider the report of the Standing Committee of the Central Advisory Board of Education on Social Education.
- Item No. VII* To consider the report of the Standing Committee of the Central Advisory Board of Education on General purposes.
- Item No. VIII* General features of the IV Plan of Educational Development and re-orientation of Educational Policies and plans in view of present emergency.
- Item No. IX* To fix the venue and dates of the next meeting of the Board.

RECOMMENDATIONS

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

The Board recorded its appreciation of the services of the following who ceased to be members of the Board after the last Session :

1. Lt. Gen. H. H. Maharajdhiraj Sir Yadavindra Singh Mohindar, Bahadur, Maharaja of Patiala
2. Dr. M. S. Chadha
3. Shri G. C. Chatterjee
4. Dr. C. P. Ramaswami Aiyar
5. Shri R. Choksi
6. Shri M. Fayazuddin
7. Dr. C. B. Singh

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

1. General K. M. Cariappa
2. Dr. K. N. Rao
3. Shri L. R. Sethi*
4. Shri E. W. Aryanayakam
5. Shri S. Raja Raman*
6. Shri V. G. Garde

3. **Item No. II To report that the proceedings of the 31st meeting of the Central Advisory Board of Education held at Bangalore in October, 1964, were sent to the State Governments and Union Territories.**

The Board noted the action taken.

4. **Item No. III 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.**

In noting the report, the Board desired that in future such reports should contain as full, detailed, precise and up-to-date information as possible. It would also be useful to sort out the main outstanding items for report and to secure information from each State/Union Territory in respect of every one of the items.

5. The following other suggestions were also made during the discussion on the report :

(a) In the context of the national effort for self-sufficiency in food, steps should be taken to start short-term training courses in

* Those marked with an asterisk were present at the session.

Home Science and Agriculture (including allied vocations such as Horticulture, Pisciculture, Poultry Farming, etc.). These courses, it was indicated, may be particularly suitable for housewives. The Chairman mentioned that the N.C.E.R.T. might, in consultation with other Departments/Agencies dealing with these subjects, examine the feasibility of the suggestion and prepare proposals.

(b) Special efforts should be made to give effect to the earlier recommendation of the Board that the University Grants Commission should be given more authority and more funds to enable it to maintain and improve standards of higher education in the country. In particular, all courses of higher education, whether general or professional, should be brought within the purview of the Commission. The Chairman mentioned that statutory amendments were being considered actively to give effect to those recommendations of the Sapru Committee which had been accepted by the Government. These include the recommendations that all institutions of higher education should be within the University Grants Commission's purview and that the Commission should have the right to inspect and give guidance to the universities. In the discussion, it was mentioned that the laws relating to universities were made by the State Legislatures and provided for the autonomy of the universities in varying degrees. For raising standards of higher education, however, it was essential that despite the autonomy, the University Grants Commission should have the authority to suggest, and implement through the universities, measures for improvement of standards. This could be ensured if the State Governments do not prepare or amend laws affecting the working of universities, without prior consultation with the University Grants Commission.

(c) The report showed that some of the recommendations made in the past sessions of the C.A.B.E. were not accepted, and acted upon, by every State simultaneously although the Education Ministers of State Governments are, as members of the Board, direct parties to its recommendations. As an example, recommendation No. 37 of the 31st Session of the Board (regarding daily pledge in educational institutions) was mentioned. Members unanimously expressed the view that as the recommendations were made by the Board on the basis of the support of all the members they should be acted upon without further reservations in regard to the merits of utility of the recommendation.

(d) A question was raised in regard to standard designs and specifications for cheap construction of educational buildings in the light of recommendation made at the 31st C.A.B.E. Session (recommendation No. 43). The Chairman explained that while the State Governments would be taking action separately on the recommendations, the Central Government have asked the Education Commission to give a special report on this aspect of educational development.

Item No. IV To consider the report of the Standing Committee on School Education.

Note:—Items IV, V, VII and IX were taken on the second day of the meeting but in recording the recommendations, the sequence of the agenda has been maintained.

6. The Board accepted the following recommendations regarding promotion of science education at the school stage :

(i) At the primary stage, science education should be linked with the study and observation of the physical surroundings and should lay special emphasis on Nature study, health education etc.

(ii) At the middle stage, whether formal teaching of science should commence in the form of general science or the study of one or more branches of sciences as separate disciplines should be decided on the basis of expert opinion. Provision of a small laboratory is in any case essential.

(iii) At the secondary stage, increased provision should be made for the study of elective science courses. For students who do not offer elective science, provision should be made for the teaching of general science as a compulsory subject so that the future citizens of the country would possess the desired basic scientific outlook.

(iv) It is essential that the teaching of biological sciences be also emphasised in schools/colleges so as to increase the availability of larger number of auxiliary-nurses, midwives and other medical personnel.

(v) The teaching of science should be strengthened in the training institutions for elementary teachers. At least one science graduate should be appointed on the teaching staff of each of the training institutions and adequate laboratory facilities should be provided. Teacher trainees should be given instruction in content and methodology of the subject.

Steps should also be taken to strengthen science teaching in training colleges by providing adequate number of science teachers and laboratories.

(vi) While summer Institutes were performing a very useful function for the retraining of science teachers in the latest advances in scientific knowledge and the improved techniques of teaching science, it was observed that the teachers were unable to make effective use of their training on account of the defective curriculum and inadequate laboratory facilities and other handicaps. It was stressed that measures should be taken to ensure that the work of the Summer Institutes has the desired impact on science teaching in schools and that there should be a follow-up in the form of science kits, periodicals etc, which would be available to schools.

(vii) It was felt that as a result of the competition from industry, schools were unable to secure the services of adequate number of science graduates and post-graduates of the requisite calibre, although the output of science graduates has increased in recent years. This situation was unlikely to improve unless more attractive salaries were offered to science graduates and post-graduates who were willing to work in schools. Steps should also be taken by Universities to expand facilities for turning out more science graduates.

(viii) Steps should be taken for the preparation of model uniform syllabi in general science and elective science courses at all stages of education.

(ix) While provision should be made for the general expansion of facilities for the teaching of science, urgent attention should be given to the development of such facilities in the rural areas.

7. Regarding diversified courses the Board agreed that greater stress should be laid on their vocational contents and in the context of the country's urgent requirements for defence and for the development, courses in technology, agriculture and home science should be provided to a much larger percentage of students at the secondary stage. The Board also endorsed the following suggestions made by the Branding Committee :

(a) Steps should be taken in the 4th Plan to remove the deficiencies of the existing multipurpose schools in respect of staff, equipment, accommodation etc., in accordance with norms to be prescribed on a careful study, keeping in view rising prices and the need to increase the vocational content.

(b) Existing syllabi should be reviewed by a Committee of Experts, experienced Headmasters and Representatives of Industries, Agriculture, etc., in the light of the best experience gathered in the field with a view to increasing the practical content of the courses.

(c) In introducing diversified courses, care should be taken to locate the technical courses preferably in industrial areas. Care should also be taken in respect of other diversified courses so that there is a closer link between the schools and the prospective area of employment.

8. The Board reviewed the progress of basic education in different parts of the country over the entire period since the system was initiated. It was felt that (i) any good system of school education will have to take note of, and provide for, the fundamental concepts underlying basic education; and (ii) the system to be adopted will have to be dynamic enough to meet modern challenges and make necessary adjustments to suit local conditions and experiences. Many members pointed out that the basic system has had a chequered progress largely because of phenomenal expansion of enrolment, shortage of funds and paucity of teachers competent to translate the concepts into practice. (The Chairman stressed that Article 45 of the Constitution does not warrant provision of sub-standard education and therefore even if the country has to go slow on additional enrolment, care should be taken to provide good education to the enrolled students.

9. The Board made the following recommendations :

(i) Education at the elementary stage (i.e. the primary and the middle stage) throughout the country should, progressively and as quickly as possible, be enabled to conform to the concept of basic education. (A booklet with this title, published by the Ministry of Education, should be re-published and copies circulated to all States and Union Territories, with a view to re-emphasize the ideas and programmes embodied in the system). The changeover will have to be phased and taken up in a planned manner on the following lines:

(a) The existing basic schools (both junior and senior) should be strengthened and developed fully to become effective models of good basic institutions of a high standard.

(b) The other elementary schools should progress towards the same goal by introduction of crafts and activities selected carefully so as to suit local environments. There should be no insistence on introduction of spinning in every basic school. In many of the rural schools, and even in some urban schools, horticulture or kitchen gardening could be an appropriate as well as useful craft. The utility aspect of articles produced by students was also stressed by members.

(c) In establishing new schools, care should be taken to introduce a craft from the very beginning so that no schools which are neither basic nor production-oriented are set up. Local pressure for starting of new schools should be converted into people's participation in provision of facilities for introducing suitable crafts at an appropriate stage.

10. (ii) At the Secondary stage, the following measures should be adopted :

(a) Post-basic schools should be an integral part of the system of education at the secondary stage. If they are at present treated as a stream completely outside the pattern of school education in any State/Union Territory, the integration should be brought about immediately.

(b) As in the case of elementary schools, the existing post-basic schools should be specially strengthened to rise to a high standard and in other secondary schools, production-centred and other programmes should be introduced as a continuation of the system of basic education at the elementary stage.

(c) All teacher-training institutions should be strengthened and improved so that the teachers trained therein are competent to impart instruction on the lines indicated above. This strengthening would include re-organization of curricula, establishment of special model schools for practice teaching, extension work, and provision of necessary physical facilities and finances for organizing community activities and other programmes.

(d) Educational administrators should be suitably oriented to supervise and guide the development of a sound system of elementary education based on the concept of basic education.

11. (iii) The following other suggestions were made on this subject :

(a) The duration of the teacher training course, at present one year, may have to be increased so that the trained teacher attains competence and confidence to impart good education at the elementary stage.

(b) One of the difficulties in adopting the basic system fully has been the insistence on full correlation with nature society and craft. In the light of this experience, there should be no objection to permit teaching through the traditional method to make good the deficiencies in establishing correlation. What should be insisted on is a good effort to relate teaching with experience, to the maximum extent possible.

(c) There should be re-thinking in regard to the scales of pay for elementary teachers in relation to the pay of secondary school teachers. The elementary school teacher teaching through the basic system may be doing as difficult a job, if not more so, as the secondary school teacher.

(d) With transfer of authority for elementary education to local self-governing institutions it would be necessary to persuade them also to accept this system as a sound one. On the other hand, the advantage is that more participation from the people should be available for school improvement, including provision of crafts.

12. The Board endorsed the recommendation of the Standing Committee in regard to strengthening and expansion of the programme of establishing extension service centres for in-service training of elementary school teachers.

13. In regard to improvement of conditions of service of teachers, the Board felt that as the matter had been recently discussed in the Conference of Education Ministers, the Board need not make any recommendation on this item.

Item No. V To consider the report of the Standing Committee of the C.A.B.E. on Higher Education.

Accepting the need for imparting higher education through evening colleges to meet the requirements of regular students and also of employees and women, the Board recommended that:

(a) Promotion of higher education through evening colleges should be encouraged as much as possible.

(b) The concept of evening colleges should be broadened so as to meet the requirements of the increasing number of regular students as well. Each college with suitable educational facilities should have about 10 working hours, in a single or a double shift as may be feasible in the light of local conditions so that besides solving the problem of increased demand for admissions, the maximum utilization of facilities is secured.

(c) In colleges where the working hours are extended, as indicated in (b), for regular students evening classes for employees and women should not be added as far as possible.

(d) It will be desirable not to mix employees and women students with regular students in the same classes, if there is wide disparity in their ages.

(e) There should be separate teaching staff for each shift in the day colleges and for the evening colleges.

15. The Board considered the report of the Standing Committee regarding promotion of Higher Education through correspondence courses and recommended that :

(a) The feasibility of starting correspondence courses in arts at the undergraduate level in other selected universities in accordance with the regional linguistic requirements should be explored with a view to starting more centres correspondence courses like those set up in the Delhi University.

(b) Effort should be made to extend correspondence courses to cover also science subjects at the undergraduate level, after working out carefully the organizational requirements for the purpose.

(c) A seminar or working group may be organized by the Delhi University and educationists entrusted with organization of correspondence courses in other universities should be invited to participate therein and to share the ideas and the experiences of the Delhi University in this field.

(d) Selected educationists from the universities where correspondence courses are to be started may be sent abroad for intensive training, in this subject.

(e) In order to meet the shortage of teachers for agricultural schools, the possibility of starting correspondence courses for such teachers in agricultural universities may be explored.

(f) The duration of correspondence courses should be one year longer than that of the regular institutional courses.

(g) Various media of mass communication particularly the radio and the television should be geared to extending and enriching the contents of the correspondence courses at all levels.

(h) Students enrolling for correspondence courses should be encouraged to avail themselves of library facilities in neighbouring colleges and universities.

16. Regarding funds for Higher Education in the Fourth Plan, the Board recommended that adequate provision should be made for both expansion and qualitative improvement in the field of higher education. For essential programmes like strengthening of post-graduate education and provisions for hostels, staff quarters, etc. the allocations need to be increased substantially, as indicated in the Standing Committee's Report.

17. The programme of education in international understanding should be extended to the university level in consultation with the universities which have had experience of other Unesco Research Programmes.

18. With a view to arrest the vicious circle of the rush of admissions and the declining standards of college education in the country, the Board recommended that :

(a) Universities and colleges should impose restrictions on admissions so that only students of calibre join the colleges.

(b) Aptitude tests may be introduced for selecting students to various courses of undergraduate studies.

(c) All the students who conform to the specific admission requirements should be provided with necessary educational facilities by expansion where essential, but more by fuller utilization of the existing colleges.

(d) Effort should be made to lay down restrictions on the number of students to be admitted to each college and also standards regarding the teacher pupil ratio so as to provide better education for deserving students.

(e) Students excluded from admission with regular students may be provided with some other educational opportunities such as correspondence courses.

19. The Board endorsed the recommendation that new universities may not be set up except with the prior approval of the University Grants Commission. Instead, university centres may be set up according to requirements for a complex of colleges with about 10,000 enrolment. Such centres should provide facilities of the university standard in respect of libraries, laboratories, teaching staff, etc. In course of time, the centres may be developed into universities.

Item No. VI **To consider the report of the Standing Committee of the Central Advisory Board of Education on Social Education.**

20. The Board considered the report of the Standing Committee of the Central Advisory Board of Education on Social Education and recommended that :

(a) In as much as social education is the most significant instrument of economic development and social change it should receive a much higher priority in the Fourth Plan than it has done so far.

(b) The present rate of progress of adult literacy work is much too slow; a phased programme should, therefore, be prepared so as to eradicate illiteracy within as brief a period as possible.

(c) For quick results a dynamic programme on campaign basis involving mobilisation of national effort on a massive scale should be taken up.

(d) The initial campaign on the basis of voluntary unpaid work like the Gram Shiksha Muhim of Maharashtra will also need to be sustained by an adequate follow-up programme which will require substantial expenditure. The actual pattern of the campaign will have to be determined in the light of local needs and experiences and there need be no rigid uniformity in all the States in regard to the pattern, but it is essential that mass campaign is taken up all over the country so that some States/Territories do not lag behind others in this vital sector.

(e) The participation and active cooperation of various Government Departments and non-Government agencies should be secured for this large programme of social education. In particular, the local self-governing institutions, universities and other educational establishments, teachers organisations, students' associations and social workers, particularly women, should be encouraged to take initiative and play their part fully.

(f) Effective coordination of the work to be done by various agencies is vital for the success of the programme. It is necessary to strengthen and devise suitable agencies at the National, State and other levels for mobilising massive national involvement and effort as also for creating a strong executive machinery to implement the programme.

(g) The Board is of the view that the term "social education" which is fairly comprehensive and well understood in the country should be retained and "the concept of social education" should be as accepted by the 31st Session of the Central Advisory Board of Education. The programme should cover (i) eradication of illiteracy amongst adults (ii) imparting functional literacy as specified in recommendation made by the 31st session of the Board, and (iii) follow-up programmes of sustaining literacy and its functional character. The Board is firmly of the view that this programme should be the responsibility of the Education Ministry/Departments although other departments/agencies may and should also help and cooperate. If and to the extent to which this position does not obtain, measures should be taken to amend the allocation of responsibility amongst the departments of Government at the Centre and the States/Union Territories.

(h) The follow-up programme should have two aspects:

1. strengthening the literacy content acquired through the campaign and
2. providing opportunities to develop amongst the neoliterates purposeful reading habits and utilizing literacy for improvement of knowledge or professional/vocational skills.

(i) The follow-up programme mentioned in the preceding paragraph should provide for (i) setting up of requisite continuation classes and/or night schools, clubs etc. (ii) organisation of appropriate library services (in the broad sense of the term "library" so as to discharge the multi-functional responsibility of adult literacy centres) and (iii) production of suitable reading material in all the modern Indian languages on a big scale. For development of library services every State/Union Territory which has not done so already should enact library legislation on the basis of the model already circulated by the Ministry of Education. For planning the reading material, production programmes, experience gained so far in this field should be pooled and utilized.

(j) The massive social education programme particularly the follow-up, will require a strong organisation and very large funds. These should be provided to ensure that literacy acquired through the campaign basis is adequate in content and is utilized for the betterment of the individual as also for the economic development of the country.

(k) Adult literacy and other social education programmes should focus their attention on improving the productive efficiency of the workers on the farm and the factory, so as to create the necessary motivation for rapid spread of literacy.

(l) A special programme of social education for farmers should be initiated in the intensive agricultural districts covered by the package programme and the I.A.A. programme because these areas will have the requisite organisation for conducting demonstrations and for developing the skills of the farmers.

Similarly the improvement of the factory workers' professional skill should receive attention from industry as well as from Government.

(m) In social education programmes full use should be made of all the available physical facilities in institutions such as village libraries, community centres, panchayat ghars, schools, and vigyan mandirs. Besides literacy other means of social education and mass communication media such as films, radio talks, periodical journals, television (to the extent it develops), drama, bhajan parties etc. should also be harnessed.

(n) The universities should play an active part and give the lead in programmes of social education, including "further" and "continuing education". They should provide *inter alia* for:—

- (i) re-education of teachers including university teachers;
- (ii) special programmes of courses suited to specialised needs;
- (iii) studies and research in the techniques and methodology of adult education.

Item No. VII To consider the report of the Standing Committee of the Central Advisory Board of Education on General Purposes.

21. The Board considered the report of the Standing Committee of the Central Advisory Board of Education on General Purposes and made the following recommendations:

(a) The counselling service and organisation should be suitably strengthened so that they may prove to be of greater assistance to the students.

(b) There should be better coordination between the students Advisory Bureaus at the Universities and the Employment and Training Cell provided by the D.G. & E.T., so that the students may be aware not only of the facilities available for training but also of employment opportunities.

(c) Universities which have not so far set up Students' Advisory Bureau should do so without further delay.

(d) On the question as to whether the national scholarships should be in the form of loans or grants or both, the present arrangement should continue for the time being; it provides for scholarships of both categories, namely, grants and loans. The Board also felt that the present income limits specified for the means—test to determine eligibility for scholarships need not be changed.

(e) The factors responsible for delays in disbursement of scholarships should be examined thoroughly and measures devised for eliminating the delays.

(f) There should be full coordination between national and State scholarships and the administrative machinery for dealing with scholarships should be suitably strengthened where necessary.

(g) In the journal "Youth" published by the Ministry of Education, suitable articles should be included in cooperation with the D.G.E.T. to indicate the sources from which information about employment opportunities can be obtained.

(h) A part of the library grant of an institution should be given in the form of literature carefully selected out of that published by the Government.

Item No. VIII General features of the Fourth Plan of Educational Development and re-orientation of educational policies and plans in view of present emergency.

22. The Board considered general features of the Fourth Plan of Educational Development and re-orientation of educational policies and plans in view of present emergency and made the following recommendations:

(a) Realising that education to be imparted to students at all stages must in the present context be oriented more strongly than heretofore towards defence and development, the Board commends the idea of National Service by youth and desires that the details of the scheme may be worked out expeditiously and carefully in consultation with the universities and other educational authorities. The programme of national service should provide for (i) a measurable quantity of manual work conducive to economic development, (ii) fairly intensive military training, and (iii) general education to broaden the outlook and improve the knowledge of the youth. It was emphasised that although such a scheme will need provision of substantial funds, the need for the programme is so vital that funds should not be an impediment.

(b) Universities, colleges and secondary schools could immediately start on a programme of social work and national service on a voluntary basis even before a scheme of compulsory national service becomes operative. Each institution could take up such important activities as the following :

(i) Adopting a village or a particular locality for its improvement, including an intensive drive for eradication of illiteracy amongst adults.

(ii) Productive orientation of school programmes-kitchen gardening, agriculture and allied vocations, particularly to utilise such facilities as may be locally available, to the fullest possible extent.

(iii) Intensification of curricular and co-curricular activities having a bearing on building up of defence potential.

(iv) Intensifying the programmes of first-aid and nursing training.

23. The Board expressed its concern and anxiety at the possibility of drastic cuts in funds to be allowed for educational development in the near future, and emphasised the idea that investment in education is *the sine qua non* of all national effort in both defence and development and therefore as the late Prime Minister had emphasised at the time of the Chinese aggression, educational development programmes should rather be strengthened than reduced in a period of emergency. Without prejudice to this approach it was

suggested that the following steps should be taken to adjust educational programmes to the necessities of severe economy:—

(a) Quality improvement programmes intended to be provided for in the Fourth Plan should not be given up merely because funds allotted for 1966-67 might be inadequate. All these programmes require a great deal of careful planning and preparatory work. In the initial period these should be provided for and taken up despite lower allocation of funds.

(b) The programmes of evening colleges, correspondence courses, part time courses etc., should be intensified. They are both economical and inescapable for dealing with the great demand for educational opportunities. Qualitative standard in regular institutions can only be maintained if students of calibre join them and the rest are looked after as much as possible through the special courses mentioned above.

(c) Instead of setting up new institutions or universities, the requisite facilities should be provided by fuller utilisation of existing institutions and by setting up university centres.

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

24. In regard to the venue of the next session of the Central Advisory Board of Education, a request was made by Andhra Pradesh. It was agreed that the Chairman may consider this and other suggestions and decide.

The Board unanimously passed the Chairman's proposal to thank the Punjab Government and in particular the State Education Minister, Shri Prabodh Chandra and his department for the excellent arrangements made, and facilities provided for the session.

The Session ended with a Vote of Thanks to the Chair, moved by Dr. M. S. Mehta.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg, 90
New Delhi-110016 D-8880
DOC, No 90-10-95
Date..... 90-10-95

MEMORANDUM

Item No. III 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 31st MEETING.

PART I

ACTION TAKEN BY THE GOVERNMENT OF INDIA

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
4	The Board accepted the recommendations of the Bhaktavatsalam Committee regarding mobilisation of public cooperation to promote the education of girls and emphasised the need for their implementation.	4	The recommendations of the Bhaktavatsalam Committee have been referred to the State Governments, the State Councils for Women's Education and other Voluntary Educational Organisations working in the field of Women's Education for implementation.
5	The Board recommended that special measures (such as those mentioned below) to encourage girls' education should be included in the centrally sponsored sector of the Fourth Plan, with 100% Government of India's assistance : (i) Construction of teachers' quarters (ii) Rural allowance for teachers (iii) Provision of school mothers (iv) Construction of sanitary blocks in schools (v) Hostels (vi) Creches (vii) School meals; and (viii) School uniform.	5	The recommendation was referred to the Planning Commission. The Commission has stated that although at this stage it would be difficult to indicate precisely the pattern of Central assistance for "special schemes for girls' education" in the Fourth Plan, in formulating the pattern of Central Assistance, the Ministry of Education will be consulted.

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

6 The Planning Commission have since communicated the allocation to the State Governments. The details of the schemes to be implemented by the States are being intimated to them.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
7	The Board emphasised that the future programme of expansion at the elementary stage was mostly expansion of education among girls and in the backward areas. It recommended that every State and Territory should move towards the ultimate objective of making Elementary Education universal, free and compulsory, and that special attention should be paid to backward sectors and areas. In this connection, the Board recommended that every educationally Backward State should make special efforts, with adequate and liberal Central aid, to reach the national average of enrolment, while other States should be enabled to progress as much as possible towards the ultimate objective.	7 & 8	These recommendations will be kept in view while finalising proposals in the Fourth Plan.
8	In regard to legislation for compulsion at the primary stage, the Board was of the view that whereas statutory provisions may be necessary for such purposes as collection of cess, the really effective method of achieving universality in education in this age group would be extension of facilities in areas not yet covered and use of persuasion incentives.		

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
9	<p>The Board observed that practically all elementary schools were at present working at sub-standard level in so far as their qualitative standards were concerned. To effect improvement it recommended the following measures be provided for:</p> <ul style="list-style-type: none"> (i) Better paid, better qualified and better trained teachers (training including initial as well as in-service training) (ii) Suitable textbooks and other reading material (iii) Suitable buildings, equipment and teaching aids (iv) Improvement in teacher-pupil ratio (v) Provision of improved syllabi (vi) Development of school health programme (vii) More effective inspection ; and (viii) Full development of State Institutes of Education and expansion of Extension Service Centres. 	9	<p>The State Governments are mainly concerned with the recommendations made under this item.</p> <p>Efforts will be made to improve the working of all schools and to develop Model institutions. The extent of improvement will depend on the resources available in the Fourth Plan.</p>
10	<p>The Board emphasised that the accent should be on the general improvements of standards in all schools. Simultaneously, selected schools should be developed as model institutions, adequate safeguards being provided in their location, admissions etc. to ensure that socially, economically and educationally backward sectors of children, particularly from rural areas are also enabled to derive full benefit from these schools.</p>		
11	<p>The Board reiterated that the <i>minimum</i> qualifications for new teachers of primary schools</p>		

should be matriculation (or equivalent qualification) with professional training and it recommended that no relaxation should be made in this direction. The Board also recommended that the existing underqualified teachers should be helped to improve their qualifications and reach the prescribed standard.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
12	The Board approved of the following steps for improvement of secondary education:	12,13 and 14	The State Governments are mainly concerned with the recommendations made under this item.
	<ul style="list-style-type: none"> (i) Improving and strengthening of science teaching through measures like strengthening of science laboratories and special training of science teachers (ii) Improvement of school library services (iii) Improvement and expansion of multi-purpose schools (iv) Upgrading of high schools to higher secondary pattern (v) Training and supply of teachers and improvement of their service conditions, and (vi) Development of selected schools with residential facilities for talented children. 		
13	The Board recommended the continuance and strengthening of other existing schemes directed to improve the quality of secondary education, <i>viz.</i> , Evaluation Units,		

Bureaux of Educational and Vocational Guidance, science clubs, Science fairs and science talent search scheme.

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

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
15	<p>The Board recommended as under:</p> <p>(i) The diversification should start at about the age of 14 plus, <i>i.e.</i>, the end of the elementary stage.</p> <p>(ii) Adequate provision should be made to diversify courses at the secondary level courses in the vocational fields should be so designed as to be terminal in character. Provision should be made for adjustment courses through which such students may proceed for higher studies as show aptitude and inclination and are found to be capable. Such courses could be provided through part-time and correspondence courses to be taken by them after they have joined the vocations for which they are trained.</p> <p>(iii) The expansion of vocational and diversified courses at the secondary stage should be undertaken in accordance with placement opportunities and aptitude of students.</p>	15	<p>As suggested by the Board, action is being taken to establish Junior Agricultural Schools in the Fourth Plan. In regard to other streams, action will be taken in consultation with the National Council of Educational Research and Training. The extent to which facilities for diversified courses could be expanded will depend on resources available in the Fourth Plan.</p>

- (iv) The Board stressed the need for organising vocational guidance and counselling services in the schools in order that students voluntarily take up the various diversified courses.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
16	The Board recommended that the target to be achieved by the end of the 4th Plan should be to provide General Science including Mathematics in all secondary schools and Elective Science in as many as possible with the ultimate object of providing Elective Science as well in all secondary schools. To achieve this objective, it recommended adequate funds being provided in the 4th Plan to supply to the schools the required equipment and qualified teachers of science.	16 & 17	A scheme for introducing General Science at the elementary and secondary stage is under preparation. Similarly efforts will be made in the Fourth Plan to encourage the teaching of elective science in all secondary schools. Sufficient funds are being provided in the Fourth Plan for the promotion of science teaching at the secondary stage.
17	The Board further recommended that teachers of science who acquire higher qualification through condensed or other special courses should get a suitable increase in their salary scale and that an appropriate machinery should be evolved to ensure the follow up of the special training given to science teachers.		

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
18	(i) The Board was of the view, that the contemplated diversification of courses at the secondary stage in the	18	The recommendations made by C. A. B. E. pertaining to University Education were considered by the University

Fourth Plan would have an impact on the University and College numbers only in the Fifth and subsequent Plans. In so far as provision for additional numbers for the Fourth Plan is concerned, the present upward trend would continue and therefore steps would have to be taken to provide facilities not only for the additional numbers but also better facilities for improvement of academic standards.

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

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

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

(v) The Board was of the view that the ultimate teacher-pupil ratio in higher education should be substantially improved both for Humanities and Science but in view of

Grants Commission at their meeting held on 5th May 1965. The Commission noted the recommendations and further suggested that a reference be made in the University Grants Commission annual report of the important recommendations of the C. A. B. E. pertaining to higher Education, such as the recommendation regarding (i) extension of the provision for evening/morning colleges and correspondence courses for degrees to a number of centres in the country, (ii) improvement in the teacher-pupil ratio in higher education, (iii) extending the scope and increasing the finances for the University Grants Commission and (iv) establishment of more centres of advanced study. As regards the recommendation at Item 9(ix) regarding acceleration of the existing scheme and the undertaking of a bigger project in the Fourth Five Year Plan, the first part of the recommendation is noted. In respect of the latter part it may be stated that an allocation of Rs. 50 lakhs has been proposed for the outlay in the Fourth Five Year Plan for operation of the schemes for low priced production of textbooks and other standard works.

the Financial limitations and non-availability of suitable staff financial provisions should be made for a teacher-pupil ratio of 1: 15 during the IV Plan for both additional and existing numbers. The Board also emphasized that real improvement would result only when the quality of the teachers also improves.

(vi) The Board expressed the view that the per capita recurring cost of Rs. 750 per annum proposed in the perspective plan for the disciplines in Arts, Science and Commerce and of Rs. 2,100 for capital expenditure was on the low side and suggested that further studies should be undertaken to work out these costs for each of the branches along with a comparative picture for other sectors of higher education so that the cost particularly for science education compared favourably within the cost for professional education. A separate cost pattern should be worked out for post-graduate and research studies.

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

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

(ix) The Board recommended that execution of the scheme of production of low

cost editions of text books should be accelerated and a bigger project should be undertaken in the Fourth Plan for various subjects including Medical and Agricultural sciences.

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

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

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

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

(xiv) The Board noted the Report of the University Grants Commission on Rural Institutes and the recommendations of the last meeting of the National Council on Rural Education in regard to the scope and standard of education imparted

in them. The Board recommended that immediate action be taken on the recommendations made by the University Grants Commission and the National Council.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
19	The Board accepted the seven point programme indicated in the 'Concept of Social Education', as the basis for future planning of the programmes of social education. To suit local conditions and requirements, other activities which are of educational value for adults should be added to the list of activities mentioned therein.	19&20	Both these recommendations were forwarded to the State Governments and Union Territories for taking necessary action in the matter. The Working Group on General Education for IV Five Year Plan has also made similar recommendation to the effect that all the financial provision for Social Education in the IV Plan should be made in the Education budgets of the Ministry of Education and the Departments of Education of State Governments and Union Territories. The decision lies with the Planning Commission.
20	The Board was further of the opinion that the responsibility of Social Education should be solely that the Union Ministry of Education and the Departments of Education of State Governments and Union Territories, although other Departments of Government might act as agencies under their technical and administrative control. The Panchayat Raj institutions should also be associated with the implementation of the programme at the field level.		

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
21	The Board observed that lack of adequate personnel and funds, and the diversion of substantial portion of	21, 22 & 24	These Recommendations were forwarded to all the State Governments for taking action on them.

the funds provided for Social Education to other purposes had been the main causes of the slow progress of eradication of illiteracy.

- 22 The Board Recommended that the standard to be attained must be 'functional literacy'. There should also be adequate provision for continuing education through Adult Schools and evening classes.

PRESENT POSITION

- 23 The Board further recommend that production of suitable literature for neo-literates and the new reading public should be taken up on a large scale. It was desirable to encourage all those people who could make adequate contribution to the production of this type of literature. A well planned Library Service reaching the rural areas was essential to prevent relapse into illiteracy. A comprehensive built-in follow-up service should be a part of the literacy and Social Education programme.
- 23 The present position on the production of suitable literature for neo-literates and new reading public is that the Ministry of Education holds two prize schemes *viz.* (1) Prize Competitions for production of books for neo-literates every year, and (2) UNESCO Competition for production of books for the new reading public every two years. Both these competitions are meant to encourage the production of suitable literature for neo-literates and the new reading public.
- 24 The Board strongly felt that a determined effort was required to liquidate illiteracy within the shortest possible time.
- 25 Active association of voluntary and non-Governmental agencies should be welcomed in the task and they should be financially supported.
- 26 The Board also recommended that a Central Body should be established for the purpose of proper planning and implementation of Social Education with Literacy programme as its core activity.

Under the Prize Competition for books for neo-literates about 40 prizes of Rs. 500 each are awarded to the authors of prize-winning books/manuscripts, every year. In addition, the best 4 or 5 books/manuscripts out of the prize-winning books/manuscripts in every Competition were awarded additional prizes of Rs. 500 each upto the 8th Competition held in 1961. Apart from awarding cash prizes to authors the Ministry also purchase 1,500 printed copies of all prize winning books/manuscripts for free distribution in Community Development Blocks and rural areas through the state Governments. The Ministry also undertakes to purchase 1,500 printed copies of approved translations into all Indian languages of all additional prize-winning books/manuscripts.

Similarly, under the UNESCO Competition for book for new reading public encouragement to production of literature of this type is given through the award of cash prizes to authors of prize-winning books and purchase of 1,500 copies each of prize-winning books. The cash prizes to authors under the UNESCO Competitions are provided by UNESCO while the purchase of books is done through the funds provided by the Ministry.

Under the prize Scheme for books for neo-literates, ten competitions have been held so far beginning from 1954. In these competitions, a total of 5,562 books/manuscripts were received out of which a total of 379 books/manuscripts were selected for prizes. The 11th Competition is in progress. Under the UNESCO Competition Scheme three competitions have been held so far in 1959,

1961, and 1963 respectively in which a total of 174 entries were received. Six prizes of Rs. 2,280 each, seven prizes of Rs. 1,900 each and seven prizes of Rs. 1,000 each were awarded to the authors in these competitions. Seventeen prizes of Rs. 1,100 each are proposed to be awarded to authors of prize winning books under the 4th Competition which is in progress at present.

Apart from the two above-mentioned Schemes, run by the Ministry of Education, another scheme on the Prize Competitions for the production of Basic literature is conducted by the Ministry of Community Development and Cooperation whose purpose is also the encouragement of suitable literature for the neo-literates and new reading public. Till recently, this Scheme (then known as the Prize Competition Scheme for production of Basic and Cultural literature) was operated by this Ministry on behalf of the Ministry of Community Development & Cooperation which provided funds for the Scheme. Under this Scheme three Competitions have been held so far in which a total of 628 entries were received and a total 36 prizes of Rs. 1,000 each have been awarded. The fourth competition already announced by the Ministry of Community Development and Cooperation is in progress at present.

COMMENTS

In order to implement the recommendation of the C.A.B.E. in this regard, *i.e.* to expand the literature Programme in a big way will be taken up when additional funds are allocated. No additional funds have been provided for this programme in

the advance action Schemes on Social Education. Accordingly, it is proposed to maintain this programme at its present level until additional funds and staff are made available for its expansion,

25 A similar recommendation was made in the previous meeting of the Board which was brought to the notice of the State Governments. However, the Ministry of Education on its part is assisting deserving voluntary educational organisations in the field of social education.

26 It has been decided that there is no necessity for establishing another Central body for the purpose of proper planning and implementation of Social Education as the advice of C. A. B. E. and its Standing Committee on Social Education can be fully utilised.

Item No. 12 **Integrated Programme of Physical Education.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
27	The Board generally approved the Report on the Integrated Programmes of Physical Education and suggested that the details of arrangements for implementing the recommendations contained in the Report be taken by Central Government in consultation with the State Governments from the academic session 1965-66 by providing adequate funds.	27&28	As recommended by the Central Advisory Board of Education, administrative and other related problems pertaining to the Implementation of the Integrated programmes since re-named "National Programme for Physical Education" have been discussed in detail with the representatives of the State at two meetings of the State Education Secretaries and Directors of Public Instruction held on the 27th February and 8th April, 1965. In the light of the discussions held with the States Representatives, it has been decided to cover all the Middle, High and Higher Secondary School under the new Programme by the end of the Fourth Plan
28	The Board recommended that the Government of India should establish at least two more Institutes of Integrated Physical Education of all-India status in order to enable trainees from all parts of the country to benefit from good		

Instruction in physical Education.

Period through a phased programme. It has further been decided that during the academic year 1965-66 all High and Higher Secondary Schools numbering about 22,000 will be covered under the N.P.E. with the help of 25,000 Physical Education Teachers & N.D.S. Instructors who are already in the field. During the Fourth Plan Period in addition to covering the 11,000 new High & Higher Secondary Schools which are expected to come up, over 60,000 Middle Schools are also proposed to be covered under the N.P.E. The States Representatives at their Second meeting held on the 3th April, 1965, have recommended that keeping in view the existing shortage of trained teachers for the N.P.E., besides the existing two Central Training Institutes one more Central Training Institute, preferably in the South, should be set up. This is receiving attention.

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

29 The National Physical Efficiency Drive was conducted all over the country in November, 1964. On the basis of the information received from the States about 4,900 Testing Centres were set up all over the country in connection with the 1964-65 Drive and about 10 lakh persons participated in the Drive. Due to certain handicaps the target of 20 lakhs participants fixed for 1964-65 Drive could not be achieved. This target is however, expected to be reached in the 1965-66 Drive.

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

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

(b) To consider the inclusion of Health Education in the curriculum at primary and secondary school stages.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
30	The Board drew attention to the capacity of school children and the list of subjects which had already been included in the school curriculum. It emphasised that the scheme of Basic and Post-Basic Education, which had adequate provision for work activities, including agriculture and health education, should be implemented more fully. It also recommended that suitable books and other literature on the subject of Agriculture and Health Education should be prepared and made available to the schools, teachers and children.	30	The recommendation concerned the Ministry of Food and Agriculture (I.C.A.R.) and the Ministry of Health (Dte. General of Health Services) to whom it was forwarded for action. Their replies are awaited.

Item No. 14 Corrupt practices in educational institutions.

(a) Corrupt practices in the educational world.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
31(a)	The Board recommended that the corrupt practices adopted by unprincipled and avaricious men connected with educational institutions should be eradicated and all State Governments should take necessary steps in this direction.	31	A draft model bill is under preparation for regularising the activities of unauthorised institutions in consultation with the Ministry of Law.

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

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

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

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

(b) The recommendation was the concern of the National Council for Educational Research and Training to whom it was sent for taking necessary action. Their comments are as under :

“The Central Advisory Board of Education has rightly recommended that ‘the standard of teaching should be improved and examination system reformed so that the school children do not find it necessary to take recourse to short-cuts, guides and notes. The problem is an outcome of our certain educational practices, viz., faulty evaluation and ineffective teaching. It can be remedied by effecting improvement in the existing practices. It is

felt that instead of banning the guide books, it would be wiser to go at root of the cause and remedy the system of examinations by overhualing it.

2. The examination system as it stands today aims at testing and measuring the mastery of facts on the part of pupils and not the real understanding of the subject. It is necessary that the examination system is able to test the ability of creative and critical thinking and logical reasoning, the understanding of principles underlying the subject content and their application. When the system is changed as indicated above it would be difficult for a pupil to get through the examination by sheer dint of his power of cramming the notes without understanding the contents. This will then lead pupils to look for answer to a question scattered in ten different pages of a good book rather than mug up a mechanical answer to a question contained in half a page of a guide book or notes specially prepared for cramming.

3. With a view to improving the examination system, D.E.P.S.E. had organised a national conference of educationists and administrators connected with the work of paper setting examinership, moderation and conducting of examination upto Higher Secondary level. In this conference effective steps were suggested to improve question papers and other aspects of examination system in such a manner that the students would not receive benefit by depending on notes, guides and other short-cut techniques but would switch over to reading of the

text-books and related instructional material in original in order to become successful in improved system of examinations. For this purpose D.E.P.S.E. has developed intensive programme for the improvement of Board examinations and also internal assessment in schools. The results achieved so far are satisfactory.

4. For improving the standards of teaching, the Directorate of extension Programmes for Secondary Education has been working for the last 10 years through a net work of extension Services Departments located in Secondary Training Colleges through in service education and Extension Service work for Secondary Teachers. They also render library service, audio-visual services. The Council has also undertaken the work of providing better type of text-books and supplementary readers.

5. In order to equip secondary school teachers with content knowledge of the subjects that they teach in secondary schools, the Directorate of Extension Programmes for Secondary Education has assumed responsibility for organising five content courses for teachers of Central Schools started by the Government of India during 1965-66.

6. Other courses organised by D.E.P.S.E. are orientation courses for teachers which are intended to improve the subject matter competency as well as methods of teaching of secondary school teachers.

7. The Council has also established four Regional Colleges of Education for preparation and training of teachers

of science and other streams of multipurpose schools. Special emphasis is also being given to undertake research studies in curriculum, wastage and stagnation, language competency and teaching of science. Efforts are being made to study the requirements of scientific equipment and to make available prototypes for manufacture of scientific equipment".

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
32	The Board took note of the comments received from the Ministry of Community Development, Co-operation and Panchayat Raj, and observed that there were many problems involved in the transfer and that the various States were still experimenting with it. It recommended that the matter should be examined further in the light of experience.	32	The recommendation mainly concerned the State Governments to whom it was sent for implementation. Most of the States have already enacted suitable laws for the transfer of administration of Panchayat etc. The Governments of J.& K., Mysore, Nagaland, and Punjab have either not favoured the recommendation or are still considering the matter. The final replies are awaited. States of Madhya Pradesh, Orissa and Rajasthan have taken steps to evaluate the effects of the transfer of administration. The reports of M.P. & Orissa are awaited. The progress report of the Rajasthan Government has been received. The Committee has pointed out that there have been advantages as well as disadvantages and recommended that the experiment of the administration of primary schools by Panchayat Raj Institutions should be continued with suitable modifications.

A questionnaire has been drawn up in the Ministry of Education to consider the question of disciplinary action taken

by the Panchayat Raj Institutions, in consultation with the Ministry of Community Development and Cooperation and sent to the State Governments for completion. Their replies are awaited.

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

33 This has been forwarded to the State Governments and their replies are awaited. The Government of Andhra Pradesh issued instructions to effect transfer of teachers in June each year, if at all necessary, on valid grounds and since executive instructions are there, they do not feel the necessity of having statutory rules in the matter.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
34	The Board strongly emphasised that any substantial improvement in the standard of education could be achieved only when the question of improvement of emoluments and social security of teachers was adequately resolved. Accordingly, it recommended as follows :	34	The recommendations were forwarded to the State Governments and their comments are still awaited.
	(i) top-priority should be given in the Fourth Plan to the improvement of salary scales and social security of school teachers and that with the improvement in salary-scales due emphasis should be laid on the qualifications of the teachers		
	(ii) there should be parity in the salary scales and allowances given to Government and aided school teachers, and		

the method of recruitment as well as other conditions of service of the aided school teachers should be similar to those of the Government school teachers.

Item No. 17 Setting up of an Educational Development Corporation

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
35	The Board recommended that the provident fund money of the teachers should be so invested as to secure better interest/return to them.	35&36	The recommendation has been forwarded to the State Governments and Union Territories. So far replies from West Bengal, Kerala and Tripura have been received.
36	As regards the establishment of an educational Development Corporation, it recommended that the Central Government should study the matter further in consultation with the State Governments.		West Bengal and Kerala are not in favour of the recommendation. Tripura is of the view that such a corporation is necessary. Replies from other States are awaited.
			The recommendations have also been noted by U.G.C.

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

<i>Para Nos.</i>	<i>Recommendation</i>	<i>Para Nos.</i>	<i>Action Taken</i>
37	The Board recommended that the pledge suggested by the Emotional Integration Committee, slightly amended as under, should be taken by all students and teachers at the beginning of each working day. This practice, it was suggested, should be adopted in all institutions latest by 26th January, 1965.	37-38	The recommendation was forwarded to the State Govts. for implementation. The Govts. of Andhra Pradesh, Assam, Gujarat, M.P., Madras, Maharashtra, Punjab, Rajasthan, U.P. and Nagaland and Delhi Admn. have implemented the recommendation. The Govt. of Mysore has stated that it would be difficult to take the pledge every day. Even if practicable it will be a meaningless, routine and the solemnity attached to such a pledge may be lost. They have, however, issued necessary instructions that the pledge may be taken on the first day of
	FORM OF PLEDGE		
	“India is my country, all Indians are my brothers and sisters.		
	I love my country, and I am proud of its rich and varied		

heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat every one with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness".

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

each term. Replies from other States are awaited.

Item No. 19 **Scheme of Vijnan Mandirs**

<i>Para Nos.</i>	<i>Recommendation</i>	<i>Para Nos.</i>	<i>Action Taken</i>
39	The Board felt that the scheme of Vijnan Mandirs was a useful one and should be continued. It should also be regarded as an educational scheme and implemented under the general guidance of the Ministry of Education at the Centre. For this purpose the administration of the scheme in the states should be uniformly under the State Education Departments. The Board further recommended as follows:	39	(1) (5) & (7) : These are under consideration in consultation with the Ministry of Finance. (2) (3) (4) (6) (8) & (10) : These have been accepted.
	(1) During the Fourth Plan period, also, the scheme of Vijnan Mandirs should be on 100% Centrally sponsored basis as in the case of existing Vijnan Mandirs under the Third Plan period. Lands and buildings for the Vijnan Mandirs should, however, be assured by the State Govts. as hitherto.		
	(2) Vijnan Mandirs should be established not in isolation but along with established institutions like Secondary Schools, extension		

department of training colleges and community centres so that maximum use of the facilities may be available to the rural people.

- (3) State Govts. should endeavour to achieve the target of at least one Vijnan Mandir per district during the Fourth Plan.
- (4) As the number of Vijnan Mandirs in each State increases, State Govts. should take steps to have a Coordinating Committee at the State level to guide and supervise the function of Vijnan Mandirs in the State. These Co-ordinating Committees should work in close collaboration with and guidance from the Central Coordinating Committee which should be established by the Government of India.
- (5) There should be no rigidity about the pattern of the functions of the Vijnan Mandirs and State Govts. should have free scope for initiative in developing their Vijnan Mandirs according to the requirements in their respective areas.
- (6) The Vijnan Mandirs should also serve the purpose of Science education for school students and adults alike but they should not be regarded as substitute for school laboratories.

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

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
42	The Board recommended that in all Master Plans for town development adequate provisions should be made for educational institutions and allied buildings and campus and that suitable layouts for schools of all types should be evolved keeping in mind the requirements of future expansion.	42 & 43	So far replies from the Governments of Andhra Pradesh, Delhi and Maharashtra have been received, which are reproduced below.
			ANDHRA PRADESH
			The matter is under consideration of the Government.
			DELHI
43	The Board recommended that the Central and State Governments should review, and if necessary revise, the standards, plans and specifications of construction of educational buildings so that progress of education is not hampered for want of building materials like cement or of funds required, where local materials and less costly buildings might serve more or less the same purpose. The Board also suggested that, if necessary, a special working group may be set up to examine this issue in detail.		The Delhi development authority and Municipal Corporation of Delhi have already been requested to make provision for Higher Secondary School sites in the new developing colonies in Delhi according to the space standards prescribed in the Master Plan of Delhi.
			New designs for buildings covering the full requirements of Higher Secondary Schools suiting the various sizes of plots available for construction have been evolved by the Sr. Architect (Delhi Administration), CPWD, New Delhi. These are being adopted for the new construction work.
			MAHARASHTRA
			For primary schools of an average size of 400-500 pupils or less : 1 acre (congested area), 2 acres (in intermediate area) and 3 acres (in other areas) of this, half acre will be the building site and the remaining will be exclusively used as a playground.

For High Schools an average size of 750 to 10,000 pupils or less:

- 2 acres (congested areas),
- 3 acres (intermediate areas)
- 5 acres (other areas).

Of the above average an area of about $3\frac{1}{4}$ to 1 acre will be the area of the site for school building proper and the remaining will be exclusively used as playground. Where a playground for outdoor games such as cricket, hockey football etc. is to be provided the minimum area of such a playground should be about 8 to 10 acres.

The recommendations have also been noted by the U.G.C.

Item No. 23 **Development of sports and Physical Education.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
44	The Board recommended that a survey of playgrounds be taken up and completed at an early date and that steps be taken to prevent building activity on existing open spaces suitable for playgrounds.	44	It is proposed to carry out a survey of the existing playgrounds in educational institutions and outside, as early as possible in order to extend financial assistance in the Fourth Five Year Plan for the acquisition of play-fields for educational institutions etc. throughout the country. Education Minister has recently written to the Chief Ministers of all State Governments suggesting them the enactment of legislation on the basis of Madras Legislation in order to prevent encroachment on playgrounds, parks and open spaces.
45	The Board recommended that the Government should take steps to ensure a high standard of sport and sportsmanship in the country. For this purpose, the State Government should provide adequate finances in the Fourth Plan, and create a full time	45	The recommendation has been noted for future guidance. The Ministry of Education has proposed adequate provision in the Fourth Plan for the improvement of sports and games in the country. The State Govts. are also expected to provide adequate finances

post of Deputy Director to be in-charge of Physical Education.

towards the same end Regarding the appointment of full time Deputy Director (P. E.), it is understood that some of the State Governments have got the posts of the Deputy Director (P. E.).

The recommendations of the Central Advisory Board of Education regarding creation of a full-time post of Deputy Director to be in-charge of Physical Education at the State level has been endorsed by the State Education Secretaries and Directors of Public Instructions at their Meeting held on 8-4-65, to discuss matters pertaining to implementation of the National Programme for Physical Education.

46 The Board suggested that the need for physical education for the community at large, that is, outside the student body, should also be met.

46 The recommendation has been noted for future guidance.

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

47 The recommendation has been noted for future guidance. H.H. the Maharaja of Patiala, President of All India Council of Sports recently visited Andhra Pradesh for the purpose. The Government of India accept the recommendation and will do the needful. A model constitution has already been prepared for the State Sports Councils and circulated to the State Governments for adoption.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
48	In order to improve the moral calibre of students in the country by inculcating in	48	Action, as suggested in the recommendation, has already been taken.

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

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

49 Same as under item No. 9 above.

Item No. 25 **Administrative Problems in the implementation of Educational Programmes.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
50	The Board recommended that the Education Commission should study the administrative aspects of educational policies and programmes in order to ensure efficiency and expeditious implementation of Plans and Programmes.	50	The recommendation has been forwarded to the Education Commission.
51	In this connection the voluntary organisations, who had an important role to play, should be allowed the same scope of useful work in the implementation of educational programmes as had been the case in the Western Countries. The question of proper publicity of educational policies and activities should also be considered.		

Item No. 26 Students securing top places

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
52	The Board recommended that students securing top places in the examinations conducted by Universities and Boards of Education should be assisted by means of adequate scholarships, to further prosecute their studies under any other Board or University. This would help mobility of students.	52	2650 candidates are given awards each year during the Third Five Year Plan on the results of School-Leaving, Intermediate and B.A. stages of education. The selection of candidates for the award of the scholarships is made in the order of merit from the merit lists received from the examining bodies against the quota of scholarships allocated to the examinations. There is another scholarships scheme viz., National Loan Scholarships Scheme under which more than 20,000 loan scholarships are given each year. It will be thus seen that the Ministry of Education already award a large number of scholarships to the meritorious students. It is also proposed to increase the number of scholarships substantially during the Fourth Five Year Plan. The recommendation has also been noted by University Grants Commission.

Item No. 27 Expenditure on Education

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
53	The Board recommended that each State should spend at least 20% of its revenue expenditure on education and earmark funds for improving scales of pay and the provision of social security of school teachers and that the Central Government should give liberal assistance to States for this purpose.	53 & 54	The recommendations have been forwarded to State Governments and are being followed up with them. The Central Government is already giving liberal grants-in-aid to the States for various Central & Centrally sponsored schemes. Central assistance is also extended for several centrally aided schemes as well.

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

The recommendation has also been noted by the U.G.C.

Item No. 28 **Teachers Constituencies**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
55	The Board recommended that special teacher constituencies for elections to legislatures should be abolished.	55	The recommendation was examined in the Ministry of Law. That Ministry has agreed to the abolition of the constituencies and have submitted a note for the Cabinet. No decision has yet been taken.

P A R T II

ACTION TAKEN BY THE STATE GOVERNMENTS AND UNION TERRITORIES

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
4	The Board accepted the recommendations of the Bhaktavatsalam Committee regarding mobilisation of public cooperation to promote the education of girls and emphasised the need for their implementation.	4	There must be increased facilities for Pre-Primary training course for women.
5	The Board recommended that special measures (such as those mentioned below) to encourage girls' education should be included in the centrally sponsored sector of the Fourth Plan, with 100% Government of India assistance : <ul style="list-style-type: none"> (i) Construction of Teachers' quarters (ii) Rural allowance for teachers (iii) Provision of school mothers (iv) Construction of sanitary blocks in schools (v) Hostels (vi) Creches (vii) School meals; and (viii) School uniform. 	5	Expansion of training facilities for women must be a centrally sponsored scheme for at least next two plan periods with provision of higher rates of stipends.
6	The Board recommended that advance action proposals already under examination should be finalised early and necessary financial assistance be given to the State for programmes which would promote the preparation of women teachers.	6	As many women as possible may have to be appointed as inspectors at Primary level.

ASSAM

- 4 Most of the measures
& commended by the Board
5 encourage girls education
6 Primary stage have been
provided for in the proposed
Fourth Five Year Plan of the
State.
- 6 Teachers Training facilities
are being expanded
during the current year under
advance action programme.

GUJARAT

- 4 The promotion of educa-
to tion of girls has been given
6 top-priority in the State Fourth
Plan of Education. The
scheme like payment of schol-
arships to women teachers
for undertaking teacher
training, construction of
Girls' Hostel and grants to
non-Government Colleges for
construction of girls' hostel
etc. has been included in the
plan with an outlay of Rs
147.00 lakhs. However
this programme does not
include, some of the schemes
recommended by the Board
such as school meals, uni-
forms and rural allowance
for teachers etc. for want of
sufficient financial resources.

MYSORE

- 4 The State Government
to agrees with the recommenda-
6 tions that the incentive
Schemes should be a cen-
trally sponsored scheme in
the Fourth Plan.

ANDAMAN & NICOBAR ISLANDS

- 4 The working group set
to up by this Administration for
6 formulation of proposals re-
lating to the sector "Education,
including Technical Educa-
tion" for inclusion in the

Draft Fourth Five Year Plan of these Islands and submitted its recommendations which are under examination of the administration. The recommendations made by the working group in this regard are more or less on the lines suggested by the 31st Session of the Central Advisory Board.

DADRA AND NAGAR HAVELI

4 (a) The proposals for the
to fourth five year Plan are
6 prepared taking into consi-
deration the backwardness
of this area.

(b) Suitable steps are being taken on the items shown in the recommendations.

DELHI

4 Special steps taken in Delhi
to so far for enrolment of girls
6 in the age group 6 to 11
years are concerned, are given
below :

(a) Free School uniforms are distributed to about 10,000 poor and needy children every year.

(b) Milk is distributed free among all the children in Primary classes and in selected localities. Snacks in the form of biscuits, khajurs and bananas are also supplied.

(c) Text-books are distributed free to all children of classes II to V. In all about 1.25 lakh children are being benefitted by this scheme.

(d) More separate girls' schools are being opened.

In addition to intensify the above efforts it will be desirable to man all primary schools by lady teachers and establishment of separate boys' and girls' school be avoided. Secondly, shortening of school hours for children of classes I & II would also increase enrolment in primary classes without materially affecting the quality of education.

HIMACHAL PRADESH

- 4 The recommendations made
to by the Central Advisory Board
6 of Education in its 31st
Session about the policies
and programmes of the develop-
ment Plans, particularly
the Fourth Plan, will be kept in
view while revising the Fourth
Five Year Plan in respect
of educational developmental
programme of this Pradesh
which has already been fina-
lised by the Working Group
constituted for the purpose.
In the mean time these pro-
posals are also being examin-
ed.

LACCADIVES

- 4 Necessary action has
already been taken on the
recommendations of the
Bhaktavatsalam Committee.
- 5 We have been making
sustained efforts for the ex-
pansion of girls' education in
2nd and 3rd plans with great
success. Adequate provision
has been made in our draft
Fourth Plan Proposals also
in this regard. Additional
quarters are proposed to be
constructed during the Fourth
Plan period. Nursery schools
are proposed to be established
in all the Islands. Two sets
of schools uniforms are given

free of cost to all the girls attending the schools and this scheme will be continued during Fourth Plan period also. Midday meals are distributed meeting the entire expenditure by the Administration. A Girls' hostel has been started attached to the High School at Kavaratti. A girls' High School is proposed to be started during the Fourth Plan period. The teachers belonging to mainland recruited for duty in the Islands are paid a special pay of 40% on their basic pay and free quarters.

6 No action is required at this end.

PONDICHERRY

4 to 6 The following are the special programmes for the promotion of girls education of age group 6-11 implemented in the Third Plan period, with remarkable success and Fourth Plan proposals also. A sum of Rs. 7.20 lakhs has been provided in the Fourth Plan in this respect, for the implementation of the following programmes :

- (i) Construction of Women Teachers' quarters : 50 quarters.
- (ii) Provision of special sanitary facilities for girls in Primary/Middle schools : 30 Units.
- (iii) Special allowances for women teachers working in rural areas (where there are no quarters) : for 200 teachers.
- (iv) Merit prizes to girls in Primary schools @ Rs. 5 per annum : for 9000 girls.

- (v) Merit prizes to girls in Middle schools @ Rs. 10 per annum : for 1000 girls.
- (vi) Attendance scholarships to girls in Primary schools @ Rs. 20 per year : for 9000 girls.
- (vii) Attendance scholarships to girls in middle schools @ Rs. 40 per year : for 1000 girls.

Besides, Midday meals are proposed to be provided to 60% of the total enrolment of children, and school uniforms are also to be supplied, in the Fourth Plan. There is also another proposal included in the Fourth Plan for the free supply of books and slates to poor children.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
7	The Board emphasised that the future programme of expansion at the elementary stage was mostly expansion of education among girls and in the backward areas. It recommended that every State and Territory should move towards the ultimate objective of making elementary Education universal, free and compulsory and that special attention should be paid to backward sectors and areas. In this connection, the Board recommended that every educationally backward State should make special efforts with adequate and liberal Central aid to reach to national average of enrolment while other	7 & 8	The measures suggested are already in vogue.
			ASSAM
		7	This has been taken note of in the drafting of the Fourth Five Year Plan.
			GUJARAT
		7 & 8	The scheme relating to the expansion of elementary education in the draft Fourth Plan have been formulated with a view ultimately to achieving the target of free and compulsory education for all children upto the age of 14 years. As regards the legislation for compulsion at the Primary stage it may be stated that in this State the Compulsory Education Act has already been enforced.

States should be enabled to progress as much as possible towards the ultimate objective.

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

MYSORE

7 & 8 The recommendation does not apply to this State as Compulsory Primary Education is already in force.

ANDAMAN & NICOBAR ISLANDS

Same as under item No. 3

DADRA & NAGAR HAVELI

7 & 8 (a) The proposals for the Fourth Five Year Plan are prepared taking into consideration of the backwardness.

(b) Suitable steps are being taken on the items shown in the recommendations.

DELHI

7 & 8 The Union Territory of Delhi has already made considerable progress in making Elementary Education universal, free and compulsory. The Delhi Municipal Corporation which is mostly controlling Elementary Education have already introduced compulsory Primary Education Act and have appointed a whole-time Special Officer for compulsory Education with full complement of the staff *viz.* Attendance Officers etc. to enforce the Act. The New Delhi Municipal Committee and Cantonment Board which are responsible for Primary Education in their respective areas have also made necessary arrangements for implementation of the compulsory Primary Education Act.

LACCADIVES

- 7 This Union Territory is entirely inhabited by Muslims who are declared as Scheduled Tribes. They are educationally backward. Though compulsory primary education is yet to be enforced in this Union Territory we have been able to bring a large number of the children within the age group of 6-11 and 11-14 years into the schools. The enrolment within the age group of 6-11 years during 1964-65 was 91.5% as against 70.5% during 1961-62. Education is free at all stages in this Union Territory.
- 8 Compulsory primary education is not yet enforced in this Union Territory.

PONDICHERRY

- 7 During the Fourth Plan it is envisaged to bring 100% of the children of age group 6-11 and 50% of age-group 11-14 under instruction. In this regard it is proposed to open 400 classes/new single teacher schools and 138 middle school classes (25 new middle schools and 63 Additional classes) at an estimated total cost of Rs. 70.87 lakhs.

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

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

- (i) Better paid, better qualified and better

ANDHRA PRADESH

9 10 & 11 The State Government agrees to the suggestions. At the same time employment of only matriculate-trained teachers will be the ultimate aim. The teacher pupil ratio may be 1:25 and the teachers may be employed on the basis of attendance instead of enrolment.

trained teachers, (training including initial as well as in-service training)

- (ii) Suitable textbook and other reading material
- (iii) Suitable building equipment and teaching aides
- (iv) Improvement in teacher-pupil ratio
- (v) Provision of improved syllabi
- (vi) Development of schools health programme
- (vii) More effective inspection; and
- (viii) Full development of State Institutes of Education and expansion of Extension Service Centres.

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

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

A trained graduate may be provided in every elementary school having 7 classes.

Facilities for in-service training for all the teachers in Primary School should be provided at each District Headquarters.

Provision for mid-day meals must be extended to all the students.

The scales of pay of teachers should be raised equal to that obtaining in the Government of Assam.

ASSAM

9 (i) The State Government has revised the pay scales of teachers including Primary teachers of both Government and non-Government Schools. The following are the pay scales including allowances :

Non-Matriculate	Rs.85—135
Untrained	Plus Rs. 10/- Allce.

Trained Non-	Rs. 110—165
Matriculate. &	plus Rs. 10 Allce.

Matriculate un-	Rs. 165—200
trained with	plus Rs. 10.
Selection grade	Allce.
for 10% of the	
cadre.	

Matriuclate	Rs. 125—200
Trained and	Plus Rs. 10/-
Normal pass	Allce.
Teachers	

In addition the Head Pandit gets a charge allowance varying from Rs. 5/- to Rs. 10/- according to the size of the school.

Provision has been made in the Fourth Plan for riasing the duration of the training from 1 to 2 years and for expansion of training facilities including inservice training.

(ii) The State Government has established a semi-autonomous body for text book production. This Board has taken up a modest scheme of text book research and has prepared a graded vocabulary in Assamese for language primers. It has already published a series of improved text books in Arithmetic and General Science, Text Books in History and Geography are under preparation.

(iii) Subject to limitation of funds work has been taken up for this purpose every year.

(iv) The existing teacher pupil ratio is 1:43. It is likely to improve further during the Fourth Plan period as additional teacher will be appointed.

(v) The number of supervising officers has been progressively increased and the physical target at the end of the Fourth Plan is to have at least one supervisor for every 60 schools

(vi) The State Institute of Education has been established with a nuclear staff. It is being expanded. The extension service and in-service training will be two of its important functions.

10 200 model schools are proposed in the 4th Plan and the suggestions made will be taken into consideration in establishing and maintaining them.

11 The State Government has accepted this in principle but in the backward areas and for girls' schools a deviation may be necessary for sometime.

GUJARAT

9 to 11 It is true that the present working of Elementary schools in general is not upto the mark and it need to be improved. As regards the various measures

recommended by the Board, it may be stated that the salaries of teachers have been recently revised and, therefore, further revision of pay scales has not been contemplated in the Fourth Plan. The question regarding the Syllabus, etc. is under consideration of the State Government. The provision for school buildings has been proposed in the Fourth Plan. The Board has recommended that minimum qualification for recruitment of Primary School Teachers should be matriculation or equivalent qualification. In this State persons who are matriculates, are preferred for recruitment as primary teachers as persons with S.S.C.E. qualifications are available to a large extent. It has not however been possible to stop altogether recruitment of teachers with lower qualifications such as per cent teachers with matriculation qualifications are not available. The quality improvement in teaching mainly depends on :

- (i) Sufficient number of trained teachers;
- (ii) Sufficient space and building,
- (iii) Educational equipments.

MYSORE

9 to 11 The Government accept the recommendations regarding higher pay for teachers, better text books etc. The implementation will depend on availability of funds.

DELHI

9 to 11 The observations made do not presumably apply to the Elementary Schools of Union Territory of Delhi. The qualitative standards of these schools are fairly satisfactory. The teachers are better paid, fully

qualified and adequately trained. Refresher courses are also held for them from time to time. Text-books are prescribed by a Text Book Committee of experts. Buildings, equipment and teaching aids are provided. Health and sanitary arrangements are made. The schools are placed under Zonal Officers on areawise basis and effective inspections are carried. Extension Service Centres have been attached to the Teachers Training Institutes.

Efforts are made to bring about general improvement of standards as are recommended by the Central Advisory Board of Education.

The Government has already laid down Matric and Junior Basic Training (or equivalent qualifications) as the minimum qualification for teachers of Primary Schools.

LACCADIVES

- 9 It can not be said that, so far as this Union Territory is concerned, the elementary schools are maintaining a sub-standard level in their qualitative standards. Being a small Union Territory with its limited number of schools, we have been striving hard to maintain a comparatively good standard so far as qualitative standards are concerned. Our schools do not maintain an unwieldy strength of students. Whenever it is found necessary, additional classes are opened and additional teachers are appointed. Teachers are paid better salaries. Consequent on the change over to the basic pattern, the teachers were given reorientation training in the basic pattern of education

In this Union Territory we are following the text books prescribed in the Kerala State.

The schools have been provided with suitable buildings, proper equipment and teaching aids which are required for the modern system of education.

Generally the teacher-pupil ratio of 1 : 30 is being adhered to.

In this Union Territory we are following the syllabi in vogue in the Kerala State.

Necessary action is taken for the development of the school Health Program e.

At present there is only an Assistant Education Officer to carry out the work of inspection. The post of Education Officer has been vacant from September, 1964 onwards and Ministry of Education, Government of India is taking action in this regard.

(viii) There is no State Institute of Education and Extension Service Centre Union in the Territory.

- 10 This Union Territory as a whole is socially economically and educationally backward. It is to be brought on a par with the rest of the country in every field of development. Attention is paid to maintain better standards of all the schools.

Though we agree with this recommendation in principle, in view of its peculiar conditions and environmental needs, we may not be able to implement it immediately in this Union Territory.

But as far as possible only persons with a minimum general education qualification of Matriculation or its equivalent with professional training will be appointed as teachers in primary schools.

PONDICHERRY

- 9 (i) The pay scales and others allowances of the teachers of this territory are the same as those for their counterparts in Madras State. To a maximum possible extent only trained matriculates (or S.S. L.C. or equivalents) are appointed in this State to handle standards I to VIII. Further provisions have been included for the conduct of Seminars, Conferences in-Service training in the teaching of Science etc., in the Fourth Plan.

(ii) Only Standard and suitable Text Books are prescribed in this State, and initial steps are also to be taken up in the Fourth Plan for the publication of some of the text books by this Department.

(iii) This aspect receives adequate attention of this Department. While providing suitable buildings, equipment and teaching aids for the newly proposed schools/classes during the Fourth Plan, a special scheme for providing additional accommodation, teaching aids and equipments to 50% of the existing old schools is also included in the Fourth Plan.

(iv) The teacher-pupil ratio in Primary stage will be maintained at 1 : 40, whereas the same at Middle stage will be 1 : 35 during the Fourth Plan.

(v) The syllabi followed in this territory is the same as that of Madras State and Madras University (except in the French schools).

(vi) Though separate proposals in this respect are not included in this department's plan, provision has been made for ensuring sanitary facilities, playgrounds, etc. in the Fourth Plan.

(vii) Besides the existing Deputy Inspector of schools in this State, it is proposed to appoint more inspecting officers.

(viii) Does not arise.

- 10 4 middle schools and 10 primary schools in the territory are going to be upgraded to the status of Model schools with additional provision of accommodation, equipment, aids, staff etc., during the Fourth Plan period.
- 11 The minimum qualification for the primary school teachers is even at present the matriculation (or equivalent). No relaxation in this respect is allowed.

Item No. 6

Scheme for improvement of quality in all secondary schools so as to bring them to a reasonable norm of efficiency and the special development of Quality schools.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
ANDHRA PRADESH			
12	The Board approved of the following steps for improvement of secondary education :	12	The measures are implemented in this State.
	(i) Improving and strengthening of science teaching through measures like strengthening of science laboratories	10 14	The main problem is the getting of adequate number of trained teachers in Science and Mathematics. This can be achieved in raising the scale of pay and giving good stipends to the trainees <i>i.e.</i> , at least Rs. 100.

- and special training of science teach ;
- (ii) Improvement of school library services;
 - (iii) Improvement and expansion of multi-purpose schools;
 - (iv) Upgrading of high schools to higher secondary pattern;
 - (v) Training and supply of teachers and improvement of their service conditions; and
 - (vi) Development of selected schools (with residential facilities) for talented children.
- 13 The Board recommended the continuance and strengthening of other existing schemes directed to improve the quality of secondary education, *viz.*, Evaluation Units, Bureaux of Educational and Vocational Guidance, science clubs, Science fairs, and Science talented search scheme.
- 14 The Board particularly emphasised the need to strengthen the existing programmes of extension for in-service training of teachers.

This aspect should also be under centrally sponsored schemes.

ASSAM

- 12 (i) Under the crash programme this scheme has already been taken up for implementation and intensified during the Fourth Plan period.

(ii) As in (i) above.

(iii) No final decision as to expansion of the M.P. schools has been taken. The pattern of Higher Secondary Education will be to a large extent determined by the recommendation that the Education Commission may have to make. If it is decided to increase the number of M.P. Schools and to improve existing ones, funds provided under H. S. Schools in the Fourth Plan will be available for the purpose.

(iv) 200 Schools are proposed in the 4th Plan for conversion into or establishment of Higher Secondary Schools.

(v) The State Government has revised the pay scales of secondary school teachers as follows :

	Rs.	
Head- master	350-920	for High Schools & 450-1000 for Higher Secondary Schools.
Teachers with Master's Degrees	300-800	for Higher Secondary Schools.
Graduate Teachers	225-600	for Higher Secondary Schools.
Graduate Teachers	200-500	for High Schools.
Asstt. H.M.	250-700	for High Schools and Grade pay plus Rs. 50 for Higher Secondary Schools.

There is a Selection Grade of Government Schools, Assistant teachers on 500-600.

To increase the output of trained teachers the existing training colleges are being expanded and two new colleges have already been started with Government grants. Three more training colleges are proposed during the Fourth Plan. To ensure an adequate supply of science teachers provision has been made in the Fourth Plan for expansion of Science Education at the collegiate level.

(vi) This is under contemplation.

13 All these schemes have been taken up and are in operation. They will be intensified during the Fourth Plan period.

14 As above.

GUJARAT

12 All these pre-requisites have to be proposed to be provided in the Fourth Plan. The State
14 Institution of Education has been recently set up in the State. The question of effective Inspection of primary schools is being studied by this institution. The provision has also been made for the expansion of activities of the State institute of education of the State in the Fourth Plan. In the draft Fourth Plan adequate provisions have been made for multi-purpose schools and it has been proposed to improve the service conditions of non-Government secondary teachers by raising the rates of their provident fund contribution. Provision has been made for training at least 80% of the untrained teachers during the Fourth Plan. It is also proposed to improve about 100 Secondary Schools by providing them with modern equipment.

MYSORE

12 The steps proposed are ac-
to cepted.

14

DELHI

12 (i) Efforts are being made to obtain larger allocation for strengthening of Science laboratories. In-service training of Science Teachers is arranged according to facilities available.

(ii) There is a proposal to appoint Trained Graduate Teachers with Diploma in library Science to look after the school libraries. The proposal is under consideration with the Government of India.

(iii) A number of suggestions in this connection have already been sent to the Government of India.

(iv) All the High Schools in Delhi were upgraded to the Higher Secondary pattern by 1959-60.

(v) There is a shortage of Trained Science Teachers and department has been recruiting un-trained Science Teacher for some time. A scheme of sending such teachers for training has been instituted with effect from the year 1964-65.

(vi) Two such schools are proposed to be opened during the Fourth Five Year Plan.

13 An Evaluation Unit & Bureau of Educational & Vocational Guidance are being set up. The Science Centre of the Directorate of Education organises Science Fair, Junior Science Talent Search and aid Science Clubs run by the schools.

LACCADIVES

- 12 All the Secondary schools in this Union Territory have been provided with well equipped laboratories. The stock of appliances are supplemented annually. Three teachers were deputed for the in-service training for Science teachers in March, 1965 organised by the State Institute of Education, Kerala State, under the Centrally Sponsored scheme for the qualitative improvement of Secondary education.

The school libraries are having good collection of books. Additions are made every year according to the availability of funds.

There is no multi-purpose school in this union Territory. In consonance with the policy of the Government of India, this Administration has resolved to convert the existing three high schools into higher secondary pattern. The High School at Kavaratti will be converted into Higher Secondary pattern during 1965-66 and the rest during the Fourth Plan period.

- 13 A Science club is functioning attached to the High School, Admini.
- 14 Being a small Union Territory with a small strength of teachers, there is little scope for organising in-service training programmes in this Union Territory. We are sending our teachers to the training course conducted elsewhere, specially in Kerala.

PONDICHERRY

12 (i) Science teaching in Secondary Schools is an integral part of the Secondary School curriculum of the territory. Hence, in order to take teaching of Science more effective and permanent special schemes, for the improvement of Laboratories, buildings, supply of Laboratory equipment and organisation of Science clubs have been included in the Fourth Plan proposals. Besides, it is also proposed to appoint Science Consultants and Assistant Consultants in the Fourth Plan to help the Science teachers and to supervise Science teaching (including practical work etc.) in Secondary schools.

(ii) A scheme has been included in the Fourth Plan

(iii) It is proposed to introduce more diversified courses in the Fourth Plan for the expansion of Multipurpose Schools in this Territory.

(iv) During the Third Plan period one High School at Yanam has been upgraded into a Higher Secondary School according to Andhra pattern. But only a token provision of Rs. 10,000 is made in this respect as the conversion of Secondary Schools into Higher Secondary pattern depends upon the introduction of this system in the Madras State.

(v) A scheme for giving incentive for the better qualified teachers of the Secondary Schools is included in the Fourth Plan schemes. Besides there is also a proposal for conducting Seminar and Conferences for them.

13 The Science Talent Search scheme is already implemented in the Tagore Arts College at P.U.C. This will be extended to Secondary schools in due course. Further provisions have been made in the Fourth Plan for the institution of Science Clubs, and for the appointment of Science Consultants, Assistant Science Consultants and Vocational Guidance officer.

14 Though facilities for giving in-service training for the Secondary School-Teachers are not available in this State, such facilities available in the neighbouring States, and facilities extended by the outside agencies such as UNESCO are fully utilized. Besides, it is also proposed to conduct Seminars and Conferences for the benefit of Secondary School teachers.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
15	The Board recommended as under: (i) The Diversification should start at about the age of 14 plus, <i>i.e.</i> the end of the elementary stage. (ii) Adequate provisions should be made to diversify courses at the secondary level. Courses in the vocational fields should be so designed as to be terminal in character. Provisions should be made for adjustment courses through which such students may		ANDHRA PRADESH
		15	According to the pattern adopted in this state the Elementary stage of education ends by the VII Class (<i>i.e.</i> at 13 plus). Some schools have to be established by joint agreement of concerned Departments <i>viz.</i> Education, Technical Education, Agriculture, Industries and Labour for the purpose of establishing 2 junior technical schools in each block. This should be a Centrally sponsored scheme.

proceed for higher studies as show aptitude and inclination and are found to be capable. Such courses could be provided through part-time and correspondence courses to be taken by them after they have joined the vocations for which they are trained.

- (iii) The expansion of vocational and diversified courses at the secondary stage should be undertaken in accordance with placement opportunities and aptitude of students.
- (iv) The Board stressed the need for organising vocational guidance and counselling services in the schools in order that students voluntarily take up the various diversified courses.

ASSAM

- 15 The principle of diversification of Secondary Education and expansion of vocational and diversified courses has been accepted in principle. Extent, nature and the stage of diversification have to be determined in the light of recommendation of the Education Commission.

GUJARAT

- 15 The question of diversification at the end of elementary stage is under consideration of the Government. The Central Syllabus Committee appointed by the State Government has been studying the question.

MYSORE

- 15 The Principle has been accepted in this State.

DELHI

- 15 Recommendations have been noted.

LACCADIVES

- 15 At present the diversified courses are not conducted in any of the secondary schools in this Union Territory. The recommendations of the Board will be considered for implementation at the appropriate time.

PONDICHERRY

- 5 (i) It is now introduced from Standard X.

(ii) Acceptable. The nature of such courses are in accordance with the Madras Government Syllabus.

(iii) Noted and will be implemented.

(iv) It is proposed to introduce Vocational guidance service in this Department in the Fourth Plan period to help the pupils of the Secondary Schools to voluntarily take up various diversified courses.

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

- 16 The Board noted the various measures already initiated by Government to expand and improve the teaching of

ANDHRA PRADESH

16&17 Remarks in item 6 above hold good.

Science including Mathematics in schools. It recommended that the target to be achieved by the end of the 4th Plan should be to provide General Science including Mathematics in all secondary schools and Elective Science in as many as possible with the ultimate object of providing Elective Science as well in all secondary schools. To achieve this objective, it recommended adequate funds being provided in the 4th Plan to supply to the schools the required equipment and qualified teachers of science.

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

ASSAM

- 16 This has been taken note of in preparing the Fourth Five Year Plan.
- 17 This is under examination. The Board of Secondary Education has appointed a number of specialists as its Education Officers to follow up special training even to science teachers.

GUJARAT

- 16 & 17 As far as this State is concerned, General Science and Mathematics are taught on compulsory basis upto Standard X in all Secondary Schools. Elective Science namely Physics and Chemistry is also taught in many schools of the State. As regards the recommendation of granting special increase in salary scale of those teachers who acquire higher qualifications through condensed and other special courses it may be stated that there is already a higher pay scale for teachers who possess post-graduate qualification in science and are trained.

MYSORE

- 16&17 The recommendations will be implemented as far as funds permit.

A. & N. ISLANDS

- 16&17 Same as under item No. 3 above.

DADRA & NAGAR HAVELI

- 16 (a) The proposals for the Fourth Five Year Plan are prepared taking into consideration the backwardness of this area.

(b) Suitable steps are being taken on the items shown in the recommendations.

DELHI

- 16&17 Provision of General Science is being made in all the Secondary Schools. Seats for elective subjects (Sciences) are being increased to 50% during the Fourth Plan. Efforts are being made to start 'content' courses for Graduate Science Teachers so as to equip them to teach class XI effectively.

LACCADIVES

- 16 In our draft Fourth Plan proposals, provision has been made to supply the required equipment to the schools for the teaching of science. Qualified science teachers only are appointed.

- 17 No action is required on this recommendation at present.

PONDICHERRY

- 16&17 The recommendations of the Board in this respect are noted. The details regarding action proposed in the Fourth Plan are mentioned above.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action taken</i>
18	<p>(i) The Board was of the view that the contemplated diversification of courses at the secondary stage in the Fourth Plan would have an impact on the University and College numbers only in the Fifth and subsequent Plans. In so far as provision for additional numbers for the Fourth Plan is concerned, the present upward trend would continue and therefore steps would have to be taken to provide facilities not only for the additional numbers but also better facilities for improvement of academic standard.</p> <p>(ii) While endorsing the view that special attention should be given to programmes for improvement of quality in the different sectors of higher education, the Board felt that quantitative development had to be recognised as inevitable as the various social pressures for increasing number as well as the need for more and better qualified men and women would increase with our developing economy.</p> <p>(iii) Recognising that on account of limitation of funds, all the colleges cannot be improved on the same scale, the Board recommended that it was desirable that model colleges—at least one in each district—should be established to improve educational standards.</p> <p>(iv) The Board recommended that provision for evening/morning colleges and</p>		
			<p>ANDHRA PRADESH</p> <p>18 Suggestion of the Board are agreed to. Where there is free education upto secondary schools, diversification is not likely to prevent large numbers taking higher courses in General Education. So far as colleges are concerned it is neither advisable nor necessary to develop one model college for District, leaving off other colleges. All colleges must be strengthened in order to ensure uniform standards throughout the State.</p> <p>ASSAM</p> <p>18 (i) (ii) & (iii) Provision has been made in the 4th Plan for improvement of all existing colleges and for having atleast one model college in each district.</p> <p>(iv) (v) & (vi) This may be taken up by the U. G. C. with the Universities directly.</p> <p>(vii) State Govt. is not concerned.</p> <p>(viii) & (ix) State Govt. is not directly concerned.</p> <p>(x) For implementation by universities in co-operation with the U.G.C.</p> <p>(xi) Under examination.</p> <p>(xii) Not for the State Government to implement.</p> <p>(xiii) Action by Minister of Education and University Grants Commission.</p> <p>GUJARAT</p> <p>(i) & (iii) In the draft 4th Five Year Plan, provision has been made for facilities of education of additional students in Arts, Science, and Commerce Colleges. Similarly provision has also been made for</p>

Correspondence courses for degrees in various disciplines should be extended to a number of centres all over the country.

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

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

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

(viii) The Board suggested that the centres of Advance

expansion of science facilities in colleges. The Board has recommended that it would be desirable to have at least one model college in each District with a view to improving education standard. It has not been possible to make a provision for establishing model colleges in Districts on account of limited funds made available for development of General Education during the 4th Five Year Plan. However, schemes like strengthening of 3 years Degree Courses have been proposed in the 4th Five Year Plan with a view to raising the standard of education in colleges.

(iv) This recommendation being brought to the notice of the universities in the State.

While this State accepts this recommendation in principle, lack of resources would not permit of its implementation for a long time.

(vi) Noted.

(vii) Noted.

(viii) It is for the University Grants Commission to pursue the matter.

(ix) This has been referred to Departments concerned.

(x) This is being brought to the notice of the universities in the State.

(xi) This has been referred to the Departments concerned so far as professional colleges other than Engg. are concerned there are no restrictions of admission in the State Colleges.

(xii) The State Government agrees that selection should be on all India merit and so far as this State is aware the Gujarat Public Service Commission already follows this rule. The rest of the recommendation is noted.

(xiii) It is for Govt. of India to consider this recommendation.

studies should be increased as much as possible so as to help the development of scientific and intellectual inquiry and pursuit of excellence in all the universities of the country.

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

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

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

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

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

(xiv) A copy of the recommendations may be sent.

MYSORE

- 18 The State Government accept the recommendations regarding Model Colleges, Evening Colleges, teacher pupils ratio etc.

DADRA & NAGAR HAVELI

- 18 (a) The proposals for the Fourth Five Year Plan are prepared taking into consideration the backwardness of this area.

(b) Suitable steps are being taken on the items shown in the recommendations.

DELHI

- 18 The Directorate of Education opened three Govt. Degree Colleges during 1964-65. It is proposed to add one Degree College each year upto the end of Fourth Five Year Plan. The salary scale of teachers employed in these colleges are the same as approved by the University Grants Commission. However, the authority for over-all planning for higher education in Delhi still vests with the Delhi University and it is for the University authorities to take action on the recommendations made under this time.

HIMACHAL PRADESH

- 18 Same as under item 3 above.

LACCADIVES

- 18 (i) & (ii) No action is required at present.

(iii) There are no colleges in this Union Territory.

(iv) There are no Universities or colleges in this Union Territory.

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

(v) & (vi) Does not arise as there are no colleges.

(vii) to (x) Not relevant so far as this Union Territory is concerned.

(xi) There are no professional colleges in this Union Territory.

(xii), (xiii) & (xiv) Not relevant so far as this Union Territory is concerned.

PONDICHERRY

18 (i) Noted.

(ii) Noted.

(iii) It is proposed to improve only the existing Arts College of this State in the Fourth Plan by introducing additional courses of study in the Degree level. It is also proposed to open one more Arts College at Karaika region.

(iv) A scheme for running an evening College in the Pondicherry Arts College is also included in the Fourth Plan.

(v) Noted.

(vi) Does not arise.

(vii)

(viii)

(ix)

(x) Noted and will be implemented if the Government of Madras introduce it in their syllabus.

(xi) In the existing Polytechnic, students from the neighbouring States are being admitted.

(xii)

(xiii)

(xiv)

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

ANDHRA PRADESH

19 The Board accepted the seven points programme indicated in the "concept of Social Education" as the basis for future planning of the programmes of social education. To suit local conditions and requirements, other activities which are of educational value for adults should be added to the list of activities mentioned therein.

19&20 The matter is under consideration.

GUJARAT

19&20 The recommendation is accepted.

MYSORE

19&20 The State Government has already accepted the Principle that Social Education schemes should be administered by the Education Department.

DELHI

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

19&20 Taking into consideration the utmost necessity of the eradication of illiteracy from the masses a new scheme has been launched and under this Scheme nearly 50% of the villages have been covered already. The remaining 50% of the villages will be covered during the current financial year. Thus the target of eradicating illiteracy to the maximum possible extent from the rural areas of Delhi is proposed to be achieved by the end of Third Five Year Plan. This will not only give impetus to

the implementation of the Social Education Programmes, but it would also help the masses to utilise their leisure gainfully and prepare themselves for the smooth functioning of democracy.

As regards other recommendations made by the Advisory Board of Education, it is stated that the Department of Social Education is already working as an integral part of the Directorate of Education in the Union Territory of Delhi, and therefore, the second recommendation also is being put into practice already.

HIMACHAL PRADESH

19&20 Steps are being taken to modify the content of Social Education in accordance with the seven point proforma indicated in the "Concept of Social Education".

The programme of Social Education in the Pradesh is being carried out partly by the Education Department and partly by the Development Department. To carry out the Social Education programme, the Education Department has appointed a District Social Education Officer(Hq). In the field this programme is being carried out through the help of District Inspector of Schools in each District.

In the Development Department, to carry out the social education programme there are Social Education Organizers (Male and Female) who are working at the Block level under the supervision of the respective

Block Development Officer's of the Development department. The Panchayat Raj institution will also be associated with the programme at the field level.

LACCADIVES

- 19&20 Report already furnished in our letter No. F. 18/19-/65-Genl. dated 18-3-1965 in reply to the Ministry's letter No. F. 12-2/65-SEU-1 dated 15-2-65.

PONDICHERRY

- 19 As far as this Union Territory is concerned, the various activities prescribed in the Seven point programme in the "Concept of Social Education" (first Report of the Standing Committee of the Central Advisory Board of Education on Social Education) seem to be exhaustive. It is, therefore, proposed to select some of the activities mentioned therein according to the needs of the local people keeping in view of the objectives of Social Education. The need for the item (f) of the seven point programme does not arise as no tribal regions are existing in this territory.
- 20 The recommendation of Central Advisory Board may be accepted. The other departments of Government and agencies such as Harijan Welfare Department, Planning and Development Department, Social Welfare Board etc., may be invited to act as agencies under the technical and administrative control of this department in respect of their Social Education activities, in order that uniform and effective implementation of the schemes may be ensured in the Fourth Plan Period.

The question of associating the Panchayat Raj in the field does not arise, as the Panchayat Raj system is not in vogue at present.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
ANDHRA PRADESH			
21	The Board observed that lack of adequate personnel and funds, and the diversion of a substantial portion of the funds provided for Social Education to other purposes had been the main causes of the slow progress of eradication of illiteracy.	21 to 25	The decision of the Government of India on the recommendation of the Board regarding the creation of Central Body for Planning of Social Education is awaited.
ASSAM			
22	The Board recommended that the standard to be attained must be 'Functional Literacy'. There should also be adequate provision for continuing education through Adult Schools and evening classes.	21 to 23	Noted for action. The programme of production of Literature for neo-literates is proposed to be intensified in the Fourth Plan period.
23	The Board further recommended that production of suitable literature for neo-literates and the new reading public should be taken up on a large scale. It was desirable to encourage all those people who could make adequate contribution to the production of this type of literature. A well planned Library Service reaching the rural areas was essential to prevent relapse into illiteracy. A comprehensive built-in follow-up service should be a part of the Literacy and Social Education programme.	24 & 25	A scheme has been prepared as a centrally sponsored scheme for launching an intensified and extensive literacy drive with the help of voluntary efforts. The experience gained in the Nowgong District holds out bright prospects for the scheme.
GUJARAT			
24	The Board strongly felt that a determined effort was required to liquidate illite-	21 to 26	State Government agrees that efforts on a very large scale are required to wipe out illiteracy from this State. In the IVth Five Year Plan of this State a scheme for adult literacy has been included, but provision for that scheme is very small in relation to the

racy within the shortest possible time.

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

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

size of the problem. This is due to inadequacy of funds allocated to Education Sector, and other over-riding priorities.

MYSORE

- 12 to 26 The State Government accept all the recommendations and has already implemented most of these.

A. & N. ISLANDS

Same as under item no. 3 above.

DADRA & NAGAR HAVELI

- 21 to 26 (a) The proposals for the Fourth Five Year Plan are prepared taking into consideration the backwardness of this area.

(b) Suitable steps are being taken on the items shown in the recommendations.

HIMACHAL PRADESH

Same as under item no. 3 above.

LACCADIVES

- 21 to 24 There were no such instances in this Union Territory. We have been implementing necessary Schemes for the eradication of illiteracy and substantial progress has been achieved in this regard.

- 25 There are no voluntary organisations functioning in the field of social education.

- 26 Not relevant so far as this Union Territory is concerned.

PONDICHERRY

- 21 Noted. The implementation of Social Education programmes have hitherto

been under the responsibility of other departments such as Community Development Department, Harijan Welfare Department, and Social Welfare Board excepting the only one centre run by this Department. In respect of this one Centre, adequate personnel are available and the Plan provision of funds was not diverted to other purposes.

22 The recommendation is noted for future action.

23 There will be 6 branch libraries in this Territory besides two public libraries (at Pondicherry and Karaikal) at the end of Third Plan. In addition, it is proposed to open 5 more branch libraries in the State in the Fourth Plan. It is also proposed to organise two mobile library units in the State one at Pondicherry and another at Karaikal in the Fourth Plan. Henceforth, it is anticipated that entire Territory will be covered with a net work of library service.

The percentage of literacy of this Territory at present is 37.

24 It is proposed to open 100 Adult Literacy Centres in the Territory to effect rapid liquidation of illiteracy in the Territory,

25 Accepted.

26 Acceptable.

Item No. 12 Integrated Programme of Physical Education.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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ANDHRA PRADESH

27 The Board generally approved the Report on Integrated Programme of Physical Education and suggested

27 The suggestions for integrating physical education and allied activities to seek physical fitness for all is agreed

that the details of arrangements for implementating the recommendations contained in the Report be taken by Central Government in consultation with the State Governments from the academic session 1965-66 providing adequate funds.

to. For this purpose more physical education centres will have to be established.

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

27 Integrated programme of physical education is being introduced in the Secondary Schools in the State with effect from the next session which commences in January, 1966.

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

27 to 29 No remarks. Final orders of Government of India are awaited in this regard.

GUJARAT

MYSORE

27 to 29 It is hoped that the State Government will be consulted regarding the integrated programme of Physical Education.

LACCADIVES

27 The National Programme of Physical Education is being implemented in the secondary schools in this Union Territory from the academic year 1965-66.

28 Not relevant so far as this Union Territory is concerned.

29 The National Physical Efficiency Drive was conducted during 1964-65 at three testing centres in this Union Territory.

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

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

(b) to consider the inclusion of Health Education in the curriculum at Primary and Secondary school stages.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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ANDHRA PRADESH

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

30 The principles of Basic Education including agriculture and Public Health are already incorporated in the syllabus of Primary Schools and also in post-Basic school. The Government of India may undertake production of suitable books on the subjects.

GUJARAT

30 The recommendation is being placed before the syllabus Committee.

MYSORE

30 The State Government accept the recommendations.

DELHI

30 This department concur to the recommendation contained under the head. The

difficulties that come in practical implementation are absence of suitable literature and the incapacity of the teachers trained on non-basic lines to take up the scheme of Basic and post-Basic scheme.

HIMACHAL PRADESH

- 30 Chapters on the importance of Agricultural Science and Forests etc. as recommended by the C.A.B.E. already form an important part of the Text-books prescribed for the Primary and Secondary schools in Himachal Pradesh.

(b) Similarly Health Education has also been dealt with in the curriculum at the Primary and Secondary school stages in the Pradesh.

(c) So far as question of the preparation of suitable books and other literature on Agriculture and Health Education is concerned, books for the Middle Classes VI to VIII have already been got prepared and are in the use of the schools. Matter regarding books on Health Education will also be examined.

LACCADIVES

- 30 Agriculture is taught in the schools as a craft subject. Lessons on hygiene and sanitation are taught to the students.

PONDICHERRY

- 30 Noted.

Item No. 14 **Corrupt practices in educational institutions.**

(a) Corrupt practices in the educational world.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
ANDHRA PRADESH			
31(a)	<p>The Board recommended that the corrupt practices adopted by unprincipled and avaricious men connected with educational institutions should be eradicated and all State Governments should take necessary steps in this direction.</p> <p>The Board further recommended that admission to colleges should be made on merit and not on the basis of donations, fees, etc.</p> <p>States should take necessary action, including legislation, to prevent unauthorised people from setting up institutions, conducting examinations, awarding diplomas and certificates and adopting names such as Universities, Vice-Chancellors, etc. The Board suggested that the Government of India should prepare a draft Bill for this purpose to serve as a model to the State Governments. The Bill should provide that any private party starting an educational institution should obtain the permission of the Government to do so.</p> <p>The Universities should before recognizing or affiliating a college ensure that the managements of private institutions have the resources to establish and maintain proper standards. If any institution is found to be functioning on a commercial basis and is found guilty of non-ethical practices, the Universities should disaffiliate such institutions.</p>	31(a) & (b)	<p>The following remarks are offered in the matter.</p> <ol style="list-style-type: none"> 1. The pay scales of teachers are very low and are not in conformity with the qualifications. 2. The teachers who could not secure at least a clerical job in departments they undertake the job of teaching. For this purpose the steps have to be taken to attract average talents with the ultimate object of going in for above the average talents by offering higher rate of stipends during the training.
GUJARAT			
		31(a)	<p>Government generally agrees with the recommendations and is also bringing it to the notice of the Universities.</p> <p>As regards admission on merit, it is so in Government colleges. Recently the State Government has also impressed upon Private colleges receiving grant-in-aid that admission, if not made on merit in science colleges may entail penal action under the grant-in-aid code.</p>
		31(b)	<p>This is being brought to the notice of Universities.</p>
MYSORE			
31(b)	<p>Ban on use of notes, guides and short-cuts in educational institution.</p>	31(a) & (b)	<p>The State Government accept the recommendations. The draft bill to control the starting of Educational Institutions will be awaited by the State Government.</p>

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

DELHI

- 31(b) The Directorate in the beginning of school session every year issues a warning to the Heads of Schools that use of 'short cuts' by the schools will be viewed seriously. The Zonal Officers are also advised to take a serious exception of such mal-practices and report the matter to the Director of Education.

HIMACHAL PRADESH

- 31 (a) The State Government
&
(b) does not view the use of notes and short cuts etc. in educational institutions with favour. Every effort is being made to discourage their use.

In this Pradesh there are very few private educational institutions and all of them are duly recognised ones and as such there are no un-authorized people setting up institutions etc.

LACCADIVES

- 31(a) All the Schools in this Union Territory are managed by the Administration. So we do not have the problem of corrupt practices in the educational field as detailed in this recommendation.

- 31(b) The use of guides, notes, etc. are not in vogue in this Union Territory.

PONDICHERRY

- 31(a) Noted.
&
(b)

Item No. 15 **The effect of transfer of administration of Educational Institutions to Panchayats.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
ANDHRA PRADESH			
32	The Board took note of the comments received from the Ministry of Community Development, Co-operation and Panchayat Raj, and observed that there were many problems involved in the transfer and that the various States were still experimenting with it. It recommended that the matter should be examined further in the light of experience.	32 & 33	As regards transfer of teachers and security of service there are already instructions issued from Government not to effect transfers of teachers within the school year and if at all any transfers are to be made on valid grounds they must be done in June each year. Wherever, instances of transfers in P. R. Bodies are brought to the notice of the Government they are being examined. Since Executive instructions are there no statutory rules seem necessary, in the matter.
33	The Board felt that proper precautions should be taken to ensure suitable conditions and security of service for teachers, wherever such transfer had been effected.		
ASSAM			
32 & 33		32 & 33	The Assam Elementary Education Act makes the Panchayats responsible for looking after school buildings, furniture, equipments, drinking water and other, physical facilities. Appointment and transfer and the control of the academic standard including supervision rest with the Education Department.
GUJARAT			
		32	Noted.
		33	This already stands accepted.
JAMMU & KASHMIR			
		32	No schools in the State have so far been transferred to the Panchayats and it is not also possible to effect any such transfer at this stage as our

Panchayats are not in a position to run schools on proper lines.

MYSORE

32 & No action is called for.
33

A. & N. ISLANDS

32 Primary schools in this territory have not yet been transferred to the blocks. The matter is still under consideration of the administration.

33 Noted.

DADRA & NAGAR HAVELI

32 & No panchayat bodies are
33 set up and hence the institutions are not transferred to the panchayats. The administration runs the institutions.

HIMAGHAL PRADESH

33 Same as under item no. 16.

PONDICHERRY

32 & Does not arise as the Pan-
33 chayats Raj system is not in vogue at present.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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ANDHRA PRADESH

34 The Board strongly emphasised that any substantial improvement in the standard of education could be achieved only when the question of improvement of emoluments and social security of

34 The suggestions are accepted. Let there be a Centrally Sponsored Scheme for this purpose.

teachers was adequately resolved. Accordingly, it recommended as follows :

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

GUJARAT

- 34 The recommendation is accepted in principle. As regards the improvement of salary scales of teachers, it may be stated that they have been recently revised and therefore no further provision of pay scales has been proposed in the Fourth Five Year Plan. However, some improvement of service conditions of secondary school teachers has been contemplated in the Fourth Five Year Plan. Generally there is a parity between the pay scales of Government and non-Government secondary school teachers. As regards primary school teachers it is stated that most of them are local authority employees and their pay scales are uniform throughout the State.

MYSORE

- 34 The recommendations are accepted and the same will be implemented as far as funds permit.

A. & N. ISLANDS

- 34 Same as under item no. 3.

DADRA & NAGAR HAVELI

(a) The proposals for the Fourth Five Year Plan are prepared taking into consideration the backwardness of this area.

(b) Suitable steps are being taken on the items shown in the recommendations.

HIMACHAL PRADESH

- 34 The pattern of pay scale of teachers in this Pradesh is the same, which is prevalent in the Punjab State. However, in order to attract better qualified teachers efforts are being made to revise these pay scales and the matter is under consideration.

As far as training is concerned untrained teachers who are in service are given initial training at the Government expense. They are also sent for refresher courses from time to time.

In view of the topography of this state, climatic conditions and poor means of communications, it becomes difficult to inspect the schools too frequently. However, the inspecting officers have been instructed to inspect each school at least once a year and to inspect the institutions again if considered necessary.

Only matriculate candidates are entertained for appointment in Primary Schools, except in tribal areas (Kinnaur and Pangi) while Middle passed persons are also considered for such appointments. Unqualified teachers in service are helped by way of granting them permission to appear in various university examinations, to improve their academic qualifications.

In order to improve the supply of teachers for Secondary Schools, untrained teachers are recruited and trained at Government expense.

Service conditions of teachers in Government Schools and other Government employees are the same.

LACCADIVES

- 34 There are no aided schools in this Union Territory. All the Schools are run by the Administration direct. Pay and allowances at the Central Government rates are paid to the teachers.

PONDICHERRY

- 34 (i) In General the pay scales prescribed for the teachers, in the Madras Government are followed in our territory. Besides, in the Fourth Plan a selection grade of Rs. 130-5-180 is proposed to be introduced for the benefit of secondary grade teachers, and special pay of Rs. 25 is proposed to be allowed to Post-Graduate trained teachers working in the Secondary Schools in the Territory. A system of State awards for teachers of meritorious services in the Elementary schools/High Schools is also instituted in this territory.

- 34 (ii) Noted.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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ANDHRA PRADESH

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|----|--|------------|--|
| 35 | The Board recommended that the provident fund money of the teachers should be so invested as to secure better interest/return to them. | 35 &
36 | The full particulars in the matter are awaited from Government of India. |
|----|--|------------|--|

GUJARAT

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

35 It is for Government of India to act on this recommendation. This has been examined so far as setting up such a corporation at State level is concerned and it is not found feasible.

JAMMU & KASHMIR

35 The interest is already being paid by the State Govt. on G.P. Fund deposits of State employees.

MYSORE

36 Report awaited from the Central Governments.

A. & N. ISLANDS

35 This is not applicable to this territory as the teachers in this territory who are Central Government servants are subscribing to General Provident Fund.

36 No comments.

DADRA & NAGAR HAVELI

35 The scheme of provident fund is in force. The interest is given according to prescribed Rules.

36 * Educational Development Corporation need not * be started, as this is a very small Territory.

LACCADIVES

No comments.

PONDICHERRY

35 & 36 The question does not arise as most of the schools are under the public sector, and the developmental programmes are directly carried out by the State Government.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
37	The Board recommended that the Pledge suggested by the Emotional Integration Committee, slightly amended as under, should be taken by all students and teachers at the beginning of each working day. This practice, it was suggested, should be adopted in all institutions latest by 26th January, 1965.	37&38	ANDHRA PRADESH This has already been implemented in the State.
			ASSAM The pledge has been translated and distributed to all schools with direction to take this pledge at the beginning of each working day.
	FORM OF PLEDGE		GUJARAT
	“India is my country, all Indians are my brothers and sisters.	37	This recommendation has been accepted and steps have been taken to implement it from the next academic year commencing June, 1965.
	I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.	38	Accepted.
	I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.	37	The pledge will be circulated among all institutions of the State.
	To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness”	37&38	This Government has already taken a decision that it will not be practicable to take the pledge daily by all students. It has been decided that the pledge should be taken on the first day of each term.
38	This pledge should be translated into regional languages and printed in every textbook and the school calendar.		A. & N. ISLANDS
		37	The amended pledge has been forwarded to all the institutions in this Territory for necessary action.
		38	No text books and school calendars are printed in this Territory. The text books prescribed by the Director of Education, Delhi administration, are being followed here.

DADRA & NAGAR HAVELI

- 37 Necessary steps have been taken to introduce the pledge as recommended on the 26th January, 1965.

HIMACHAL PRADESH

- 37&38 Necessary instructions have already been issued to all the institutions in the Pradesh and the Scheme has been implemented with effect from 26th January, 1965. All the teachers and students take the National pledge at the beginning of each working day.

LACCADIVES

- 37 As the Schools in this Union Territory were closed for Ramzan the pledge taking could not be introduced from 26-1-65. The students and teachers started taking pledge at the beginning of each working day from 5-2-65. A folder containing the English and Malaylam versions of the pledge was printed and distributed to all the students and teachers. The pledge has been in the text books and note-books distributed to the school children.

PONDICHERRY

- 37 Noted. Steps taken. The pledge will be taken at the beginning of each working day in the institutions.
- 38 The pledge has been translated into Regional languages and circulated to institutions.

Item No. 19 **Scheme of Vijnan Mandirs**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
39	The Board felt that the scheme of Vijnan Mandirs was a useful one and should be continued. It should also be regarded as an educational scheme and implemented under the general guidance of the Ministry of Education at the Centre. For this purpose the administration of the scheme in the States should be uniformly under the State Education Departments. The Board further recommended as follows :	39	This can be integrated with the Social Education programme as in items 10 and 11.
			GUJARAT
		39	The State Government assumes that 75% of assistance towards non-recurring expenditure including land and building and 100% towards recurring expenditure would be available from the Government of India. The other suggestions are accepted in principle.
			MYSORE
	(1) During the Fourth Plan period, also, the scheme of Vijnan Mandirs should be on 10% Centrally sponsored basis as in the case of existing Vijnan Mandirs under the Third Plan period. Lands and buildings for the Vijnan Mandirs should, however, be assured by the State Government as hitherto.	39	The State Government accept the recommendations. A co-ordinating Committee will be formed at the State level as suggested.
	(2) Vijnan Mandirs should be established not in isolation but along with established institution like Secondary Schools, extension department of training colleges and community centres so that maximum use of the facilities may be available to the rural people.	39	(1) The department agrees in respect of recommendation and Necessary provision of opening for four more Vijnan Mandirs at the block levels has already been made. (2) The Proposal of establishing the Vijnan Mandirs along with institutions like Secondary Schools, extension department of training colleges and Community Centres will be duly considered at the time of the opening of the new Vijnan Mandirs. Present Vijnan Mandir located at Najafgarh is already in the close proximity of the C.D. Block, Boys and Girls Higher Secondary Schools.
	(3) State Government should endeavour to achieve the target of at least one Vijnan Mandir per district during the Fourth Plan.		(3) Proposals to the effect of one Vijnan Mandir per block have already been submitted as stated under para 1.
			(4) The recommendation will be given due consideration

(4) As the number of Vijnan Mandirs in each State increases, State Governments should take steps to have a Coordinating Committee at the State level to guide and supervise the function of Vijnan Mandirs in the State. These Coordinating Committees should work in close collaboration with and guidance from the Central Coordinating Committee which should be established by the Government of India.

(5) There should be no rigidity about the pattern of the functions of the Vijnan Mandirs and State Governments should have free scope for initiative in developing their Vijnan Mandirs according to the requirements in their respective areas.

(6) The Vijnan Mandirs should also serve the purpose of Science education for school students and adults alike but they should not be regarded as substitute for school laboratories.

(7) The Educational aspects of the Vijnan Mandirs should be given wide publicity in the rural areas and for this purpose it was felt that a mobile unit to the Vijnan Mandirs may be necessary.

(8) In organising the exhibits and programmes of Vijnan Mandirs, the State Governments may be advised to take the assistance of bodies like the Association of Scientific Workers in India and other specialists qualified to promote the development of science education etc. in the country.

(9) State Governments can make additional financial provision over and above

when the number of Vijnan Mandirs would be increasing.

(5) The work of the Vijnan Mandir, presently located at Najafgarh is already going according to the recommendation.

(6) The Vijnan Mandir, Najafgarh is already undertaking the functions as mentioned in the recommendation by way of arranging Science competition, Essay competition, and of Film Shows in the nearby Higher Secondary Schools for the benefit of the School going boys.

(7) The Education aspects of the Vijnan Mandirs is already given wide publicity in the rural areas by way of bringing the rural masses nearer to the various scientific advancement pertaining to agriculture, soil testing, poultry farming and allied occupations. The question of attaching a mobile unit to the Vijnan Mandirs in an area like the Union Territory of Delhi does not arise as it has not to cover a very big area as is generally the case in part 'A' States.

the financial pattern agreed to by the Centre for the successful functioning of the Vijnan Mandirs. The qualifications of the Vijnan Mandirs staff as laid down in the report of the Assessment Committee on Vijnan Mandirs by Balwant Ray G. Mehta should be carefully adhered to.

(10) The State Coordinating Committees in consultation with the Central Coordinating Committee should evolve suitable training programme for the workers of Vijnan Mandirs and also for periodical refresher courses.

The recommendations in respect of Sr. No. 8, 9 and 10 will be considered as and when the necessity arises.

HIMACHAL PRADESH

Same as under item no. 3 above.

LACCADIVES

No Vijnan Mandirs have been established in this Union Territory so far.

PONDICHERRY

39 Noted for further action.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
ANDHRA PRADESH			
42	The Board recommended that in all Master Plans for town development adequate provision should be made for educational institutions and allied buildings and campus and that suitable layouts for schools of all types should be evolved keeping in mind the requirements of future expansion.	42&43	The matter is under consideration of Government.
		42	GUJARAT The first part of the recommendation pertains to the Panchayat, and Health Department of this Government and these Departments are being requested to take necessary action on the same.
43	The Board recommended that the Central and State Governments should review, and if necessary revise, the	43	There is overall shortage of funds as a result of which even cheap plans are not being implemented. The other point

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

will be examined in consultation with the State Public Works Department. The Government of India may examine the necessity of a special working group to examine the issue in detail and make available the result of these examinations to the States.

MAHARASHTRA

42&43 This Government has already prescribed planning standards for reservation of sites for schools and playgrounds of the schools and the local authorities have been advised to adopt them, as far as possible, while farming proposals for the Development plan.

MYSORE

42&43 This Government has already taken action in this regard.

LACCADIVES

42 As there are no towns in this Union Territory the problem dealt with in this recommendation does not arise here.

43 There were no such instances in this Union Territory.

PONDICHERRY

42&43 The recommendations of the Board are acceptable.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
44	The Board recommended that a survey of playgrounds be taken up and completed at an early date and that steps be taken to prevent building activity on existing open spaces suitable for playgrounds.	44 to 47	The suggestions are accepted. Further proposal in this regard is under consideration.
			GUJARAT
45	The Board recommended	44 to 47	Accepted in principle. Noted.

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

46 The Board suggested that the need for physical education for the community at large, that is, outside the student body, should also be met.

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

MYSORE

44 to 47 This Government accept the recommendations. Increased funds are likely to be provided in the Fourth Plan for Development of Sports.

LACCADIVES

44 Adequate play grounds have been provided to the schools as far as possible.

45 In our draft 4th Plan proposals, provision has been made for the appointment of a Physical Education Officer.

46 Youth Clubs have been established in all the Islands and the essential sports and games materials are distributed to these clubs free of cost by the Administration.

47 No sports council is functioning in this Union Territory.

PONDICHERRY

44 Noted.

45 As far this State is concerned, there exist a post of Chief Inspector of Physical Education in the scale of Rs. 300-25-800 who is incharge of Physical Education activities. Various schemes at an estimated total cost of Rs. 33.00 lakhs have been included in the Fourth Plan proposals for the development of Physical Education in the Territory.

46 Physical Education schemes for the benefit of common public such as Development of Sports in Rural areas, Labour and Social Service Camps, Youth Festivals, National Sports Week and Physical Efficiency Drive etc., are also included in the Fourth Plan.

47 Noted.

Item No. 24 Moral and religious education and student unrest.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
48	In order to improve the moral calibre of students in the country by inculcating in them the principles of correct personal behaviour and good citizenship, the Board recommended the study of inspirational literature, such as lives of great men, and the study of basic elements of different religions emphasising common culture and heritage. This should be accompanied by a proper atmosphere both in the home and in the school and proper utilization of leisure. The attention of the State Governments and educational authorities should be again drawn to the Sri Prakasa Committee Report. The Central Government should also take suitable action.	48 & 49	In the curriculum of the studies adequate attention is given for teaching of morals as well as lives of great men is Social Studies. But the conditions prevailing in the country as a whole are such as are giving scope for indiscipline of students. For this a National Law is to be followed by suitable Legislation.
			GUJARAT
		48 to 49	Accepted in principle.
			MYSORE
		48	The text books prescribed provide necessary inspirational material. No further action is required.
			LACCADIVES
		49	So far as this Union Territory is concerned, we do not have the problem of student unrest and indiscipline.
			PONDICHERRY
49	The Board expressed concern about the prevalent unrest among students and felt that unless proper action was taken in the immediate future, both on a short term and long-term basis, the problem may become extremely difficult.	48	Noted. Inculcation of Moral Education and giving training in good citizenship qualities are already in vogue in the State based on the recommendations of the Board.
		49	Noted.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
50	The Board recommended that the Education Commission should study the administrative aspects of educational policies and programmes in order to ensure efficiency and expeditious implementation of Plans and Programmes.	50 & 51	The recommendations of the Education Commission are awaited.
			GUJARAT
		50-51	No remarks.

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

PONDICHERRY

51 Noted.

Item No. 26 **Students securing Top Places.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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ANDHRA PRADESH

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

52 The recommendations are supported.

GUJARAT

52 This is a good recommendation and Government of India may pursue it further.

MAHARASHTRA

So far as the general institutions such as Arts, Science Commerce and Law Colleges are concerned, this State Government has sanctioned scholarships to the students in these institutions. The students who are awarded merit scholarships have, however, to continue their study in one of the colleges in the State. There is no particular advantage to the students in removing this restriction particularly as the tenure of scholarships is subject to the condition of good conduct, regular attendance and satisfactory progress. It is easier to watch fulfilment of these conditions when the students, are attending one of the colleges in the State. In

the case of Engineering Colleges, however, open merit scholarships have been sanctioned to the students undergoing certain specialised courses in institutions outside the State. The students in the Engineering Colleges in the State who get open merit scholarships, however, continue to study in one of the colleges and/or Polytechnic in the State.

HIMACHAL PRADESH

All the students securing top places in various examinations are assisted by means of adequate scholarships to continue their higher studies outside the State.

LACCADIVES

- 52 As all the inhabitants of this Union Territory are scheduled tribes and poor, all of them are paid full scholarships for the pursuit of higher studies.

PONDICHERRY

- 52 The system is already in vogue in the State. Merit-*cum*-means scholarships are allowed at a liberal scale to all deserving students who have secured 50% of marks in aggregate. The students of this State studying outside this State under various Universities and Boards of Education are also eligible for this scholarship. The scheme is also to be continued in the Fourth Plan with increased provision of funds, besides the award of National scholarships.

Item No. 27 Expenditure on Education

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
53	The Board recommended that each State should spend at least 20% of its revenue expenditure on education and earmark funds for improving scales of pay and the provision of social security of school teachers and that the Central Government should give liberal assistance to States for this purpose.	53&54	The State expenditure on education is already 20% of the State Budget.
			GUJARAT
		53&54	Accepted.
			MYSORE
54	The Board felt that even if the local allocation of the 4th Plan have to be reduced at any stage, the allocation for education should not be affected.	53&54	The State Government is already spending more than 20% of its revenues on education. No action is required.
			HIMACHAL PRADESH
			Same as under item no. 3.
			LACCADIVES
		53&54	The entire expenditure of this Administration is met from the area grants provided for in the Central Budget for this Union Territory.
			PONDICHERRY
		53	As it stands, the State Government is spending over 27% of its revenue expenditure on education.
		54	Acceptable.

Item No. 28 Teachers Constituencies.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			ANDHRA PRADESH
55	The Board recommended that special teacher constituencies for elections to legislatures should be abolished.	55	The suggestions are accepted.
			GUJARAT
		55	Accepted. In fact there is no teachers constituencies in the Legislature of this State.

PART II
SUPPLEMENTARY REPORT

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
		KERALA	
4 to 6		4 to 6	Girls' education is not a problem in this State. No special steps are to be taken in this State as Women's Education here is fairly advanced when compared to the position in other States. As such there is no need for mobilisation of public co-operation in this regard. However, progress of education of Muslim girls is not so satisfactory. This Government have therefore recently introduced a scheme of scholarship for the Muslim girls children for the entire State which will be strengthened during the IV Plan period. However, there is a suggestion that certain special measures may be included in the Centrally sponsored scheme of the IV Plan. This is a matter on which Government of India should take a decision.
		ORISSA	
		4	During the 3rd Plan Period, there is no scheme for education of the girls and the public opinion is also not in favour of it. But during the 4th Plan period, it is proposed to pay grant to the State Council for Women Education for the purpose of mobilising public opinion in favour of girls' education.
		5	All the schemes as recommended by the Board excepting Creches and School uniform schemes are being implemented during the 3rd Plan

period in the State Sector with 100% assistance from the Government assistance from the Government of India as these schemes are included in the list of special schemes for girls' education.

During the Fourth Plan period, these schemes along with the scheme for provision of creches in primary schools have been proposed. As no indication has been made for the inclusion of these schemes in the list of centrally sponsored schemes, these schemes have been shown in the State Sector. However, it is requested that these schemes may be treated as centrally sponsored schemes during the Fourth Plan period.

- 6 During the years 1965-66, provision has been made for advance action schemes to be implemented in the State during the Fourth Plan period. The table appended below will show the provision made under each scheme in the State Budget and the final allocation approved by the Government of India thereon.

Name of the Schemes	Budgeted Outlay	Final outlay approved by the Government of India
1	2	3
1. Educational Survey	0.43	..
2. Teachers' Training programme Increase in the intake capacity of the existing training schools.	13.60	5.00
3. Acceleration of special schemes for girls—construction of women teachers' quarters.	1.91	1.00
4. Strengthening of Educational Administration.	0.36	0.21
5. Pilot project for adult literacy.	1.00	0.75
6. Training of teacher librarian.	0.21	0.20
Total	17.51	7.16

PUNJAB

4 to 6 So far as education at the Elementary Stage is concerned following provisions have been proposed to be made in the draft Fourth Five Year Plan :

- (a) Construction of Hostels for working girls in rural areas of the State.
- (b) Milk feeding Programme : Supply of free milk to children in Primary Schools.

In the original Draft IVth Plan provision was also made for supply of free books and clothing to poor girls at elementary stage, but due to limited funds placed at the disposal of the Department this item has been deleted for the present.

WEST BENGAL

- 4 Noted, action will be taken.
- 5 Action to be taken by the Government of India.
- 6 The matter is being pursued.

GOA, DAMAN & DIU

4 to 6 Regarding the education of girls, I have to point out that this Union Territory is not lagging much behind in male education as can be seen from the enrolment as the primary and the secondary stage. During the year 1964-65, the total enrolment at the primary stage was 91,709, out of which 36,414 were girls. Similarly, out of 22,384 enrolment at the secondary stage, the enrolment of girls was 8,262. Still as it was felt that the girls may be shy to join the mixed schools, it is provided during the year 1965-66 adequate funds in the Budget to give

special grants for the starting of girls' schools in the backward localities. It is also proposed to start more such girls' schools during the Fourth Five Year Plan and also to give grants for needy girl students in Government Primary Schools for the purchase of books, clothing, etc.

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

Para Recommendations Nos.

Para Nos.

Action Taken

KERALA

7 & 8

7 & 8

This is a matter on which the Government of India have to take action. This State has achieved cent per cent enrolment in the elementary stage of education. The recommendation applies to expansion of education among girls and in the backward areas. As this State has recorded satisfactory progress in both these spheres there is no need here to take any special action in this regard. This Government however propose to provide for 100 + 5% of enrolment during the Fourth Plan period.

This Government is taking into consideration the needs of backward areas while sanctioning new schools. This matter will be specially examined when they conduct an educational survey at the beginning of the IV Plan. The question of introducing such persuasive incentives as mid-day meal programme, distribution of free books etc. will certainly be kept in mind subject to availability of funds.

ORISSA

- 7 Primary education in Orissa has been made free and universal but not compulsory. During the current plan period, the target of enrolment at the primary stage in the age group 6-11 was fixed at 82 per cent which was to include 100% boys and 64% girls. But due to some unforeseen circumstances like National Emergency which resulted in cuts in the allotment of additional teachers this target could not be reached and so this target was revised to 75% by the end of 3rd plan period. This will include 95% boys and 55% girls.

Orissa is an educationally backward State. Special efforts are being made for provision of quarters for women teachers and attendance scholarships for girls to attract more girls to schools. It is expected that with liberal Central assistance, we shall be able to reach the target of 90% enrolment in the age group 6-11 by the end of the Fourth Plan period.

- 8 No legislation has been made for compulsory primary education as suggested by Government of India. Government still believe that persuasion incentives are better than compulsion. Orissa has certain scattered areas in scheduled districts like Koraput, Kalahandi and Phulbani where it has not been possible to provide one school for every 300 population. As the distance between the feeder villages will be more than two to three miles, it is being contemplated whether the system of pathasala can be revived to cater to the needs of such areas. If in spite of persuasion

incentives like free education, attendance scholarships, free mid-day meals, milk feeding etc., it is still found difficult to bring in the desired number of children, it would perhaps be necessary to legislate for compulsion at the primary stage of education. Even in non-tribal areas, there is need for expansion of education and about 1000 schools would be needed to cover certain non-schools areas during the current year of the third plan period.

PUNJAB

- 7 & 8 Primary education has already been made compulsory in the State of Punjab for the children of age group 6-11 and the targets are more than likely to be achieved in this state than proposed by the Central Advisory Board of Education. It is proposed to achieve 100% and 50% targets fixed in respect of children of the age group 6-11 and 11-14 respectively by the end of fourth Five Year Plan. The targets to be achieved in respect of girls are 97% and 33% in the age group 6-11, and 11-14 respectively.

WEST BENGAL

- 7 Every possible attempt is being made to implement the recommendations.
- 8 Action is being taken whenever practicable.

GOA, DAMAN & DIU

- 7 & 8 The Government is taking all possible steps to attain 100% literacy during the Fourth Five Year Plan. Incentives to the students like midday meals are given in the backward localities so as to keep them in the schools till the completion of their course. The

eradication of adult illiteracy will also stress the importance of education on the minds of the parents as a result of which the enrolment of the students is expected to increase. Similarly, with the starting of special schools for the girls and giving them grants for the purchase of clothing and books will also help in the increase of enrolment. By starting new primary schools, even in the remote and backward localities, where the minimum enrolment of 20 students is expected, the Government proposes to have 100% enrolment in the primary schools.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
9 to 11			
		KERALA	
		9 to 11	This Government is insisting upon a minimum qualification of S.S.L.C. for our primary school teachers. In addition, Government have of late insisted upon certain minimum educational standards for recruitment as elementary school teachers. This will automatically lead to better qualified teachers. The period of training of S.S.L.C. holders has been increased to two years. There is also a proposal to upgrade the post of Headmasters of Training Schools and to give a special allowance to the teachers of Training Schools to attract the best talent. All these will result in the better training of the teachers. The question of preparing suitable text-books has been considered by Government. The preparation and printing of books are nationalised and books are available at low cost. Improve-

ment of the quality of books is being examined by the State Institute of Education. There is need for better buildings, equipment and aids, but due to extreme dearth of funds, it has not been possible for the Government to take concrete action. Even in the Fourth Plan the inadequacy of funds is likely to continue. Hence this Government hope to achieve only limited progress in these fields. Improvement of teacher-pupil ratio involves appointment of additional number of teachers which again involves additional financial commitment. This can be undertaken only subject to availability of funds. The question of revision of the syllabus of the primary schools will be taken up after the recommendations of the Education Commission are known. It is proposed to improve the school health programme and additional funds have been proposed for this purpose in the Fourth Plan. The number of inspecting officers at the primary school level has been increased and it is proposed to gradually intensify the supervision of primary schools. There is also a programme to cover primary schools by extension services programme. Government have established the State Institute of Education and Extension Services Centres. They will be developed in due course. The Department will take care to take up general improvement of standards in all schools. The Government are not in favour of selecting schools for being developed as model institutions. The minimum qualification for teachers in primary schools is S.S.L.C. and Training. There is no dearth of qualified teachers in this State.

ORISSA

9 (i) The pay scales of the teachers serving in Elementary schools have been revised during the year 1961 along with the other employees of the State Government. The State Government have decided to appoint matric teachers in place of M.E. passed teachers in Primary Schools. To improve the qualification of non-matric teachers of Primary schools, it has been proposed to start 20 centres in the State for primary school teachers to enable them to appear at the High School Certificate Examination during the Fourth Plan period. To remove the backlog of untrained teachers serving in the Elementary schools, adequate training facilities have been provided.

(ii) The State Government have constituted a Committee for preparation of Text Books for the students reading at the elementary level. Provision exists in the Tribal and Rural Welfare Budget for free supply of text books and reading materials to the students of scheduled castes and scheduled tribes.

(iii) Provision exists in the Education Budget for construction of buildings and purchase of equipments.

(iv) Steps are being taken to improve the teacher-pupil ratio at the elementary stage.

(v) The Text Book Committee set up in the State has taken upon the responsibility for the preparation of syllabus for all classes of the elementary education.

(vi) At present for every 50 primary schools a Sub-Inspector of Schools is being

provided for the purpose of inspection. In order that there may be effective supervision of schools, it is proposed to provide one Sub-Inspector of schools for every 40 primary schools during the 4th Plan period. Similar emphasis is also being given for the appointment of Dy. Inspector of Schools.

(vii) More provision is proposed for development of the State Institute of Education and expansion of Extension Service Centres.

10 There is no proposal for starting of selected schools at the elementary stage during the 4th Plan period. But increased provision has been proposed in the Fourth Plan for improvement of buildings equipment etc. in a large number of schools.

11 The State Government has accepted the suggestions made by the Central Advisory Board of Education. Necessary action in this direction is being taken during the current plan period and is proposed to be taken during the next plan period.

PUNJAB

9 to 11 Following provision have been proposed to be made during the Fourth Five Year Plan for improving Standards of Education at the Elementary stage :

- (i) Provision of trained graduates in Primary Schools with heavy enrolment.
- (ii) Provision of General Science material and other equipment in existing Primary and Middle Schools.

- (iii) Intensive Development of 10% Primary Schools.
- (iv) Orientation of Primary and Middle Schools to Basic pattern.
- (v) Teaching of Agriculture-starting of Agriculture Farms and Garden plots.
- (vi) Introduction of practical Arts in middle schools.
- (vii) Removal of congestion in Primary and Middle Schools.
- (viii) Improvement of Teacher-Pupil ratio in Middle Schools.
- (ix) Expansion of teachers training facilities.

These provisions have been made subject to the availability of funds.

The minimum qualification for teachers at Primary stage is already Matriculation with two years junior Basic Training.

(ii) The Text Books are not written according to the approved syllabus through the commissioned authors who are experts on the subject.

WEST BENGAL

9 & 10 State Government have already been taking a systematic attempt to improve the standard. Paucity of funds is the main handicap.

11 The minimum qualification prescribed since 1949 in West Bengal is as stated in the Resolution. Relaxation is made with the permission of the D.P.I. only when qualified teacher

are not available. Under-qualified teachers are encouraged to improve their qualifications.

GOA, DAMAN & DIU

9 to 11 It is possible that with the quantitative expansion of primary education since liberation, there is every possibility that the quality has suffered. Government is aware of this fact and are taking all possible steps for the improvement in the standard of education. It has already been decided that in the appointments of primary teachers preference should be given to S.S.C. passed teachers, who are trained. The inservice teachers are being sent for training. A primary Teachers' Training College has already been started and another one is proposed to be started during the Fourth Five Year Plan. Seminars and Symposiums are also planned when the present training college is shifted to its own building, which is planned for construction during the coming year.

The pay scales of the primary teachers are improved by bringing them on par with the Central pay scales. Steps are taken to have more effective inspection by appointing more inspecting officers.

Regarding the proposal to improve the qualifications of the underqualified staff, it is felt that the teachers who have passed higher qualification of S.S.C.E. should be started on a higher salary and a few increments should be given to the P.S.C. passed primary teachers when they qualify with the higher qualifications. This will stimulate the teachers to be better qualified.

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

<i>Para Nos.</i>	<i>Recommϵndations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

12 to 14

12 to
14

The following measures have been taken for improvement of quality of secondary schools :

Steps have been taken to improve Science teaching through strengthening of Science Laboratories and training of Science teachers. A Science Wing has been established under the State Institute of Education. Under the "Crash Programme" Government are giving training to Science Teachers and assisting the schools to strengthen their Laboratories. Steps are also being taken to improve school libraries. Government have taken a decision not to expand the multi-purpose schools in the State. However the individual schools where multi-purpose courses have been introduced are being improved and properly equipped. The Government are not in favour of establishment of Higher Secondary Schools. Instead Pre-Degree course of 2 years duration has been started. Government have also established sufficient number of colleges for the training of Graduate teachers and the

shortage of trained teachers is not keenly felt. It is desirable to improve the pay scales of the High School teachers. A scheme for this purpose has been proposed in the 4th Plan. A Pay Commission is also considering the question of a General Pay Revision in this State. The State Government has not yet taken a decision on the scheme for the establishment of selected schools. Model Schools attached to Training Colleges function more or less as selected schools. The State Government have established and expanded the Evaluation Unit Bureau of Educational and Vocational Guidance and Science Units. The State Institute of Education has programmed to undertake in-service training of teachers.

ORISSA

- 12 (i) The following are the schemes operating in the State regarding improvement and strengthening of science teaching through measures like strengthening of science laboratories and special training of science teachers :

1. Construction of Science Laboratories and supply of Science apparatus.
2. *Special training for science teachers*—Seminars and refresher courses are organised by the Board of Secondary Education, Utkal

University, U.G.C., N.C.E.R.T. and U.S.A.I.D. A summer institute in Chemistry was organised in the Regional College of Education, Bhubaneswar in which some teachers participated.

(ii) *Improvement of school library services* :—Provision exists in the budget in 1964-65 and 1965-66 for improvement of library services in the Secondary Schools.

(iii) *Improvement and expansion of Multi-purpose schools* :—There is no multi-purpose school in the State in the proper sense of the term. There are 3 higher secondary multi-purpose schools in which provision has been made for teaching of more than 2 electives. The State Government have, however, taken a decision that in view of the fact that the higher secondary schools are not popular among the parents and guardians and necessary building materials, teaching personnel are not available, the scheme should be wound up. Altogether there are 9 higher secondary schools in the State out of which 6 are Government Schools and 3 are aided by Government and 1 is not aided by Government.

(iv) *Upgrading of high schools to higher secondary pattern* :—As under (iii) above.

(v) Training and supply of teachers and improvement of their service conditions : There are 3 training colleges at Cuttack, Angul and Sambalpur in which the intake capacity is 360. In view of the fact that there are already a thousand high schools and five thousand trained graduate

teachers are required out of which only 50% of the teachers are trained, it is necessary to increase the intake capacity further in these training colleges besides establishment of one more new college. Provision has been made for starting a fourth training college in the State during the Fourth Plan besides increasing the intake capacity in the existing training colleges.

The service conditions of the teachers have been considerably improved. Government school teachers are governed by the Orissa Service Code and the Orissa Education Code having the same privileges as other Government servants in the vacation departments of the State. Teachers of private high schools of which 142 are managed by the Government are governed by the Orissa Education Code and the Orissa grant-in-aid rules. Their pay has been revised to bring it up almost to the same par as Government School teachers. These teachers further enjoy the benefit of Contributory Provident Fund.

(vi) *Development of selected schools with residential facilities for talented children* :— The schools in the State are divided into two categories— Government and non-Government. No School has been selected for talented children during the Third Plan period. During the Fourth Plan period, it was originally proposed to start five selected schools with M.E. classes attached thereto, but on account of non-availability of funds it is proposed to start only one school for the time being on a pilot basis.

- 13 The Evaluation Unit is functioning in the Board of Secondary Education, Orissa. They formulate objective type tests and experiment them in the high schools. The Board has decided to introduce 10% objective questions in Social Studies and General Science.

There is a Bureau of Educational and Vocational Guidance in each of the training colleges at Cuttack and Angul. Opening of a Bureau in the Training College at Sambalpur, is under consideration.

Since clubs have been organised in a number of high schools and science fairs are held annually. These are very popular aspects of secondary education. They get financial assistance from the central as well as from the State Governments.

The Science Talent Search Scheme has been functioning in the State. During the year 1964, 5 students come out successful at the Science Talent Search Test.

- 14 The programme for in-service training of teachers at the high school level has not been introduced yet in the State.

PUNJAB

- 12, 13 & 14 (i) Very liberal grants have been given to schools for strengthening school laboratories and libraries. A special allowance of Rs. 15 p.m. has been sanctioned to teacher-librarians in such schools where library books number 4000 or more. Under this Government of India Cash Programme grants amounting to Rs. 7.99 lacs were also given to higher secondary schools

running as such during the 2nd Plan period for strengthening laboratories and libraries. We have asked for a grant of Rs. 71.21 lacs for equipping Science laboratories and libraries of High and Higher Secondary Schools under the Government of India Crash Programme for the year 1965-66.

(ii) Covered under above.

(iii) Under the centrally sponsored scheme two multi-purpose schools one for boys and other for girls, are given substantial aids for improving teaching. We have asked for a grant of Rs. 9.71 lacs for strengthening various elective groups in all the multi-purpose schools, during 1965-66. We also propose to introduce Music and dance in 50 schools, Agriculture Stream in 30 schools, Domestic Science in 150 schools, Home Science in 30 schools and Commerce in 20 Higher Secondary Schools.

(iv) In our State the syllabi for Matriculation Examination and Higher Secondary Part I Examination have been made identical and for all practical purposes all high schools are higher secondary Part I. As such this year we have upgraded 142 middle schools to higher secondary Part I stage.

(v) Except in the subjects of Science and Agriculture, we have adequate supply of teachers. Steps are being taken to improve the service conditions of the teachers.

(vi) We do not have any residential schools at present. However, in the Fourth Plan we have a proposal to set a special residential school for gifted children.

- 13 Very useful organisation like Evaluation Unit, Education & Vocational Guidance Bureau, Science consultant Services, English Institute and others like Science Clubs, Fairs and Science Talent Search Programme will continue.
- 14 Eight Extension Services Centres and Units attached to different training colleges have organised more than hundred workshops, seminars etc. to enable the teachers grow professionally. We are availing the facilities of the in pre-service and in-service education provided at Regional Training College, Ajmer. We have given one year training in advance sciences to 290 science masters/mistresses during the year 1962-63, 63-64 and 64-65. In addition we deputed 52 B.Sc. B. Ts. for full M.Sc. degree course during 64-65. During the current year 55 B.Sc. B. Ts. will be sent for one year condensed course in addition to 6 weeks training to be given to 120 science masters/mistresses of high schools and a 9 months training course to 30 B.Sc. B.Ts. from higher secondary schools.

WEST BENGAL

- 12 to 14 Systematic attempts are being made in conformity with the objective of the recommendation.

GOA, DAMAN & DIU

- 12 to 14 In order to improve the quality of secondary education, the Government is taking all possible steps in that direction. The Government is giving special grants under the Crash Programmes for the development of Science Education on 100% basis in order to improve their laboratories. A provision

of Rs. 1.00 lakh is made in the Budget for the year 1965-66.

Provision is also made in the Budget to help the schools with an enrolment of over 500 pupils with special library grants. Under this Scheme, every such school will be given special library grants of Rs. 2,500/- each. In addition every such school will be given one laboratory clerk to be paid by the Government.

Government is aware that the quality of education can be improved only if there are trained teachers on the staff. As the schools are receiving grants only during the last two years or so, they are reluctant to depute the teachers for training. As such, the Government has approved a scheme for the deputation of in-service secondary teachers for training. During the training, the Government will pay full salary to the teachers, on the condition that these teachers should serve in the schools in this Territory for a minimum period of two years.

The Government is also aware of the low pay scales of the teachers and is taking suitable steps to revise the same and bring them on par with those prevalent in the Union Territory of Delhi. The financial implications of this change are at present under the study of the Government.

The Government has also recommended the schools to send their teachers for Vocational Guidance Training. Science Clubs, Science Talent Search Scheme, etc. are also being continued in this Territory.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
		KERALA	
15		15	The State Government have not yet taken a decision on the diversification programme. While the State Government recognise the need for diversification at secondary stage, the nature of diversification and the pattern of vocational courses are yet to be determined. The State Government hope to take a decision on this issue after the Education Commission makes its recommendations. The question of organising vocational guidance and Counselling service in schools has been already undertaken. They will be intensified after a decision regarding vocational schools is taken.
		ORISSA	
		15	The State Government has not taken any decision so far regarding the diversification of courses at the end of the secondary education exist in the State as there are facilities available for students to take admission in technical schools. Provision also exists for non-matriculates to take admission into I.T.Is.
		PUNJAB	
		15	To diversify the Secondary Education still further Music and dancing will be introduced in 50 schools, Agriculture in 30 schools, Domestic Science in 150 schools, Home Science in 30 schools and Commerce in 20 Higher Secondary Schools. Guidance in diversified courses will be supplied by the Guidance Bureau which will probably be financed by Government of India.

WEST BENGAL

- 15 Steps have already been taken in this connection. Substantial progress has been made. Correspondence course will be started in the Fourth Plan.

GOA, DAMAN & DIU

- 15 Steps are being taken to provide diversified courses in secondary education. All the facilities will be given for such diversification of courses to the management of non-Government schools.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

16 & 17		16 & 17	Funds are proposed to be provided in the IV Plan for improving the teaching of Science in Schools. There is already provision for the teaching of General Science and Mathematics in all Secondary Schools in our State. The question of providing elective science will be considered after the recommendations of the Commission are known. The question of giving higher emoluments to teachers of Science who acquire higher qualifications will be examined in due course.
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ORISSA

- 16 General Science is a compulsory subject at the secondary stage. There is no elective science at the High School stage of this State. To improve Science Education at the High

School stage, the State Government is providing Science Laboratories at an estimated cost of Rs. 15,000/- per school. During the Third Plan period, the programme is to equip 110 high schools with science laboratories. It is proposed to provide laboratories in 400 more high schools in the State during the Fourth Plan period. The outlay proposed to be provided under this scheme during the 4th Plan is Rs. 60.00 lakhs.

- 17 The State Government has no separate scale of pay for Science teachers who have acquired higher qualification through condensed or other special courses.

PUNJAB

- 16 There are very few schools which do not have any arrangement for the teaching of Science. General Science is already a compulsory subject in Higher Secondary Schools. It has also been made obligatory in the high schools.

- 17 Extra increments have already been given to the Science Teachers, who attended the first course. The case of others is under consideration.

WEST BENGAL

- 16 & 17 Accepted in principle. Will be implemented within the limit of available funds.

GOA, DAMAN & DIU

- 16 & 17 In order to improve the Science education and to attract better qualified teachers to the profession, the Government has already decided to give four advance increments to trained science teachers.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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18 (i) to (xiv)		18	<p style="text-align: center;">KERALA</p> <p>The Government had an idea to start one Government College in each year of the IVth Plan period. But the proposal had to be dropped on account of the reduced outlay that has been tentatively fixed for the educational sphere. The amount of Rs. 40 lakhs now made is proposed to be utilised for the Government Arts & Science College, Calicut started in 1962-65. Hence the proposal for the starting of Government Colleges cannot be implemented in the IVth Plan period because of limitation of funds.</p> <p>(ii) Adequate funds have been included in the IVth Plan proposal for the starting as well as improvement of graduate and post-graduate courses in Government Colleges.</p> <p>(iii) Government Colleges do not exist in some of the Districts of the State. But Colleges started by Private agencies are available in all districts in good numbers. As such the suggestion is not possible of implementation in so far as this State is concerned in the absence of Government Colleges in each district.</p> <p>(iv) A scheme for evening classes for graduate courses has been started in the University College, Trivandrum from the beginning of the current academic year. It will be extended if necessary to other Centres after watching the progress of the courses already started.</p>
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(v) Adequate number of teachers are available in the Government Colleges as per the pattern of staff prescribed by the University. No unqualified hands are being recruited.

(vi) This can be examined.

(vii) The assistance offered by the University Grants Commission is not being properly and adequately availed of by the Government Colleges at present as the State Government find it difficult to meet the matching share to be borne by them as and when the University grants are sanctioned. Because of procedural difficulties, and in the absence of advance information, by the time the clearance by Finance Department is obtained the amount offered by the University Grants Commission to Government Colleges lapses due to limitation of time. As a way out the present practice of partial grants being extended by the University Grants Commission to Government Colleges may be replaced by full grants to facilitate utilisation of maximum assistance by the Government Colleges also.

(viii) Post-graduate courses will be started in some more Government Colleges during the Fourth Plan.

(ix) This is being examined.

(x) The Kerala University has certain schemes for teaching foreign languages like German and French.

(xi) This is a matter on which a policy decision has to be taken at an all-India level and on which further considerations are necessary before taking a final decision.

(xii) There will not be much difficulty for obtaining sufficient number of qualified hand in Government Colleges in this State.

(xiii) May be encouraged as suggested.

ORISSA

18 (i) No such course is available in the Secondary school for general education in this stage, although there are facilities for students to go to the Industrial Training schools, Engineering schools and Polytechnics after H. S. C. Examination. State Government have also opened some technical higher secondary schools in different streams of education have been provided. In order that this may be achieved, it is desirable that the pattern of Secondary Education, that is to say, introduction of 10 years' High school course and two years Junior College course should be accepted as an All India Pattern of Secondary Education.

(ii) During the preparation of the draft Fourth Plan, adequate care has been taken for the improvement of quality in different sectors of higher education besides the quantitative expansion which is essentially required for this State.

(iii) There is no proposal for establishment of model colleges in the State during the Fourth Plan period. But adequate provision has been made in the draft Fourth Plan for improvement of building, equipment, library and staff in all the colleges of the State.

(iv) During the 3rd Plan period 4 evening colleges were started in the different districts of the State. During the 4th Plan period 3 more evening colleges are proposed to be opened. There is no proposal for the starting of condensed courses at this stage as this scheme is not considered to operate satisfactorily in this State at present.

(v) Adequate steps are being taken to improve the teacher-pupil ratio at the college level.

(vi) The State Government have no comments to offer on this.

(vii) } Action to be taken
(viii) } by the State Govern-
(ix) } ment.

(x) The State Government has accepted the view of the Board. The Utkal University has already started the teaching of French, German, Russian and Chinese.

(xi) The State Government has accepted the view of the Board.

(xii) } No action is required
(xiii) } to be taken.
(xiv) }

PUNJAB

18 The schemes have been in the tentative Fourth Five Year Plan under 'University Education' as discussed below item-wise:

(i) The diversified curricula in Secondary Schools, do help students in offering diversified courses in Universities. During the Second Plan period efforts were made to diversify the

Secondary stage of education by introducing the following elective groups :

- (1) Science
- (2) Humanities
- (3) Technical
- (4) Home Science
- (5) Agriculture
- (6) Fine Arts, and
- (7) Commerce.

Unfortunately for lack of adequate number of suitable qualified staff and for lack of funds the number of diversified group introduced, given below, is small:

Humanities	506
Science	470
Commerce	29
Agriculture	31
Fine Arts	24
Technical	22
Home Science	25

It is an unfortunate fact that after 1958-59 we have not been able to extend the programme of diversification any further. And since 1958, no elective group other than Humanities and Science has been introduced in schools.

In the Fourth Plan, however, a provision has been made to convert 80 High Schools to Higher Secondary pattern and in addition, introduce about 100 elective groups more in the existing Higher Secondary Schools.

(ii) In our enthusiasm for spreading education so as to increase literacy and popularising mass education, the emphasis during the first and second Plans has been on educational expansion. During the

third Plan period some efforts were made to introduce an element of quality education. But unfortunately the weight of quantitative expansion was so great that a good chunk of funds provided for quality education had to be diverted for quantitative education although by opening agencies like State Institute of Education, State Evaluation Unit, State Bureau of Educational and Vocational Guidance, Punjab Institute of Education and by organising a number of in-service education courses and strengthening the school libraries and laboratories, some very genuine steps were taken to improve quality education also.

In the Fourth Plan greater emphasis has been visualised to be given on quality education by strengthening the school libraries and laboratories, opening quality schools, instituting state awards for teachers, increasing the number of scholarships, modifying the curricula and text books, making reform in examination system, adding to the tempo of in-service education, revision of pay scale of teaching personnel, creating science consultants services at district headquarters etc. etc.

(iii) & (iv) Adequate provision for expansion has been made. Besides an amount of Rs. 47.50 lacs has been included for the creation of a large number of scholarships so that brilliant boys coming from poor homes can be benefited of Higher education. Provision has also been made for additional residential accommodations for students. Some provision has been made to encourage research activities in college.

The development of colleges will take place under various schemes included in the Fourth Plan and one college in each District (if there is a Government college) will be selected for development. Besides making provision for strengthening the facilities in the existing colleges it is proposed to start 2 new colleges, during this Plan to meet the increased demand for higher education in the backward areas of the State where such facilities do not exist at present. Adequate provision for staff, building, laboratories, equipment etc. has been made in this respect.

(v) It is proposed to start evening classes at two places during the 4th Plan. Additional staff is proposed to be provided for the increased number in the morning colleges. No provision has, however, been made for correspondence courses.

(vii) }
 (viii) }
 (ix) } Action by University.
 (x) }
 (xi) }

(xii) The admission in professional colleges are already made on the basis of merit keeping in view the reservation made for scheduled caste, sportsmen etc.

(xiii) In professional colleges only that staff is appointed who possesses B. T./B. Ed. qualification and hold M. A./M.Sc.

(xiv) Action by Government of India.

WEST BENGAL

18 (i) to (viii)—Accepted in principle. Implementation already initiated, whenever funds

are available. The balance will be pursued in the Fourth Plan.

(x) to (xiv)—Accepted in principle. A limited start has already been made and will be further pursued in the fourth Plan.

GOA, DAMAN & DIU

- 18 This item pertains to college education, which is at present controlled by the University of Bombay, to which the colleges are affiliated. However, the Government of Goa, has provided a sum of Rs. 3.00 lakhs in the Budget of the current year to give grants to Bombay University for the starting of Post-graduate courses in Latin studies History and Economics, English, Chemistry and Mathematics. The Bombay University has already started these courses from June, 1965.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
		KERALA	
19& 20		19& 20	The Government hold that as the State is advanced in education and as the percentage of literacy is fairly high, there is no need to embark on an elaborate programme of social education.
		ORISSA	
		19	The concept of social education has already been accepted as the basis for planning programme of social education in this State. A Pilot Project for literacy has already been drawn up for implementation in the State during 1965-66 on this basis.

- 20 This view is acceptable. In Orissa, Social Education is still being administered by the C. D. Department although technical control of the programme lies entirely on Education Department. Panchayat Raj institutions are associated with the implementation of the programme at the field level. The question of placing the entire control and administration of Social Education with Education Department is being considered by Government.

PUNJAB

- 19 The programme enunciated in the concept of Social Education is almost already being observed in the Social Education Centres by the State to a large extent. It has not been possible to provide for follow up programme under the regular social education scheme of the Department.
- 20 Education Department is already owning the responsibility to carry out the programme of Social Education. The Community Development Department is also doing some work in the field of Social Education.

WEST BENGAL

- 19 & 20 Accepted.

GOA, DAMAN & DIU

The opinion of the Board that the responsibility of the social education should be vested in the Union Ministry of Education and Development of Education of the State Governments is agreed to.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			KERALA
21 to 26		21 to 26	As the percentage of literacy is high, there is no necessity for an elaborate programme of adult literacy in this State.
			ORISSA
		21	In the 4th Plan funds to the extent of 20 lakhs are being provided in the Education Budget for adult literacy programme in addition to the provision made in the schematic budget of the blocks. Education Department proposes to appoint 100 organisers to take up literacy in the 4th Plan.
		22	The recommendations are accepted. In the 4th Plan due emphasis will be given in the scheme for functional literacy for adult.
		23	The recommendations have already been under implementation in the State. Literature in adequate quantity are being produced and grants to rural libraries are being paid to provide reading facilities to people.
		24	Out of 60 lakhs illiterate adults of the age-group 14-45 the 4th Plan envisages making 20 lakhs illiterates, literate.
		25	The literacy programme in the 4th Plan will be mainly done on voluntary basis.
		26	A Central Social Education Board should be constituted to plan and implement Social Education Programme in the country.

PUNJAB

- 21 The existing Social Education Scheme is quite inadequate to meet the requirements. An elaborate programme for the expansion of adult literacy is proposed to be chalked out to eradicate illiteracy within 10 years. Lack of adequate funds might stand in way to expand the adult literacy programme.
- 22 The aim of social education scheme of this department is functional literacy and the adults are made to learn 3 Rs. as a part of the training. The duration of literacy course is about one year. There is no provision under the Social Education scheme for post literacy classes as the Scope of post literacy classes is remote in this State.
- 23 As already pointed out above, a programme for the expansion of adult literacy is already under the consideration and if that scheme finally goes through and funds are provided for that purpose, it will go a long way to remove illiteracy. This programme will include the follow-up action.
- 24 & 25 No comments.
- 26 There is hardly any need to set up any such Body at State Level because Education Department is accelerating the Social Education Programme.

WEST BENGAL

- 21 to 26 Accepted in principle. Action will be taken whenever practicable. It is hoped that more funds would be available in the Fourth Plan.

GOA, DAMAN & DIU

21 to 26 As regards the scheme of eradication of adult literacy, the same is started in this Territory from 1964-65 and the same is being continued during the current year. In addition, a suitable provision for the publication of material for the neoliterates, and to arrange the cultural programmes at the Adult Literacy centres has been made. It is also proposed to print and distribute wall papers and other books for the reading of the people who have attained the prescribed level of literacy through these centres during the previous year. A sum of Rs. 0.60 lakhs has been provided for the same in the Budget for the current year.

Item No. 12 Integrated Programme of Physical Education.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
27 to 29		KERALA	
		27 to 29	The State Government have received proposals for the implementation of the programme of physical education. The matter is under the detailed consideration of State Government.
			The State Government have implemented the National Physical Efficiency Drive launched by the Union Ministry of Education.
		PUNJAB	
		27 to 29	This has not been given a new caption, <i>i.e.</i> National Programme of Physical Education and in accordance with Government of India, Ministry of Education, N.P.E. is being introduced in all High and Middle Schools throughout

the country as a compulsory curricular subject with effect from 1965-66 academic session. To start with the N.P.P.E. in Orissa would be taken up in High Schools as most if not all, the middle schools do not have any P. E. Teachers far less facilities of play grounds and gears. Adequate funds for the furtherance of N. P. P. E. have been provided for in the IV Five Year Plan.

WEST BENGAL

27 to 29 Accepted in principle.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

30	(a) & (b) The State Government have already given instructions to include Chapters on Agriculture, Soil Conservation, Forest etc. in the Text-Books. Health education has also been included in the curriculum. If Government of India will make available, suitable books and literature on the subjects of agriculture and health education they can be printed and made available to the children.		
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ORISSA

30	(a) The Primary School Syllabus provides for General Science and Crafts to include Agriculture and some knowledge about forest etc. Accordingly in the text books for General Science subjects like Agriculture, Forests etc. can be dealt with generally but soil conservation is a purely technical subject which may not come under the scope of Primary School Syllabus.		
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(b) In the Primary School Syllabus, Health Education comes under the subject 'General Science', 'Social Studies' and 'Physical Education'. Both theoretical knowledge and practical experience have to be gained from the studies of these subjects. The Primary school curriculum is very comprehensive having been drawn up by the Board of Primary Education, Orissa.

In the State of Orissa there are still some Junior Basic and Senior Basic Schools which follow the Primary school syllabus as approved by Government and have all the traditional activities of basic schools like Safai, Agriculture, Mororanjan, Civic duties etc. These Basic Schools have some land at their disposal which they cultivate and grow crops every year. The teachers and the students work together. So there is adequate provision for agricultural activities and health education for such schools. In the primary schools also the essential basic features have been introduced and where land is available the students and the teachers raise a garden either of flowers or vegetables or both and day-to-day health checking is made by the teachers like cutting of nails, hair, clearing eyes, nose, wearing of clean clothes etc. The question of medical check-up in the primary schools by the Primary Health Centres in Block areas is under active consideration. In urban schools, however, some schools arrange for medical check-up but it is not done on a mass scale.

The teachers' Hand-Book which is being prepared for Primary Schools will have one

chapter on each of the subjects included in the Primary school Syllabus and in these chapters, experts will give detailed instructions on health education and agricultural operations.

PUNJAB

- 30 (a) & (b) The lessons on health education exist in our Text Books.

WEST BENGAL

- 30 (a) & (b) Accepted.

GOA, DAMAN & DIU

- 30 (a) & (b) The recommendation is being looked into and the necessary steps will be taken when the text book will be published in this Territory.

Item No. 14 **Corrupt practices in educational institutions**

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

<i>Para Nos.</i>	<i>Recommendation</i>	<i>Para Nos.</i>	<i>Action Taken</i>
		KERALA	
31(a) & (b)		31	(a) & (b) This State Government is making earnest endeavour to discourage corrupt practices in Educational Institutions. By an amendment to the I. P. C. the Managers of Aided schools are treated as Public servants and action can be taken under the provision of corruption act if they indulge in corrupt practices. The State Government are awaiting the proposed draft bill from Government of India for preventing the establishment of unauthorised Institutions. The Department is taking every step to improve the standards of teaching.

Examination reforms are also being introduced, so that the recourse to short-cuts, guides and notes will be discouraged.

ORISSA

- 31 (a) Admission to colleges is done on the basis of merit only. Previously there was district restriction for admission into Government colleges. A student belonging to one district was not usually given admission in a college in another district if there was provision in his own district for the teaching of the subject they wanted to take up. This restriction has now been abolished. In all Government colleges admission is being done on the basis of merit only. In a meeting of the Principals of all Government colleges (Government Aided) the Director of Public Instruction explained the desirability of adopting a uniform principle everywhere of admission on the basis of merit only. This was accepted in the meeting of all the principals.

There has so far been no case of any fake or unauthorised person or body holding any examination or issuing any certificate. The question of preventing such unauthorised conduct of examination has, therefore, not yet arisen. The two Universities in the State award University Degrees. The Board of Secondary Education conducts Higher Secondary schools certificate, High school certificate and Middle school certificate Examinations and award certificates. The Board of Basic Education conducts the Senior Basic Examination for the Basic Schools. The School

Examination Board conducts Elementary Training Examination, Secondary Training Examination, Hindi training examination and Basic Training examination. The Orissa Council of Sanskrit learning and culture conducts all the sanskrit examinations in the State. No case has so far occurred when any unauthorised or fake individual Association has held any examination or issued any certificate to correspond to any of the examination noted above conducted by different Boards and Councils in the State.

(b) At the time of inspection of educational institutions and in the teachers' conferences instructions are given not to use key books, note books and made-easy notes. It has been the policy of the department to discourage the use of such books. But, in spite of this, such note books are actually in use in many places.

PUNJAB

- 31 (a) As far as Government colleges are concerned admissions are made on merit by selection committees appointed by Principals. The question of admission being influenced by donation etc. does not arise in the case of Government college. Regarding private colleges which are under the jurisdiction of the Universities, the Universities have to take necessary steps to see that the admissions are made strictly on merit and not on the basis of donations, fees etc. The matter has been referred to universities for taking necessary action.

To prevent corrupt practices in the sphere of prescription of text-books the Department has also issued instructions that text-books should be prescribed for each Arts/Science Department by the Principal on the advice of a Committee of Lecturers of the respective departments.

In the matter of taking up private tuitions also, the Department has issued instructions that no lecturer can take up more than one tuition.

Action regarding legislation to prevent unauthorised persons from starting institutions, conducting examinations, awarding diplomas, degrees etc. and adopting names such as Universities, Vice-Chancellors, action will be taken after Government of India, has prepared a draft bill for this purpose to serve as a model to State Governments as envisaged in the recommendations.

Regarding affiliation of colleges by Universities to ensure that managements of private institutions have resources to maintain standards, action has to be taken by the Universities. The matter has been referred to them for necessary action.

(b) There are specific instructions of the Department banning the use of unauthorised text books such as Guides, Notes and Keys. The person infringing these instructions are dealt with according to penalty schedule evolved by the the Department.

WEST BENGAL

- 31 (a) & (b) Acceptable. This is always being enforced.

GOA, DAMAN & DIU

- 31 (a) & (b) It is quite true that every educational institution must be recognized by the educational department of the State/Union Territory. As per the Grant-in-aid code every school has to apply for the recognition, which is given on the recommendations of the Inspecting officers as per the provisions of the code. The schools classes which do not fall within the prescribed Rules are refused the recognition. It is felt that the Central Government should enact a common legislation for the whole country on this question so that the state departments may be empowered to check these unauthorised institutions from coming up and harming the authorised ones.

This Government also fully agrees that the use guides, notes and/or annotations are detrimental for the proper imparting of education and it is trying to check their use through the inspecting officers in the schools.

Item No. 15 **The effect of transfer of administration of Educational Institutions to Panchayats.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
32 & 33		KERALA	
		32 & 33	This will be considered in greater detail at the time of establishment of Panchayat Raj institutions at the Block level.

- 32 The Panchyat Samities are in charge of the management and control of primary schools in the community development blocks. Many problems arise occasionally in the inter-relationship between the non-officials of the Panchayat Samities and the officials particularly the Sub-Inspector of schools who has been made the education extension officer of the block. Some problems are also faced regarding the non disbursement of salary in time. But since the transfer has been made to the local bodies on an experimental basis the problems are bound to be faced and we are solving them as expeditiously as possible. At all annual C. D. conferences the problems are being discussed there and many solutions are suggested by the Panchayat Samitis and the Zilla Parishads which are later implemented. So the bottlenecks are being removed gradually in the light of experience.
- 33 Sufficient precautions have been taken to ensure the security of service of teachers under the Panchyat Raj. The teachers who were working in Government schools namely Government primary schools and Junior Basic schools before the date of transfer will continue to enjoy all the privileges of Government servants. As regards the teachers appointed by the Zilla Parishads after the date of transfer *i. e.* 1-9-1961 they will be under the Zilla Parishad cadre and the service conditions of teachers under this cadre have been prepared by the

C. D. Department in consultation with the education department which will give adequate security to the teachers under the Zilla Parishad cadre.

PUNJAB

32 & 33 In the Punjab State local body schools were provincialised and brought under the direct control of the state education department with effect from 1st October, 1957 to achieve the following objectives:

- (i) To increase the tempo of expansion to tone up the instructional work.
- (ii) To improve the administrative control; and
- (iii) To improve the service conditions of teachers.

It was felt that without provincialisation of local body schools the above objectives could not be achieved on account of dual control, lack of adequate resources and different service conditions of teachers prevailing in various local body schools. The progress achieved in the wake of provincialisation is remarkable and it is feared that if the overall control of Primary education is entrusted to Panchyat Raj institutions immediately, the tempo of progress and achievements might suffer a set back. It should, however, be advisable to transfer the control of primary education to the Panchyat Raj institutions in the long run subject, of course to proper safeguards.

WEST BENGAL

32 & 33 Noted.

GOA, DAMAN & DIU

32-33 This recommendations is agreed to.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

34		34	The Pay Commission approved by the Government is examining the whole question. The state Government have already accepted the principle of parity in the salary scales and allowances of Government schools and aided school teachers.
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ORISSA

34	(i) The salary-scales of teachers of all categories were revised during the Third Plan period. There is, therefore, no proposal at present to further revise the salary-scales during the Fourth Plan period. The revision of the scales of pay of the teachers have been made by taking into account the qualifications of the teachers.
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(ii) There has been only marginal difference in the salary-scales of pay of the teachers serving under the Government and in the aided institutions. The marginal difference has been maintained considering the method of recruitment, the age of retirement in the Government as against the same serving in the aided institutions.

PUNJAB

34	The question of revision of salary scale of teaching personnel has already been taken up in the Fourth Five Year Plan. This will be, however, subject to the availability of funds.
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Further, the question of liberalising grant-in-aid Rules which will *inter-alia* purport to require the privately managed aided schools to pay their teachers the same scales of pay and allowances and almost the same conditions of service as their counterparts in Government service is under consideration of the state Governments.

WEST BENGAL

- 34 Accepted as far as the State resources permit.

GOA, DAMAN & DIU

- 34 The Government is aware of the question of the uniform pay scales for the Government and private teachers and is taking adequate steps in this direction.

The education department is also instituting upon the minimum qualifications prescribed by the Department for the recruitment of new teachers while time limit is given for the old teachers to get themselves qualified. The Government is also taking steps by giving 100% pay to non-Government secondary teachers to send them for training.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

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| 35 &
36 | | 35 & 36 | No remarks. |
|------------|--|---------|-------------|

ORISSA

- 35 The teachers serving under the Government contribute to the General Fund account like the other employees serving in the other departments of

Government . In the case of the teachers serving in the aided institutions, they get the benefit of contributory provident fund.

36 No action is desired to be taken by the State Government at present.

WEST BENGAL

35 & 36 The State Government are unable to accept the recommendation.

GOA, DAMAN & DIU

35 & 36 Agreed to.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			KERALA
37 & 38		37 & 38	Government have already issued orders instructing the teachers and students to take the pledge.
			ORISSA
		37 & 38	The State Government has accepted the suggestion of the Board.
			PUNJAB
		37 & 38	Necessary instructions have since been issued by the Directorate to all heads of Institutions in the State to ensure pledge is taken by students daily.
			WEST BENGAL
		37 & 38	Action is being taken.
			GOA, DAMAN & DIU
		37 & 38	Agreed to. The Pledge to be taken is already communicated to all the schools for action.

Item No. 19 **Scheme of Vijnan Mandirs.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			KERALA
39(1) to (10)		39	<p>At present there are three Vijnan Mandirs in the State and that they are under the administrative control of the Education Department. The scheme will be continued during the fourth Plan period also.</p> <p>(1) It has been stated that during the IVth Plan period also the scheme of Vijnan Mandir will be on 100 per cent Centrally sponsored basis. But the Government of India have taken a stand that the Central assistance is subject to an overall ceiling of Rs. 12,000 per annum per Vijnan Mandir. The State Government consider that it is not possible to properly run the scheme limiting the expenditure within the ceiling of Rs. 12,000 for each Vijnan Mandir as fixed by the Government of India. The ceiling fixed has therefore to be enhanced. This has reference to the Govt. of India, Ministry of Education's letter No. 14-14/65-SR.III dated 3rd August, 1965.</p> <p>(2) The State Government have already submitted proposals to the Government of India for the starting of five more Vijnan Mandirs one each in each year of the next plan period. The suggestion in this behalf will be borne in mind when new Vijnan Mandirs are established.</p> <p>(3) Five more Vijnan Mandirs will come into being if the proposals are accepted by the Government of India.</p>

(4) This suggestion will be considered at the end of the IVth Plan when the new Vijnan Mandirs proposed are established.

(5)&(6) Noted for guidance.

(7) It will be highly beneficial if a mobile van is provided for each Vijnan Mandir for propaganda and publicity purposes.

(8) Noted for guidance.

(9) Attention is invited to the reply to sub-item (1) above.

(10) Attention is invited to the reply to sub-item (4) above.

ORISSA

39 (1) There are at present 3 Vijnan Mandirs in the State. Provision exists for establishment of 10 more Vijnan Mandirs in the Fourth Plan.

(2) The existing Vijnan Mandirs are in isolation and have not been established alongwith institutions like Secondary Schools, extension departments or training colleges and community centres. The Vijnan Mandir follow a pattern which will be better managed by the Agriculture Department in the State than by the Education Department. The Education Department has prescribed a syllabus in General Science which students are to follow for purposes of the High School Certificate Examination. The Vijnan Mandir has little in common with the Syllabus prescribed under the General Science for the H. S. C. Examination.

(3) There is provision for the opening of ten Vijnan Mandirs in the Fourth Plan.

(4) As the number of Vijnan Mandirs in this State is small, the establishment of a Co-ordinating Committee at the State level is not necessary at the moment.

(5) The State Government have agreed to the suggestions of the Board.

(6) to (10) Agreed.

PUNJAB

39 It is proposed to establish five Vijnan Mandirs in the State, one each year during the Fourth Five Year Plan. The Mandirs will be attached to the Extension Centres of Government Colleges so that assistance of science personnel and laboratories could be obtained.

WEST BENGAL

39 Noted.

GOA, DAMAN & DIU

39 The Scheme of establishment of Vijnan Mandirs is included in the Fourth Five Year Plan.

em No. 22 **Reservation of sites for educational Institutions in the development plans.**

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

2 & 43

42 Suitable instructions are being issued to the State Town Planning Department in this regard.

- 43 The suggestion for suitable designs of buildings so that construction of school buildings may not suffer due to want of building material is being examined in consultation with the State Public Works Department.

ORISSA

- 42 & 43 The State Government have noted the recommendations of the Board.

PUNJAB

- 42 & 43 The matter is under correspondence with the Chief Engineer, Punjab P.W.D., B. & R., Patiala.

WEST BENGAL

- 42 & 43 Accepted in principle.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			KERALA
44 to 47		44 to 47	There are no adequate play-grounds attached to our schools. With the pressure of population on land and with the high cost of acquisition, it is not possible to provide proper play-ground. It is however proposed to include funds in the Fourth Plan for the development of physical education.
			ORISSA
		44 to 47	Survey of playgrounds for Middle Schools (a total of 2700 in the State) is still in progress. As regards High Schools (850) only 23% have playground facilities.

PUNJAB

- 44 The matter is already under active consideration of the Department. Relevant information is being collected from the subordinate offices.
- 45 The case regarding conversion of post of O. N. S. Ds to that of Deputy Director Sports or Physical Education, was referred to Administrative Department but they did not agree.
- 46 It is for the State Sports Department to examine.
- 47 It is for the State Sports Department to examine. No action on our part.

WEST BENGAL

- 44 to 46 Accepted in principle. Will be taken up in the 4th Plan when necessary funds are available.
- 47 Action is being taken.

GOA, DAMAN & DIU

- 44 to 46 Government is already aware of the importance of Physical Education and is taking adequate steps to implement the same. The Physical Education Board, working in the Directorate of Education, looks after the activities of the Physical Education. This Board is trying to acquire playgrounds in most of the villages for the use of the schools and local clubs.

The Physical Education is also compulsory in the schools and it is being imparted through trained Physical Education teachers or through the National Discipline Scheme trainees, supplied by the Govt.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

48 & 49		48 & 49	Lives of great men and the study of basic elements of different religions have been included in Text Books. However, attempt is made to develop proper atmosphere in the school for inculcating into the children the principles of correct behaviour and good citizenship. Action has been taken on the recommendations of Sri Prakasa Committee.
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ORISSA

48 & 49		48 & 49	To assist in the development of character, idealism and inspiration, lives of great men and their teachings are included in the syllabus at the primary and secondary stages.
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PUNJAB

48		48	The lessons on the lives of great men appear in our text books.
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Student unrest : The causes are complicated and it is more or less a world wide phenomenon. In the Punjab the position is comparatively more peaceful than in some other States.

The following steps are being taken to create healthy atmosphere :

- (a) Fair and just admission to colleges, an assistance to outside persons.
- (b) Steps to improve the calibre of teachers, orientation courses and good selection.

- (c) More personal contact between the teachers and the students and their parents.

WEST BENGAL

- 48 Noted.
49 No comments.

GOA, DAMAN & DIU

- 48&49 Though moral and religious education may have its own importance, it is felt that its importance may not impress on the minds of the pupils, if it is taught as a class subject. The best way to impart moral education is through the proper behaviour by the teachers, whose conduct should be such as will be emulated by students. Regarding religious education, it is felt that no teacher will be able to explain to the students the basic principles of all the religions without any bias towards a particular religion. A teacher with a bias is likely to do more harm than good to this type of education.

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

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
KERALA			
50&51		50-51	No action.
PUNJAB			
		50&51	Both the recommendation nos. VI & VII have already been implemented as Education Commission has been set up and work started.

WEST BENGAL

50&51 No comments.

GOA, DAMAN & DIU

50&51 Agreed to.

Item No. 26 Students securing Top Places.

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
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KERALA

52		52	This is a matter to be pursued by Government of India.
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ORISSA

		52	Students serving to places are given all facilities to prosecute their studies further. Government of India awards a number of National and National Loan Scholarships to the students securing top places. Then the State Government provides an adequate number of merit, merit-cum-poverty scholarships, maintenance stipends to the other top-ranking students to enable them to prosecute their studies. These scholarships of different numbers and values are being provided from the primary to the post-graduate stage.
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PUNJAB

		52	Under the State Government merit scholarships scheme, students securing top places are already being awarded scholarships to prosecute their studies in any University in the State.
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WEST BENGAL

		52	Practice is current.
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GOA, DAMAN & DIU

		52	Agreed to.
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Item No. 27 Expenditure on Education

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
53 & 54			KERALA
		53&54	The State Government have already exceeded spending 20% of their revenue on Education. The average works out at 32.9% in the State.
			ORISSA
		53	Out of the proposed outlay of Rs. 460 crores for the Fourth Plan Period in respect of this State, an outlay of Rs. 31 crores has been proposed for General Education during the Fourth Plan.
			PUNJAB
		53-54	14.7% of the State revenue is being spent on education during the current financial year. Efforts are being made to pursue the Government to allocate more funds for education.
			WEST BENGAL
		53	Agreed in principle.

Item No. 28 Teachers' Constituencies

<i>Para Nos.</i>	<i>Recommendations</i>	<i>Para Nos.</i>	<i>Action Taken</i>
			KERALA
		55	No action at State level is called for.
			ORISSA
		55	There is no such constituency for teachers in this State.
			WEST BENGAL
		55	Already agreed.

MEMORANDUM

Item No. IV : To consider the report of the Standing Committee of the Central Advisory Board of Education on Higher Education.

The Standing Committee of the Board on School Education met at New Delhi on the 6th & 7th August, 1965, to consider matters connected with school education. The report of the Committee is given below.

The Committee has expressed the view that Item Nos. 4, 5 & 7 of the report need not be placed before the Board.

The recommendations of the Committee on the following items of the report were, therefore, placed before the Board for consideration:

Item No. 1	Promotion of science education at the school stage.	
Item No. 2	Introduction of diversified courses at the secondary stage of education.	} Taken together
Item No. 6	More generous provision for technical or vocational education at the post-matriculation stage.	
Item No. 9	Inclusion of the scheme for technical high schools in the Central Plan for financial assistance.	
Item No. 3	Basic Education on—to consider the progress made so far and suggest the lines for further action.	
Item No. 8	Social Studies (Government of Mysore).	
Item No. 10	Extension services Project for Primary teachers training Schools on the lines of extension services project for secondary teachers training colleges.	
Item No. 11	Improvement of condition of service of teachers in the Fourth Plan.	

RECOMMENDATIONS OF THE STANDING COMMITTEE MEETING OF THE C.A.B.E. ON SCHOOL EDUCATION HELD ON 6TH & 7TH AUGUST, 1965

Item No. 1: *Promotion of Science Education at the School Stage.*

The Standing Committee on School Education took up for consideration the paper placed before it. It was generally felt that the importance of science education was so great that immediate steps should be taken to expand teaching facilities at the school level and at the same time ensure that the quality of teaching is also of a high standard. The Committee felt that at the elementary stage, development of a scientific outlook rather than acquisition of scientific information should be the aim. It noted the steps taken in the Third Plan and the proposals made for strengthening and expanding the facilities of teaching of science in schools in the Fourth Plan.

2. The following are the recommendations made by the Committee :

(i) At the primary stage, science education should be linked with the study and observation of the physical surroundings and should lay special emphasis on nature study, health education etc.

(ii) At the middle stage, whether formal teaching of science should commence in the form of general science or the study of one or more branches of science as separate disciplines should be decided on the basis of expert opinion. Provision of a small laboratory is in any case essential.

(iii) At the secondary stage, increased provision should be made for the study of elective science courses. For students who do not offer elective science, provision should be made for the teaching of general science as a compulsory subject so that the future citizens of the country would possess the desired basic scientific outlook.

(iv) It is essential that the teaching of biological sciences be also emphasised in schools/colleges so as to increase the availability of larger number of auxiliary-nurses, midwives and other medical personnel.

(v) The teaching of science should be strengthened in the training institutions for elementary teachers. At least one science graduate should be appointed on the teaching staff of each of the training institutions and adequate laboratory facilities should be provided. Teacher trainees should be given instruction in content and methodology of the subject.

Steps should also be taken to strengthen science teaching in training colleges by providing adequate number of science teachers and laboratories.

(vi) While Summer Institutes were performing a very useful function for the retraining of science teachers in the latest advances in scientific knowledge and the improved techniques of teaching science, it was observed that the teachers were unable to make effective use of their training on account of the defective curriculum and inadequate laboratory facilities and other handicaps. It was stressed that measures should be taken to ensure that the work of the Summer Institutes has the desired impact on science teaching in schools and that there should be a follow-up in the form of science kits, periodicals, etc., which would be available to schools.

(vii) It was felt that as a result of the competition from industry, schools were unable to secure the services of adequate number of science graduates and post-graduates of the requisite calibre, although the output of science graduates has increased in recent years. This situation was unlikely to improve unless more attractive salaries were offered to science graduates and post-graduates who were willing to work in schools. Steps should also be taken by universities to expand facilities for turning out more science graduates.

(viii) Steps should be taken for the preparation of model uniform syllabi in general science and elective science courses at all stages of education.

(ix) While provision should be made for the general expansion of facilities for the teaching of science, urgent attention should be given to the development of such facilities in the rural areas.

Item No. 2 : *Introduction of diversified courses at the secondary stage of education.*

The Committee carefully considered the Paper placed before it and noted that diversified courses in technology, agriculture, home science, commerce and fine arts were being provided in multipurpose schools. They also noted that technical courses were being provided in technical high schools and junior technical schools which sought to provide vocational bias of different degrees. In light of the actual experience reviewed, the Committee noted that a comparatively small percentage of students, who completed these diversified courses, actually took jobs. It was agreed that a greater stress should be laid on the vocational character of these courses.

2. While reiterating the recommendations made on the subject at the 31st Session of Central Advisory Board of Education held at Bangalore, the Committee made the following suggestions:

(a) Steps should be taken in the Fourth Plan to remove the deficiencies of the existing multipurpose schools in respect of staff equipment, accommodation etc., in accordance with norms to be prescribed on a careful study, keeping in view rising prices and the need to increase the vocational content.

(b) Existing syllabi should be reviewed by a committee of experts, experienced headmasters and representatives of industries, agriculture, etc., in the light of the best experience gathered in the field with a view to increasing the practical content of the courses.

(c) In introducing diversified courses, care should be taken to locate the technical courses preferably in industrial areas. Care should also be taken in respect of other diversified courses so that there is a closer link between the schools and the prospective area of employment.

3. The Committee also considered the proposal for setting up junior agricultural schools in the Fourth Plan with a view to providing good vocational education in agriculture and in allied professions to students. The Committee welcomed the ideas underlying the scheme. The Committee, however, was of the view that admission to such schools should be restricted mainly to children of families which own lands or farms or to children who could be employed on farms.

Item No. 3 : *Basic Education—to consider the progress made so far and suggest the lines of further action.*

The Committee considered the Paper placed before it and after a general discussion agreed with the line of approach suggested by the National Board of Basic Education, which met in February, 1965, and its recommendations are reproduced below :

“(1) Education at the elementary stage throughout the country should *progressively, and as quickly as possible* be made to conform to the system of Basic education. The existing Basic schools should be strengthened and developed fully to become effective Basic schools of high standard. The remaining elementary schools should be enabled to progress towards the same goal by introduction of appropriate activities, the particular crafts to be adopted in each school

being selected to suit local environments. (ii) Post-Basic schools should be developed as an integral part of the system of education at the secondary stage. The existing post-Basic schools should be specially strengthened to rise to a high standard. Adequate provision should be made in all secondary schools for production centred and other programmes as a continuation of Basic education at the elementary stage. (iii) Teacher training institutions should also be strengthened adequately so that teachers trained therein are competent to implement the programme of Basic education more effectively. This strengthening would include reorganisation of curriculum, establishment of model Basic schools for practice teaching, provision of residential accommodation and physical facilities for organising community and other activities. (iv) Educational administration in the Centre as well as in the States should be suitably strengthened and oriented to achieve the object of developing a sound system of Basic education."

Item No. 4: *Separate education for boys and girls in schools and colleges. (Govt. of Kerala).*

The Committee agreed with the views of the Government of Kerala and noted that as in most States separate institutions for girls were being opened at the secondary and collegiate levels whenever the number of girls justified the opening of such institutions and it is not necessary to put it before the Central Advisory Board of Education at its next Session.

Item No. 5: *Inservice training of teachers and their future work. Kerala).*

While agreeing that secondary schools should be equipped and staffed properly, the Committee emphasized the need for an adequate programme of inservice training for improving the professional competence of teachers. It, however, felt that it was not necessary for this item to be placed before the Central Advisory Board of Education.

Item No. 6: *More generous provision for technical or vocational education at the post-matriculation stage. (Govt. of Kerala).*

This was taken up under item 2.

Item No. 7: *Implementation and development of the programme of education in international understanding in furtherance of the East-West Major Project and Associated Schools Project of Unesco. (Ministry of Education).*

The Committee approved the Unesco programme of education for International Understanding in secondary schools and teacher-training institutes and suggested that this programme should be introduced in a limited way in selected secondary institutions. It, however, felt that it was not necessary for this item to be placed before the Central Advisory Board of Education.

Item No. 8: *Social Studies. (Govt. of Mysore)*

While considering the point raised by the Government of Mysore, the Committee noted the useful work which was being done in the Department of Curriculum, Textbooks and Methods of the National Council of Educational Research & Training. The Committee was also informed that the Education Commission was already seized of the problem raised by the Government of Mysore in regard to social studies. The Standing Committee agreed that it was necessary to examine most carefully the teaching of social studies in schools and the impact thereof, and further recommended that as the Education Commission is examining the entire question it would be advisable to await the findings of the Education Commission for deciding upon the line of action to be pursued in future.

Item No. 9: *Inclusion of the scheme for technical high schools in the Central Plan for financial assistance. (Govt. of Gujarat).*

This was taken up along with Item No. 2.

Item No. 10: *Extension services project for primary teachers training schools on the lines of extension services project for secondary teachers training colleges.*

The Committee noted that the National Institute of Basic Education, N.C.E.R.T. had established over 40 Extension Services Centres for inservice training of elementary teachers. The Committee recommended that this useful programme should be strengthened and expanded during the Fourth Plan.

Item No. 11: *Improvement of conditions of service of teachers in the Fourth Plan.*

With the permission of the Chair, the urgent need for increasing the salaries of teachers at the school level was then taken up. Introducing the subject, the representatives of Madhya Pradesh and West Bengal stressed the urgent need to bring about qualitative improvement in the existing system and said that unless qualified and trained teachers were attracted to the teaching profession the effective implementation of the scheme contemplated in Fourth Plan would be well nigh impossible. Opinion was unanimous that unsatisfactory salary scales were the main reasons why persons of the requisite calibre were not being attracted to the teaching profession. Although during the Third Plan period, the Centre and the State Governments have made a systematic effort in this direction, the results so far achieved have not been commensurate with the needs.

A general discussion thereafter followed in which attempts made since the attainment of Independence were reviewed. The Committee agreed on the urgent need to take effective steps to meet the situation. It was realised that the financial implication of the problem has been the main obstacle in taking any effective measures in this connection. The Committee recommended that the expenditure involved in raising the salary scales of teachers should form an integral part of the Plan expenditure, as the entire resources of the States have already been tied with the Fourth Five Year Plan.

MEMORANDUM

Item No. V : To consider the report of the Standing Committee of the Central Advisory Board of Education on Higher Education

The Standing Committee of the Board on Higher Education met in New Delhi on 6th and 7th August, 1965, to consider matters pertaining to higher education. The minutes of the report of the Committee are as follows :

The recommendations made by the Committee were placed before the Board for consideration.

MINUTES OF THE MEETING OF THE STANDING COMMITTEE OF THE C.A.B.E. ON HIGHER EDUCATION HELD IN NEW DELHI ON 6TH AND 7TH AUGUST, 1965

A meeting of the Standing Committee on Higher Education of the Central Advisory Board of Education, was held on 6th and 7th August, 1965 in Committee Room 'E', Vigyan Bhavan, New Delhi, to consider certain important current issues in the field of higher education, which could be included in the agenda for the forthcoming 32nd Session of the Central Advisory Board of Education proposed to be held sometime in October, 1965.

The following were present :

(a) Members :

- (1) Dr. Probodh Chandra
Minister for Education, Punjab
- (2) Dr. V. K. R. V. Rao
Member, Planning Commission
- (3) Dr. D. S. Kothari
Chairman
University Grants Commission
New Delhi
- (4) Dr. K. D. Pande
Deputy Minister for Education, U.P.
- (5) Shri A. S. Kankeyan
Education Minister, Pondicherry
- (6) Shri S. P. Mukherjee
Chief Commissioner, Tripura
- (7) Shri N. E. S. Raghavachari
Adviser to the Governor of Kerala
- (8) Dr. P. Parija
Vice-Chancellor
Utkal University
- (9) Shri N. Bhagwan Dass
Education Secretary, Andhra Pradesh
- (10) Shri S. K. Mukherjee
Deputy Agricultural Commissioner
I.C.A.R., New Delhi

(b) Special Invitees :

- (11) Dr. C. D. Deshmukh
Vice-Chancellor
University of Delhi
- (12) Dr. A. C. Joshi
Adviser
Planning Commission
- (13) Dr. V. S. Jha
Member
Education Commission
- (14) Shri K. L. Joshi
Secretary
University Grants Commission
New Delhi
- (15) Dr. P. J. Phillip
Joint Secretary
University Grants Commission
New Delhi
- (16) Dr. Amrik Singh
Secretary
Inter-University Board of India
New Delhi
- (17) Shri J. L. Azad
Deputy Chief (Education)
Planning Commission, New Delhi
- (18) Dr. M. S. Mehta
Vice-Chancellor,
Rajasthan University
Jaipur

Dr. Probodh Chandra, Minister for Education, Punjab, was selected by the members of the Standing Committee as the Chairman of the Committee.

Shri D. K. Hingorani, Deputy Educational Adviser, Ministry of Education, acted as Secretary to the Committee.

2. After a general discussion on the scope of the work and the functions of the Standing Committee, the Committee proceeded to consider the various items of the agenda *ad seriatim* :

Item No. 1: *Report of the Committee of the Members of Parliament on Higher Education.*

The Committee considered various recommendations of the Committee of Members of Parliament on Higher Education under the chairmanship of Shri P. N. Saprú and expressed their general agreement with them, except with the item relating to the higher education being made a concurrent subject on which the opinion was divided.

Item No. 2: *Report of the Committee on Model Act for Universities.*

The Committee broadly endorsed the recommendations of the Model Act for Universities Committee and recommended that the Central Government and the State Governments should generally follow the lines indicated in the Report in enacting university legislation in their jurisdictions.

Item No. 3: *Promotion of Higher Education through Evening Colleges.*

The Committee discussed at length the role and the scope of the evening colleges in the developing system of education in the country where there was increasing pressure of admissions on the part of regular day students as well as employees. It was generally agreed that diversification of education achieved so far at the secondary level had not produced any appreciable impact on the number of students seeking admission to arts/science courses at the under-graduate level with the result that the demand for admissions was increasing at a tremendous pace. This pressure for admissions had led to a haphazard growth of a large number of "sub-standard" colleges without adequate provision of buildings, libraries, laboratories etc. on the other hand, it was observed that the limited number of colleges, where there was adequate provision of buildings, libraries, laboratories and other facilities, were not being fully utilized on account of restricted working hours.

Keeping in view these aspects of the problem of increasing pressure of admissions on the day colleges, the Committee made the following recommendations:

- (a) Promotion of higher education through evening colleges should be encouraged as much as possible with a view to meeting the educational requirements of as many employees as possible;
- (b) The concept of evening colleges may be broadened so as to meet the requirements of the increasing number of regular students as well. For this purpose, it would be necessary to extend the college timings so that each college with suitable buildings and necessary educational facilities should have about 10 working hours in a single or a double shift as may be feasible in the light of the local conditions. Such arrangements will not only go a long way to solving the problem of increasing demand for admissions to colleges, but will also facilitate the maximum utilization of the existing buildings, libraries, laboratories and other physical and educational facilities;
- (c) In the colleges where the working hours are extended to whole afternoon as recommended above, the evening classes for employees should not be added as far as possible;
- (d) It will be desirable, as far as possible, not to mix employees with regular students in the same class in view of the wide disparity in their ages;
- (e) There should be separate provision of teaching staff for each shift in the day colleges and for the evening colleges.

Item No. 4: *Promotion of Higher Education through Correspondence Courses.*

The Committee considered the question of promoting higher education through correspondence courses in the light of the experience of the Delhi University in organising correspondence courses for the B.A. (Pass) Degree with effect from September 1962 and in the context of the recommendations of the Expert Committee set up, under the chairmanship of Dr. D. S. Kothari, to work out the pattern of correspondence courses in India. The Committee noted the proposals of the Ministry of Education to extend, during the Fourth Plan, the scheme of correspondence courses to (a) more centres in the country; (b) B.Sc. (Pass) Degree, and (c) post-graduate Degrees in Arts, and (d) teacher training. In this connection the Committee was informed by the Vice-Chancellor, Delhi University, that the University was examining the feasibility of extending correspondence courses to the B.Sc. (Pass) degree and post-graduate degrees in arts during the Fourth Plan period.

The Committee made the following recommendations:

- (a) The possibility of starting correspondence courses in arts at the under-graduate level in 3 or 4 other universities in accordance with the regional linguistic requirements, may be explored, so that such centres can be set up from the beginning of the Fourth Plan;
- (b) Efforts may also be made to extend correspondence courses to cover science subjects at the under-graduate level and post-graduate subjects in arts after working out carefully the organisational requirements for such purposes.
- (c) A seminar or a working group may be organized by the Delhi University, where the correspondence course has been implemented, in which educationists to be entrusted with organization of similar courses in other universities in the country may be invited to participate and share the ideas and the experience of the Delhi University in this important field;
- (d) Selected educationists from 3 or 4 other universities where correspondence courses are proposed to be started in the Fourth Plan may be sent abroad for intensive training in the implementation of such schemes;
- (e) In order to meet the shortage of teachers for agricultural schools, the possibility of starting correspondence courses for such teachers in the agricultural university may be explored;
- (f) The duration of the correspondence courses should generally be one year longer than that of the regular institution courses;
- (g) The various media of mass communication, particularly the radio, should be geared to extending and enriching the contents of the correspondence courses at all levels; and

- (h) The students enrolling for correspondence courses should be encouraged to avail themselves of suitable library facilities in neighbouring colleges and universities.

Item No. 5: *Tentative proposals for Higher Education in the Fourth Five Year Plan.*

The Committee discussed at length the question of adequacy or otherwise of the proposed allocation for higher education in the Fourth Plan. The Planning Commission had tentatively agreed to an amount of Rs. 189 crores for the programmes in the field of higher education, including Rs. 55 crores for scholarships and fellowships, during the Fourth Plan. The representative of the Planning Commission at the meeting explained that this estimate was based on an anticipated enrolment of 5 lakhs, which could be reduced if a policy of restrictive admissions to colleges was adopted in the country. The representative of the U.G.C. present at the meeting argued that the anticipated enrolment of students as well as estimated per capita expenditure, on the basis of which the Plan provision had been worked out, were both on the low side. He also stated that certain essential programmes like post-graduate education, hostels and staff quarters etc. had been underprovided in the estimates of the Planning Commission.

2. The consensus of opinion of the Committee was that the proposed allocation for higher education in the Fourth Plan appeared to be inadequate from the points of view of both expansion as well as qualitative improvement in the field of higher education. The Committee, therefore, recommended that efforts may be made to increase the proposed Plan provision for higher education by Rs. 40 to 50 crores.

Item No. 6: *Implementation and development of the programme of education in international understanding in furtherance of East-West Major Project and Associated Schools Project of Unesco.*

The Committee recommended that the programme of education in international understanding which has already been undertaken in India in secondary schools and teacher training institutions in furtherance of the East-West Major Project and Associated Schools Project of Unesco be endorsed and details of extending the programme of activities to the university level may be worked out in consultation with the universities which have had some experience of Unesco research programmes under the guidance of the Indian National Commission for Cooperation with Unesco.

Item No. 7: *Problems created by the increasing rush of students for admission to colleges.*

The Committee considered at length the problems created by the increasing rush of students for admission to colleges in all parts of the country. The number of admissions to colleges is rapidly mounting every year without commensurate increase in the staff accommodation, laboratory equipment and library facilities. Under these conditions, the standards of college education are fast declining. The work load of the staff is so much that they do not

have any time or leisure for contacts with students. Altogether, the impact of college education on the intellectual and character development of students is rapidly dwindling. One of the serious by-products of the all-round deterioration in college education is the growing tendency of indiscipline on the part of the students.

2. The Committee made the following recommendations with a view to arresting the vicious circle of the rush of admissions and the declining standards of college education in the country:

- (a) The universities and colleges should impose some restrictions on admissions so that only students of calibre can join them;
- (b) It may also be desirable to introduce aptitude tests for selecting students to various courses of under-graduate studies;
- (c) All the students who conform to the admission requirements should be provided with necessary educational facilities by expansion, where essential, but more by fuller utilisation of the existing colleges;
- (d) Efforts should be made to lay down restrictions on the number of students to be admitted to each college and also standards regarding the teacher-pupil ratio so as to provide better education for deserving students;
- (e) The students who are excluded from admission to regular institutional education may be provided with some other suitable education opportunities such as correspondence courses.

Item No. 8: *Separate education for boys and girls in schools and colleges.*

The Committee considered the various aspects of the question of providing separate schools and colleges for girls. The view was expressed that mixed institutions, because of the innate self-consciousness, sex consciousness, and sense of inhibition on the part of girls, are not conducive to the full development of their talents. The Committee, however, recommended that though there was no objection to separate schools and colleges for girls, the present system of co-education, wherever it existed should continue.

Item No. 9: *Pattern of Central assistance in the Fourth Five Year Plan.*

The view was expressed that though planning for the Fourth Five Year Plan had been going on for the last two years, no clear-cut decision had so far been taken as to the pattern of the Central assistance in the field of higher education during the coming Plan period. It was emphasised that the lack of decision in this respect had made most of the efforts at planning in the State Sector unrealistic. It, therefore, recommended that the Ministry of Education and the Planning Commission should expedite decision about the pattern of assistance for various State programmes so as to help the State Governments in finalising their proposals for the Fourth Plan.

Item No. 10: *Setting up of new universities.*

The question of setting up new universities by the State Governments during the Fourth Plan was briefly considered at the end of the meeting. It was pointed out that the Planning Commission had suggested to the State Governments that no new university should be established in the Fourth Plan unless they were fully justified on purely academic grounds. It was also mentioned that the Commission had instead recommended that university centres, each within a complex of colleges with 10,000 enrolment may be set up. Such centres may provide facilities of university standard in terms of facilities of library, laboratories and teaching staff. In course of time, these centres could be developed into universities.

The Committee, after some discussion endorsed the Planning Commission's view and recommended that the State Governments may set up universities only after they have been approved by the University Grants Commission, the Ministry of Education and the Planning Commission.

MEMORANDUM

Item No. VI : To consider the report of the Standing Committee of the Central Advisory Board of Education in Social Education.

The Standing Committee of the Board on Social Education met in New Delhi on the 6th & 7th August, 1965 to consider matters connected with social education. The report of the Committee is given below. A few members of the Committee have sent comments/suggestions on certain items of the report. A copy of the note containing these comments/suggestions is also appended to the report.

The recommendations of the Committee and the comments/suggestions referred to above were placed before the Board for consideration.

MINUTES OF THE MEETING OF THE STANDING COMMITTEE OF THE C.A.B.E. ON SOCIAL EDUCATION

(held on the 6th and 7th August, 1965 at New Delhi)

The Standing Committee of the C.A.B.E. on Social Education met from 5.00 P.M. to 7.00 P.M. on 6th August, 1965 and from 10.30 A.M. to 1.00 P.M. on 7th August, 1965. The list of members and other participants who joined discussions is at Annexure 1.

The meeting started with election of Shri D. K. Barooah as Chairman of the meeting.

Item No. 1: Social Education—Objectives and Targets proposed for the Fourth Plan.

In regard to item No. 1 of the Agenda the Committee made the following recommendations for consideration by the C.A.B.E.

- (1) In the Fourth Plan, programmes of social education should receive a much higher priority than they have done so far, inasmuch as social education is the most significant instrument of economic development and social change.
- (2) The present rate of progress of adult literacy work is much too slow and it is of vital importance for the country's development to eradicate illiteracy within as brief a period as possible. A phased programme should, therefore, be prepared for reaching this objective in all parts of the country within 15 years, in most parts, this objective should be achieved much earlier.
- (3) For quick results dynamic programmes on a campaign basis with people's participation should be organised on a massive scale. The initial drive for this campaign will have to be on the basis of voluntary unpaid work, but it will have to be sustained by an adequate follow-up programme which will require substantial expenditure. The actual pattern of the campaign will have to be determined in the light of local needs and experiences and there need be no rigid uniformity in all the States in this respect.
- (4) For the adult literacy campaign as well as for the follow-up, the participation and active cooperation of various Government and non-Government agencies should be secured.

Experience in some parts has shown that the programme makes good progress if the local self-governing institutions, teachers' organisations and women social workers take the initiative.

- (5) Effective coordination of the work to be done by various Government departments and non-official agencies is vital for the success of the programme. At the Central level, the coordinating agency will also watch its progress and guide the direction and pace of the campaign in all parts of the country. A National Board should be set up with representatives of various Ministries concerned and non-official workers in this field. At the State and lower levels, Education Departments who will be in overall charge of the programme should ensure proper coordination by adopting such measures as may meet the requirement.
- (6) It is felt that greater response from the teachers and students could be secured for work in adult literacy campaigns through persuasion than through any compulsion.
- (7) The follow-up programme after the adult literacy campaign will have two aspects (a) strengthening the literacy content acquired through the campaign by the illiterate people, and (b) providing opportunities to develop purposeful reading habits and utilising the newly acquired literacy for improvement of knowledge or professional skills.
- (8) The follow-up programme mentioned in the preceding paragraph should provide for (a) setting up of requisite continuation classes and/or night schools, clubs, etc. (b) organization of appropriate library services (in the broad sense of the term 'library' so as to discharge the multi-functional responsibility of adult literacy centres); (c) production of suitable literature in all the Indian languages on a big-scale. For planning this programme, experience gained so far in this field should be pooled and utilized. The Committee was given to understand that competitions for literature suitable for neo-literates have been held for a number of years and literature produced for these competitions and otherwise is available for making a beginning.
- (9) The Committee felt that a proper organisation and adequate funds will be required to cater to the needs of various aspects of the follow-up programme. These should be provided for to ensure that literacy acquired through the campaign basis is utilised for the betterment of the individual as also for the development of the country. For this purpose, literacy acquired through the campaign programme will have to be adequate in content and sufficiently high in standard.
- (10) Adult literacy and other social education programmes should focus their attention on improving the productive efficiency of the farmer and the factory worker. The Committee was given to understand that the Workers' Education Board functioning under the Ministry of Labour is attending to

only programmes relating to trade union movements and such other matters of organizational interest for labour. It is very necessary that the improvement of the worker in his profession receives attention from both Government and industry. Similarly, Extension Programmes to improve the efficiency of the farmer, particularly the neo-literates would create the necessary motivation for rapid spread of literacy.

- (11) The Committee endorsed the idea that a special programme of social education for farmers should be initiated in the intensive agricultural districts covered by the Package Programme (16 districts) and by the I.A.A. Programme (74 Districts). These areas have the requisite organisation for conducting demonstrations and for developing the skills of the farmers. The Agriculture and Community Development Ministries may be moved to consider this suggestion and to prepare a programme for this purpose.
- (12) In the social education programmes, full use should be made of all the available physical facilities and institutions which have a bearing on the subject. Thus for example, village libraries, community centres, panchayatghars, schools, vijnan mandirs, etc. should all play their role in this programme. Besides literacy, other means of social education and mass communication media such as films, radio talks, periodical journals, television (to the extent it develops), drama and *bhajan* parties, etc. should also be harnessed in the programme.
- (13) In regard to "further" and "continuing" education of persons who have received education up to the university stage, the universities should take an active lead. They should provide *inter-alia* for (i) re-education programmes of teachers; (ii) special programmes of courses suited to specialized needs; and (iii) research in the techniques and methodology of adult education.

Item No. 2: *A note sent by the Government of Maharashtra regarding adequate provision of funds for Maharashtra for the follow-up programme of Gram Shikshan Mohim.*

The note from the Maharashtra Government highlights a point which is already covered by recommendations in para 7, 8 and 9 under item 1. In calculating the financial outlay on adult literacy and social education programme, this aspect will have to be borne in mind. It would be useful if the Maharashtra Government and other State Governments give thought to the matter and indicate the per-capita expenditure on the campaign and the follow-up programme separately, in relation to the physical targets which they propose to achieve.

Item No. 3: *Report on action taken on the recommendations made in the last session of the C.A.B.E.*

The report was circulated and its contents noted.

N.B.—Please see also Annexure II on page 196.

ANNEXURE I

LIST OF MEMBERS WHO PARTICIPATED IN THE MEETING OF THE STANDING COMMITTEE OF THE C.A.B.E. ON SOCIAL EDUCATION

Members of the Standing Committee

1. Dr. V. K. R. V. Rao, Member Education, Planning Commission
2. Dr. A. C. Joshi, Adviser, Planning Commission
3. Dr. M. S. Mehta, Vice-Chancellor, University of Rajasthan
4. Dr. Sarojini Mahishi, M.P.
5. Smt. Ranu Mookerjee
6. Smt. Raksha Saran, Chairman, National Council for Women's Education
7. Smt. Grace Tucker, Deputy Minister for Education, Mysore State (Representative of Education Minister, Government of Mysore)
8. Shri M. V. Deo, Education Secretary, Government of Maharashtra. (Representative of Education Minister, Government of Maharashtra)
9. Shri D. K. Barooah, Education Minister, Assam
10. Shri L. O. Joshi, Joint Secretary, Ministry of Education (Secretary)

V.B.—Shri M. Rahman, Education Secretary, Assam and Shri B. R. Patil, Deputy Director of Education, Maharashtra also attended the meeting.

Names of Invitees

1. Shri J. C. Mathur, Joint Secretary, Ministry of Food & Agriculture
2. Shri A. K. Palit, Deputy Secretary, Ministry of Labour and Employment
3. Dr. T. A. Koshy, Director, National Fundamental Education Centre
4. Shri B.S. Kesavan, Director, INSDOC
5. Shri J. C. Saxena, Research Officer, Planning Commission

Ministry's Representatives

1. Dr. (Mrs) Soundaram Ramachandran, Deputy Education Minister
2. Shri A. R. Deshpande, Adviser (SE)
3. Smt. L. W. Dhume,
4. Shri P. C. Sharma,
5. Shri Jagdish Singh,

ANNEXURE II

MEMBERS'/INVITEES' COMMENTS AND SUGGESTIONS ON THE DRAFT MINUTES OF THE MEETING OF THE STANDING COMMITTEE OF THE C.A.B.E. ON SOCIAL EDUCATION

S.No.	Name of the Member/ Invitee	Comments and Suggestions
1	Dr. V.K.R.V. Rao	<p>Dr. V.K.R.V. Rao has suggested some changes in paragraph 5 on page 2 of the Minutes. The paragraph as revised by him is reproduced below—the additional words and sentences suggested to be incorporated have been underlined:</p> <p>(5) Effective coordination of the work to be done by various Government departments and non-official agencies is vital for the success of the programme. At the Central level, the coordinating agency will also watch its progress and guide the direction and pace of the campaign in all parts of the country. A National Board <i>with an autonomous status</i> should be set up with representatives of various Ministries concerned and non-official workers in this field. At the State and lower levels, education departments who will be in overall charge of the programme should ensure proper coordination by adopting such measures as may meet the requirement <i>including the appointment of a senior officer who will be incharge of this programme. I might also be useful to have State Advisory Boards on Adult Literacy and Adult Education.</i></p>
2	Dr. M. S. Mehta	<p>'The minutes appeared to be all right, except that some verbal changes are necessary. The minutes are substantially correct.</p> <p>One suggestion which I had made seems to have escaped notice. I had specially emphasized that at the State level a special Officer (such as Literacy Commissioner or with any other designation) should be appointed to ensure the proper progress of this scheme during the period of the 'target'. However, if you are under the impression that the consensus of the opinion of the Committee did not support this point, it may be left out.'</p>
3	Smt. Ranu Mookerjee	'I approve of them (Minutes) and have no comments to make.'
4	Dr. A. C. Joshi	No amendments to suggest.
5	Dr. T. A. Koshy	'In recommendation No. 5 of the draft minutes it is not clear as to who will set up the National Board. My recollection is that the Committee was of the view that the Ministry of Education should set up such a Board with representatives of various Ministries concerned and non-official workers in this field. If it is so, that fact may be made clear.'

S.No. Name of the Member/Invitee	Comments and Suggestion
6 Shri I. Sadagopan (Ministry of Labour and Employment)	The second sentence of paragraph 10 on page 4 of the draft minutes may be amended as under: 'The Committee was given to understand that the Central Board for Workers' Education set up by the Ministry of Labour & Employment was engaged in imparting education to workers in labour laws, trade union philosophy, how to organise and run trade unions as well as their rights and duties both as workers and citizens etc. It was outside the aims and objectives of the Board, as approved by the Indian Labour Conference, to undertake adult literacy'.

MEMORANDUM

Item No. VII : To consider the report of the Standing Committee of the Central Advisory Board of Education on General Purposes.

The Standing Committee of the Board on General Purposes met in New Delhi on the 6th August, 1965. The report of the Committee is given below:

The recommendations of the Committee were placed before the Board for consideration.

RECOMMENDATIONS OF THE GENERAL PURPOSES STANDING COMMITTEE OF THE C.A.B.E. (HELD IN VIGYAN BHAVAN ON THE 6TH AUGUST, 1965, AT 10-30 A.M.)

Present

- | | |
|---|-----------|
| 1. Shri N. N. Acharya
Deputy Minister for Education
Rajasthan Government | Chairman |
| 2. Dr. Gopal Singh
M.P. | Member |
| 3. Major-General Ranbir Bakshi
Commandant, National Defence Academy | Member |
| 4. Shri K. K. Samal
Secretary to the Govt. of Orissa
Education Department | Member |
| 5. Shri S. N. Kaul
Director of Education, Manipur | Member |
| 6. Shri B. P. Bagchi
Joint Secretary, Ministry of
Education | Secretary |

Also present

7. Dr. P. D. Shukla
Joint Educational Adviser
Ministry of Education
8. Major-General A. S. Pathania
Director-General, N.D.S.
9. Shri D. P. Nayar
Chief (Education), Planning Commission
10. Shri G. S. Gupta,
Deputy Secretary, Ministry of I & B
11. Shri P. N. Natu
Secretary, N.C.E.R.T.
12. Shri K.C.S. Acharya
Deputy Secretary, Ministry of Education

The Standing Committee considered the following items which were included in the agenda and made the following recommendations in respect thereof:

I. Memorandum on 'Report on the Educational Information Service of the Ministry of Education' for the C.A.B.E. meeting scheduled to be held in October 1965.

(i) The counselling service and organization should be suitably strengthened so that they may prove to be of greater assistance to the students.

(ii) There should be better co-ordination between the Students Advisory Bureau at a university and the cell of the Director General of Employment & Training, located there so that the students may be aware not only of the facilities available but also of employment opportunities.

(iii) Those universities which have not so far set up Students Advisory Bureaux should do so without further delay.

II. Scheme of National Scholarships.

(i) There was sharp difference of opinion as to whether loan scholarships granted to scholars should be recovered from them or treated as an outright grant. Some members were of the opinion that the loan scholarship should be treated as an investment which should not be recovered in terms of money as it brings invisible returns. The other members were of the view that its recovery should be insisted upon so that the money can be revolved and thus utilized to assist a much larger number of scholars. The question may be considered by the Board.

(ii) There should be one consolidated large scheme of National Scholarships covering the provision for scholarships in the Central Plan as well as those in the State Plans; alternatively, there should be a closer coordination between scholarships granted by the Government of India and those granted by the State Governments.

(iii) The 'Means Test' leads to delay and various malpractices and should, therefore, be abolished in the case of Merit scholarships.

(iv) The factors responsible for delays in disbursement of scholarships and the lack of proper coordination between national and State scholarships should be looked into and the Central and State machinery for dealing with scholarships should be suitably strengthened, where necessary.

III. Publications, Periodicals and other Journals brought out by the Ministry of Education.

(i) In the journal 'Youth', published by the Ministry of Education of the Government of India, suitable articles should be included, in co-operation with the Director General, Employment and Training, which indicate the sources from which information can be obtained about employment opportunities. This will be of great help to students.

(ii) A part of the library grant of an institution should be given in the form of literature carefully selected out of that which is published by the Government and should be read by the students and the teachers.

IV. Pattern of Central Assistance in the Fourth Five Year Plan.

The details of the schemes in the Central sector as well as those of the Centrally sponsored schemes, should be worked out clearly and communicated to the State Governments as early as possible.

V. Training of Instructors for the Integrated Programmes of Physical Education.

The stipends which have so far been given to the trainees at the Central Training Institutes were meant to cover the cost of their board and other expenses. Even if these stipends continue to be available at the Central Institutes, they cannot be diverted to State institutions.

RECOMMENDATIONS MADE BY THE GENERAL PURPOSES COMMITTEE OF THE C.A.B.E.

II. Scheme of National Scholarships

(i) Outright Scholarships vs Loan Scholarships

The matter has been considered in detail by the Ministry and it has been decided that in view of the limited resources available for scholarships, both the outright and the loan scholarship should continue to be awarded. It is proposed, therefore, to increase the number of both the outright and the Loan Scholarships so as to achieve in the Fourth Five Year Plan the ratio of 1:3 in the number of outright scholarships and the loans as compared to the present ratio of 1:10.

(ii) Need for one consolidated large National Scheme

The recommended policy has been fully kept in view while finalizing schemes for the Fourth Plan. There will be two main Schemes of scholarships in the Fourth Five Year Plan; the National (Grant) Scholarships Scheme and the National Loan Scholarships Scheme. The quota of awards allotted to the States will be intimated in advance and they will be aware of the awards at the national level and would be able to make their own awards to the other candidates not covered by the national awards. Thus there will be necessary coordination and it should cause no delay in the finalisation of the State awards. There will also be no duplication of effort in the field of scholarships as broadly speaking, the post school and research sector will be covered mainly by the National Scholarships and the School sector by the State scholarships.

(iii) Means Test

It has been found that the Means Test is operative in many other countries of the world and its abolition in India, where the disparity in incomes is quite significant would not appear to be

justifiable. It seems more desirable, however, to make the Means-Test more liberal. With this in view, proposals are under consideration to liberalize the Means-Test by raising the ceiling of the income upto which the scholarships should be given under the schemes.

(iv) Delay in Payments

A revised payment procedure has been introduced in consultation with the Controller and Auditor General of India, with effect from this financial year and all the States have been requested to adopt it with immediate effect. Under this procedure, the State Governments will send in advance remittance in respect of each scholar for the first nine months, to the head of the institution who will use this money to make payments to the scholar in the beginning of each month. The payment for the remaining three months will again be made in advance after the details of disbursement have been received for the first instalment.

This revised procedure is expected to solve the problem of delay in payment. According to the information received so far, the States of Gujarat, Jammu & Kashmir, Madhya Pradesh, Rajasthan and the Union Territories of Andaman & Nicobar, Goa and Manipur have adopted the new procedure. Other States and Union Territories have been requested to adopt the new procedure without further delay.

As the major aim of the National Scholarships is to help the meritorious students who are needy, it is essential that the scholars who are selected should be aware of the award before they seek admission and, further, that they may be enabled to take admission without being burdened by the financial requirements at the time of admission. To achieve this, a system of entitlement cards has been introduced from this year whereby the university/board who are informed in advance of the quota of national scholarships allotted to an examination, send an entitlement card to each selected scholar. The card enables him to seek admission to an institution without the payment of admission, registration and tuition fees initially charged. The various State Governments have issued instructions to heads of the institutions under their jurisdiction to honour the entitlement cards. The entitlement card thus enables a scholar to take admission without financial worry. The revised payment procedure is expected to remove delay in payment after a scholar has taken admission.

As regards the strengthening of the administrative machinery, the need has been felt ever since the schemes of national scholarships were introduced in 1961-62. As the position became more acute after the launching of the National Loan Scholarships in 1963-64, the Union Minister of Cultural Affairs wrote to the Chief Ministers of all States in June, 1964 requesting them to establish a separate cell for the scholarship work. While all the Chief Ministers assured that they were having the matter examined, intimation about the strengthening of the staff has been received only from Kerala and Mysore. The question of strengthening the scholarships machinery in the States during the Fourth Five Year Plan is also under the consideration of Government of India.

MEMORANDUM

Item No. VIII : General Features of the Fourth Plan of Educational Development and Reorientation of Educational Policies and Plans in view of the present emergency.

The progress of education in the Third Plan, both in respect of the total outlay and physical targets, has been satisfactory. The overall Plan outlay of Rs. 560 crores for education is likely to be fully spent and the physical targets fixed for different stages of education are likely to be exceeded. The rapid expansion has, however outstripped the resources of trained teachers, buildings, and equipment. The mal-adjustment between the educational development and the economic development has not been substantially adjusted. As a result of this, there has been a great increase in the number of educated unemployed side by side with the shortage of trained personnel. Also, the huge wastage that is found practically at all stages of education is continuing at a very high level.

Approach to the Fourth Plan

An attempt has been made in the Fourth Plan to link education more intimately with other programmes of economic development. For this, highest priorities have been assigned to the training and development of education at all stages with a bias to manual work and productivity. At the elementary stage, the enrolment drive would have to be intensified to bring the maximum number of children in schools as an effective step towards achievement of the Constitutional Directive. At the secondary stage science education, vocational education and diversification of courses have been given due emphasis to make education terminal at this stage. At the university stage, admission would have to be restricted to those who can really benefit by higher education. Schemes of qualitative improvement have been incorporated in all sectors of education to get good returns of educational investment. Special measures for girls' education have been included to accelerate girls enrolment in order to remove disparity between boys and girls.

In formulating the Fourth Plan programmes of education, every effort has been made to intensify the necessary co-operation between the Centre and the State in their efforts of development in this field.

Outlay

The total outlay for education in the Fourth Plan has now been fixed by the National Development Council at Rs. 1,260 crores. Its sector-wise allocation is given below:

Sector	Allocation (Rs. in Crores)
Elementary Education	396.42
Secondary Education	280.00
University Education	134.00

Sector	Allocation (Rs in Crores)
Scholarships	55.00
Social Education	71.00
Technical Education	252.40
Cultural Programmes	16.18
Others	55.00
TOTAL	1,260.00

Targets of Enrolment

The main targets of enrolment at various stages of education are shown in the table below:

(Figures in lakh)

Stage/Age-Group	1960-61 (Actual)	1965-66 (Likely achievement)	1970-71 Targets
<i>Primary (6—11) :</i>			
Enrolment	349.87	512.07	702.07
% of the age-group	62.2	77.8	93.00
<i>Middle (11—14) :</i>			
Enrolment	67.04	107.96	187.96
% of the age-group	22.5	31.6	46.00
<i>Secondary (14—17) :</i>			
Enrolment	29.6	52.4	90.00
% of the age-group	11.7	17.8	22.00
<i>University (17—23)</i>			
Enrolment	7.32	11.00	16.00
% of the age-group	1.5	1.9	2.3

It will be seen that as against 161.20 lakhs additional enrolment in classes I to V during the Third Plan, 190.00 lakhs additional enrolment is proposed for the Fourth Plan. Similarly, at the middle stage of education, as against enrolling 41 lakh students during the Third Plan, the target for the Fourth Plan would be 80 lakhs students. Even with this additional enrolment, we will not be able to fulfil the Constitutional obligation of providing universal elementary education for all children of these age-groups by the end of the Fourth Plan.

Programmes and Policies

The following main points of policies have been taken into consideration while formulating the various educational programmes under different sectors of education:

1. Elementary Education

(i) Sufficient provision has been made in the Plan for the expansion of facilities for education in the age-group 6-11 and 11-14 in order to fulfil the Constitutional directive as early as possible. With the achievement of the target of 190 lakhs additional children of the age-group 6-11, we will come nearer to the goal of bringing all children of this age-group into schools particularly in the case of comparatively advanced States in the field of education. With this target, the less advanced States would be able to achieve this target by the end of the Fifth Plan.

(ii) For removing the disparity between the enrolment of boys and girls, special programmes for girls' education with a provision of Rs. 25.20 crores have been included.

(iii) A large number of schemes for the qualitative improvement of primary schools have been incorporated in the Plan. These include conversion/orientation of primary schools to Basic type, improving the working of the existing Basic schools, development of work bias in all elementary schools, improvement of teachers' training institutions, correspondence courses for clearing the backlog of untrained teachers etc.

(iv) Mid-day meals and free supply of text-books are two other important schemes with a provision of Rs. 40 crores included in this sector, which represents an important feature of the educational programmes in the Fourth Plan.

2. Secondary Education

(i) Besides making sufficient provision for the additional enrolment proposed for this sector, a large amount has been provided for the teachers' training programme in this sector.

(ii) Nearly 40 per cent of the total outlay for this sector has been apportioned for the various schemes of improvement and diversification of courses at secondary stage.

(iii) The present state of economic development and the present employment situation warrant that the large majority of our students should enter life at the end of the secondary stage. Accordingly, a substantial provision has been made for providing

vocational courses of a terminal character, particularly agricultural courses which will send boys back to the farms where they are needed.

(iv) Great emphasis has been laid on the strengthening of science teaching in this sector for which alone a provision of Rs. 28.50 crores has been made.

3. University Education

(i) In drawing up the Plan for the university sector, it is presumed that no new university should, as a rule, be established during the Fourth Plan. Instead, university centres should be set up, each within a complex of colleges with about 10,000 enrolment, where facilities for academic work of university standard are made available in regard to libraries, laboratories and teachers. For this, a provision of Rs. 10 crores has been made in the Plan.

(ii) A target of 5 lakhs of enrolment has been fixed for this sector with an idea of restricting the enrolment at this stage as far as possible. Out of this total enrolment, 50,000 students are proposed to be covered through correspondence courses and the remaining 4½ lakh students through full-time courses by staggering the working hours of the colleges so that the cost involved in bringing this additional enrolment might be minimised.

(iii) Affiliated colleges are in dire need of improvement, for which a provision of Rs. 20 crores has been made in the Plan.

4. Social Education

A large provision of Rs. 71 crores has been made for the programmes of social education. Besides the programmes of mass literacy included in the Plan, a massive programme of production of books and literature and for libraries and reading rooms has been included to reduce relapse into illiteracy to the minimum.

5. Technical Education

A total of Rs. 252.40 crores is proposed for this sector in order to increase the output of engineers and technicians for meeting the requirements of other sectors in the field of economic development. In this sector, sufficient provision has been made for expanding the training capacity of large number of existing engineering and technical institutions and also for establishing 6 large-sized engineering colleges and 18 polytechnics in different parts of the country.

6. Educational Administration

In order to reap the fruits of a plan, its proper implementation is necessary and for the effective implementation of the plan, a strong and efficient administrative machinery is needed. It has, therefore, been felt that the educational administration, both at the Centre and in the States should be strengthened. For this, a provision of Rs. 10 crores has been made in the Plan.

7. Improvement of Teachers' Emoluments

No amount for the improvement of teachers' salary has been provided in the Fourth Plan, except that for special awards to those who receive special training to improve their qualifications.

8. Defence-orientation of the Fourth Plan

In the present context of national emergency, there is need for making the educational Plan defence-oriented. Some of the educational programmes included in the Fourth Plan can be selected to contribute quickly and directly to the needs of national defence. For example, in the technical education sector, the entire programme can be geared to meet the present as well as future defence demands. Besides providing the required number of engineers and technicians for the economic growth of the country and for the demands of defence services, we could organise a large number of specialised courses of functional importance to step up aircraft production, manufacture of electronic and electrical instruments and for a wide range of industrial operations and processes of strategic importance. A vast potential exists in our technical institutions which can be oriented to training programmes in relation to our defence needs in close coordination with defence authorities and defence-based industry.

Another sector which can be geared to defence preparedness is social education. An outlay of Rs. 71 crores for this sector can advantageously be utilised for developing in the large adult masses technical and vocational skills relating to agricultural and industrial production—the strategic need of national defence. Simultaneously, we could also aim at preparing the masses for civil defence, for the maintenance of law and order and other aspects of community life through mass literature, community broadcasts, audio-visual aids and other media. All that is needed is an aggressive and forth-right approach to the social education programmes in the context of the present emergency.

In the secondary education sector, a substantial provision has been made for the multipurpose schools and vocational education programmes. This provision could be utilised to impart various kinds of technical and vocational skills to high school students for productive occupations in later life. These skills and occupational aspects could be directed towards defence. Similarly, provision has been made in the elementary education sector for work-orientation in middle schools. These programmes can be drawn in relation to defence needs.

In view of the above position, defence orientation to the Fourth Five Year Plan of Education can be aided at various points, at various levels and in various forms.

9. Scheme of Compulsory National Service

With a view to mobilising the material and human resources to their highest potential, it is proposed to enforce national service

for all school-leavers before they join universities or other institutions of higher learning. The broad aims and objects of the scheme are :

- (i) To prepare youth to defend the country's independence and integrity; to participate effectively in the country's defence on a broad front that includes industry, agriculture, transport and communications, as also in the para-military formations;
- (ii) To develop in youth a lively awareness of why and how we are bent on national reconstruction, and to inculcate in them discipline, a spirit, of "service without vanity", dignity of labour and dedication to India;
- (iii) To toughen youth physically and morally to meet the enemy now and always;
- (iv) To create a reserve of trained personnel to meet our defence needs, both on the home front and on the battle field.

It is hoped that a year's national service would correct the inadequacy of our present secondary education and would equip the youth both for university education and for life. Those entering life would be more mature, disciplined and better prepared for the responsibilities of life in a free country. Those who go up to the university would be more self-reliant, disciplined and better equipped to profit by university education. The content of national service is under consideration and would be devised in relation to India's defence needs. The focal point, however, would be all types and forms of training that have a bearing on the defence preparedness of the country, for instance, work in factories and on farms, work in transport and communications, in civil defence including the manning of radar and anti-aircraft gun positions, construction projects (both civil and military) work in ports, harbours, railways, road transport etc. with a view to maintaining supplies and services to the defence forces and to the civil population. The programme of training should develop in youth a sense of participation and identification with national goals. Students both boys and girls would be drafted to this national service. The services of girls students will, however, be utilised more in the field of nursing, first aid, welfare activities for the fighting forces such as running canteens and cafeterias. It is expected that, besides building the youth physically and morally their energies will thus be channelised into healthier and constructive channels.

Item No. VIII : General Features of the Fourth Plan of Educational Development and Reorientation of Educational Policies and Plans in View of Present Emergency.
(Contd.)

Orientation of Education to Defence Effort

Note From The Government of Punjab

In the background of the recent Pakistani aggression, it has become inescapable to reorientate the whole economy of this State as well as all other activities so as to further the defence effort and

to make our country an impregnable citadel. It is already being considered at the highest level that our Fourth Five Year Plan should also become defence oriented on long term basis, and that this defence effort gets reflected in all sectors of economy. Challenged by tyrannical foes as we are, education can play a vital role in strengthening our reason and will to defend our way of life. This calls for a two-fold action—short range as well as long range. In the Punjab State, some immediate measures have already been taken by the Education Department in the wake of the recent hostilities to meet the challenge of the National Emergency and these are detailed in Annexure 'III'. Other short-term measures necessary in the field of education are :

- (i) Provision of adequate shelters in the schools situated in border areas;
- (ii) Giving extensive training and practice to the students and teachers in first aid, nursing and local civil defence besides periodical exercises and manoeuvres for the students, in small groups, to guard petrol pumps, water reservoirs, bridges, culverts on the main roads, public buildings and the like;
- (iii) Inculcating saving consciousness in our students and, through them, in the households in general, particularly in the matter of use of food, kerosene, electricity for household consumption, use of woollen clothes and saving of paper, stationery, etc.;
- (iv) Encouragement to growing, on voluntary basis, preservable vegetables and other crops etc. in every inch of available piece of land not being utilised in the educational institutions for play-grounds;
- (v) Enlarged photographs or portraits of local martyrs who sacrificed their lives on the front be displayed in schools and due reverence be paid to them in the morning assemblies; and
- (vi) Adequate arrangements for the continuance of education of displaced children from vulnerable areas. The children should not only be allowed free education, but also given free books and other ancillaries free of charge.

2. On long term basis, a reservoir of trained man-power for specific defence purposes has to be built up. In order to achieve this purpose the following methods may be considered:—

- (i) Speed of teaching science, medicine, engineering and technology should be accelerated generally.
- (ii) In order to enable our poor but brilliant young boys to pursue studies in science, medicine, engineering and technology, a very large number of scholarships, both outright grants and loans, will need to be instituted. Those amongst them undertaking to join courses in medicine, technology and engineering and undertaking to serve the Defence Forces for at least 5 years after completing the course, should be given the aforesaid scholarships, in preference to others and in addition be allowed freeships as well as some kind of hostel concessions and supply of free books etc.

- (iii) Physical development should be given its rightful place in our educational institutions, as an effective instrument of national utility and as a potent weapon for creating sustained physical efficiency and stamina. To this end, apart from compulsory introduction of N.C.C. and A.C.C. mass military drill and training should form an integral part of the programme to be followed in our educational institutions. Climbing hills, walking in thick jungles and carrying heavy loads and other such activities, should be made a routine feature for our young boys, beyond a particular age. There should be 'play for all' in the schools throughout the year.
- (iv) N.C.C. and A.C.C. should be reorientated so as to include civil defence in general and fire fighting, traffic control and guard duties in particular as compulsory items in their training programme.
- (v) Each student beyond the age of 14 years should be compulsorily required to attend one week's camp in civil defence, after the annual examination.
- (vi) Our new objectives should be reflected in every aspect of education—curriculum, technique, discipline and tone of the institutions. For this purpose the morning assemblies should vibrate with feelings of patriotism and secularism and our language textbooks should be replete with poems and excerpts of bravery and secularism. Such books written afresh should be placed in the hands of the rising generation. The Institutes of Audio-Visual Education may bring out inspiring posters to ignite constructive thinking.
- (vii) There should be a full-fledged department of military science at all the universities and regular research should be undertaken. Military science should also be an optional subject in the three years degree course.
- (viii) Study of geography should be taken more seriously and map-reading should become an integral part of the curricular programme while military geography should be a vital part of history, especially at the advanced stage.
- (ix) Students should be given more knowledge about our Army, Navy and Air Force. In particular, they may be made aware of the big victories won by our forces during the Pakistani aggression and the heroic deeds performed by our officers and Jawans, particularly the valour exhibited by those who won high awards, posthumous or otherwise. The deeds of valour exhibited by our Army and Police Officers should be highlighted in talks and lectures.
- (x) It has already been decided in the Punjab State that each high and higher secondary school as well as college should function as a first aid-cum-ambulance centre. Steps should now be taken to convert these schools/colleges into training centres so as to train up members of the community in civil defence measures. Teachers who have already secured first aid or civil defence training and are imparting this training to the students should extend their activities so as to cover local citizens who voluntarily come forward to undergo such training.

- (xi) Through students, it should be possible to produce such a climate that luxuries, pomp and show at social functions, paints and perfumes are given a go-bye. It should further be possible to impress upon the community in general to produce more food which should be kept moving and not allowed to be hoarded.

3. Finance needed for the various activities mentioned above, particularly those to be introduced on long term basis, should be made available out of grants from the Central Government so that it is possible for the State Governments to implement the programmes effectively. It will not be possible for some of the States, particularly those lying on the border, to adopt these measures owing to their inadequate finances.

ANNEXURE III

- (i) Boy scouts, girl guides, rovers and teachers besides other students who have already received training in first aid and nursing should be mobilised and their services utilized in collaboration with the local civil defence authority. For this purpose, heads of institutions should immediately draw up list of these persons for being supplied to the local defence authority immediately.
- (ii) First aid training classes of students above the age of 15 years should be started so as to impart training in first aid, nursing, fire fighting and other assignments connected with the civil defence and those who have already received training should, if necessary, be given refresher courses.
- (iii) The students above 19 years and members of the staff should be encouraged to donate blood for Jawans and immediately get suitable lists prepared and the blood grouping determined for being utilized at the time of need.
- (iv) Each educational institution should function as a first aid-cum-ambulance post and for this purpose each institution should immediately have :

Sufficient length of plastic or rubber water pipe with attachments, fire fighting equipment, two or three ladders, three to five first aid boxes fully equipped with medicines etc., one or two hand water pumps. In addition, they should undertake the duty of sand bagging of public buildings, when necessary.
- (v) Able bodied school and college boys, particularly scouts and N.C.C. boys should be deployed in small groups for guarding petrol pumps, water reservoirs, bridges, culverts on the main road and public buildings, besides helping in the reinforcement of A.R.P. measures and in running canteens started by the public.
- (vi) Senior institutions, namely, colleges and high and higher secondary schools should organise more than one contingent of Anti Para Troopers for being placed at the disposal of the local civil and police authority for effective action against the para troopers.
- (vii) All cultural shows, fetes and melas etc. should be abandoned except when these are required to be held for the purpose of collecting funds for defence services.
- (viii) The use of kerosene oil should be minimised and the purchase of woollen cloth should be discouraged as the woollen garments will be urgently needed for our Jawans on the front.

- (ix) Teachers and students should be encouraged to go to the houses of serving personnel and assist the families who are often illiterate in writing letters to the soldiers and reading letters received by them and for rendering any other odd service that may be helpful. For this purpose principals, headmasters and B.D.Os should draw up lists of families of soldiers in their respective beats.
- (x) The students and teachers should generally help in checking the spread of unfounded rumours.
- (xi) Necessary number of trenches should be dug up in the educational institutions, by voluntary labour, in consultation with the local civil defence authority.
- (xii) Rumours should be put down. For this purpose latest news should be announced on a board in the educational institutions, besides announcing them in the morning assembly. Moreover, classes should not be left unattended.
- (xiii) Officials must remain on duty, by turns, round the clock in offices as well as institutions.
- (xiv) In the morning as well as in other assemblies, poems and songs intended to create keen sense of patriotism should be recited.
- (xv) Physical fitness mass drill should be a regular feature in each educational institution.
- (xvi) Placards and prominent mottoes should be displayed on the outer gates of the educational institutions so that passing soldiers should get moral support and the mottoes etc. should inspire the general public.

Item No. VIII : General Features of the Fourth Plan of Educational Development and Re-orientation of Educational Policies and Plans in View of the Present Emergency (Contd.)

Education—Guide Lines to States

Note from the Planning Commission (Education Division)

(1) Special talks by teachers should be arranged in all educational institutions including primary and middle schools on topics such as India, her essential characteristics of secularism, democracy, socialism and national integrity followed by a mass pledge of devotion to the motherland. The broadcasts of the President and the Prime Minister could be sent to all the secondary schools and colleges. Steps need to be taken to get these translated into the regional languages and to send them to all the institutions/teachers. Copies of the pamphlets which were prepared by the Ministry of Education in 1962 should also be sent to the colleges and secondary schools.

(2) Schemes should be prepared for linking student activities with increase in production of necessary services and goods. In rural areas, this could include compost making, vegetable farming, removing of weeds etc. In urban areas, the programme could consist of collection of scraps and recovery of waste materials.

(3) In the case of older students in both rural and urban areas, measures should be taken to link up their services with the needs of civil defence.

(4) The teaching personnel in educational institutions could be enabled to engage themselves, on a part-time basis, in work connected with civil defence in its widest sense. This could include arrangements for blood donations, welfare of the wounded Jawans and, collection of relief materials. The students of women's colleges could undertake rolling of bandage cloth etc.

(5) Production centres could be set up in engineering colleges and polytechnics as well as in professional colleges/departments where students could work during their off-time on a part-time basis.

(6) The extra-curricular activities should be systematised into a school defence corps programme and focussed on areas closely connected with preparation of manpower for defence and development. This would call for special attention to science education and manual work.

(7) The facilities in schools could be utilised if necessary for training of craftsmen and technicians under a programme to be worked out in consultation with the Directorate General of Employment and Training.

(8) Greater attention should be given to N.C.C. programmes. As N.C.C. (Senior) training is compulsory for all students, it will provide a useful source for constructive activities related to defence purposes.

(9) There is an urgent need to provide for the special needs of the children of the defence personnel. These needs would include admission to schools during the academic year, special tutorial classes to make up deficiencies and facilities for their stay etc. The central schools which have been set up in regimental centres need the provision of hostels on a high priority basis. It is also necessary to restate that the education of the children of defence personnel should be free. The question of eliciting voluntary offers to play hosts to these children could also be considered at least in big cities.

(10) There is a need to consider the special problems of rehabilitation and training of the disabled defence personnel.

(11) In regard to technical education, equipment required in the technical institutions should be provided in full, in cooperation with the industries concerned. The equipment available in these institutions should also be put to maximum use during the next session by introducing additional shifts if necessary.

(12) Economy is possible in the construction of hostels by building bunkers in existing hostels. This is being adopted in a number of foreign countries.

APPENDIX A

AGENDA PAPERS

STANDING COMMITTEE ON SCHOOL EDUCATION

Dates of Meeting	6th and 7th August, 1965.
Venue	Vigyan Bhawan, New Delhi.
Time	10.30 A. M.

AGENDA ITEMS

1. Promotion of science education at the school stage.
(Ministry of Education)
2. Introduction of diversified courses at the secondary stage of education.
(Ministry of Education)
3. Basic education—to consider the progress made so far and suggest the lines of further action.
(Ministry of Education)
4. Separate education for boys and girls in schools and colleges.
(Govt. of Kerala)
5. Inservice training of teachers and their future work.
(Govt. of Kerala)
6. More generous provision for technical or vocational education at the post-matriculation stage.
(Govt. of Kerala)
7. Implementation and development of the programme of education in international understanding in furtherance of the East-West Major Project and Associated Schools Project of Unesco.
(Ministry of Education)
8. Social studies.
(Govt. of Mysore)

SCHOOL EDUCATION COMMITTEE

1. Smt. Indira Gandhi
Minister for Information & Broadcasting
New Delhi
2. Dr. K. N. Rao
Director General of Health Services
New Delhi
3. Kumari S. Panandikar
Member, Education Commission
U. G. C. Building
Bahadur Shah Zafar Marg, New Delhi
4. Dr. K. L. Shrimali
Vice-Chancellor
University of Mysore
Mysore
5. Prof. G. C. Chatterji
Chairman
Central Board of Secondary Education
17-B, Indraprastha Marg
New Delhi
6. Smt. Mafida Ahmed
Jorhat, Assam.
7. Shri U. N. Dhebar
Chairman
Khadi & Village Industries Commission
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8. Shri C. L. Narasimha Reddy, M. P.
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9. Dr. A. L. Mudaliar
Vice-Chancellor
Madras University
Madras
10. Shri V. G. Garde
Director of Technical Education
Rajasthan, Jaipur
11. Smt. Ranu Mookerjee
7, Harrington Street
Calcutta-16
12. Shri E. W. Aryanaykam
Hindustani Talimi Sangh
Wardha
13. Education Minister, Gujarat
or
his representative
14. Education Minister, Madhya Pradesh
or
his representative

15. Education Minister, Madras
or
his representative
16. Education Minister, West Bengal
or
his representative
17. Education Minister, Bihar
or
his representative
18. Education Minister, Himachal Pradesh
or
his representative
19. Shri P. Gangulee (Secretary)
Deputy Secretary (BSE)
Ministry of Education
New Delhi

Note : The Committee will choose its Chairman from amongst its members present in the meeting.

STANDING COMMITTEE ON SCHOOL EDUCATION

(Meeting on the 6th & 7th August, 1965)

Item No. I : Promotion of Science Education at the School stage.

(Ministry of Education)

Successive Five Year Plans have laid emphasis on the effective teaching of science in elementary and secondary schools. The State Governments although keen on expanding and improving facilities for the teaching of science in schools, are handicapped on account of paucity of funds required to put up laboratory buildings and to purchase necessary equipment and apparatus. Another very serious handicap is the dearth of qualified science teachers. It is particularly difficult to obtain the services of post-graduate science teachers to work in higher secondary schools. The extent of shortage of science teachers in different States is indicated in the Statement at Annexure IV at page 220.

2. A very important step to promote science education was taken during the Third Plan by the setting up in 1963 of a Department of Science Education, in the National Council of Educational Research and Training. The main functions of this Department are: (a) to revise the curriculum of science subjects and to prepare science textbooks of high quality; (b) to train key personnel working in State Governments for improving science education; (c) to lay down standards and norms for science apparatus and equipment and to prepare prototypes of the more important items of apparatus; (d) to promote activities of science clubs and organise search for scientific talent among secondary school pupils.

3. The Department has already worked out curriculum in general science up to the middle school level. Panels of experts are working on new textbooks. The Central workshop of the Department has also started designing science apparatus. This workshop will also provide guidance to manufacturers of scientific equipment and apparatus.

4. The Regional Colleges of Education have instituted a one-year training course for science teachers. They have also a new four-year course to teach methodology along with subject matter to prospective teachers of science.

5. The National Council of Educational Research and Training is also organising every year, with the assistance of USAID, a large number of Summer Institutes for teachers of science. The object of these institutes is to acquaint science teachers in secondary schools with the latest advances made in various branches of science, and also to acquaint them with the latest techniques in science teaching being developed in the advanced countries.

6. The Ministry of Education has launched a "crash" programme (See Annexure V) to assist the State Governments financially to equip school science laboratories. In addition, the States are also being given financial assistance to set up State Institutes of Science Education. These institutes will organise short and long term courses for the training of science teachers. They will also help in evolving better curriculum and writing textbooks in regional languages.

7. The Committee on Plan Projects of the Planning Commission has done very useful work by drawing up lists of science equipment and apparatus for high and higher secondary schools.* The Committee has also prepared designs of laboratory rooms and furniture for use in the science laboratories.

8. Mention may also be made of the report submitted by a team of Unesco experts. This team made a first hand study of the problems of science education in the country and made important suggestions for strengthening of science teaching. The main recommendations are given in Annexure VI. These were placed before the Central Advisory Board of Education at its meeting held in October 1964 which recommended as follows :

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

*Report on 'Science Education in Secondary Schools', Planning Commission, New Delhi, 1964.

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

9. The policy for science education in Fourth Plan is contained in the following paragraph reproduced from the note prepared by the Planning Commission on educational programmes in the Fourth Plan.

“Very high priority has been placed on science education at the secondary stage for which Rs. 35.5 crores have been provided. It is proposed to establish one Institute of Science in each State, appoint science supervisors in each district, introduce general science and elective science in every school, train teachers of science, strengthen the existing training colleges, organise advanced courses of science etc. It is, however, felt that before we launch on this large scale programme, we should evaluate the work done so far so that future programmes are drawn up effectively.”

10. It has also been decided tentatively to set apart in the Fourth Plan a sum of Rs. 30 crores for strengthening the teaching of science in 20,000 selected middle schools. If the scheme is finally accepted these schools will be provided with adequate laboratory facilities and arrangements will be made for retraining of teachers through short courses. At the secondary stage a sum of Rs. 35.50 crore is expected to be provided for improving and strengthening of teaching of science as indicated in paragraph 9 above.

11. Basic work in the field of curriculum construction, production of textbooks and preparation of other reading material and standardization of science equipment and apparatus will have been completed by the end of the Third Plan. This will have its impact on actual teaching in school only if a coordinated and sustained effort is made during the Fourth Plan by the Central and State Governments. A comprehensive scheme for teaching of general science is also under preparation. Unicef has expressed its willingness to assist this project by providing finances (a) for training of personnel, and (b) for providing science equipment to selected schools and training institutions. The salient features of this Project will be :

- (a) Intensification of work already undertaken by the Department of Science Education for the preparation of curriculum and production of textbooks.
- (b) At the primary stage the emphasis will be on health education. It is also proposed to make extensive use of audio-visual aids for teaching science at this stage.
- (c) Science teaching at the middle stage will be strengthened. This will include in-service training of teachers, provision of equipment and the production of suitable textbooks etc etc.
- (d) At the secondary stage efforts will be made during the Fourth Plan to teach general science to all students so that a minimum scientific literacy is imparted to all future citizens of this country.

- (e) Provision will be made for the teaching of elective science in a large number of schools so that students who have a natural bent of mind for learning science and technology could profit by the intensive teaching of different branches of science as separate disciplines.
- (f) Provision will be made for the supply of equipment and apparatus to all secondary schools, regular in-service training of science teachers and production of suitable textbooks etc.

12. In view of the acknowledged importance of science education the Committee may like to consider the schemes as given in the preceding paragraphs and advise on priorities to be accorded to them. Specifically, the Committee may consider steps which are necessary to be taken during the Fourth Plan in order to ensure that the teaching of science at graduate and higher levels does not suffer because of faulty science education given at the elementary and secondary stages.

ANNEXURE IV
POSITION OF SCIENCE TEACHERS' SUPPLY IN STATES

S.No.	Name of State	Shortage of Teachers
1	Andhra Pradesh	The shortage of science teachers is about 40%.
2	Assam	The acute shortage of teachers in schools and colleges has been a major obstacle in the expansion of science teaching. The shortage is about 45%.
3	Bihar	Shortage of science teachers is 16% in case of graduate teachers and 38% in case of post-graduate teachers.
4	Gujarat	Information not available.
5	Jammu & Kashmir	There is shortage of science teachers (Exact percentage not given).
6	Kerala	There are sufficient number of science teachers but many of them are not trained.
7	Madras	There is no large shortage of science teachers.
8	Madhya Pradesh	There is a shortage of teachers particularly of those with an M.Sc. Degree. The State Govt. is offering better scales to attract science teachers from outside the State.
9	Maharashtra	M.Sc. with 2nd class are not available in sufficient numbers to teach higher secondary classes. Even III class M.Sc. are not available in sufficient numbers.
10	Mysore	There is a shortage of science teachers (Percentage not given).
11	Orissa	Shortage of teachers has not been assessed.
12	Punjab	The teacher shortage for science teachers is-- M.Sc. B.Ts. 97% (Men), M.Sc. B.Ts. 10% (Women), B.Sc. B.Ts. 66% (Women).
13	Rajasthan	The shortage of teachers is about 20% in respect of B.Sc. B.Ts. and 90% in respect of M.Sc. B.Ts.
14	Uttar Pradesh	Information not available.
15	West Bengal	There is shortage of 30% in higher secondary schools.
16	Delhi	There is a slight shortage of post-graduate science teachers.

ANNEXURE V

ALLOTMENT OF FUNDS UNDER THE CRASH PROGRAMME IN THE THIRD FIVE YEAR PLAN FOR STRENGTHENING SCIENCE EDUCATION

(Rs. in lakhs)

Sl.No.	Name of State	1964-65			1965-66			Grand Total (Cols. 5+8)
		Grant for strengthening science laboratories	Grant for training of teachers (including institute of science education)	Total allotment (total of cols. 3 & 4)	Grant for strengthening science laboratories.	Grant for training of science teachers including institute of science education	Total of Cols. 6 & 7	
1	2	3	4	5	6	7	8	9
1	Andhra Pradesh . . .	5.70	1.59	7.29	9.93	1.605	11.535	18.825
2	Assam	1.42	1.59	3.01	3.00	1.050	4.050	7.060
3	Bihar	9.78	1.59	11.37	16.41	1.605	18.015	29.385
4	Gujarat	2.55	1.59	4.14	8.55	0.765	9.315	13.455
5	Jammu & Kashmir	0.78	1.59	2.37	0.44	..	0.440	2.810
6	Kerala	2.25	1.59	3.84	7.47	1.605	9.075	12.915
7	Madhya Pradesh . .	12.00	1.59	13.59	34.25	1.605	35.855	49.445
8	Madras	3.00	1.59	4.59	9.53	..	9.530	14.120
9	Maharashtra	10.98	1.59	12.57	28.52	3.885	32.405	44.975
10	Mysore	6.07	1.59	7.66	11.98	1.605	13.585	21.245
11	Nagaland	0.02	..	0.02	0.09	..	0.090	0.110
12	Orissa	1.06	1.59	2.65	3.66	..	3.660	6.310
13	Punjab	3.70	1.59	5.29	26.30	1.605	27.905	33.195
14	Rajasthan	7.80	1.59	9.39	3.93	2.505	6.435	15.825
15	Uttar Pradesh	14.65	1.59	16.24	10.71	2.940	13.650	29.890
16	West Bengal	12.80	1.59	14.39	19.76	2.745	22.505	36.895
TOTAL		94.56	23.85	118.41	194.53	23.52	218.05	336.46

ANNEXURE VI

THE MAIN RECOMMENDATIONS OF THE UNESCO PLANNING MISSION REPORT ON THE STRENGTHENING OF SCIENCE EDUCATION

The Mission in its report has broadly defined the objectives and tasks of science and mathematics education in schools and the main recommendations are :

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

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

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

17. The programme of the Regional Colleges can become the major means of training science mathematics teachers and hence their number should be increased. It is desirable that the total enrolment in such colleges be kept at 1000 to make it an economic proposition and to provide specialists in all the major subjects.

18. A project of training teachers through correspondence education and inservice training centres through universities and Regional Colleges to meet the large demand of qualified science teachers in future.

19. Increase in the number of extension services centres.

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

21. To double by 1966 the enrolment of pupils in science stream of higher secondary schools as compared to the 1963 enrolment.

22. A sequence and time of implementation of the recommendations should be laid down.

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

STANDING COMMITTEE ON SCHOOL EDUCATION

(Meeting on the 6th & 7th August, 1965)

Item No. 2 : Introduction of diversified courses at the secondary stage of education.

(Ministry of Education)

One of the defects of secondary education in our country is that by tradition it is mainly academic in nature. Although many Committees and Commissions (such as Hunter Commission of 1882, Hartog Committee of 1929, Sargent Committee of 1944, and the Mudaliar Commission) have stressed the need for introducing courses with a vocational bias, the average secondary school continues to provide predominantly academic education. The inevitable result is that successful students have no choice except to seek entry to the universities.

2. To remove this defect, the Mudaliar Commission (1954) suggested the establishment of multipurpose schools. Apart from teaching the core subjects (such as languages, social studies, general science) these schools were to provide instruction in one or more of the following groups of subjects :

Humanities, Science, Technical subjects, Agriculture, Commerce, Fine Arts and Home Science.

3. The working of the multipurpose schools has revealed certain deficiencies. The two main drawbacks are: (a) lack of clarity about objectives of the multipurpose schools as reflected in the curriculum and (b) the paucity of trained personnel for teaching "practical" subjects.

4. It seems that the courses in practical subjects of multipurpose schools do not satisfy the needs of those who want to take up a job in trade, industry or commerce after completion of their school career nor those who want to enter professional colleges. Engineering and agricultural colleges prefer students who have a more thorough grounding in physics, chemistry, biology and mathematics. As a result, those who have passed out of technical or agricultural streams of multipurpose schools find it difficult to gain admission while industry has found none or very little use for a student passing out of the technical stream of the multipurpose school because he does not possess sufficient training required of a skilled craftsman.

5. During the Third Plan efforts have been made to develop and strengthen selected multipurpose schools, produce suitable textbooks on practical subjects and supply selected reference books to libraries, of such schools. Besides this, four Regional Colleges of Education have started organising special training courses for teachers of practical subjects.

6. This subject has been considered at the meetings of the State Education Ministers and the Central Advisory Board of Education. It has been suggested that :

- (a) except for the academic courses in humanities and sciences, the other course (of multipurpose schools) should be job-oriented with a view to make the products of secondary education fit for employment in agriculture, industry, trade, commerce or other vocations and also provide them with opportunities of higher education should they later so desire ;
- (b) diversification should start at about the age of 14 plus, i.e. the end of the elementary stage;
- (c) adequate provisions should be made to diversify courses at the secondary level. Courses in the vocational fields should be so designed as to be terminal in character. Provision should be made for adjustment courses through which such students may proceed for higher studies as show aptitude and inclination and are found to be capable. Such course could be provided throughout part-time and correspondence courses to be taken by them after they have joined the vocations for which they are trained; and
- (d) the expansion of vocational and diversified courses at the secondary stage should be undertaken in accordance with placement opportunities and aptitude of students.

7. The Fourth Plan also lays stress on the need for introducing at the secondary stage, practical courses of a terminal character. The relevant paragraph from the note prepared by the Planning

Commission on educational programmes in the Fourth Plan is reproduced below :

“As the middle level leadership in various walks of life has to be trained through secondary schools and also due to the fact that aptitudes of students manifest themselves during this age, secondary education has to be highly diversified. As the majority of students have to enter life at the end of the course, secondary education should provide terminal courses for them. In India facilities for vocational education at the secondary stage will need to be very considerably enlarged so that students do not crowd into colleges simply because they do not have any other outlet. The courses to be provided will need to be related to the demand for various types of personnel. That has, however, not yet been determined. In other countries where the system of education is fairly well developed and closely related to the needs of the socio-economic system, the percentage of students going in for vocational courses at the secondary stage is about 40. Among other difficulties in expanding vocational courses at this level must be mentioned the major factor of costs involved. Whereas the per capita recurring cost of a student in a general secondary school is Rs. 180, it is about Rs. 1,000 in craftsmen training courses and Rs. 610 in junior technical schools.”

8. The Fourth Plan provides tentatively a sum of Rs. 18.10 crore for strengthening/opening of multipurpose schools. Considering that the cost of introducing vocational courses is heavy, this amount may not take us far. But good results may be achieved by allocating it: (a) for strengthening the existing diversified courses so that they may become vocational and terminal in character; and (b) for starting additional courses, wherever there is a demand for such courses. The number of multipurpose schools at present is 3873 (Annexure VII at page 227). The number of ‘courses’ which have a vocational bias in these schools is 5249.

9. Junior technical schools established by Government are on the whole more popular with the parents and the students, because they provide comparatively better training in the skills required by industry. The technical high schools of Gujarat and Maharashtra which were established earlier than the multipurpose schools are also much in demand in those States. In these technical schools the emphasis is on providing primarily technical education, the aim being to turn out craftsmen. The number of such schools at the end of 1963-64 is as below :

1 Junior Technical Schools	76
2 Technical High Schools	86
	162

Junior Agricultural Schools

10. It is also proposed (as a diversification step) that during the Fourth Plan, about 4 lakhs pupils at the secondary stage should be trained in vocational courses in agriculture in institutions to be called junior agricultural schools. A Working Group set up in the Ministry has drawn up a scheme for the establishment of about 2,000 junior agricultural schools in the Fourth Plan. According to the estimates prepared by the Group the cost of the scheme during the Fourth Plan will be about Rs. 75 crores. A copy

of the Preliminary Report on Junior Agricultural Schools is given at Annexure VIII. As will be seen, the intention is that each Junior Agricultural School should cater to 200 students. These schools are to be situated primarily in rural areas and will necessarily stress a great deal of field work. Provision will be made for the teaching of general subjects such as languages, social studies, applied mathematics and applied science. About one-third of the total instructional time will be devoted to the general subjects. The remaining two-third will be devoted to the study of agriculture (theory and practice). The syllabus will be drawn in such a manner that comparatively more time will be devoted in class IX on general subjects while in classes X & XI agricultural education will receive more attention. Provision will also be made for the teaching of elective subjects. It is felt that students passing out of junior agricultural schools should possess specialised knowledge and training in one or two branches of the agricultural industry e.g., dairy husbandry, poultry husbandry, plant protection, fruit and vegetable preservation, bee keeping, elementary food processing, etc. (The Ministry of Agriculture has also suggested that this item be included in the C.A.B.E.'s agenda).

11. Regarding multipurpose schools, the Committee may consider and advise on whether during the Fourth Plan period greater emphasis should be laid on providing facilities for an educational pattern which lays stress on the vocational aspect. It may also like to indicate what steps should be taken to achieve the objective, that is to say the inducement (such as scholarships) to be held out to students as are not likely to benefit from pursuing a course of higher education to go in for vocational courses provided in the secondary schools which will be job-oriented and, therefore, terminal in character. The Committee may also advise whether the vocational courses at present being conducted in our multipurpose, post-Basic and junior technical schools should continue as they are, or whether such courses should be added to or modified in order to make them such as to enable students who take up these courses to be fit for employment after doing these courses.

12. The Committee may consider the recommendations made in the Preliminary Report on Junior Agricultural Schools and specifically advise on the manner in which the scheme for starting junior agricultural schools should be implemented. It may like to suggest the phasing of the programme during the Fourth Plan period so as to achieve the objective of having, by the end of the Fourth Plan, 2,000 junior agricultural schools.

ANNEXURE VII

NUMBER OF MULTIPURPOSE SCHOOLS/HIGH/HIGHER SECONDARY SCHOOLS IN INDIA

Sl. No.	Name of State	No. of High/ Higher Secondary Schools	No. of Multipurpose Schools
1	Andhra Pradesh	1,751	81
2	Assam	881	65
3	Bihar	1,859	108
4	Gujarat	1,364	106
5	Jammu & Kashmir	365	N.A.
6	Kerala	1,020	74
7	Madhya Pradesh	1,082	38
8	Madras	1,913	280
9	Mysore	1,223	61
10	Nagaland	34	Nil
11	Orissa	838	3
12	Punjab	1,563	87
13	Rajasthan	679	88
14	Uttar Pradesh	1,972	1,250
15	Maharashtra	3,050	313
16	West Bengal	2,502	1,265
17	A. & N. Islands	..	3
18	Dadra & Nagar Haveli	2	Nil
19	Delhi	363	10
20	Goa, Daman & Diu	88	Nil
21	Himachal Pradesh	118	11
22	L.M.&A. Islands	2	Nil
23	Manipur	118	Nil
24	NEFA	7	Nil
25	Pondicherry	37	7
26	Tripura	49	23
		22,880	3,873

ANNEXURE VIII

INTERIM REPORT OF THE WORKING GROUP ON JUNIOR AGRICULTURAL SCHOOLS

I. Introduction

1.1. A detailed examination of education at the secondary stage in India was done for the first time by the Secondary Education Commission (1952-53). While emphasising the need for diversification of secondary education, the Commission stated :

“We would, however, like to make a special reference here to the teaching of agriculture. Agriculture is the most important industry of the country, providing employment for over 75 per cent of the population and forming the main occupation in the rural areas. The need, therefore, to educate the youth of the country to a proper appreciation of the role that agriculture plays in the national economy must be stressed in all schools. In view of its basic importance, we recommend that all States should provide much greater opportunities for agricultural education in rural schools so that more students may take to it and adopt it as a vocation. At present there are not many schools which have agriculture as a subject of study, and even where it does exist, the instruction is so theoretical and divorced from practical application that it does not serve any useful purpose. As the training in agriculture has to be largely provided in the field, the student should have an opportunity to work under realistic conditions for a considerable part of his study so that he may acquire the right approach to agriculture. He should take to it with the same interest and earnestness as the farmer, not as a drudgery but as a matter of delight and self-expression in productive work.....”.

1.2. Following the recommendations of the above Commission, agriculture has been introduced as one of the practical streams in the newly established multipurpose schools. These schools have provision for the teaching of core subjects, i.e., languages, social studies, general science including mathematics, and crafts. In addition, pupils have to study intensively one out of the seven groups of optional subjects, namely, humanities, sciences, technical subjects, commerce, agriculture, fine arts and home science. There are at present 409 multipurpose schools offering agricultural courses. Their distribution is as under :

States

Andhra Pradesh	11
Bihar	19
Gujarat	25
Jammu & Kashmir	7
Kerala	17
Madras	91
Madhya Pradesh	14
Maharashtra	78
Mysore	36
Punjab	25
Rajasthan	15
Uttar Pradesh	1
West Bengal	65

Union Territories

Delhi	2
Pondicherry	3
	TOTAL 405

(The above includes some schools which do not fully follow the pattern of multipurpose schools).

1.3. Mention in this connection may be made of the post-Basic schools located in different parts of the country. These are also secondary schools teaching agriculture and rural crafts in addition to other general subjects.

1.4. There are the Manjri type of agricultural schools. These schools were started by the Government of Bombay for the first time at Manjri farm in 1947 with a view to providing opportunities to farmers to have their sons trained in scientific agriculture. The minimum standard required for admission is class VII. The courses of study extend over a period of 2 years and include subjects deemed specially necessary for the local youth who intend to take up farming as an occupation.

1.5. There are also about 106 agricultural schools generally run by the State Departments of Agriculture or private organisations. Matriculates, preferably with science, are admitted to these schools. The course of training extends over two years. The subjects taught are agriculture, horticulture, agricultural engineering, animal husbandry etc. A Diploma in Agriculture is awarded on the successful completion of the training and the successful students are usually absorbed in lower posts in agricultural and other development departments or in very few cases they go back to cultivate their own land. In Bihar, the diploma-holders undergo 6 months of extension training to be employed as V.L.Ws or they undergo teacher training to become school teachers. Promising diploma-holders can also join agricultural colleges after passing an admission test and they obtain one year's exemption in a 4-year degree course.

1.6. There are also the intermediate colleges in U. P. with provision for the teaching of agriculture as an optional subject. The minimum qualification for admission to the intermediate classes is a pass in the high school examination. The intermediate examination is conducted by the Board of High School and Intermediate Education, U.P.

1.7. The second joint Indo-American Team on Agricultural Research, Education and Extension had suggested the opening of more multipurpose schools in rural areas with adequate facilities and staff. The performance of the multipurpose schools offering agriculture was recently reviewed by a high level committee set up to examine the recommendations of the above-mentioned team. The committee concluded that at present agricultural education imparted in multipurpose schools was not adequate. These schools were trying to meet the requirements of those who were to return

to land and also of those who wanted to join agricultural colleges and, therefore, needed preparatory education. The objectives of training of both these categories of students were conflicting and the facilities needed in the schools had to be different. In addition, these schools suffer from paucity of basic provisions like adequately sized farms, agriculture graduate teachers, and funds. As a result, these schools did not succeed to fulfil either of the two objectives.

1.8. The objectives of multipurpose schools have also been examined and considered in several all-India conferences and discussions. The Education Ministers' conference held in November, 1963, made the following recommendations :

“1(c) That except for the academic courses in humanities and sciences, the other courses should be job-oriented with a view to make the products of secondary education fit for employment in agriculture, industry, trade, commerce or other vocations and also provide them with opportunities of higher education should they later so desire;

“(v) We should replace the existing courses provided in the technical stream of the multipurpose schools by a course which is more or less the same as the junior technical school course.”

The Central Advisory Board of Education also in its meeting held in October, 1964, made the following recommendations :

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

1.9. Thus after observing the experiment of multipurpose schools for nearly 10 years, it has been concluded that the practical streams in the multipurpose schools need to be reorganized to provide terminal and job-oriented courses. However, to avoid a blind alley being created in the educational system, it has been proposed that suitable adjustment courses should be organised in the multipurpose schools or the degree colleges so that a limited number of students, who decide to go in for higher education and can take full advantage from it, may join such courses and achieve their objective.

1.10. It is in the context of providing terminal education for those who wish to make agriculture as their vocation that the proposal to start junior agricultural schools has been made. It has been proposed that a provision should be made in the Fourth Plan for diverting 4 lakh pupils from purely academic type of schools to schools which combine general education with good theoretical and practical training in modern farming practices. It is visualized that the junior agricultural schools will help to create a cadre of intelligent and enthusiastic farmers who can adopt improved farming practices and thus increase farm output. These schools can thus directly help to accelerate the economic development of the community. Secondly, increased facilities for vocational training at the secondary stage will result in checking the present indiscriminate rush on degree colleges in the country and thus lead to an improvement of standards at the university level.

1.11. In order to formulate a scheme for the setting up of junior agricultural schools, a Working Group has been set up by the Ministry of Education. The Group consists of the following :

1. Dr. P. D. Shukla, Ministry of Education	Chairman
2. Shri D. P. Nayar, Planning Commission	Member
3. Dr. S. N. Saraf, Planning Commission	Member
4. Dr. S.K. Mukerji, Ministry of Food and Agriculture	Member
5. Shri M.C. Nanavatty, Ministry of Community Development and Cooperation	Member
6. Dr. H. B. Majumdar, National Council of Educational Research and Training.	Member
7. Shri A.H. Hemrajani, Ministry of Education	Member-Secretary

1.12. The Group has so far met 5 times on 22-10-64, 20-11-64, 21-11-64, 12-1-65 & 29-4-65. In its first meeting, the Group had the privilege of hearing Dr. V. K. R. V. Rao, Member, Planning Commission. Dr. Rao emphasized that the aim of the junior agricultural schools should not be to produce wage-earners but self-employed agriculturists. He explained that while about 30 per cent of the instructional time in such schools may be devoted to the teaching of languages, social studies etc., the remaining 70 per cent should be given to agricultural education. He further suggested that along with the usual training in the theoretical and practical aspects of agriculture, the pupils should be given lessons in motivation. They should be given rudimentary knowledge of agricultural economics and farm accounts. They should also learn what assistance could be obtained from the States to increase agricultural production. Dr. Rao advised that as far as possible the new courses should be started in existing institutions.

1.13. Subsequent meetings of the Group were held to consider various aspects of the scheme on the basis of papers prepared by different members to whom specific topics were allocated. It was felt necessary to prepare an interim report before proceeding further in the matter. Such a report was considered by the Group in its meeting held on 29-4-65.

1.14. The preparation and submission of an interim report containing the framework of the scheme of the proposed junior agricultural schools was considered desirable from several points of view. These schools will have to be fitted in the reorganized educational system of the country which is currently under study by the Education Commission. The interim report could be the basis of consultation and discussion by the Working Group with the Commission. There is no unanimity of view either at the international or the national level regarding the place of agricultural education at the school stage. The report could be the basis of discussion on the proposed scheme among the school teachers, principals, teacher-educators, authorities of agricultural universities and colleges, parents and other educational thinkers etc. in the context of our own conditions. Such a discussion and appropriate consideration of the comments and suggestions thrown by it are very desirable before finalization and launching of the scheme. The report will also enable the Union Government to consult the State governments formally regarding the proposal and also determine appropriate measures for preparatory and advance action in connection with the implementation of the scheme. Some of these measures required for the final preparation of the scheme and its implementation have been indicated in the last chapter of the report.

II. Syllabus of the Junior Agricultural Schools

2.1. In accordance with the objectives of the proposed junior agricultural schools, a draft syllabus for such schools has been prepared by the Group. The same is enclosed at Appendix I. The Group has felt it necessary to take up first the preparation of the school syllabus because that will determine the kind of teachers needed and their training, the physical facilities required, the various programmes to be introduced in the schools, the general costing of the scheme, and the phasing of its implementation.

2.2. The draft syllabus has been prepared on the following considerations :

(i) The course of instruction should be of three years' duration after completion of elementary education of 8 years (*i.e.*, the period of compulsory education visualized under Article 45 of the Constitution). Wherever the duration of elementary education is 7 years, suitable adjustment should be made in the syllabus to provide for an additional year's instruction to raise the general ability and competence of the student before admission to the junior agricultural school course.

(ii) In view of the need for giving a student thorough and intensive training on the farm and in the laboratories the junior agricultural school should have a time-table of 45 hours per week divided into 60 periods of 45 minutes each.

(iii) About one-third of the total instructional time should be devoted to the teaching of languages, social studies, general science and elementary mathematics. The remaining two-third of the school time should be allotted to the study of agriculture (theory

and practice) elective subjects in agriculture, applied mathematics and applied science. The details of the syllabus should be drawn up in such a manner that comparatively more time is devoted in class IX on general subjects while in classes X and XI, agricultural education should receive greater attention.

(iv) In view of the fact that the students of these schools would be required to do heavy manual work on the farm, it may not be necessary to allot separate periods in the school time-table for physical education as is the practice in other secondary schools. However, every school should provide facilities for games, sports and other similar activities. The junior agricultural schools would be specially suited for the establishment of youth organisations like the young farmers' clubs.

(v) It is noted that in the junior technical schools, the students are required to learn only one language i.e., English. In view of the decision that the three-language formula should be introduced at the secondary stage, it is recommended that the students in the junior agricultural schools should learn the regional language, English and the third language. The time devoted to these languages should be in the ratio of 50:30:20. It is also suggested that the third language should be taught only up to the end of class IX and a home examination should be held in that language.

(vi) The syllabus should provide for appropriate electives. Every junior agricultural school should provide for the teaching of three or more electives according to the needs of the area. Only one elective may be chosen by a student depending upon his aptitude and interest. With the modernisation and diversification of agriculture, it is essential that the students of the junior agricultural schools should possess specialised knowledge and training in one or two branches of the agricultural industry. The electives recommended by the Group are:

- (1) Dairy husbandry
- (2) Poultry husbandry
- (3) Pig husbandry
- (4) Pisciculture
- (5) Pomology (fruit growing)
- (6) Oloriculture (vegetable growing)
- (7) Floriculture
- (8) Plant protection
- (9) Agricultural chemicals (fertilizers, insecticides, pesticides)
- (10) Elementary agricultural engineering

- (11) Fruit and vegetable preservation
- (12) Bee keeping
- (13) Elementary sericulture
- (14) Elementary lac culture
- (15) Elementary food processing (bakery, confectionery etc.)
- (16) Elementary forestry

2.3. The Group recommends that the final public examination at the end of class XI of the junior agricultural schools should be conducted by the State Boards for Secondary Education. The Group stresses the need for continuous and periodical evaluation of pupils' progress particularly with reference to the practical work done by them and recommends that the modern techniques of evaluation should be employed in assessing the work of the junior agricultural schools.

2.4. The Group also recommends that bright students wishing to continue their education after passing out of the junior agricultural schools should be provided with opportunity for pursuing higher studies in the universities and other institutions of higher learning. The Group suggests that suitable adjustment courses of not more than one year's duration should be devised to enable such students to make up their deficiency for entering different courses in the universities. Other students passing out of the junior agricultural schools may also be encouraged to continue their education through correspondence and part-time courses.

III. Organisation of Junior Agricultural Schools

3.1. The Group has given considerable thought to the motivation which can be provided for the children of rural areas to join agricultural schools. In this connection, it is noted that the Indian society has many deep rooted traditions and traditional values. The desire for agricultural or other occupations is also conditioned partly by the prevalent caste status of the family. The factor of economic return from a given occupation is another deciding factor. If the money return from the holding of the family is adequate, there is a "forward look" for the next generation to take to agriculture. If it is inadequate, the aspirations are for other occupations.

3.2. In this connection, the prevailing picture of the distribution of operational land-holding in our country is worth examining. The following information secured from the 8th Round of National Sample Survey provides some indication of the motivation that is likely to prevail in favour of agricultural education for children and youth in rural areas:

Distribution of operational holding by size
(1953-54)

Area of holding (Acres)	Operational holding			
	Number (000)	Percent- age Distri- bution	Area operated (000 acres)	Percent- age Distri- bution of land operated
Zero*	6,768	11%	..	..
0—5	37,231	60%	52,402	16%
5—10	8,771	14%	62,294	18%
10 and above	9,010	15%	221,015	66%
TOTAL	61,780	100%	335,711	100%

*Includes operational holdings of size less than 0.005 acre

It will be noted that 11 per cent of the total population is landless or nearly landless. They are not, therefore, expected to have any motivation for sending their children for agricultural education. Sixty percent of the rural population have land between 0 and 5 acres. A major part of this land holding is uneconomic, with the result that even the existing members of the family do not find enough return for their maintenance. If, however, a programme of intensive cultivation of land is introduced and the acreage return from the land becomes high, the family may look forward to the continuation of agricultural occupation. In that event, the first son of the family can be absorbed on land, the remaining will have to take to other occupations if under-employment and unemployment in the family are to be avoided. They will have no interest in taking to agricultural occupation. It is, however, observed that those sons who cannot take to any other occupation due to various factors of intellect, occupational interests, available facilities for work etc. revert back to agricultural work. This adds to the burden on the family. Fourteen per cent of the family have land-holding from 5 to 10 acres. They could look forward to the absorption of their sons to agricultural occupation with the help of facilities for increased agricultural production. Similarly, the remaining fifteen per cent of the families having land holding of 10 and above acres could look forward to giving training in agricultural occupation to their sons. Thus it could be said that the motivation for agricultural occupation and for giving education in it, could prevail in 29% of the total rural population having land more than 5 acres. Out of the remaining population, at the most 30% of the families may have some motivation for giving their children education in agriculture.

3.3. In addition to the smallness of the holding, the return from agricultural produce in India is also rather meagre. It is common knowledge, therefore, that the agricultural communities at present usually wish their young boys to take to services rather than farming. This desire is further reinforced by the lure of urban life. In view of these considerations, doubts have been expressed against the possibility of enrolling 4 lakhs of children in the junior agricultural schools during the period of the Fourth Plan.

3.4. The Group, however, feels that the present situation, bad as it is, need not depress us. Although the average size of the holding is every small in India, there are countries like Japan where it is still smaller. The average size of holdings in India is more than double of that of Japan. By employing intensive methods of agriculture and by linking it with processing and other industries, it should be possible to make it worthwhile for educated boys to go back to land. In Egypt, the yield of rice per hectre is about four times the yield in India. Belgium produces five times the quantity of wheat per hectre and the U.S.S.R. produces eight times of cotton per hectre compared to the production in India. Whereas it shows the present depressed state of our agriculture, it also shows its potentiality. It will however, call for strenuous efforts for this potentiality to be realised. The Group hopes that appropriate measures will be taken to develop these potentialities to an extent as will make agriculture an attractive profession for the educated youngman. The Group has, therefore, planned on the basis of the targets of enrolment given to them by the Planning Commission, for it feels that in view of the importance of the scheme, planning should be done for this number and every possible attempt made to reach the target. The Group, however, wishes to emphasise that wherever junior agricultural schools are established, they should be well provided with physical facilities, properly qualified teachers and other personnel and other necessities.

3.5. If the target of enrolment of 4 lakh pupils in the new course is to be achieved by the end of the Fourth Plan, it would be necessary to set up about 2000 junior agricultural schools during that period. A large investment would have to be made on school, hostel, residential and farm buildings. Considerable sums of money would have to be spent also on laboratory and farm equipment. The Group, therefore, recommends that in the interest of efficiency and economy, it is necessary to prepare standard designs for the various types of buildings and also to draw detailed lists of laboratory and farm equipment. These should, however, be treated only as suggestive lists and suitable variations can be made, wherever required, in the light of local conditions.

3.6. To economise expenditure and otherwise, it is desirable that in the first phase the opening of *new* junior agricultural schools should be avoided. Post-Basic schools with provision for the teaching of agriculture, Manjri type schools and other agricultural schools may be converted or upgraded to junior agricultural schools. The agricultural streams in the multipurpose schools should be replaced everywhere by the junior agricultural schools. The junior agricultural course may also be introduced in other secondary schools on

selection basis, located in rural areas. In the selection of these schools, the Package Agricultural Programme Districts should be given first preference. In the selection of the schools or location of new ones, preference should be given to places which are near agricultural, experimental and seed farms or agricultural research stations.

3.7. Every junior agricultural school must have a farm of at least 10 acres with facilities for irrigation. It is hoped that the village community where the selected school is to be located would be able to arrange for the land for the school through the Panchayat on gift or lease basis. The school farm should be the focal point for the entire programme in the school. It should represent the pattern of agriculture of the region. Different enterprises at the farm like vegetable-culture and poultry farming should be so organised as to enable the students to study them as units and gain confidence in their economics. Thus the school farm should provide:

- (a) a seed-farm for learning a wide variety of farm-skills and abilities on the part of students ; and
- (b) demonstration to the students and to the village community of the latest improved farming practices.

It may be stressed that the school farming should not be considered as an enterprise for profit, but productive efficiency as a test of good agricultural education specially of a terminal character, should be carefully applied. The students should also be provided facilities to study closely some of the agricultural farms of successful farmers in the locality.

3.8. Since the pupils in junior agricultural schools would be required to work in class-rooms, laboratories and farms at all hours of the day, the Group suggests that residential accommodation should be provided on the campus to as many students and teachers as is required. Facilities for hostel accommodation would also be necessary because each junior agricultural school would have to serve a large area and many of the students may find it difficult to go home every day. The Group notes that in the rural areas, where these schools would be located, it would not be possible to secure rented accommodation. The Group, therefore, suggests that hostel facilities should be provided for about 30 per cent of the students, to begin with. The accommodation should be simple and in keeping with the general conditions in the rural areas.

3.9. The Group recommends that no tuition-fee should be charged in junior agricultural schools and textbooks should also be provided free to all pupils. The Group is of the view that no rent should be charged for hostel accommodation. Provision should be made in the scheme for the award of stipend of Rs. 25 p.m. to about 10 per cent poor students. The Group also suggests that arrangements should be made for the supply of free mid-day meal to all the students, and produce of the farm should also be used in the preparation of the meal.

3.10. The Group recommends that junior agricultural schools should provide suitable work opportunities to students so that they can also earn during their leisure hours.

3.11. It will facilitate the fulfilment of the objectives of the junior agricultural schools if in the matter of admission to these preference is given to those boys who possess agricultural lands. It will be essential for the staff of the school to ensure that during the period of training, students are given necessary guidance to enable them to adjust mentally to the work in junior agricultural schools. They should also be inspired to become modern farmers after leaving the school. It is also considered necessary that in order to help the students in settling on land, suitable loans (about Rs. 2000 per student) should be available to those who complete the course and desire to establish themselves as farmers. These loans may be given to cooperatives or to individual students and their return may be accepted in kind as well.

3.12. It is recommended that adult education centres and agricultural information and guidance centres should be located in the junior agricultural schools. These schools should also be used as demonstration centres under the programmes of community development. Other methods should also be devised and measures taken to bring these schools in close relationship with the farming community.

3.13. While the main purpose of the junior agricultural school should be to train the adolescent rural youth to take to modern farming, there are certain sectors of middle level occupations requiring knowledge of agriculture where the successful leavers of the junior agricultural schools could find useful employment. Some of the possible fields in this connection are :

- (i) Plant protection work;
- (ii) Distribution and sale of fertilisers;
- (iii) Sale of agricultural implements;
- (iv) Work on the seed-farms;
- (v) Work in connection with grain storage; and
- (vi) Work in the marketing and grading organisations.

It will also be noted that students passing out of junior agricultural schools will constitute a very suitable material for being trained as elementary school teachers for rural areas, and that this sector can absorb a sizeable number.

3.14. The Group suggests that the Union Ministry of Education should set up a Council for Agricultural Education at the school level. The Council should have representatives of Union Ministry of Education and Food and Agriculture, State Governments, National Council of Educational Research and Training, Agriculture

Training Institutions and head of Junior Agricultural Schools. The Council should advise the Government of India generally on all matters relating to the teaching of agriculture in schools and particularly in respect of the working of the scheme of junior agricultural schools. The Group is also of the view that the proposed Council should be assisted by an officer of the rank of Deputy or Assistant Educational Adviser with training and experience of agricultural education. There should be a separate cell with appropriate staff in the Ministry of Education for administering the scheme.

3.15. The Group recommends that at the State level there should be State Councils of Agricultural Education for school education. The membership should represent all interests at the State level. A Deputy or an Assistant Director of Education in the office of the State Director of Education with training and experience of agricultural education should be incharge of the scheme in the State.

3.16. The Group attaches much importance to a periodical, thorough and effective inspection system and suggests that a separate Inspector of Agricultural Schools should be incharge of 40 to 50 junior agricultural schools. The exact set up of the Inspectorate will, however, be determined by the State Governments in accordance with their own requirements.

3.17. In the initial stages various difficulties on the working of the junior agricultural schools are likely to arise. The Group, therefore, recommends that every junior agricultural school should create an appropriate machinery for continuous evaluation of the progress and indicate solutions for the removal of handicaps which come to notice.

3.18. The Group wishes to emphasize the need for periodical evaluation of the present scheme. The Group recommends that at regular intervals teams of specialists should be appointed to study the working of the scheme, invite attention of the authorities to its deficiencies and suggest measures to remove them.

IV. Teachers, their Training and Supply

4.1. It needs no emphasis to state that the success of the scheme will depend upon the competence and devotion of the personnel employed in the schools. Apart from teaching agriculture in the class-room, the teaching personnel will be expected to contribute to the general direction of the school by giving leadership to the school activities, counselling boys and their parents on their home farms, regarding career selection and home project practices, serving as advisers to youth organisations of the boys, and giving direction to the school farm operations.

4.2. The Group wishes to emphasize that the mistake of the multipurpose schools, which were started without making adequate arrangement for the training and supply of teachers, should not be

repeated in the case of the scheme relating to junior agricultural schools. The latter schools should be established only after the supply of properly qualified teachers has been ensured. Keeping these considerations and other aspects of the matter in view, the Group has given much thought to the phasing of the programme for the enrolment of 4 lakh pupils in the proposed junior agricultural schools during the Fourth plan. Considering the need for adequate preparation and expanding the scheme on a gradual basis, the Group recommends that the enrolment in these schools should rise in the following manner :

1966-67	. . . . .	25,000
1967-68	. . . . .	80,000
1968-69	. . . . .	1,50,000
1969-70	. . . . .	2,50,000
1970-71	. . . . .	4,00,000

4.3. The Group is of the view that the over-all teacher-pupil ratio in junior agricultural schools should be worked on the basis of 1:16 in the case of agricultural subjects and 1:25 in the case of general subjects. On this basis, the number of teachers required at the end of the Fourth plan would be as follows :

$$\text{Agricultural teachers} \text{ — } 4,00,000 \div 16 \times 2/3 = 16,670$$

$$\text{General teachers} \text{ — } 4,00,000 \div 25 \times 1/3 = 5,330$$

The Group also suggests that on the staff of each junior agricultural school with an enrolment of about 200 pupils in classes IX-XI, there should be at least four agricultural graduate teachers who have also taken the B.Ed. degree. In addition, there should be at least four instructors who would be in charge of the practical work both in the laboratories and on the farm. This number may be adjusted in individual schools depending upon the number of electives offered there.

4.4. In regard to the general teachers, the Group feels that there should be no difficulty in recruiting an adequate number of teachers trained in secondary training colleges. In the case of the agricultural teachers, the Group notes that adequate number of graduates in agriculture are not coming forward to teach in schools. This is evident from the fact that although the Regional Colleges of Education are offering a stipend of Rs. 75 per mensem

to trainees in agricultural courses, the intake capacity of these courses has remained largely unutilised. The latter is indicated in the following table :

Regional College at	Enrolment in 1964-65	
	Capacity	Actual
Ajmer	25	12
Mysore	25	9
Bhubaneswar	25	2
TOTAL	75	23

The Group, therefore, feels that the supply of teachers of agricultural subjects should be augmented by utilising the resources of agricultural Universities, Rural Institutes and other agencies as indicated in the following paragraphs. It is also recommended that, as an interim measure, regular B.Ed. degree may not be insisted upon and that agricultural graduates with a short training in pedagogy may be accepted for teaching purpose.

4.5. In regard to the regular supply of trained graduate teachers, the Group feels that agricultural universities should be approached to organise a special 4-year concurrent course for students who have passed the higher secondary examination. This course should include instruction in agricultural science up to the graduate standard and also training in pedagogy and special methods of teaching in junior agricultural schools. The Group welcomes the initiative being taken by some of agricultural universities and colleges to introduce electives in the first degree course. It recommends that the University/college authorities be persuaded to include pedagogy also as one of the electives. To the extent this can be done, the need for the concurrent courses may be reduced.

4.6. As for the training of instructors, the Group recommends that a 1-year special course should be organised for those who have successfully completed the 2-year certificate course in agriculture from a Rural Institute or who have passed a similar certificate or diploma course of 2 years' duration after matriculation from other recognised agricultural institutions. As indicated in the table on page 243 the existing enrolment in the 7 Rural Institutes, which have organised the certificate course in agriculture, is about 400. It is understood that majority of these students will be interested in joining the Instructors' Course if suitable incentives in the form of

stipends during their training period and suitable salary-grades as instructors are offered to them :

Name of Rural Institute	Enrolement in 1963—64		
	I year	II year	Total
1. Gandhigram Rural Institute, Madurai	45	46	91
2. Rural Institute, Amravati.	52	19	71
3. Shri Ramkrishna Mission Vidyalyaya Rural Institute, Coimbatore.	40	38	78
4. Lok Bharati Rural Institute, Sano.ara.	30	25	55
5. Rural Institute, Wardha.	6	16	22
6. Rural Institute, Hanumanamatti.	15	8	23
7. Kasturba Rural Institute, Rajpura.	—	32	32
TOTAL .	188	184	372

As regards the output of other Certificate or Diploma Courses of 2-years' duration after matriculation, reference may be made to the output of the agricultural schools of Bihar and other States. Total enrolment in these schools during 1962-64 was 9000.

The Group suggests that the proposed 1-year course of training for an instructor should be organised in such a manner that about 2/3rd of the instructional time is devoted to the advance teaching of agricultural science and the remaining 1/3rd in preparing the student for his work as an instructor in a junior agricultural school.

4.7. The Group also recommends that the suggested programme of training for the instructors indicated above may be supplemented, if found necessary, by a 3-year integrated course after matriculation to be organised in the Rural Institutes or other appropriate educational institutions.

4.8. The Group recommends that both as an interim solution and as long-term measure, there should be exchange of agricultural teachers of the junior agricultural schools with corresponding cadres of the State Department of Agriculture. This would be good for both the school and the departmental employees and will not create blind alleys for the teachers. There is at present a paucity of agricultural graduates in the country and it may, therefore, be difficult to recruit such personnel in large numbers. In future also these difficulties are expected to continue because in the normal course such personnel may not find avenues of promotion attractive enough in the Education Departments as compared to those in the Agriculture Departments. This problem needs to be faced squarely. A permanent solution of the difficulty would be the creation of a common cadre of the agricultural school teachers with appropriate class of employees in the Department of Agriculture. Wherever required, persons from this cadre can be deputed to work also in

non-Government schools. Till this is done, the Agriculture Departments may be persuaded to depute a few experienced lecturers from extension training centres or instructors from the agricultural college to work in the junior agricultural schools. Such selected personnel could be given a short reorientation course of 2-3 months in teaching methods in agriculture preferably at the Regional Colleges of Education. These persons can be replaced by the output of agricultural graduate teachers from the Regional Colleges of Education supplemented in due course by the teachers trained in the agricultural universities and colleges. To keep up the professional proficiency of teachers in the subject-matter, it will be worth-while to arrange a rotation of such teachers between Departments of Agriculture and Education in the States. It is essential that the salary-scales of the agricultural teachers in the schools be better (the difference is to compensate for inadequacy of promotional opportunities in the Education Departments) than those of the Agricultural Extension Officers to which post most of the graduates in agriculture are being appointed during the first 5-10 years of their career.

4.9. Thus a number of institutions will be engaged in preparing graduate teachers and instructors for the junior agricultural schools. The Group recommends that four training institutions should be selected for advanced work in teacher-training. These centres for advanced training should be located one each in northern, eastern, western and southern regions and should undertake documentation, research, organisation of seminars, preparation of teaching aids etc. These centres should preferably be located in the Regional Colleges of Education.

4.10. The Group also lays emphasis on the need for organising refresher courses at regular intervals for the teachers and instructors of junior agricultural schools. For this purpose, all training institutions should develop extension service departments with suitable staff and equipment.

4.11. The Group recommends that a committee of specialists should be set up to do the following jobs :

(i) To revise the teacher training syllabus now followed in the Regional Colleges of Education so that it may be suitable for preparation of teachers of junior agricultural schools.

(ii) To draw up broad outlines of the 4-year concurrent course in the agricultural universities/colleges.

(iii) To prepare syllabus for the special 1 year course for instructors.

(iv) To prepare syllabus for the 3-year integrated course for instructors.

4.12. The Group suggests that the Syllabus Preparation Committee may comprise the following personnel :

(1) Dr. S. K. Mukherjee, I.C.A.R.

(2) Dr. S. N. Saraf, Planning Commission.

- (3) Shri M. C. Nanavatty, Ministry of Community Development and Cooperation.
- (4) Dr. H. B. Majumdar, N.C.E.R.T.
- (5) Dr. M. K. Anant Rao, Dean, Agricultural University.
- (6) Shri P. K. Roy, N.C.E.R.T.
- (7) Shri S. A. Khuraishi.
Head of the Agriculture Department
Regional College of Education, Mysore
- (8) The Principal of an Agricultural Certificate Course of selected Rural Institute.

4.13. The Group also wishes to lay special stress on the fact that unless adequate incentives are offered it may not be possible to attract persons of the requisite calibre to work as agricultural teachers or instructors in junior agricultural schools. Accordingly, the Group recommends that all persons who join the various training courses under this scheme to prepare themselves for the posts of agricultural teachers or instructors in junior agricultural schools should be paid a stipend of Rs. 75 per month to meet the cost of their lodging, boarding and training. These persons should be required to enter into an agreement to serve the State for a minimum prescribed period of time. The Group also desires to emphasize the fact that unless the salary-scales of agricultural teachers in the proposed junior agricultural schools are enhanced, it will be difficult to attract sufficient number of graduate teachers to work in junior agricultural schools. These scales should be better than those given to the employees of Agricultural Departments with comparable qualifications.

V. Costing and Financing

5.1. In regard to the costing pattern of the scheme, the Group recommends the following as appropriate :

(a) Junior Agricultural Schools

- (i) Development and/or purchase of land—Rs. 50,000 per school
- (ii) Other non-recurring expenditure per pupil—Rs. 635.
- (iii) Recurring expenditure per pupil—Rs. 300 p.a.
- (iv) No tuition-fee to be charged in the school and residential facilities in the hostel to be provided free of cost. 10 per cent of the students to be given stipends @ Rs. 25 p.m. and all students to be provided free mid-day meals.
- (v) An expenditure of Rs. 10 per pupil per annum to be provided for farm operating cost. This is to include expenditure on fertilisers, seeds and cost of agricultural operations etc. (Already included in (iii))
- (vi) A sum of Rs. 25 per pupil per annum to be provided for school contingencies. This should take care of the expenditure on stationery, postage, printing, T.A. and other miscellaneous contingent expenses. (Already included in (iii) above).

(b) Teacher Training Programme

- (i) Non-recurring expenditure per trainee @ Rs. 3,500 for new institutions and Rs. 1,500 per trainee in the existing institutions.

(ii) Recurring expenditure @ Rs. 1,000 p.a. per trainee.

(iii) A monthly stipend of Rs. 75 for each trainee.

The cost of the scheme worked out on the basis of the above terms is given in Appendix II.

5.2. The Group recommends that this scheme should be implemented as a Central scheme through the agency of the State Governments on the basis of 100 per cent Central assistance. This approach is considered necessary, because this is a new scheme and the Centre should provide the required coordination and guidance necessary for the success of the scheme.

VI. Further Action to be Taken

6.1. For the finalization of the scheme and a phased implementation of it, the Group recommends the following further action to be taken :

(i) The broad frame-work of the scheme as formulated by the Working Group should be discussed with the State Governments and Union Administrations. It should also be circulated among the Central Ministry of Agriculture, the Education Commission, Universities, Teachers Associations and other appropriate educational bodies and discussion of the recommendations contained in the report encouraged. The various comments and suggestions made in these consultations and discussions should be duly considered before the scheme is finalized and introduced.

(ii) The Committee to prepare the syllabus for teacher training should be set up early and requested to complete its work within a prescribed period.

(iii) The draft syllabus for junior agricultural schools should be circulated to all State Governments and Boards of Secondary Education and their specific comments obtained. The syllabus should be finalised later at a conference of experts including experienced headmasters of a few post-Basic school, multipurpose schools etc.

(iv) Detailed requirements of land, irrigation facilities, live-stock, poultry etc. should be worked out. Also blue-prints should be prepared of buildings for the junior agricultural schools, including laboratory rooms, agricultural museums, live-stock sheds, store-rooms etc. Designs of furniture should also be prepared. Lists of implements, equipment, apparatus, teaching aids, reference books, textbooks, stores etc. should be drawn with the help of experts.

(v) In the light of the syllabii for the training courses, the requirements of training institutions in terms of staff, buildings, hostels, equipment, books, teaching aids, land etc. should be prepared.

(vi) The institutions where the training courses for graduate teachers and instructors will be conducted should be selected. These institutions should be staffed and equipped to commence the courses from the target date. As already suggested, the training courses should be started as far as possible in existing institutions.

(vii) State Government should be requested to select the first batch of schools where the new course will be started. As far as

possible, these courses should be started in existing post-Basic and multipurpose schools where some facilities for the teaching of agriculture are available. Steps should also be taken to staff and equip the schools so that they could commence teaching on the target date.

(viii) The Ministry of Education should immediately appoint a Deputy or Assistant Educational Adviser with training and experience of agricultural education work. It should be the responsibility of this officer to process finalisation of the scheme and to work out the detailed programmes, time schedules, etc. for a speedy and proper implementation of the scheme.

SCHEME OF STUDIES
in the proposed
JUNIOR AGRICULTURAL SCHOOLS
for
Classes IX, X and XI

		Periods per week in classes			Remarks
		IX	X	XI	
General Education	1. Regional language . . .	6	6	6	*(Qualifying Home examination)
	2. Third language* . . .	3	3	..	
	3. English (2nd language) . . .	4	4	4	
	4. Social Studies . . .	4	3	3	
	5. General Mathematics . . .	5	..	..
	6. General Science . . .	9	..	..
	7. Applied Mathematics . . .	2	4	3	
	8. Applied Science . . .	2	6	6	
	9. Agriculture . . .	12	12	14	
	10. Agricultural Practice . . .	6	12	12	
	11. Electives . . .	4	6	8	
	12. Independent Study (Library assignments).	3	4	4	
Total Periods . . .		60	60	60	
Total time . . .		45 hours per week in two shifts per day.			
<i>Abstract</i>					
General Education		31	16	13	- 60
Agriculture (including supporting courses).		29	44	47	- 120
Percentage of agriculture in curriculum.		50%	75%	80%	
<i>Examination</i>					
State Boards of Secondary Education should conduct the examination for their schools.					
<i>Period</i>					
45 minutes each 10 periods per day in two shifts with lunch break. All students have to stay on the school campus in hostels.					

List of Electives

1. Pisciculture
2. Poultry Husbandry
3. Floriculture
4. Olericulture
5. Elementary Agricultural Engineering
6. Dairy Husbandry
7. Plant Protection
8. Agricultural Chemicals (Fertilizers, Insecticides, Pesticides)
9. Fruit and Vegetable Preservation
10. Bee Keeping
11. Elementary Sericulture
12. Elementary Lac Culture
13. Elementary Food Processing (Bakery, Confectionery etc.)
14. Elementary Forestry.

Syllabus for Junior Agriculture Schools*(Classes IX, X, XI)*

1. **First Language** : Same as prescribed for multipurpose higher secondary schools attached to Regional Colleges of Education (NCERT).
2. **Second Language** : Same as above.
3. **English Language** : Same as above.
4. **Social Studies** : Same as above.
5. **General Mathematics** : (for Class IX only) appended vide Appendix A.
6. **Applied Mathematics** : (for Classes X and XI only)—appended vide Appendix B.
7. **Health & Physical Education** : Same as for multipurpose Schools (NCERT)
8. **General Science** (for Classes IX and X only)—Same as for multipurpose schools (NCERT) (to include study of useful insects and fungi)
9. **Applied Science** (for Classes X and XI only). Same as for multipurpose schools (NCERT) (to include study of useful insects and fungi).
10. **Agriculture**—appended vide Appendix C.
11. **Agricultural Practice**—appended vide Appendix D.
12. **Electives**—(Syllabii of some subjects appended vide Appendix E).
13. **Independent Study**—(Syllabus not prescribed).

APPENDIX A

General Mathematics

Review of Fundamental Operations

Simplification of common fractions and of decimal fractions; Practical application of fundamental operations and ratio (including percentages) to problems of life.

Earning and Making Money

Mode of payment of workers and average wages; calculation of wages in case of regular and odd jobs; selling articles; spending wisely—cash and instalment buying.

Investment

Banks (deposits, withdrawals, savings banks, and various kinds of cheques, loans, bankers' discount); Government securities (bonds, post offices, O.P.F. etc.). Insurance (policy, premium, risks, withdrawals, etc.); Companies (Stocks and Shares); Borrowing money; (Banks), Insurance Companies, Cooperative and other Societies and Individuals); Foreign Exchange.

Taxes and Commissions

Taxes: sources of Government income—Municipal or Corporation taxes (road tax, house tax, animal tax, etc.); Commissions; Wholesale and retail prices; Discounts.

Accounts and Budgets

Income and expenditure of the home, school, state and the Government.

Owning a Home

Drawing a diagram to a scale; measuring the land; finding the sizes of each room; calculating number of bricks and other material like cement, iron, wood etc. required for each wall; space occupied by doors, windows; space occupied by cylindrical columns, spherical places, surface and volume of prisms, cylinder, cone of sphere.

Geometry and Trigonometry

Angle, Plane, solids equality, congruence and similarity; construction of three-sided and four-sided and circular plots, fields and other plane figures; drawing to a scale; choice of a proper scale, calculation of measurements according to the scale; six trigonometric functions; vocabulary; functions of 0° , 30° , 45° , 60° 90° and application of these values in the solution of right angled triangles.

Algebra

Algebraic representation of expressions and formulae learnt in arithmetic; use and application of formulae $(a+b)^2$, $(a+b)^3$ (a^2+b^2) and (a^3+b^3) ; easy factors based on (i) taking out common

(ii) grouping (iii) application of above formulae and (iv) expressions like ax^2+bx+c ; simple equation involving one or two unknown simple quadratic equations (a) by factorization (b) by completing the square and (c) by formula; problem solving with the help of above equations.

Statistics

The use of statistics; describing and collecting data; statistical tables, frequency distributions; central tendencies (mean, median, mode and quartiles), mean and standard deviations.

Graphs

Histogram; to draw the different types of statistical graphs from given data; to read and interpret statistical graphs of weather, population, products, etc.

APPENDIX B

Applied Mathematics

Class X

Mensuration and Measurements

Area of rectangular figures and triangles, circumference and area of circle, surfaces, volumes and weights of prisms, right circular cones, cylinders and spheres; use of micrometer, Vernier caliper, protractor and Vernier protractor, planimeter.

Arithmetic and Algebra (Review)

Problems based on four simple rules as applied to fractions; conversion to common fractions and *vice versa*; table of decimal equivalents; conversions of dimensions; miscellaneous problems; ratio and proportion, direct and inverse; averages; percentages.

Algebra

First degree equations, one or two unknowns; second degree equations—study of elementary functions; progressions—arithmetical and geometrical; square-root; indices; surds; simple factorization.

Geometry

Straight line, plane, measurement of length; instruments; angles, measurement of angles; triangles, applications; parallel lines and application, symmetry; circle, properties, application to technical drawing; conical sections, elementary properties, construction.

Class XI

Elementary Plane Trigonometry

Measurements of angles; trigonometrical ratios for known angles; heights and distances; solution of triangles.

Practical Computations

Accuracy, use of diagrams and tables, approximation of results, short methods, checking of results; the slide rule—multiplication—division, squares and square roots, cubes and cube-roots, circumference and area of circles, Logarithm characteristics and Mantissa use of tables, multiplications, division—pureness and roots; types of graphs—their use—line graph; circle graph and bargraph in relation to suitable problems.

Applied Mechanics**(a) Strength of Materials :**

Kinds of stresses—tension, compression and shear, elastic material and breaking strength.

Safe working stresses.

Pressure in pipes, problems on required thickness of pipes to withstand given pressure. Strength of riveted joints.

(b) Work and Power :

Units of work and power; foot-pound unit, horse power; horse power of engines; Electrical power-watt; electrical horse power; Efficiency of machines; problems of efficiency of output of machines.

(c) Screw Threads :

Screw threads; pitch and lead of a screw. Speed ratio of gears; calculating number of teeth for a given speed ratio; simple and compound gearing; use in cutting screw threads; pulley trains.

(d) Belting :

Length of belts connecting two equal and unequal pulleys; crossed belts; horse power transmitted by belting.

APPENDIX C

Agriculture as a Career

Introduction to Agriculture

1. The status of farming and agriculture in India as compared to other countries, *viz.*, USA, Japan, USSR and Israel.
2. Regional differences of farming in India.
3. Importance of various farming enterprises in the community and how they will be used in courses of study.
4. Development of agriculture in five years plans.
5. Community projects and national extension service.

Exploring Careers in Agriculture

1. The present status and future outlook for employment in the field of agriculture including farming and the allied areas.
2. Characteristics of various types of employment in agriculture.
3. Personal qualifications for work in agriculture including health, experience and training.
4. The relationship between earning a living and living a life establishing life goals.

2. Agricultural Economics & Rural Sociology

Class IX

This is to precede the keeping of actual records of individual crops and livestock enterprises on the school farm or home farm of students. These records will be used as a basis of animal and plant science instruction in class X.

Importance of farm project records.

Types of records.

Individual enterprise and farm accounts.

Record keeping procedures for individual projects, labour costs, inventory, feed costs and miscellaneous costs.

Class X

Understanding the Rural Community

1. An analysis of the rural community as a place to live and a place to work as compared to an urban community.
2. Problems, trends and needs of a rural community.

3. Forces which block the development of a rural community.
4. Forces and agencies which contribute to rural community betterment.
5. The role of the citizen in rural community improvement.

Class XI

Introduction to Farm Management

1. The farm as an economic unit.
2. The importance of planning in farm management.
3. The relationship of land, labour, capital and management to successful farming.

Planning the Farm Operation

Inventory of Farm Resources :

1. Land resources soil and water.
2. Buildings.
3. Labour—amount and skills.
4. Finances.—capital equipment in hand and financial resources of cash and credit available.

Planning the cropping system

1. Comparison of crops rotation with single cropping systems.
2. Requirements of a good cropping system.
3. Selecting a cropping system.
4. Planning the field layout.
5. Determining fertilizer and time needs based upon soil needs and crop requirements.
6. Time schedule for implementing the plan.
7. Implements and power requirements for the cropping system.

Planning the livestock system

1. Importance of livestock to balanced farming.
2. Characteristics of a good livestock system.
3. Housing, pasture and other feed, breeding and other requirement for livestock.
4. Implementing the plan.

Planning the Labour

1. Labour available.
2. Labour required for the plan.
3. Adjusting the farm plan to meet the labour supply.

Farm records and accounting

1. Anticipated income and expenses for the farm.
2. The importance of farm records.
3. Methods of keeping records and account.
4. Summary and analysis of farm business.

Taxes, Insurance and Credit. Marketing farm products.
Government legislation and agencies that affect farming.

3. Plant Science and Production

Selecting Seeds (Seedlings)

1. The relationship of quality of seeds (seedlings) to efficient crop production.
2. Identification of seeds (seedlings) for principal crops, including hybrids and improved varieties.
3. Identification and comparison of sources of seeds (seedlings) for production.
4. Selection of seeds (seedlings) for a specific crops situation on the school farm or the home farms of students; considering factors such as adaptability, availability, cost, disease resistance, yielding ability.

Fertilization

1. The relationship between soil fertility and efficient plant production.
2. A comparison of the general nutrient needs of plants.
3. Surveying soil nutrients to determine kinds and amounts of nutrients available for common crops.
4. A comparison of sources of soil nutrients, such as manures and compost; selecting fertilizers according to such factors as availability and cost.
5. Principles of fertilizer application as applied to different types of plants and procedures for applications.
6. Selecting and applying fertilizers to a specific crop situation on the school farms or home farms of students.

Seedbed preparation

1. The relationship of a good seedbed to efficient crop production.
2. Characteristics of ideal seedbeds for various types of crops.
3. Methods of preparing types of seedbeds including the selection of equipment and procedures.
4. Selection and implementation of seedbed preparation practices for a specific cropping situation on the school farm or home farms of students.

Planting Crops

1. The relationship of approved planting practices to efficient crop production.
2. Principles of planting various types of crops; depth of planting, placement of seed and methods of planting such as row and broadcast application.
3. Comparison of recommended planting practices for selected crops including equipment selection.
4. Selection and implementation of planting practices for a specific cropping situation on the school farms or home farms of students.

Cultivation of Crops

1. Relationship of cultivation to efficient crop production.
2. Principles of crop cultivation as applied to selected types of crops.
3. Selection and implementation of cultivation practices for a specific cropping situation on the school farm or the home farms of students.

Cultural Practices

Special cultural practices as applied to specific crops such as thinning and pruning plants, grafting, irrigation, etc.

Harvesting Crops

1. The relationship of effective harvesting procedures to efficient crop production.
2. General principles of harvesting selected types of crops.
3. Selection and implementation of harvesting procedures for a specific cropping situation on the school farm or the home farms of students.

Classes X & XI

Selecting crops for specific field conditions

1. The relationship of soil-type, fertility, topography, drainage and water supply to efficient crop production.
2. A comparison of the crops of economic importance to the community and the uses of each.
3. The relationship of crop selection to a balanced farming operation.
4. Selecting a crop for a specific field situation on the school farm or the home farm of students.

Analysis of crop records, and planning crops

1. Determination of total costs including labour equipment depreciation, land use charge, etc.

2. Determining total returns including sales of products and value of those used at home, value of straw or fodder.
3. A comparison of several records based upon different net returns to determine reasons for varying amounts of profit.
4. A summary of results to provide direction to future crop production practices.
5. Developing plans for specific cropping practices on the school farm or home farms of students based upon previous records of actual crops, findings of valid research and situational factors.

Trends in Agronomy

A study of trends in the field of agronomy with implications for career opportunities and selection

Control of weeds, insects, diseases and pests of crops

1. Birds as friends and foes of farmers.
2. The relationship of weed, insect, disease and pest control to efficient crop production.
3. Identification, symptoms, prevention and control measures for weeds, insects, diseases and pests of economic importance to crop production.
4. Operation and maintenance of herbicide and insecticides application equipment.
5. Selection and application of preventive and control practices in specific cropping situations on the school farm or home farms of students.

Storing and marketing of crops

1. Analysis of factors to determine whether to store or market crops.
2. Principles and procedures for the storage of crops.
3. Principles and procedures for marketing quality crop products.
4. Selection and implementation of marketing and storage practices of specific crops produced on the school farm or home farms of students.

4. Animal Science and Production

Introduction to livestock science and production

1. Status of livestock production in India as compared to the specific region of the school.
2. The relationship of livestock to farming.

Selection of breeding stock

1. The relationship of breed and type selection to efficient livestock production.
2. Identification of breeds of livestock and the characteristics of each.
3. Selecting desirable individual animals of selected types and breeds of animals.
4. Selection of animals for specific farming situations such as the school farm or the home farms of students considering such factors and availability, cost and purpose.

Animal Management

1. Housing and equipment requirements of various kinds of animals.
2. Special management practices in raising young stock, such as breeding chicks, care of young stock, castration, vaccination and marking for identification.
3. Special management practices for mature animals such as culling hens, trimming hooves, etc.
4. Producing quality products such as milk, eggs, wool and meat.
5. Selection and implementation of specific management practices on the school farm or home farms of students.

Analysis of records of livestock and planning future production practices.

1. Determination of total livestock production costs, including original cost of animals, feed, supplies, housing labour, depreciation and other costs.
2. Determination of total returns including sales of animals and animal products, value of animals and products used at home and value of original producing animals.
3. Comparison of several records of separate operations on the school farm or home farms of students based on differing net returns to determine reasons for varying amounts of profit.
4. Summarizing results to provide direction to future animal production practices.
5. Developing plans for specific livestock production practices on the school farm or the home farms of students based upon previous records of animals produced, findings of valid research, and situational factors.

Trends in livestock industry

A study of trends in the livestock industry with implications for career opportunities and selection.

Animal Nutrition

1. The relationship of balanced nutrition to efficient livestock production.
2. The relationship of types of digestive systems to animal feeding of an animal.
3. The feed nutrients, major and minor, and functions of each in the body of an animal.
4. The nutrient requirements of selected kinds of animals for maintenance, growth, fattening, reproduction and production of products.
5. Selection and implementation of animal feeding practices for specific production situations on the school farm or the home farms of students.

Animal diseases and parasites

1. The relationship of animal health to efficient production.
2. Identification of symptoms and preventive and control measures for animal diseases and parasites of economic importance.
3. Selection and implementation of disease and parasite control measures for specific livestock production situations on the school farm or the home farms of students.

Animal Breeding

1. The relationship of desirable matings and approved breeding practices to efficient livestock production.
2. An understanding of pure-breeds, cross-breeds, hybreds and scrubs as applied to the purposes sought in livestock production.
3. The physiological principles of breeding as related to effective breeding practices.
4. Methods and procedures for animal breeding.
5. Selection and implementation of improved breeding practices in specific livestock producing situations on the school farm or the home farms of students.

Marketing and home use of livestock and livestock products

1. Determining the nutritional needs of the farm family.
2. Marketing trends in the livestock industry.
3. Selection and implementation of marketing practices for specific livestock producing situations on the school farm or the home farms of students.

5. Agricultural Engineering Technology**Introduction to Agricultural Engineering Technology**

1. The importance of technology in agriculture.
2. Instructional procedures in shop work.

Farm Carpentry

1. Orientation to shop procedures.
2. Sketching plans; determining amounts and kinds of materials for first project.
3. Reducing stock to dimensions including measuring and marking; squaring; cutting; planing and sanding; identification, care and operation of hand woodworking tools; making joints.
4. Identification, comparison, and correct application of such fastening methods as nails, screws, bolts and glue.
5. Selection, preparation and application of appropriate finishing materials.

*Class X***Hot metal work**

1. Identifying and planning a simple project.
2. Operating a forge.
3. Cutting, bending and welding of metals.
4. Hardening, tempering and annealing metal.

Farm Machinery and Equipment

1. Learning experiences in relation to the following :
Seedbed preparation machinery, planting machinery, cultivation machinery, dusting and spraying equipment, harvesting machinery and equipment, seed processing equipment, feed and fodder preparation machinery, transportation equipment, soil and water conservation equipment, irrigation equipment.
The relationship of machinery to efficient crop production.
Principles of design and operation
Operation and adjustment
Maintenance and repair.
Storage
Selection

Farm Power

1. Types of farm power requirements.
2. Common sources of farm power—advantages and disadvantages of each.
3. Principles of two-stroke cycle and four-stroke cycle internal combustion engines.
4. Parts of an internal combustion engine and functions of each.
5. Preventive maintenance and simple repair of internal combustion engines including pump engines and tractor engines.
6. Safe operation of farm power equipment.

*Class XI***Farm buildings and conveniences**

1. Building construction; selecting building designs, determining needs for buildings, developments in farm building design; planning farm buildings; determining kinds of materials and costs; foundation construction, framing, siding and roofing; equipment for farm buildings such as feed bunks.
2. Concrete and masonry; selecting materials, preparing forms, mixing, applying and curing.
3. Plumbing, selecting materials, cuttings and bending; pipe and making joints.
4. Farm water system; determining the farm needs for water; planning the water supply system.
5. Fencing; types of fences for various purposes; cost and availability; principles of fence construction; maintenance of fences.

Soil and water management

1. Classification of soil as related to agricultural engineering technology.
2. Types and principles of irrigation system.
3. Planning an irrigation system
4. Types of drainage system, internal and surface.
5. Planning drainage system.
6. Soil conservation practices; contour and strip, strip cropping, afforestation, etc.

APPENDIX D
Agricultural Practice
(Classes X & XI)

Soils

The students should perform the following experiments individually or in groups of not more than two. Records of experimental procedures and observations should be maintained.

- (a) Mechanical classification of soils.
 - (i) Separation of stones, gravel, sand, silt and clay by sieves.
 - (ii) Separation of sand and clay by sedimentation.
- (b) Determination of moisture in soils.
- (c) Determination of humus in soils.
- (d) Determination of specific gravity of soils of different types.
- (e) Determination of pore space in soils of different types.
- (f) Determination of the percolation of water in a unit of time through sand, loam and clay.
- (g) Determination of capillary rise of water in a unit of time through sand, loam and clay.
- (h) Determination of water holding capacity of the soils of different types.
- (i) Mechanical digging of soil profile and identification of horizons.
- (j) Classification of soils of the school farm.
- (k) Observation of the various characteristics of the soils in relation to the crops grown.

Manures

The students should be required to carry out the following tasks at the farm. Each job should be performed by students individually or in groups of not more than two. Records of actual procedure followed should be maintained :

1. Preparation of compost
2. Preparation of cowdung by storing it in its fresh form.
3. Preparation of urine and cattleshed waste by soakage.
4. Use of the following manures on various crops grown on the school farm. Study appearance, mode of application and dosages of manures for different crops. Simple experiments performed and observations recorded.
 - (i) Compost farm yard manure

- (ii) Superphosphate
- (iii) Bonemeal
- (iv) Ammonium sulphate nitrate
- (v) Ammonium sulphate
- (vi) Urea.
- (vii) Calcium Ammonium nitrate
- (viii) Amorphos
- (ix) Oilcakes.
- (x) Mixed fertilizers.
- (xi) Green manuring practice.
- (xii) Reclamation of alkali or saline soils (where possible).

Tillage

The students should be given adequate individual practice in carrying out various operations in the use of the following implements. They should record the purpose and effect of each operation :

- (a) Light mouldboard plough
- (b) Heavy mouldboard plough
- (c) Turnwrest plough
- (d) *Desi* plough with seeding attachment
- (e) Cultivators
- (f) Harrows
- (g) Bakhar (blade) harrow
- (h) Patela (plank) or roller.

Irrigation and drainage

The students should perform the following jobs on the farm individually or in groups of two. They should record their observations :

- (a) Laying out irrigation and drainage channels on the farm.
- (b) Use of various forms of irrigation.
- (c) Determination of the time and amount of irrigation given to various crops.
- (d) Use and determination of discharge per hour of the following water lifts:
 - (i) Persian wheel
 - (ii) Swing basket
 - (iii) Power pump

Plant Protection

The student should be required to observe the various plant diseases and pests on the farm.

- (a) Observation of the life history of
 - (i) Butterfly or moth
 - (ii) Grasshopper or termite

- (b) Observation of damage caused by
 - (i) Field and store rats
 - (ii) Pigeons or other birds
- (c) Observation of damage caused by common pests of stored grains.
- (d) Recognition of some important pests of main crops of the area and their mode of damage.
- (e) Recognition of some important diseases of the main crops of the area.
- (f) Recognition of some important parasite plants infesting important crops plants of the area.
- (g) Carrying out the following control measures:
 - (1) Spraying
 - (2) Dusting
 - (3) Flame throwing
 - (4) Seed treatment
 - (5) Fumigation
 - (6) Baiting
- (h) Collecting and despatching insects and plant disease material to specialists for identification.

Crops

The students should perform the various operations (in groups of not more than 5) using bullock power from preparation of seedbed to threshing. Complete record of various operations performed, varieties grown, planting distances, yields, characteristics of various crops, irrigation, etc. should be kept.

Cereal

Wheat or barley, paddy (where possible), maize or juar.

Legumes

Gram or urad or arhar or peas or cowpea.

Oilseeds

Mustard or til or linseed.

Fibre

Cotton or sunhemp

- (i) Conduct germination tests of important crop seeds.
- (ii) Judge the quality of seeds and grade them.

Fodder

Napier, berseem

Cash crop

Sugarcane, potato

Animal Husbandry**Anatomy**

1. Study of external parts of female or male—cattle, goats and poultry.
2. Study of internal organs.
3. Study of reproductive organs of males and females (Goats or poultry may be used as specimens).

Animal Management

1. Cleaning cattle shed and other livestock houses.
2. Grooming and handling animals.
3. Determination of body measurements of animals. Use of measuring tape and caliper for finding out:
 - (i) Height at withers
 - (ii) Body length
 - (iii) Heart girth
 - (iv) Depth of the body
4. Estimation of body weight of animals
5. Determination of age of animals
 - (i) Dentition
 - (ii) Horns
 - (iii) General appearance
6. Marking animals for identification, tattooing, notching, branding, metal tags
7. Dehorning young animals
8. Castration—watch demonstrations
9. Observation of oestrus and pregnancy
10. Care of pregnant animals
11. Care of new born and feeding of weaned animals
12. Preparation of feeds
13. Feeding of young stock
14. Feeding of mature animals
15. Judging of animals by score card
16. Determination of temperature in animals
17. Determination of pulse rate in animals
18. Administration of medicines

19. Preventive and prophylactic measures against common diseases.

Dairying

1. Milk recording
2. Testing of milk (fat, specific gravity, acidity)
3. Study of cream separator
4. Preparation of dahi and ghee

Horticulture

Plant propagation

1. Raising of seedlings from seeds and from cuttings in nursery bed
2. Raising stock for propagation
3. Vegetative propagation of plants
4. Budding
5. Grafting
6. Inarching
7. Gootee
8. Layering
9. Potting of plants

Fruit and Vegetable Gardening

1. Planting fruit trees and their care (More plants to be planted at every Vanmahotsav period)
2. Raising vegetable seedlings
3. Cultivation of few typical rabi and kharif vegetables e.g., cauliflower, tomato, radish, onion, pumpkin or cucumber, lady's finger
4. Taking care of lawn and other ornamental planting in school garden

APPENDIX E

ELECTIVES

1. Pisciculture

Fisheries

Different types of fisheries—inland tanks, paddyfields, types of tanks and their selection

Fish

Nutritional value of fish as a dietary constituent, broad classification and characteristics of common fish of the State, life history of Indian major carp like Rohu (*Labia rohita*).

Culture of fish

Factors conducive to fish life and growth of fish—environmental conditions, bottom soil, water and their properties; harmful and helpful aquatic vegetations, manure and fertilizer improvement of defective tank bottom etc.

Different stages of culture—nursery, rearing and stocking. Breeding season of fish, handling, transport, preservation and selection of fish seeds.

Preparation of nursery and rearing tanks and intensification of stocking.

Enemies of fish and their control

Common diseases in fish, parasitic infections, predatory fish and animals, nutritional deficiencies, sudden mortality and their remedial measures.

Fish farm management

Laying out of ideal fish farm and its care and management.

Catching, preservation and marketing

Broad classification of nets, methods of catching, preservation of live fish and fresh fish for consumption, cured fish and their preservation, fish marketing, repairing of fishing nets and utilisation of fish by-products.

List of equipment for pisciculture

1. Aquariums
2. Small hand nets for taking out fish from the aquarium—71
3. Preserved specimen of larvicidal, herbivorous and carnivorous fish spawn, fry and fingerlings of Indian major carps.
4. Microscope—1
5. Hand centrifuge—1

6. Plankton net—1
7. White porcelain tube—1
8. PH meter (B.D.H.)—1
9. Models for (i) Paddy cum fish culture
(ii) Ideal fish farm
(iii) Multipurpose farm
10. Dissecting set—1
11. Dissecting tray—1
12. Two small cylinders of oxygen and carbon chloride
13. One gallon capacity glass carboy fitted with rubber corks, glass tubes, pinch clip and pressure gauge—2
14. Aluminium pans (5 lbs capacity)—2
15. Stove—1
16. Illustrative posters showing:
 - (i) fish enemies.
 - (ii) Helpful and harmful aquatic vegetations
 - (iii) Nutritional value of fishes of the State
17. Specimens of some typical nets, traps and harpoons used for fishing in the State.

2. Poultry Husbandry

1. Elementary internal anatomy of poultry birds
2. Study of the egg and its parts
3. Study of the external parts of a hen and a cock
4. Culling of birds—moulting of birds
5. Hatching of eggs
6. Marking of birds for identification
(i) *leg band* (ii) *wing band* (iii) *toe punching*
7. Housing of chickens—detailed study of deep litter system
8. Trap nesting and keeping production records
9. Feeding of young chicks
10. Feeding of adult birds
11. Preservation of eggs
12. Recognition of symptoms of the following diseases and preventive measures; (i) Ranikhet disease
(ii) *Fowl pox*
13. Poultry farming and its economics.

3. Floriculture

Its importance in life—flowering and foliage plants. Important flowering plants, Annuals with common examples e.g., Aster, Phlox, Zinnia, Cosmos, Marigold, Chrysanthemum, Lillies; Perennials—Sirium, Rose, Champak, Hibiscus; Ixora; Flowering creepers—Bougainvillea, Jasmine, Antignon. Cultivation—sowing of seeds in beds, watering, care of tender plants, planting out, liquid manuring

Lawns—Preparation and maintenance Requirements of establishing the garden: Enclosure, water, sand, leaf mould; Pests and diseases and their control: Table decoration.

4. Olericulture

1. Importance of vegetables in daily diet, amount consumed at present and the minimum quantity required.
2. Facilities required for growing vegetables.
Fencing, layout, soil, organic manure, fertilizers, garden tools, seed supply, nursery care, irrigation water.
3. Growing of vegetable crops:
 - (i) Crop growing season and their characteristics
 - (ii) Classification of vegetable crops: root, stem, leaf and fruit
 - (iii) Soil and climatic requirements of important vegetable garden crops
 - (iv) Cultivation—dairy requirement from preparation of land to harvesting of vegetable crops in different seasons suited to local conditions
 - (v) Control Measures against pests and diseases of crops: preparation and use of various insecticides and fungicides.
 - (vi) Planning for regular supply of vegetables: harvesting marketing.
 - (vii) Some simple methods of vegetable preservation

5. Elementary Agricultural Engineering

Chain survey, use of dumpy and farmers level

General idea and estimate of cost per unit of (a) earth work (b) drains. Simple soil conservation measures. Hand pumps—(a) different types of hand pumps, their parts and cost (b) minor repairs and maintenance.

Wells

Irrigation and drinking water wells, materials required and estimated cost of construction of wells of different sizes. Elementary knowledge of open boring and tube-well. Renovation of wells

Fencing—different types and cost

Irrigation appliances—Comparative cost of irrigation. Rational use of water and conservation of soil moisture. Different methods of drainage. Importance of medium and minor irrigation works.

Carpentry—marking, planing, chiselling and shaping of wood.

Metal working—forging, lending, twisting, shaping of metals
hack sewing, filing, drilling holes

Tin smithy—small samples

Agricultural Machinery

Maintenance, adjustment, working and assembling of mould board ploughs, desi ploughs, Bakhar, seed drills, green manure trampler, harrows, cultivators, maize sheller, chaff cutter, cane crusher, buck scraper. Calculate cost of operation of each. Study materials of construction, different ways of transmitting power.

6. Dairy Husbandry

Livestock and its importance in the agricultural economy of the country—population of cattle and buffaloes. Their production in terms of power, food, manure, hides, etc., their distribution and values.

Study of important breeds of livestock in India, their origin, characteristics and economic importance.

Cows: Kankrej, Amritmahal, Sindhi, Haryana, Sahiwal Buffaloes: Murrah, Surti.

Animal Management

Factors affecting successful management in health and sickness. Knowledge of model housing, cheaper and efficient housing under local conditions. Proper conservation of animal excreta and better preparation of farm yard manure. Determination of age and body weight of animals.

Handling and methods of approach, importance of dry period, drying of a cow, signs of calving, raising of calves, importance of colostrum, age of maturity, signs of heat, castration of scrub bulls, care and management of cows in milk and bullocks.

Common ailments and diseases of cattle. General principles of vaccination and sera in the control of diseases. Prevention and control of common parasitic infection.

Feeds and Feeding

Constituents of feeds, digestion principles of feeding balanced ration, palatability, minerals and vitamins. Growth, maintenance and production of rations for young stock, milking cows, work bullocks, breeding bulls.

Selection of feeds with reference to availability, cost and quality.

Raising of fodder crops and grasses. Preparation of silage and hay.

Animal Improvement

General principles of livestock breeding. Methods of selection employed for purchase of animals and judging of livestock. Artificial insemination and general idea of the working of key village scheme.

Elementary Dairying

Clean milk production, milking and milk recording. Taking samples and testing of milk for testing cream, its preparation and preservation. Butter and ghee making and their storage.

APPENDIX II

*Cost of providing educational facilities to 4 lakhs of students
in Junior Agricultural Schools during the Fourth Plan.*

Item	Cost per pupil	Total cost	Remarks
1	2	3	4
			Rs. in crores
I. Non-Recurring Expenditure			
1. Class Building, Library, Laboratory, Principal's room etc. 25 sq. feet per student.	25 sq. feet at the rate of Rs. 12 per sq. foot = Rs. 300.	12.00	} In view of the fact that some of the existing institutions having necessary building equipment, land etc. may be taken up under this programme there is likely to be some reduction in cost. Roughly it could be assumed that the Fourth Plan period savings on this account may be of the order of Rs. 5 crores or so.
2. Land—10 acres at the rate of Rs. 5,000 per acre.	Rs. 250	10.00	
3. Equipment—Bullocks, Bullock Carts, Tubewell or Persian wheel, poultry farm, fish pond, if necessary small dairy, equipment for bee-keeping/sericulture, etc. Rs. 4,000 for a school of 200 students.	Rs. 250	10.00	
4. Furniture	Rs. 20	0.80	
5. Library @ Rs. 3,000 for a school.	Rs. 15	0.60	
6. Equipment for Laboratories Rs. 10,000 for a school.	Rs. 50	2.00	
or		Rs. 885	35.40
or		Rs. 900	36.00
		—5.00	31.00
II. Recurring Cost			
	@Rs. 300 per pupil Break-up of Rs. 300 per pupil.		It has been assumed that each school may have a unit of 20 students.
(i) Salary of teachers.	230.00†		†For a school with a strength of 200 students, the following staff may be required :
(ii) Laboratory equipment.	20.00		
(iii) Library	15.00		1. Principal—Rs. 500 p.m. × 12 = Rs. 6,000.
(iv) Contingencies and farm operations.	35.00		4 teachers B.Sc. Agricultural B.Ed. Rs.—350 p.m. × 12 × Rs. = 16,800.

Item	Cost per pupil	Total	Remarks
		Rs. in crores	
Total cost on the basis of the phasing of the programmes.			4 Certificate holders with 2 years of further training—Rs. 250 p.m. $\times 12 \times 4 =$ Rs. 12,000.
1966-67 25,000 students		0.75	
1967-68 80,000 students		2.40	2 teachers for general subjects—
1968-69 1,50,000 students		4.50	Rs. 250 p.m. $\times 12 + 2 =$ Rs. 6,000
1969-70 2,50,000 students		7.50	1 clerk—Rs. 180 p.m. $\times 12 =$
1970-71 4,00,000 students		12.00	Rs. 2,160.
<i>Total : II</i>		27.15	2 class IV officials—Rs. 100 p.m. $\times 12 \times 2 =$ Rs. 2,400.
		27.15	<i>Total</i> Rs. 45,360
		—2.00‡	
		25.00	=Rs. 227 or Rs. 230 (per student)
or say		25.00	
<i>Grand Total (I+II)</i>		56.00*	‡In a number of cases where no institutions will be established, there may not be need for providing recurring grant for laboratory equipment and library in the first year. This may account for about Rs. 2 crores or so.

*After taking account of economies as explained the total cost may be Rs. 56 crores or so.

	Number of teachers be trained annually	Outturn available for Fourth Plan
1	2	3
III Training of Teachers		
1965-66	1,000	..
1966-67	2,300	1,000
1967-68 (Addl.)	2,900	2,300
1968-69	4,200	2,900
1969-70	6,200	4,200
1970-71	6,200	6,200
	<i>Total</i>	16,600

Cost of the Programmes of Teacher Training

(Rs. in lakhs)

	Non recurring expendi- ture @ Rs. 3,500 per seat	Recurring expenditure @Rs. 1,000 per seat	Stipend to teacher train- ees @ Rs. 75 p.m. per train- née	Grand Total
1	2	3	4	5
Fourth Plan				
1965-66	35.0	10.0	9.0	54.0
1966-67	45.5	23.0	20.7	89.2
1967-68	21.0	29.0	26.1	76.1
1968-69	45.5	42.0	37.8	125.3
1969-70	70.0	62.0	55.8	187.8
1970-71	—	62.0	55.8	117.8
<i>Total Fourth Plan</i>	182.0	218.0	196.2	596.2
Less savings in non-recurring expenditure by introducing the course in the existing institutions (1/7th of the cost).	26.0	..	..	26.0
	156.0	218.0	196.2	570.2

Stipend of Rs. 25 to 10% of the students in Junior Agricultural Schools

	No. of students to be given stipends	Cost (Rs. in lakhs)
1966-67	2,500	5.10
1967-68	8,000	24.00
1968-69	15,000	45.00
1969-70	23,500	70.50
1970-71	30,500	91.50
Total	79,500	236.10 or (Rs. 2 crores)

Cost of mid-day meals to all pupils @ 30 paise per meal for 240 days in a year

Year	No. of Pupils	Cost (Rs. in lakh)
1966-67	25,000	18.00
1967-68	80,000	57.60
1968-69	1,50,000	108.00
1969-70	2,50,000	180.00
1970-71	4,00,000	288.00
		651.60 or say Rs. 6.50 crores.

	Non-Recurring	Recurring	Total (Rs. in crores)
<i>Total I+II+III</i>	32.56	29.14	61.70
IV. Stipends to students . . . . .	..	2.36	2.36
V. Supply of midday meals . . . . .	..	6.50	6.50
VI. Hostel facilities to 30% of students*	3.60	..	3.60
VII. Adjustment courses . . . . .	..	0.36	0.36
VIII. Administration . . . . .	..	0.78	0.78
IX. Advance training centres . . . . .	..	0.21	0.21
GRAND TOTAL	36.16	39.35	75.51

*30 square feet per student. It has been estimated that cost per square foot may be about Rs. 10.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Item No. 3 : "Basic Education—to consider the progress so far made and suggest lines of further action"*(Ministry of Education)*

The progress so far made in Basic Education is reflected in the statistics, in Annexures IX-XIV. Briefly summarised it may be stated that from 33,379 Junior Basic Schools in 1950-51, the number rose to 74,007 in 1961-62. During the same period the number of Senior Basic Schools increased from 351 to 15,475. During 1950-51, there were 66,482 pupils in the Senior Basic Schools throughout the country. The number rose to 35,88,470 by the end of 1961-62. The corresponding increase of pupils in the Junior Basic Schools in this period was from 28,46,240 to 76,73,021. The Basic Teacher Training Institutions increased from 157 in 1950-51 to 1,115 in 1961-62. All the 14 thousand and odd training institutions functioning by the end of the Plan period are expected to be of Basic type. There has also been a corresponding increase in the direct expenditure on Basic Education; from Rs. 5.48 crores in 1951-52 to Rs. 32.53 crores in 1961-62.

2. The position regarding Basic Education was reviewed at a meeting of the National Board of Basic Education held in February 1965. The proceedings of the Board are at Annexure XV. The main recommendations of the Board were :

- (i) Education at the elementary stage throughout the country should progressively and as quickly as possible be made to conform to the system of Basic education. The existing Basic schools should be strengthened and developed fully to become effective Basic schools of higher standard. The remaining elementary schools should be enabled to progress towards the same goal by introduction of appropriate activities, the particular crafts to be adopted in each school being selected to suit local environments.
- (ii) The post-Basic schools should be developed as an integral part of the system of education at the secondary stage. The existing post-Basic schools should be specially strengthened to rise to a high standard. Adequate provision should be made in all secondary schools for production centred and other programmes as a continuation of Basic education at the elementary stage.
- (iii) Teacher training institutions should also be strengthened adequately so that teachers trained therein are competent to implement the programme of Basic education more effectively. The strengthening would include reorganisation of curriculum establishment of model Basic schools for practising teaching, provision of residential accommodation and physical facilities for organising community and other activities.
- (iv) Educational administration in the Centre as well as in the States should be suitably strengthened and oriented to achieve the object of developing a sound system of Basic education.

3. The 5th National Seminar on Compulsory Primary Education (May, 1965) considered these recommendations and the progress made so far. The National Seminar on Compulsory Education examined the system of education adopted in the primary schools namely, Basic, Basic oriented and non-Basic and recommended as follows :

- (i) In the Fourth Plan, efforts should be made to strengthen existing Basic schools and to orient all other elementary schools to the Basic pattern.
- (ii) While converting non-Basic schools into Basic schools the following norms should be observed :
 - (a) The school should provide for an integrated course of seven or eight years of Basic education (junior Basic schools of four or five grades should necessarily be feeders to a senior Basic school in the vicinity).
 - (b) All teachers of the Basic schools should have received basic training.
 - (c) There should be proper provision for the organisation of some suitable and socially useful and productive craft as an integral part of the educational programme. At least one Basic craft and one or more allied subsidiary crafts should be taught.
 - (d) Adequate quantities of needed raw material and craft equipment should be supplied in time.
- (iii) The orientation of primary schools to the Basic pattern should be taken up according to a phased programme. The Basic-oriented schools should have all the features of the Basic system except the teaching of craft and co-related teaching.
- (iv) During the Fourth Plan while the States should also make reasonable provision for this purpose in their plan, the Central Government should give adequate assistance to States for strengthening Basic schools.
- (v) Every State should have a Board of Basic Education to advise the Government on all matters concerning Basic education.
- (vi) A periodical assessment of the work of Basic schools and the performance of the pupils of these schools should be undertaken.

4. It may be stated that the problem of elementary education is not only of mere expansion. Definite tasks have to be accomplished in regard to citizenship training, teaching of basic skills and development of certain basic qualities of initiative, resourcefulness and scientific outlook on life for 80% of the population who leave school before or at the end of their elementary course and who will have to play an active part in national life for another 40 to 50 years. The country decided to achieve these objectives through the modelling of elementary education on Basic pattern. The progress in this regard has however, been extremely slow and the qualitative aspect has, by and

large, been neglected, largely on account of the rush of numbers and non-availability of adequately trained personnel, both for teaching and administration.

5. During the Fourth Plan, it has been proposed that the existing 18,000 senior Basic schools should be improved and the remaining middle schools should be reorganised with emphasis on development oriented education which means stimulation of the right attitudes to work and emphasis on tools, technology and science. In addition, all primary schools should be oriented to the Basic pattern so that at least simple activities of Basic schools are introduced in all primary schools and the gap between the two types of schools is narrowed down. Tentatively, a sum of Rs. 10 crores is proposed to be provided in the Fourth Plan for the improvement of the existing 18,000 Basic schools and conversion of 20,000 middle schools to the Basic pattern.

6. The Standing Committee may consider the position as reviewed above and advise on action which should be taken to improve the quality of Basic Education; the steps necessary to ensure its being found universally acceptable; particular pivot crafts which should be introduced in Basic schools, and the place of general science in the Basic pattern of education.

ANNEXURE IX
NUMBER OF BASIC SCHOOLS IN INDIA

Year	Senior Basic Schools			Junior Basic Schools			Total Schools	No. of Senior and Junior for		Basic and
	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls		Total
1950-51 .	338	13	351	30,787	2,592	33,379	31,125	2,605	33,730	
1951-52 .	439	15	454	31,065	2,686	33,751	31,504	2,701	34,205	
1952-53 .	637	18	655	31,496	2,727	34,223	32,133	2,745	34,878	
1953-54 .	846	19	865	32,154	2,786	34,940	33,000	2,805	35,805	
1954-55 .	1,097	23	1,120	34,613	2,782	37,395	35,710	2,805	38,515	
1955-56 .	4,506	336	4,842	39,905	3,066	42,971	44,411	3,402	47,813	
1956-57 .	6,399	498	6,897	43,401	3,480	46,881	49,800	3,978	53,778	
1957-58 .	7,249	570	7,819	48,258	3,781	52,039	55,507	4,351	59,858	
1958-59 .	11,518	1,221	12,739	52,890	4,179	57,069	64,408	5,400	69,808	
1959-60 .	12,252	1,302	13,554	56,526	5,231	61,757	67,778	6,533	75,311	
1960-61 .	12,932	1,337	14,269	60,030	5,919	65,949	72,962	7,256	80,218	
1961-62 .	14,036	1,439	15,475	66,479	7,528	74,007	80,515	8,967	89,482	

ANNEXURE X

BASIC TEACHERS' TRAINING INSTITUTIONS IN INDIA

Year	No. of Post-Graduate Basic Training Colleges	No. of Under-Graduate Basic Training Colleges & Basic Training Colleges	Total
1950-51	7	150	157
1951-52	6	159	165
1952-53	6	158	184
1953-54	7	296	303
1954-55	8	343	351
1955-56	24	525	549
1956-57	28	586	614
1957-58	34	613	647
1958-59	33	699	732
1959-60	35	890	925
1960-61	41	1,034	1,075
1961-62	43	1,072	1,115

ANNEXURE XI

DIRECT EXPENDITURE ON BASIC SCHOOLS IN INDIA

Year	Amount in Rupees
1951-52	5,47,67,390
1952-53	6,15,51,672
1953-54	6,67,13,298
1954-55	7,29,79,511
1955-56	12,16,71,974
1956-57	14,20,46,478
1957-58	19,30,34,769
1958-59	22,77,79,052
1959-60	25,03,50,000
1960-61	28,38,85,201
1961-62	32,52,80,154

ANNEXURE XII

STATE-WISE DISTRIBUTION OF BASIC SCHOOLS

State	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	
Andhra Pradesh	729	1,045	1,866	2,390	2,780	2,870	3,031	
Assam	640	1,023	1,359	2,268	2,599	2,740	2,839	
Bihar	1,974	2,276	2,661	2,988	3,466	3,616	3,704	
Bombay	Gujarat				4,576	4,905	5,114	
		5,245	7,080	7,470	7,895	3,709	4,243
	Maharashtra							4,901
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..
Kerala	428	487	601	564	1,563	513	457	
Madhya Pradesh	1,304	1,832	2,019	2,529	2,666	3,062	2,690	
Madras	1,916	1,927	2,841	3,142	3,592	4,004	4,387	
Mysore	1,195	1,737	2,297	2,807	3,236	3,127	3,284	
Orissa	383	383	383	383	384	384	384	
Punjab	401	509	691	767	850	820	1,492	
Rajasthan	618	783	938	1,477	1,863	2,096	2,040	
Uttar Pradesh	31,898	33,321	34,970	40,444	42,133	44,418	51,003	
West Bengal	640	770	924	1,172	1,430	1,729	1,868	
A. & N. Islands	5	5	5	9	9	23	40	
Delhi	299	297	297	274	299	326	344	
Himachal Pradesh	86	215	379	473	680	813	1,041	
L.M.&A. Islands . . . . .	..	..	..	1	1	1	1
Manipur	1	1	20	100	141	161	240	
Tripura	44	79	130	176	224	277	509	
N.E.F.A.	7	7	7	7	7	83	106	
Pondicherry . . . . .	..	..	..	2	3	7	7
INDIA	47,813	53,778	59,858	69,808	75,311	80,218	89,482	

ANNEXURE XIII

STATE-WISE DISTRIBUTION OF BASIC TRAINING INSTITUTIONS

State	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62
Andhra Pradesh	38	38	37	48	8	83	89
Assam	19	19	20	21	21	22	21
Bihar	64	65	65	65	86	103	104
Bombay (Maharashtra- Gujarat)	118	122	128	135	116 40	130 66	135 66
Jammu & Kashmir . . . . .	..	8	8	8	9	10	10
Kerala	18	18	21	53	75	78	80
Madhya Pradesh	29	44	50	58	81	115	114
Madras	72	82	98	105	113	123	122
Mysore	24	25	25	27	29	40	47
Orissa	7	7	7	7	7	7	7
Punjab	22	36	33	30	32	36	39
Rajasthan	15	27	32	32	43	59	55
Uttar Pradesh	102	99	96	113	160	159	172
West Bengal	15	16	19	22	27	34	36
A. & N. Islands . . . . .	..	..	..	1	1	1	1
Delhi	1	2	2	1	1	1	1
Himachal Pradesh	2	3	3	3	3	4	5
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..
Manipur	1	1	1	1	2	4	5
Tripura	1	1	1	1	2	3	3
N.E.F.A.	1	1	1	1	1	1	1
Pondicherry . . . . .	..	..	..	..	..	..	1
agaland . . . . .	..	..	..	..	..	..	1
INDIA	549	614	647	732	925	1,075	1,115

ANNEXURE XIV

NUMBER OF POST-BASIC SCHOOLS

Andhra Pradesh	2
Bihar	14
Gujarat	28
Kerala	3
Maharashtra	2
Madras	3
Orissa	2
Punjab	3
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
TOTAL .	57

ANNEXURE XV

MINUTES OF THE SECOND MEETING OF THE NATIONAL BOARD OF BASIC EDUCATION

The Second Meeting of the National Board of Basic Education was held at 10.30 A.M. on Wednesday the 3rd February, 1965. Education Minister, the Chairman of the Board, presided. The following members were present :

1. Dr. (Mrs.) Soundaram Ramachandran
2. Shri Amarnath Vidyalankar
3. Shri G. Ramachandran
4. Shri E. W. Aryanayakam
5. Shri Radhakrishna
6. Shri L. R. Desai
7. Smt. Indumati Chimanlal
8. Shri S. N. Sinha
9. Shri A. K. Karanbhai
10. Dr. S. D. Sharma
11. Shri L. O. Joshi

2. The following attended by special invitation.

1. Dr. P. D. Shukla
2. Shri H. B. Majumdar
3. Shri D. P. Nayar
4. Shri M. C. Nanavatty
5. Dr. Salamatullah
6. Miss K. Sood

3. From the Bureau of School Education, Shri P. Gangulee, Deputy Secretary and Shri A. H. Hemrajani were present.

4. Opening the meeting, the Chairman welcomed the members to the Second Meeting of the National Board of Basic Education. He referred to various views held about Basic education and drew the attention of the Board to the fact that far too much importance had been given to nomenclature as such. This, in turn, was led to confused thinking on the subject. He was anxious that Basic education should be clearly defined. Basic education, he emphasised, should become an integral part of the elementary education system and should not be looked upon as something separate. It was necessary that every boy and girl should be given an opportunity to do some creative work. It was urgent to make our pupils realise the importance of the dignity of labour. The Chairman informed the Board that more importance was to be given in the future to the teaching of science even at the primary school level. In his opinion, this could be easily co-related with basic education programmes. It was possible to teach elementary science to school children without elaborate

apparatus. Emphasis was to be laid upon manual work, creating things or producing things; and at the same time acquiring knowledge of the first principles of science through observation and activity.

5. The main aim of Basic education, the Chairman said, was to turn out boys and girls who when they finish their studies would be useful citizens and from that point of view it was necessary that after the age of 14 plus there should be institutions which would provide terminal courses and train boys and girls in some vocation, some craft. Such a process would also relieve the present pressure on our colleges and universities. It is also necessary, he felt, that the post-Basic schools should be oriented towards agriculture, that is, induce boys and girls to remain in the villages and do agricultural work and help in food-production. Simultaneously, small industries should be encouraged in the rural areas which would also improve the economic position of the farmer. The Chairman then posed the question as to whether this Board should be continued in its present form or whether it would be more advisable to deal with the subject of Basic education through the agency of the Central Advisory Board of Education. It was his view that in order to make Basic education an integral part of our educational system, better results would be obtained if the subject was dealt with by a body which was concerned with general education as a whole.

6. Thereafter the agenda items were taken up. The general trend of the discussions which followed is summarised below :

7. The need for sincerity of outlook in dealing with Basic education questions was emphasized by members. It was agreed that though modifications could be made to suit local conditions, the concept of Basic education was perfectly sound. Members felt that what was most needed was the will to implement, full and honestly, decisions already taken. For this, greater coordination was essential.

8. It was stated by some of the members that the approach to education should be an integrated one and for its proper working, the guidance of experts was necessary. A point also made was that in order to bring about uniformity in the introduction and development of Basic Education in the country as a whole, education should be made a concurrent subject. It was recognised, however, that the States would need sufficient freedom to work out details according to local needs. Another felt need was regarding post-Basic schools. These like other vocational schools at Secondary stage should provide courses of more practical and terminal character. The criteria for developing Basic training schools it was felt, had to be clearly stated. It was also necessary to introduce education through activities to the secondary schools as well. The post-Basic schools should be treated as production-centred secondary schools, although these schools should also provide for such students as prove their ability to proceed to higher levels of education.

9. Some members said that a clear and authoritative policy statement regarding Government's attitude towards Basic education should be made. Such a statement would set at rest certain doubts and hesitations in the minds of the public. It was also felt that the greatest need was to provide more money to the State Governments for changing over to the Basic pattern. The Members also emphasized the need

to increase the pace of progress in orientation of elementary school to the Basic pattern. The members also emphasized the need to increase the pace of progress in orientation of elementary schools to the Basic pattern and strengthening of training schools both in regard to physical facilities as well as in regard to quality of staff and encouraging research in methodology and production of text-books. Members were also generally agreed that minimum physical and sanitary facilities should be provided in all Basic schools so that the children grow up in healthy surroundings and are encouraged to develop their curiosity, imagination and intelligence. In short, Basic education should be the very best. A suggestion was made that good elementary schools should be developed as full fledged Basic schools and should be given suitable financial assistance for this purpose. More Basic schools should also be set up in urban areas. There was also general agreement that for introducing general science in elementary schools, the Basic schools would be more suitable. Members mentioned that too much stress should not be placed on the argument that only post-Basic schools should be terminal in character any more than other secondary schools with vocational streams.

10. Summing up, the Chairman pointed out that there was general agreement that Basic education should be an important and integral part of elementary education and that good and sound elementary education must be patterned on Basic education lines. The Chairman made it clear that the object of having terminal courses in post-Basic schools as well as in multi-purpose and vocational schools was to prevent pressure upon colleges and universities and also to make the students fit instruments for participation in the economic development of the country. He agreed that students who come out of post-Basic institutions should not be put to any disadvantage. He strongly supported the idea of developing good schools as peaks of excellence with higher standards.

11. The following recommendations were made by the Board :

(i) Education at the elementary stage throughout the country should *progressively, and as quickly as possible* be made to conform to the system of Basic education. The existing Basic schools should be strengthened and developed fully to become effective Basic schools of high standard. The remaining elementary schools should be enabled to progress towards the same goal by introduction of appropriate activities, the particular crafts to be adopted in each school being selected to suit local environments.

(ii) Post-Basic schools should be developed as an integral part of the system of education at the secondary stage. The existing post-Basic schools should be specially strengthened to rise to a high standard. Adequate provision should be made in all secondary schools for production-centred and other programmes as a continuation of Basic education at the elementary stage.

(iii) Teacher training institutions should also be strengthened adequately so that teachers trained therein are competent to implement the programme of Basic education more effectively. This strengthening would include reorganisation of curriculum, establishment of model Basic schools for practice teaching, provision of residential accommodation and physical facilities for organising community and other activities.

(iv) Educational administration in the Centre as well as in the States should be suitably strengthened and oriented to achieve the object of developing a sound system of Basic education.

(v) The National Board of Basic Education need not continue as a separate body but the work of keeping a constant watch on and guiding the progress of Basic education should be taken up by the Central Advisory Board of Education and its Standing Committee on School Education, which may be suitably strengthened, if necessary, by inclusion of more experts on Basic education.

12. With a vote of thanks to the Chair, the meeting terminated.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August 1965

SUPPLEMENT TO MEMORANDUM ON ITEM NO. 3

Item No. 3 : Basic Education—to consider the Progress so far made and suggest lines of further action

(Ministry of Education)

The main recommendations made by Nai Talim Convention (April, 1965) are reproduced below for consideration of the Standing Committee on School Education.

A-16. It is true that the present system cannot be changed immediately. The Convention propose that on the Government accepting the principles of Basic Education, its implementation should be phased over a period. In the meantime Basic Education can be consolidated in the schools where it has already been introduced and certain minimum programme may be introduced in other schools.

A-17. We expect from the Government clarity about the following propositions and their concurrence to the following minimum programme.

1. There should be no parallel lines of development in school education. There should be only one system of elementary education, that is, Basic education.
2. The existing Basic Schools should be strengthened and developed fully to become effective Basic schools of high standard. At least one good school in each block area should be selected and properly equipped for this purpose. A criterion for the development of such schools should be evolved.
3. The remaining elementary schools should be enabled to progress towards the above goal by introducing essential improvements, to begin with, like community activities, study of environment and activities related to personal and environmental hygiene, and in the second phase, the "orientation programme" should be introduced in all schools as early as possible including the introduction of a simple suitable craft.

4. Post-basic schools should be allowed to develop by properly recognising their courses and curriculum as one of the streams of secondary education. Such of the students as wish to appear for the H. S. Examination from out of these schools should be allowed to do so and have equal opportunity for University or Higher Education.
5. Development of Basic Education should be fully linked with community activities for area development; and an integrated programme for educating the community and utilising development situations for effective school education should be fully explored.
6. Part-time education for boys and girls who cannot for various reasons, mainly economic, afford regular school education should be provided.
7. Private organisations intending to experiment in Basic, post-Basic or teacher education should be adequately financed and encouraged to work in conditions of freedom and objectivity.
8. All elementary training colleges should be converted into Basic colleges as early as possible. The advance action of this programme should be the training of the personnel of the Graduate Basic Teacher Training Colleges in 2 or 3 years so that necessary personnel-preparation takes place for improving Basic Training Institutions.
9. The Sarva Seva Sangh should undertake direct responsibility for teachers' training at the highest level and set up an institution for this purpose.
10. The programme of production of cloth and introduction of other crafts in schools should be strengthened by taking full advantage of the assistance from the Khadi and Village Industries Commission for training teachers in craft, providing improved implements and for issuing cloth to children in exchange of yarn. The experience of Gujarat in this programme might be drawn upon.

The Convention has also made the following recommendations:

POST-BASIC EDUCATION

B-1. The convention recommends that the scheme of post-Basic education be accepted as part of the pattern of secondary education in the country both in principle and practice

B-2. This convention recommends that the Government should encourage voluntary agencies that have taken up the work of developing post-Basic education and offer them all facilities that are available to other types of secondary schools in order to enable them to improve the quality and conditions of teachers and also to strengthen their equipment, laboratories and libraries.

B-3. Post-Basic Education having been accepted as a type of secondary education the State Governments should themselves organise post-Basic schools at a few selected places.

B-4. As post-Basic education is to be integrated with the general system of secondary education, the Government should constitute an authority for assessing the students coming out of these schools. This authority might be a common board with representatives of post-Basic schools together with members of Secondary School Boards and this Board should work out a scheme of assessment based on the aims and objectives of post-Basic education and should assess and declare students qualified for public service or eligible for university course of study.

TEACHER EDUCATION

C-6 Basic Training Institution can not function effeciently unless it has an experimental Basic school as well as an extension unit attached to it. It is, therefore, considered urgent that where such facilities are not existing, steps should be taken in this direction.

C-8 There should be built-in machinery for the effective supervision and guidance of training institutions.

C-9 The whole system of examination now obtaining in the training institution should be reviewed and full use of the National Council of Education Research and Training, Delhi should be made to bring in reforms.

C-10. The universities should also be approached to include suitable items and features of Basic Education in the curricula for the Basic Education course.

C-11. The Rural Higher Institute should be approached for offering concurrent courses so far as they relate to preparation of Basic school teachers. Selected regional colleges may also be similarly approached for offering such concurrent courses for graduate teachers of Basic schools.

C-12. In order to maintain the essential minimum standards and efficiency, it is recommended that there should be a State Board with representations of the Sarva Seva Sangh, University, Government, State Department of Education, Teacher Training Institutions and other non-official agencies.

At the Central level there should be a National Board of Teacher Education whose main function will be to coordinate the work of the State Boards in order to maintain quality and efficiency of the entire Teacher Training programme.

C-13. The Union Government may be approached to take full responsibility for improving Teacher Training programme at all levels and provide finances for the programmes as suggested above without demanding matching grants from the State.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Item No. 4: Separate education for boys and girls in schools and colleges*(Govt. of Kerala)*

There is still a very great need in this country, if girls are to be educated in the real sense of the word. Perpetual self-consciousness, sex consciousness and sense of inhibition on the part of girls in mixed institutions, is not conducive to a frank and free expression of their talents. There is not enough scope for the exercise of either leadership or initiative nor can they be given that all round training so necessary for women in their future lives. Wherever the strength of girls is more than 500 in a school or college, separate institutions for girls seems to be warranted. There are still parents who do not send their daughters to college because of their inability to find a place for them in a Women's College not too distant from their homes.

Item No. 5: Inservice training of teachers and their future work.*(Govt. of Kerala)*

Considerable time and money have been spent on the inservice training of teachers, and elaborate plans are being made in that direction. What is primarily lacking in the schools is not so much the lack of training in the methods of approach or work so much as the lack of even the minimum facilities for carrying out the work reasonably satisfactorily.

For example, without sufficient and adequate science laboratories, equipment or staff, no science teacher however well-trained can teach science scientifically with demonstration, experiments, etc. So also with all other subjects—without provision for the making of teaching aids, chart, models, etc., teaching cannot conform to the principles of modern education. Even the work of training colleges is being undone in the schools, and no amount of further training will help them unless the conditions in schools are conducive to modern methods of teaching.

Emphasis must also be placed on the work of the inspectorate. Unless Inspectors insist on certain standards, the schools will have no incentive to improve.

The administrative system providing scope for interchange between the inspectorate and the training college staff should be of initial benefit.

Item No. 6: More generous provision for Technical or Vocational Education at the Post-matriculation stage.*(Govt. of Kerala)*

If this could be expanded, many students now neither interested in academic work nor with sufficient ability for it, could be diverted towards something which has significance for them. This would also reduce the wastage in university education, as some students drop out after a year or two as soon as there are prospects of earning a living. For girls specially, training in the domestic crafts leading to a vocation, or having possibilities of her being sources of income, should be useful.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Comments of the Ministry of Education on items of Agenda received from State Governments**Item No. 4: Separate education for boys and girls in schools and colleges.***(Govt. of Kerala)*

In their note, the Government of Kerala have said that self-consciousness, sex consciousness and sense of inhibition on the part of girls in mixed institutions is not conducive to a frank and free expression of their talents. There is not enough scope for the exercise of either leadership or initiative nor can they be given that all-round training so necessary for women in their future lives. Wherever the strength of girls is more than 500 in a school or college, separate institutions for girls seem to be warranted.

The question of co-education was considered in detail by the curriculum committee appointed by the National Council for Women's Education. The recommendations of the Committee are given as under :

"The academic opinion is divided on the issue of co-education. According to one view, co-education which provides the best guarantee of equality of opportunity for women, should be adopted as the general pattern at all stages of education. On the other hand, there is a group of thinkers who do not favour co-education at the secondary (or even at the collegiate stage) on the ground that, at this stage, the personality of the adolescent girl or boy will develop fully in separate institutions alone, mainly because of different rates of growth and development. In view of this fundamental difference, it is recommended that :

- (a) Co-education should be adopted as the general pattern at the elementary stage.
- (b) Vigorous educative propoganda may be organised to overcome resistances to co-education at this stage; but, as a transitional measure, separate primary or middle schools for girls may be provided where a demand for them is put forward with a view to increasing the enrolment of girls.
- (c) At the secondary and collegiate stages, there should be full freedom to the managements and parents either to evolve common institutions or to establish separate ones for girls.
- (d) Steps should be taken to appoint women teachers in all educational institutions at the secondary and university stages which are ordinarily meant for boys. Such appointment should be made obligatory if girls are actually attending. Similarly some men teachers should also be appointed in separate secondary schools and colleges for girls and the ban which now exists in some parts of the country on such appointments (or in confirmation of teachers already appointed) should be removed.

During 1963, the National Council for Women's Education appointed a committee under the Chairmanship of Shri M. Bhaktavatsalan, Chief Minister of Madras, to look into the causes for lack of public support particularly in rural areas for girls' education and to enlist public cooperation. The Committee recommended that direct cooperation of the public should be encouraged in popularising co-education at the primary stage.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Comments of the Ministry of Education on items of Agenda received from State Governments

Item No. 5 : Inservice training of teachers and their future work (Govt. of Kerala)

There can be no disagreement with the views of the Government of Kerala that minimum requirements in respect of staff, equipment, accommodation etc. should be provided in all secondary schools. However, as some of the deficiencies are likely to remain for some time in view of the unprecedented expansion of secondary education, it becomes very necessary to organise a regular programme of inservice training so that teachers may be helped to maintain their efficiency in spite of the many handicaps. The following note prepared by the Directorate of Extension Programmes for Secondary Education explains the place of in-service training in increasing the professional competence of the teachers, the progress made so far and the proposals for the Fourth Plan.

The points raised in the memorandum received from the Kerala Government are :

- (i) Considerable work has been done in the field of inservice training of teachers and further work is being planned in the said direction.
- (ii) There is not so much lack of training in the methods of work so much as the lack of minimum facilities to carry out the work satisfactorily. What is required is more equipment, adequate staff, more teaching aids in all subjects etc., etc.
- (iii) Inspectors should insist on certain standards. This will give incentive to improvement.
- (iv) Provision for inter-change between inspectorate and training college staff.

There is no questioning the fact that the provision of minimum facilities for carrying out the work satisfactorily, is essential. It is certainly true that without sufficient and adequate Science laboratories, equipment and staff, no Science teacher, however well trained can teach Science scientifically with demonstration and experiments. The same applies to other subjects also. But it is also true that continuous programme of inservice education is required to acquire

the teachers with new methods, new approaches in the teaching of subjects. Further, inservice education is also required to train the teachers in the preparation of improvised apparatus and aids till such time the schools are provided with the necessary equipment and teaching aids. Even when the equipment and the teaching aids are supplied, inservice training will be necessary to train the teachers in the better utilisation of the existing teaching aids and getting acquainted with the working and the use of new equipment and new aids. Thus, in addition to all the equipments, teaching aids, adequate staff etc., there is a need for an efficient inservice education programme which should involve all the teachers of all the secondary schools.

In order that inservice education can be organised in a planned and systematic way, the Directorate of Extension Programmes for Secondary Education has opened 96 Extension Services Centres and Units in the country, during the year 1955 to 1965. Each Extension Services Centre can cater to the inservice education needs of only 50 schools effectively. Thus, the present machinery of Extension Services Centres and Units can cover up only 4800 secondary schools in the country as against the total number of approximately 23000 secondary schools. There is, therefore, an urgent need to have an Extension Centre in each of the 260 training colleges in the country. In the Fourth Five Year Plan, the provision for opening additional 164 Extension Centres need to be made.

Regarding the work of the Inspectorate, DEPSE* has always emphasised the need of closer cooperation and coordination between the Extension Services Department and the Inspectorate. All attempts have been made to involve as deeply as possible the Inspectorate in the programmes of inservice education organised by Centres. Again the DEPSE has put the major emphasis on the programmes of the State. All Extension Centres have been advised to take up such programmes of inservice education which will supplement the efforts of the State in improving secondary education. In the State Level Conferences it has been the practice to invite the officers of the State Departments of Education and also the Inspecting Officers. A major project of developing the Evaluative Criteria and the Inspection Procedures has been undertaken by the N.C.E.R.T. The Evaluative Criteria and Procedures will be finalised by March, 1966. This will be given to the State Departments of Education which can think of adopting the newly developed criteria and the procedures for the inspection of schools in the States. It will be certainly good if the Inspectorate insists on certain standards based on these criteria. The schools will then certainly have an incentive to improve.

Inter-change between the Inspectorate and the training college staff

This practice is already in vogue in many States and it would certainly be advantageous if all the States adopted this procedure.

*Directorate of Extension Programmes for Secondary Education.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Item No. 7 : Implementation and development of the programme of education in international understanding in furtherance of the East West major project and associated schools project of UNESCO.

(Ministry of Education)

The Indian National Commission for Cooperation with Unesco launched in December 1962 a programme of Education for International Understanding in secondary schools for teachers training institutions in the country.

2. The programme aims at stimulating activities in educational centres round three major themes:

- (i) Teaching about the United Nations and its Specialised Agencies ;
- (ii) Teaching about other countries ; and
- (iii) Inspiring respect for human rights and fundamental freedoms.

3. Special emphasis is laid on creating in the minds of students an appreciation of the cultural values of the countries in a region other than their own. The schools participating in this fascinating programme, serve as valuable testing for new pedagogical methods designed to broaden the educational horizons of students and their teachers.

4. The programme is actually an extension of the Unesco Associated School Projects for Education in International Understanding. Initially twenty institutions of the country had participated but at present a much larger number, between 4 and 5 hundred, are taking part in this significant educational activity.

5. As a part of this programme a series of teachers' workshop has been organised in which institutions from the different States have participated. The purpose of these workshops is to enable teachers to consider different aspects of the implementation of this programme. The participants of the workshops studied the relationship of the experimental activities to curricular studies, examined their teaching the methods and materials suitable for implementation in the institutions and made suggestions on the line on which the Directorate, Public Instruction and of the Indian National Commission should develop the programme. A National Seminar was organised to consolidate the work done in the various workshops.

6. The programme has already occupied a prominent place in Educational field and the Central Advisory Board of Education may kindly consider ways and means to develop it further on a wider basis.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Item No. 8 : Social Studies.

(Government of Mysore)

The present position of Social Studies in the School Curricula leads one nowhere. It has been found by experience that the pupils who come out of S.S.L.C. Examination do not possess knowledge of even the rudiments of Geography and History of India. It is very necessary that a strong foundation is laid in both History and Geography of India if a sense of patriotism in our younger generation is required to grow. A special Committee of experts may be appointed to examine this question and formulate a syllabus to remedy the falling standards in the study of History and Geography of India.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Comments of the Ministry of Education on items of Agenda received from State Governments

Item No. 8 : Social Studies.

(Government of Mysore)

The Government of Mysore have suggested the sitting up of a special Committee to go into the question of teaching of Social Studies. In this connection, it may be pointed out that the Department of Curriculum, Methods & text books of the National Council of Educational Research & Training has been engaged for some time on a project for the formulation of detailed Syllabi in Social Studies. The Department has recently published the Drafts Syllabus in Social Studies, copies of which have been forwarded to State Departments of Education.

2. The following note gives the salient features of the project. There is a mention in the note of an earlier publication of the Department entitled: "Position of Social Studies in India". Copies of this have also been forwarded to the State Departments of Education.

SOCIAL STUDIES PROJECT

The Background

Social studies as a school subject was introduced in the curriculum of Indian schools more than a decade ago. Its importance in the present social and political context of our country is undeniable. In a progressive democratic society that we are striving to build, the social and political behaviour of the individual must rest upon an informed conviction in certain fundamental ideas and principles and their emotional acceptance. Social Studies not only provide the knowledge of these ideas and principles but can at the same time help in the development of reasoned thinking.

The Project and its Purposes

The Department of Curriculum, Methods and Textbooks of the National Council of Educational Research and Training thought it worthwhile to undertake a comprehensive project on social studies, which aims at the study of the problem in all its aspects and also at the production of instructional material for the use of the pupil and the teacher. Thus, the Project seeks :

- (i) to clarify, through discussions with teachers, teacher-educators and administrators, the concept of social studies in the context of our social and educational needs ;
- (ii) to formulate some specific objectives of teaching social studies at different school levels ;
- (iii) to suggest ways for the organization of the social studies syllabus for different school stages ;
- (iv) to frame, on the basis of the above, an articulated syllabus on the subject ;
- (v) to develop a curriculum guide for teachers ;
- (vi) to prepare textbooks and other necessary instructional material ; and
- (vii) to suggest necessary modifications in the present programmes of teacher education and to outline an appropriate in-service programme for teachers at work.

Stages Envisaged

In planning the Project, the following stages were envisaged :

Stage I

- (a) Detailed Analysis of the syllabuses currently in use in the different States.
- (b) Preparation of a statement on :
 - (i) the concept and meaning of social studies,
 - (ii) the objectives of teaching social studies at every school level, and
 - (iii) a pattern of organizing the syllabus for the different stages.

Stage II

Formulation of an articulated syllabus for the whole of the school stage in terms of 'understandings' and 'content'.

Stage III

Preparation of a curriculum guide for teachers.

STANDING COMMITTEE ON SCHOOL EDUCATION

Meeting on 6th and 7th August, 1965

Item No. 9 : Inclusion of the Scheme for Technical High Schools in the Central Plan for financial assistance.

(Government of Gujarat)

Pursuant to the recommendations of the Secondary Education Commission, the State Government in cooperation with the Central Government had undertaken to start a technical stream under the

scheme of multipurpose schools at the secondary school level. Such schools are termed technical high schools. A number of such schools were started in the old Bombay State and the States of Maharashtra and Gujarat during the Second Plan period. The Government of India were sanctioning financial assistance towards the non-recurring expenditure of these schools to the extent of Rs. 1,02,000 for each of the technical high schools. At present, there are 39 technical high schools in the Gujarat State. The scheme of technical high school is solely for the purpose of giving tuition in technical subjects (both theoretical and practical) at the secondary high school level. One such technical centre can cater to the boys of more than one secondary high school, so as to fully utilise the physical resources of the centre, in accommodation as well as equipment and staff.

This scheme has been tried out and has been very successfully operating in this State, as in the part of the old Bombay State for more than 15 years. This scheme imparting a technical bias from Std. VIII to Std. XI (for a period of four years) is doing a good work and is justifiably favoured by the public resulting in a large demand for the technical bias.

The students who pass the S.S.C. examination with such technical subjects (Geometrical and Machine drawing, Workshop Technology, Elements of Mechanical and Electrical Engineering) along with other academic subjects (Languages, Physics and Chemistry, Algebra and Geometry) have the intelligence and training for joining the profession directly or are eligible for admission to Polytechnics for diploma courses where they are better able to follow technical subjects as well as Mathematics and Science and thus help themselves to complete the diploma courses successfully.

These students are also eligible to obtain admission to the 1st year or pre-university of the science stream at the university, where they can study further for science and thereafter can pursue degree course in Engineering. Thus, the technical high school prepares students adequately as a terminal course for entering into a vocation or also for higher education up to a diploma as well as degree level in Engineering. This scheme of technical high schools, therefore, deserves a high degree of encouragement.

During the Third Five Year Plan the Government of India have discontinued giving non-recurring grants for starting technical high schools. The Government of India had prescribed the total non-recurring expenditure for building and equipment of one such a centre at Rs. 1,70,000. This estimate of non-recurring expenditure mentioned above, was perhaps meagre then and consequently in many cases the actual expenditure exceeded the ceiling of Rs. 1,70,000. The building costs have gone up during the last three to five years, and it is estimated that today the non-recurring cost for putting up such a technical centre for an admission of 100 students in Std. VIII i.e., for 400 students in all, would be about Rs. 3.50 lakhs.

In view of the above, it is requested that during the Fourth Five Year Plan period, the Government of India in the Ministry of Education may review and revise their policy and encourage starting of

more technical high schools/centres by the States and agree to give 60% non-recurring grant and 50% recurring grant for such schools for a period of 5 years, as is being done in the case of degree and diploma institutions in Engineering and junior technical schools so as to give encouragement to the scheme of the technical high schools/centres which it very richly deserves.

Item No. 10 : Extension Services Project for Primary Teachers Training Schools on the lines of Extension Services Project for Secondary Teachers Training Colleges.

(Government of Gujarat)

The Directorate of Extension Programmes of Secondary Education of Government of India gives financial assistance for opening of an Extension Service Centre by the Teachers Training Colleges in States on the following basis :

1. The Directorate bears the recurring expenditure on the pay and allowances of the establishment of Extension Services Centre and other incidental contingent charges up to a maximum of Rs. 20,000 per annum.

2. The Directorate gives a non-recurring grant for the purchase of essential items of equipment, if necessary, for the Extension Centre.

3. The State Government gives a grant of Rs. 6.250 per annum to the Extension Centre to enable it to meet the expenditure on T.A. and D.A. of the participating teachers in the service course and the State Government has also to provide office furniture etc. for the Extension Centre.

4. The Staff remains under the administrative control of the principal of the training college who normally functions as the honorary director of the Extension Centre.

5. The Directorate of Extension Programmes of the Secondary Education guides and supervises the programme of work of the Extension Centre.

6. The above scheme which is given to few secondary teachers training colleges is found to be very useful and beneficial. If some such similar extension project scheme is worked out by Government of India for the primary teachers training colleges also, it will go a great way in qualitative improvement of teachers in primary schools. This scheme may cover eight to ten primary schools, in the radius of five miles of the primary training teachers colleges. This scheme is likely to be very helpful in improving the quality of the primary education which is the basis of all other stages of education *viz.*, secondary, higher etc.

APPENDIX B

AGENDA PAPERS

STANDING COMMITTEE ON HIGHER EDUCATION

Dates of Meeting	.. ..	6th and 7th August, 1965
Place	.. ..	VIGYAN BHAWAN.
Time	.. ..	10-30 A.M.

ITEMS FOR AGENDA

1. Report of the Committee of the Members of Parliament on Higher Education
(*Ministry of Education*)
2. Report of the Committee on Model Act for Universities.
(*Ministry of Education*)
3. Promotion of Higher Education through Evening Colleges.
(*Ministry of Education*)
4. Promotion of Higher Education through Correspondence Courses
(*Ministry of Education*)
5. Tentative proposals for Higher Education in the Fourth Five Year Plan
(*Ministry of Education*)
6. Implementation and development of the programme of education in international understanding in furtherance of East-West Major Project and Associated Schools Project of Unesco.
(*Ministry of Education*)
7. Problems created by the increasing rush of students for admission to Colleges.
(*Govt. of Kerala*)
8. Separate Education for Boys and Girls in Schools and Colleges
(*Govt. of Kerala*)
9. Pattern of Central assistance in the Fourth Five Year Plan.
(*Govt. of Gujarat*)

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 1 : Report of the Committee of the Members of Parliament on Higher Education.

(*Ministry of Education*)

There has been for a long time a pronounced trend in favour of the Central Government assuming greater responsibility in the sphere of higher education. In fact the University Education (Radhakrishnan) Commission (1948-49), while considering the problem of university education, had recommended that 'the all-India aspects of university education, the repercussions and inter-changes necessary and desirable between universities, and the need for a national guarantee of minimum standards of efficiency' require that university education should be a concurrent responsibility of the Centre and the States.

2. For some time past the demand has been renewed in Parliament and outside it that the Central Government should play a more effective role in the sphere of higher education. A resolution was also moved at a meeting of the Informal Consultative Committee of Members of Parliament on Education recommending that university education should be made a Union subject. Suggestions were made that the country should have a more or less uniform pattern of higher education. As the matter required detailed examination of the basic issues involved, it was referred for consideration to a Committee of Members of Parliament under the Chairmanship of Shri P. N. Saprú, Member of the Rajya Sabha, with the following terms of reference :

- (a) To examine the provisions of the Constitution regarding the responsibility of the Central Government in the field of higher education with a view to finding out the extent to which the Centre could assume greater responsibility in this field ; and
- (b) to suggest appropriate steps to be taken for the purpose.

The Committee submitted its report in July, 1964.

3. Copies of the report of the Committee were sent by the Ministry to all State Governments, the concerned Ministries of the Government of India as well as to the University Grants Commission. The recommendations of the Committee are summarised in Annexure XVI. Some of the important recommendations together with the views of the various bodies to which the report has been referred to, wherever they have been received, are given below for consideration :

(1) University and Higher Education as Concurrent Subject

The Committee has recommended that University and higher education should be transferred from the State List to the Concurrent List, retaining intact Entry 66 in the Union List.

The recommendation has been referred to the State Governments for their views. So far the Governments of (i) Andhra Pradesh, (ii) Gujarat, (iii) Kerala, (iv) Madras, (v) Maharashtra, (vi) Mysore, (vii) Orissa, and (viii) West Bengal have sent their replies saying that they are not in favour of making any change in the existing position. Replies from other State Governments are awaited. While no written reply has been received from the Government of Punjab, the Chief Minister of Punjab is reported to have agreed to place education on the Concurrent List.

(2) Pay-Scales of Teachers in Affiliated Colleges

The Committee has recommended that steps should be taken to see that more and more colleges adopt the pay-scales prescribed by the University Grants Commission for affiliated colleges.

The University Grants Commission, to whom the recommendation was referred to, is strongly in favour of improving the scales of pay of teachers in affiliated colleges. Replies received from the State Governments so far reveal that most of them have adopted the scales of pay recommended by University Grants Commission for teachers of affiliated colleges.

(3) Professional Education Within UGC's Purview

The Committee has recommended that professional education including Medical (Basic), Agricultural Engineering and Law should also come within the purview of the University Grants Commission.

(4) Single-Faculty Universities

The Committee is not in favour of single-faculty universities, for neither the literatures, nor philosophies, nor sciences can be separated one from the other. Nevertheless, the Committee recognises that there is a place in our educational system for institutions of national status specialising in various disciplines.

The University Grants Commission is generally in favour of this recommendation.

(5) Prior Consultation with UGC for Establishment of new Universities

The Committee has recommended that the UGC Act should be so amended as to make it obligatory on the part of a State Government to consult the Commission before setting up a new university. The UGC Act should have a specific provision which would enable the Commission to consistently refuse to give any financial aid to universities established without its prior consultation.

The University Grants Commission agrees with the recommendation.

(6) Admissions

The Committee has recommended that the universities should pursue a common policy in regard to admissions and that admission, particularly to professional institutions be based upon merit consistently with due regard to the interest of Scheduled Castes, Scheduled Tribes and other socially and educationally backward classes of society.

The University Grants Commission agrees with the recommendation.

(7) Central Institution in each State

The Committee has recommended that the Centre can play a greater part in promoting higher education by establishing at least one Central institution of the highest standard in every State to serve as an example to other educational institutions in the State.

The University Grants Commission has supported this recommendation. It is, however, of the view that priority should be given to the improvement of existing institutions until larger funds are placed at the disposal of the University Grants Commission.

Similar recommendation was also made by the Education Ministers' Conference held in November, 1962.

(8) Morning And Evening Colleges

The Committee has recommended that morning and evening colleges and correspondence courses should be established for the benefit of those who are unable to pursue regular courses.

The University Grants Commission has welcomed the recommendation. The State Governments have generally supported this recommendation.

ANNEXURE XVI

SUMMARY OF THE RECOMMENDATIONS OF THE COMMITTEE OF MEMBERS OF PARLIAMENT ON HIGHER EDUCATION

Sapru Committee

1. University and Higher education should be transferred from the State List to the Concurrent List, retaining intact Entry 66 in the Union List.
2. The University Grants Commission should have 15 Members, of whom at least five should be full time Members. They should be persons of the status of Vice-Chancellors. Serving Vice-Chancellors should, however, not be appointed as Members of the Commission. The composition of the Commission should be such as to give no impression to the public that it is not completely independent.
3. In the Fourth Five Year Plan, a very much larger amount should be placed at the disposal of the Commission.
4. It has been recommended that as the system of matching grants has not worked satisfactorily, depending upon the merits of the case, the conditions of grant should be liberalised.
5. The University Grants Commission should recognise, in consultation with universities concerned, more and more institutions, as provided in clause (f) of Section 2 of the University Grants Commission Act, 1956, for purposes of financial aid.
6. Steps should be taken to see that more and more colleges adopt the pay scales prescribed by the Commission for affiliated colleges.
7. Professional education including Medical (Basic), Agricultural, Engineering and Law should also come within the purview of the University Grants Commission.
8. Vigorous steps should be taken to improve the quality of secondary education.
9. The number of scholarships and sizerships for university education and research should be considerably increased in institutions of higher education.
10. The number of scholarships and sizerships for higher education for women students should be considerably increased.
11. The Committee is not in favour of single-faculty universities, for neither the literatures, nor philosophies nor sciences can be separated one from the other. Nevertheless, the Committee recognizes that there is a place in our educational system for institutions of national status specializing in various disciplines.

12. The University Grants Commission Act should be so amended as to make it obligatory on the part of a State Government to consult the Commission before setting up a new university. The University Grants Commission Act should have specific provision which would enable the Commission to consistently refuse to give any financial aid to universities established without its prior consultation.
13. Convention should be formally established for frequent consultations with State Governments and universities on all important policy issues. The Inter-University Board should be made a more effective body and it should more and more be regarded as the spokesman of university opinion.
14. The universities should pursue a common policy in regard to admissions and that admissions particularly to professional institutions be based upon merit consistently with due regard to the interests of Scheduled Castes, Scheduled Tribes and other socially and educationally backward classes of society.
15. The Centre can play a greater part in promoting higher education by establishing at least one Central institution of the highest standard in every State to serve as an example to other educational institutions in the State.
16. Morning and evening colleges and correspondence courses should be established for the benefit of those who are unable to pursue regular courses.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 2 : Report of the Committee on Model Act for Universities.

(Ministry of Education)

The Ministry of Education appointed in December, 1961 a Committee under the chairmanship of Dr. D. S. Kothari, Chairman, University Grants Commission to consider broadly the organisational structure of the universities in India and to prepare the outline of a 'Model Act' suited to their role and functions in the present context of our fast developing society. The Committee submitted its report in January, 1965.

2. A copy of the report of the Committee has been sent by the Union Education Minister to the Chief Ministers of States. Copies of the report have also been sent to all the universities and the State Governments for information and suitable action.

3. The main recommendations of the Committee are summarised in Annexure XVII. The various issues together with the views of the Ministry based on the decisions taken in connection with the

Banaras Hindu University (Amendment) Bill, 1964, which is at present before the Joint Committee of the Parliament, are given below for consideration :

(1) **Appointment of Vice-Chancellor**

The Committee on 'Model Act for Universities' is unable to recommend any one pattern as the most suitable one for all the universities in India for the appointment of a vice-chancellor. The Committee, however, indicates preference for the following two modes, namely

(i) that the vice-chancellor should be nominated by the Visitor/Government in the early stages; and

(ii) that he should ordinarily be elected by the Court from among three persons recommended by a majority of the members of the Executive Council. Whatever be the mode the aim should be to secure the best person available. The Vice-Chancellor should be a distinguished educationist or scholar with administrative experience.

In the Banaras Hindu University (Amendment) Bill it has been decided to follow the Delhi pattern for the appointment of vice-chancellor. According to this pattern the vice-chancellor is appointed by the Visitor from a panel of not less than three persons recommended by a Committee consisting of three members, two of whom, not connected with the university are nominated by the Executive Council and one nominated by the Visitor who appoints one of the three members to be the chairman of the Committee.

(2) **Tenure of Vice-Chancellor**

The Committee has recommended that the term of office of a vice-chancellor should be five years; he should not normally be appointed for more than two terms in the same university, subject to any retiring age that may be fixed.

In his dissenting note Shri S. R. Das, a member of the Committee, for the reasons stated therein, has commended for consideration the appointment of a vice-chancellor initially for a period of three years, and in case he shows good promise, his term may be extended by another three years and if within six years he shows some concrete results then he may be given a third term of six years. He is also not in favour of fixing a rigid age limit for the appointment or re-appointment of a vice-chancellor.

In the case of the Banaras Hindu University (Amendment) Bill provision has been made for a term of five years for the vice-chancellor with eligibility for reappointment for a second term.

(3) **Treasurer**

The Committee is not in favour of honorary or paid treasurers independently elected by the Court. The treasurer/finance officer should be a whole-time salaried officer of the university appointed by the Executive Council specially charged with the responsibility of looking after the finances of the university. Similarly the Finance

Committee also should not be independently constituted but be substantially a Sub-Committee of the Executive Council.

In the Banaras Hindu University (Amendment) Bill, 1964 it has been decided to provide a whole-time salaried finance officer to be appointed by the Executive Council.

(4) Court

The Committee has recommended that the Court should be the policy making body of the university with a lay element and should not be concerned with the details of academic matters or the day-to-day administration of the university. It should consist of not more than 100 members, of whom approximately 50 per cent should be external ones. The Court may consist of *ex-officio* members, representatives of alumni, donors, learned professions and industry and nominees of the Executive Council, the Visitor and the Court.

In the case of the Banars Hindu University (Amendment) Bill, it has been provided that the Court shall be the supreme authority of the University with power to review from time to time the broad policies and programmes of the University. It will consist of not more than 100 members representing the various categories of persons recommended by the Committee.

(5) Executive Council

The Committee has recommended that the Executive Council should consist of 15 to 20 members with approximately equal number of internal and external members.

In the Banaras Hindu University (Amendment) Bill, 1964, it has been decided to provide for an Executive Council consisting of 18 members as follows :

Vice-Chancellor	1
Pro-Vice-Chancellor	1
Deans of Faculties	4
Principal, Women's college	1
Principal of affiliated colleges	1
Elected by the Court	4
Nominees of the Visitor	4
Nominee of the Rector	1
Nominee of the Chancellor	1
	18

(6) Audit of Accounts

The Committee has recommended that there should be sound financial rules but used so as not to delay or obstruct progress. There should be external audit and the audit reports should be placed before the Court and also communicated to Government but it is not desirable to place them before Parliament/State Legislatures and their Public Accounts Committees.

The Central Public Accounts Committee had recommended that the audit reports of the Central universities should be presented to Parliament and necessary provision to that effect should also be made in the respective university statutes. After careful consideration, the Ministry of Education did not accept the recommendation of the Public Accounts Committee.

(7) Conditions of Service of Teachers

The Committee has recommended that the gap between the conditions of service of teachers in the affiliated colleges and university departments should be reduced. Teachers with similar qualifications, whether in colleges or university departments should have similar conditions of service including salary scales.

(8) Appointments of Teachers

The Committee has recommended that the power of appointing teachers and other employees and disciplinary control over them should vest in the university and not transferred to the Public Service Commission or other external body. Teaching appointments should be made by the Executive Council only on the recommendation of selection committees consisting of the vice-chancellor, the heads of departments concerned and a certain number of experts. The number of experts may vary according to the class of teachers to be appointed.

In the case of the Banaras Hindu University (Amendment) Bill, 1964 (as exists in the statutes of other Central universities), provision has been made for selection committees for making recommendations to the Executive Council in regard to appointments to the post of professors, readers, lecturers, registrar and librarian. These selection committees will consist of vice-chancellor, the heads of the departments concerned and a certain number of experts nominated by the Executive Council for different categories of posts.

ANNEXURE XVII

SUMMARY OF THE RECOMMENDATIONS OF THE COMMITTEE ON 'MODEL ACT FOR UNIVERSITIES'

1. The importance of written constitutions is less than the conventions that are needed for the right development of a university. For building such conventions, two basic principles should be accepted, *viz.* (i) autonomy of universities from external control and (ii) internally democratic administration and effective participation of the academic community in the formation and implementation of the university policy and programmes.
2. The President of India in the case of Central universities and the Governor of the State concerned in the case of State universities should be the Visitor of the universities. He should not be included in the list of officers of the university but should have an independent position with well-defined powers.
3. There should be a Chancellor elected by the Court. His should be an office of honour.
4. The Committee is unable to recommend any one pattern as the most suitable one for all the universities in India for the appointment of a vice-chancellor. The Committee, however, indicates preference for the following two modes, namely, (i) that the vice-chancellor should be nominated by the Visitor/Government in the early stages; and (ii) that he should ordinarily be elected by the Court from among three persons recommended by a majority of the members of the Executive Council. Whatever be the mode, the aim should be to secure the best person available. The Vice-Chancellor should be a distinguished educationist or scholar with administrative experience.
5. (a) The vice-chancellor should have a salary commensurate with his position and responsibility.
(b) The term of office of a vice-chancellor should be of five years; he should not normally be appointed for more than two terms in the same university, subject to any retiring age that may be fixed.
6. To relieve the vice-chancellor of some of his duties, there should be a pro-vice-chancellor or rector chosen by the vice-chancellor.
7. Except in special circumstances, the registrar should be a permanent officer of the university.
8. The Committee is not in favour of honorary or paid treasurers independently elected by the Court. The treasurer/finance officer should be a whole-time salaried officer of the university appointed by the Executive Council specially

charged with the responsibility of looking after the finances of the university. Similarly, the Finance Committee also should not be independently constituted but be substantially a sub-committee of the Executive Council.

9. Universities with large building programmes should have an efficient and versatile engineer of their own.
10. The Court should be the policy making body of the university with a lay element and should not be concerned with the details of academic matters or the day-to-day administration of the university. It should consist of not more than 100 members, of whom approximately 50 per cent should be external ones. The Court may consist of *ex-officio* members, representatives of alumni, donors, learned professions and industry and nominees of the Executive Council, the Visitor and the Court.
11. The Executive Council should consist of 15 to 20 members with approximately equal number of internal and external members.
12. The Academic Council should be the sole authority for determining the courses of study and standards. Their decisions should not need approval by any other authority in the university.
13. There should be sound financial rules but used so as not to delay or obstruct progress. There should be external audit and the audit reports should be placed before the Court and also communicated to Governments but it is not desirable to place them before Parliament/State Legislatures and their Public Accounts Committees.
14. (a) As the bulk of our students are in the affiliated colleges, due attention should be devoted to such colleges. The conditions for granting affiliation should be prescribed and enforced by universities notwithstanding pressure of numbers. The increasing demands for admission should not be met by expanding the size of existing colleges but by other measures such as evening and correspondence courses and other types of education besides arts and science courses.
 (b) The gap between the condition of service of teachers in the affiliated colleges and university departments should be reduced. Teachers with similar qualifications, whether in colleges or university departments should have similar conditions of service including salary scales.
 (c) The grant-in-aid to colleges should be improved and, if possible, made uniform throughout the country.
 (d) There should be provision to enable colleges to try out new methods and courses.
15. (a) In some States, University Grants Commissions/Committees have been established. If these are to make a useful and effective contribution to higher education the entire question would need careful consideration by the competent authorities, perhaps in consultation with the University Grants Commission.

(b) The power of appointing teachers and other employees and disciplinary control over them should vest in the university and not transferred to the Public Service Commission or other external body. Teaching appointments should be made by the Executive Council only on the recommendation of selection committees consisting of the vice-chancellor, the heads of departments concerned and a certain number of experts. The number of experts may vary according to the class of teachers to be appointed.

16. Every university should have a dean of students and devote special attention to students' welfare. An attempt should be made to secure the cooperation of senior students in the management of social and other aspects of life in the university. Student-government is one of the forms of training that should not be ignored in a university.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 3 : Promotion of Higher Education through Evening Colleges.

(Ministry of Education)

At the 28th Session of the Central Advisory Board of Education held at New Delhi on January 16 and 17, 1961, the Board 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”.

2. Accordingly, an Expert Committee was appointed in August 1961 under the chairmanship of Dr. D. S. Kothari to work out the details of the scheme of evening colleges for implementation during the Third Plan Period. This Committee was also charged with the duty of formulating details of the scheme of correspondence courses in India.

3. As early as 1948-49, the University Education (Radhakrishnan) Commission report recognised the role of evening colleges in higher education and took the *view that these colleges/classes should be for full-time workers*. They would have to be held in building of ordinary colleges, but staff should be separate as no teacher could possibly teach in the evenings in addition to teaching day classes. Not only staff, but all the employees of the evening classes should be constituted into an organisation separate from the day institution.

4. While being in general agreement with the University Education Commission on its approach to evening colleges/classes, the Expert Committee made the important recommendation that with a swiftly developing economy and increasing demand for higher education, the evening colleges/classes in India should provide facilities not only for employed persons and those who have not

had the opportunity of higher education at an early stage in their life due to economic and other factors, *but also for a higher number of ordinary students every year, who are unable to gain admission to day colleges.* The demand for higher education in India has increased very markedly in the last fifteen years and in response to this demand, student enrolment has risen from 4,59,024 in 1951-52 to 11,55,380 in 1961-62. At the end of the Third Plan period, about 13.0 lakhs students will have been enrolled in universities and colleges. The Committee had, therefore, felt that for some years to come, it was clear that the demand for university education will exceed the supply of facilities for it in day colleges. The Committee, therefore, recommended that evening colleges/classes to be also thrown open to ordinary regular students.

5. The Government of India accepted the recommendations of the Expert Committee in Evening Colleges and formulated a scheme for grants-in-aid to universities and colleges for starting evening colleges/classes. A copy of the scheme which was circulated to State Governments/universities in March, 1964 is given in Annexure XVIII.

6. Under this scheme, financial assistance has been provided to four evening colleges started by the Panjab University in Chandigarh, Simla, Jullundur and Rohtak and to one college in Jabalpur up to the end of 1964-65. Proposals for grants-in-aid to certain colleges started in Andhra Pradesh and Assam are under consideration.

In addition to these colleges which are receiving financial assistance from the Ministry of Education under the Third Plan programme, the University Grants Commission has been making grants on a "cover-the-deficit" basis to four evening degree colleges in Delhi and to one post-graduate evening college managed by the University of Delhi.

7. The evening colleges which have so far been receiving aid from the Central Government, have been started for providing educational facilities to employed persons only.

8. As it has been stated in paragraph 4 above, the demand for higher education is increasing rapidly. During the Fourth Plan period, the student enrolment in universities and colleges is estimated to increase from about 13.0 lakhs to 18.0 lakhs, (i.e. an anticipated increase of 5.0 lakhs students). According to the latest estimates prepared by the University Grants Commission in consultation with Planning Commission, provision has been made in the Fourth Five Year Plan for providing *additional* facilities for higher education to 3.5 lakhs students in day and evening colleges. In view of the rapid increase in enrolment in higher educational institutions during the last fifteen years, the number of colleges has also increased very rapidly and rather haphazardly. It is the view of educational experts that a large number of the colleges—particularly at the undergraduate level, have been started in recent years without any planning and are "sub-standard". It is, therefore, proposed that in the Fourth Five Year Plan, increasing emphasis should be laid on consolidation and improvement of quality in the existing institutions. If, therefore, an optimum use is to be made of the

existing resources, particularly in the matter of buildings, libraries, laboratories, equipment, etc. it is necessary that increasing number of colleges which have consistently maintained reputation of good standards and quality of instruction should be encouraged to add evening/morning shifts for the benefit not only of employed persons but also of ordinary regular students, with provision for liberal financial assistance from the State Governments/Central Government.

9. Under the present scheme of assistance to evening colleges, the Ministry of Education sanctions financial aid to such colleges in the States on the same basis on which grants are paid by State Governments for day colleges, subject to a maximum of Rs. 20,000 per college with a minimum enrolment of 150 students in the first year of the operation of the scheme etc. The progress of this scheme has not been satisfactory during the Third Plan period.

10. The matter is placed before the Standing Committee for Higher Education for considering the ways and means by which the scheme may be made more popular and accepted on a large-scale during the Fourth Plan period. In this connection, it may be mentioned that an allocation of Rs. 40.0 lakhs has been tentatively included in the Fourth Plan for providing financial assistance to Evening Colleges in the Central Sector on the basis of an anticipated enrolment of 0.50 lakh students.

ANNEXURE XVIII

SCHEMES OF GRANT-IN-AID TO EVENING COLLEGES DURING THE THIRD FIVE YEAR PLAN

Introduction

The Third Five Year Plan has provided that 60,000 students will be enrolled in correspondence courses and evening colleges during the five years of the Plan in order to meet the demand for higher education of a large number of students (including many deserving ones) who are denied access to it because of non-availability of admission or lack of financial resources or because of their being far away from the centres of higher learning. The Government of India therefore provided a plan budget of Rs. 50 lakhs for a scheme of evening colleges and correspondence courses and appointed an Expert Committee to work out the details thereof. While at the instance of the Committee the scheme of correspondence courses has been introduced in the University of Delhi only for the present on an experimental basis, the Committee has recommended that at least a few evening colleges should be set up with financial assistance from the Government of India. The Committee has made recommendations about the items on which expenditure should be incurred by the evening colleges and the basis of financial assistance from the Government of India. These recommendations have been accepted by the Government and it is therefore proposed to sanction grants for establishing evening colleges as per details given below :

Scope

All universities and colleges affiliated to a university or constituent members thereof shall be eligible to receive financial assistance under the scheme for starting evening classes. The colleges/universities that have already started evening classes with the assistance of University Grants Commission or the State Government shall not be eligible for assistance under this Scheme except those who have started such classes in consultation with this Ministry. Grants will be sanctioned to as many colleges/universities as the funds permit.

The financial aid under this scheme shall be on the same basis as the one on which grant is sanctioned by the State Government for day colleges, subject to a maximum of Rs. 20,000 per college with a minimum enrolment of 150 students in the first year. In cases where the enrolment exceeds 150 students, the ceiling of Rs. 20,000 will be increased proportionately at the per capita rate of Rs. 125 per student for the excess enrolment over 150 students. In the second year of the working of the evening college, the ceiling of Rs. 20,000 will apply to a minimum enrolment of 300 students and it will be increased proportionately in respect of the number of students in excess thereof at the per capita rate of Rs. 65 per head. The same formula as for the second year shall apply to the working

of the college in the third year. The financial assistance under this scheme will cease after the Third Five Year Plan. The balance of the deficit till the end of the Third Plan and the hundred per cent deficit thereafter shall have to be met by the university/college from its resources or of the State Government. The grants under the scheme will be admissible for professional courses also with provision of both degree and diploma in librarianship etc. excepting engineering and technology. The evening colleges/classes may undertake the teaching of new subjects and skills such as short-hand and typing and the fine arts, music, painting, drama and dance under this scheme.

Conditions of Eligibility for Grant

(i) The day college and evening college should have an integrated management. The evening colleges should therefore, utilise the physical facilities at present available at a corresponding day college or school and no additional expenditure should be incurred on buildings or on other capital items such as furniture.

(ii) No evening college will be assisted unless provision is made for instruction till the completion of the degree stage.

(iii) Adequate precautions should be taken to maintain educational standards which should not be allowed to suffer because of the overloading of teachers employed in the day colleges.

(iv) An evening college should not have at any time less than 150 nor more than 1200 students on its rolls.

(v) The conditions regarding eligibility for admission to evening colleges and the tuition and other fees to be collected from the students will be governed by the rules and regulations of the university concerned.

Procedure

Applications for financial assistance under this scheme shall be submitted by the affiliated/constituent colleges to the universities concerned who will after satisfying themselves that all the conditions for eligibility of the grant mentioned earlier are fulfilled, forward them to the State Government concerned with their recommendations. The State Government will specify the basis on which grants are sanctioned by them to the day colleges and also indicate the amount which the college is entitled to, on that basis, in view of the details contained in the application and forward the application with the requisite information to the Government of India in the Ministry of Education. Similar procedure will be followed by the universities who wish to start their own evening colleges/classes for the purpose. The working of the college/university will be scrutinised by a Visiting Committee. The applications received in this Ministry will be examined and State Governments informed in the cases in which grants cannot be sanctioned for one reason or another. Grants to universities who satisfy all conditions will be released to the University Grants Commission for regrant to the university/college concerned. The recommendations of the University and the State Government concerned should be recorded on the application in the columns prescribed for the purpose.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 4: Promotion of Higher Education through Correspondence Courses.*(Ministry of Education)***1. Facilities for education through Correspondence Course in other countries.**

Instruction by correspondence was first used in France and Germany over a century ago when foreign languages began to be taught by mail. The world famous International Correspondence Schools began in 1891 with course in coal mines safety. From its beginning in 1892, the University of Chicago has offered instruction by correspondence. Since then, the correspondence method has continued to expand in western countries, the USSR and several other countries of the world. Students are enrolled in practically every country of the world wherever the mails reach. Most technologically advanced countries supplement their classroom education through both public and private correspondence schools.

Every year in the United States of America more people enrol in correspondence courses than enter the first year of all colleges and universities combined. The correspondence method has been tried out and is used in various countries of the world at school level. In the United States, there are over 600 public and private correspondence schools offering over 10,000 courses in practically every occupation and academic discipline. Sweden enrolls over ten times as many correspondence students per million people as does America. Other Scandinavian countries, the Netherlands and the Federal Republic of Germany have big correspondence enrolments. In Scandinavia the majority of the engineering students study by mail. In the United Kingdom almost all chartered accountants prepare for their examinations by correspondence.

For decades, the U.S.S.R. has made good use of correspondence instruction in scientific, technological and academic fields. The recent reorganisation of their educational system places even greater emphasis on this method.

Education Departments of Australia, New Zealand and Canada use the home study method extensively in elementary, secondary and technical education. Ethiopia, Indonesia, Japan and Malaya are among the Afro-Asian countries using correspondence courses for the in-service training of teachers. As most teachers have the necessary mental disciplines, correspondence instruction works well in teacher-training.

2. Introduction of Correspondence Courses in India

In India, the scheme of correspondence courses had not attracted the attention of educational authorities and administrators till August, 1960. However, certain private educational agencies like the British Institute of Engineering and Technology, Bombay were providing and continue to provide facilities for instruction through correspondence for courses leading to professional examinations in

engineering, technology, commerce, accountancy, auditing, business management, banking, company secretaryship, etc. during the last thirty years or so. They have also been coaching students through correspondence for competitive examinations held by the U.P.S.C. etc. in different fields. More recently, certain other private organisations have also entered this field.

In March, 1961, the Ministry of Education appointed an Expert Committee under the chairmanship of Dr. D. S. Kothari, to work out, *inter-alia*, the pattern and relevant details of the Scheme of Correspondence Courses in terms of a Central Advisory Board of Education Resolution passed at the Board's 28th Meeting held at New Delhi on January 16 and 17, 1961 :

"For the correspondence courses, the Board suggested further detailed studies by a small committee before a firm decision could be taken".

The Expert Committee which submitted its report in May, 1962, made the following important recommendations :

- (a) Correspondence courses leading to a degree or equivalent qualifications should be administered by universities only ;
- (b) For the present, correspondence courses should be confined to a first university degree ;
- (c) For a first degree, correspondence courses should normally take longer than for a degree at a regular college, say four years, instead of usual three ;
- (d) Correspondence courses should be run in the first instance by one university, i.e. the University of Delhi; and
- (e) The scheme should be administered so as to achieve economy. This will be possible if an adequate number of students is provided for so as to reap the benefits of large scale organisation.

The recommendations of the Expert Committee were accepted by the Central Advisory Board of Education at its 30th meeting held on the 6th and 7th May, 1963.

The Government of India and the University of Delhi accepted the recommendations of the Expert Committee. While considering the proposals for organising correspondence courses at the Delhi University, the Cabinet, at its meeting held on November 28, 1962, desired that, *to begin with, the scheme should be tried out in Delhi, and that its approval should be obtained before it was extended to other universities.* The Correspondence course leading to the B.A. (Pass) degree was started at the Delhi University from September, 1962, in the following subjects :

English, Hindi, Mathematics, History, Political Science, Economics and Commerce.

The first batch of students who joined the Correspondence Course of Delhi University in September, 1962 after passing the

Intermediate or equivalent Examination, will complete their education in September, 1965. At the end of 1964-65, there were about 4,000 students on rolls for the B.A. (Pass) degree through correspondence.

From 1965-66, the Board of Secondary Education, Madhya Pradesh, has started a "Programme of Postal Tuition" for the intermediate examinations in arts, science and commerce.

3. Proposals for Fourth Five Year Plan

The Union Education Minister has repeatedly emphasised both in Parliament and out-side, the importance and urgency of extending facilities for education through correspondence system. He has expressed the view that "Education should not be the prerogative only of the rich. I want that in this country, every student who wants to learn, who has the capacity to learn, should be given the necessary education. That is the first and the primary duty of the State. If we have not got enough buildings, let us have correspondence courses. If people cannot go to full-time colleges, let us have part-time or evening colleges."

In view of the declared policy of the Ministry of Education with which the Planning Commission is in complete agreement, proposals have been formulated for extending the scheme of correspondence courses in the Fourth Plan to cover secondary education, teacher-training programmes and technical education. At the university level, apart from providing correspondence courses for teacher-training degree, it is proposed to start correspondence courses for M. A. at the Delhi University and to extend facilities for correspondence education for the B.A./B.Sc. (Pass) degrees at the three or four more universities situated in different regions of India.

The University of Delhi which was also requested to consider the desirability of starting correspondence course for B.Sc. (Pass) degree, has expressed its inability to undertake the scheme. As regards other universities, the following have shown interest in the scheme of Correspondence Courses for being started in the Fourth Five Year Plan period with financial assistance from the Central Government :

(i) Rajasthan University (ii) S. N. D. T. Women's University (iii) University of Bangalore (iv) Nagpur University, (v) Ranchi University (vi) Punjabi University, (vii) Rabindra-Bharati University and (viii) Varanaseya Sanskrit Vishwavidyalaya, Varanasi and (ix) Gujarat Vidyapeeth.

Details of courses which are proposed to be started by these Universities are awaited.

4. Targets for Correspondence Courses in the Fourth Plan

The provisional allocation for starting correspondence courses in the universities (humanities and science subjects only) during the Fourth Plan is Rs. 60.00 lakhs. This provision is based on the Planning Commission's estimate of providing facilities for higher education through correspondence to 1.5 lakhs students in the Fourth Plan. Judging by the present trend of enrolment for correspondence course at the Delhi University, it is difficult to anticipate

whether the proposed target of 1.5 lakh students at the end of the fourth Plan period will be reached. The correspondence courses require sufficient experience in organisation and they really fructify after about 10-15 years. It would take at least 3-4 years before regular students at the age of 16 or 17 are persuaded to accept correspondence courses in place of admission to regular colleges, because the craving for institutional training is very great at this age. However even if the beginning is made with correspondence courses now, its impact would be felt in the Fifth or Sixth Plan, when there will be further additional numbers asking for higher education. Besides, the average age of students in correspondence courses is 22-25 and in foreign countries where this scheme has been started in a big way, it is primarily meant for employed persons who want to improve their knowledge and skill.

Points for consideration

In view of the importance which is being attached to correspondence courses both in advanced and developing countries, the Standing Committee for Higher Education may like to consider and commend suitable measures for

- (a) Increasing the role of correspondence courses in the developing system of university education in the country;
- (b) Extending correspondence courses to science subjects in university education, and
- (c) Extending correspondence courses to post-graduate studies.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Ann No. 5 : Tentative proposals for Higher Education in the Fourth Five Year Plan.

(Ministry of Education)

The Government of India, Ministry of Education, on the advice of the Planning Commission, had set up a Working Group on Education to prepare broad proposals for the Fourth Five Year Plan. The Working Group set up a few Sub-Committees for different sectors of education. On the recommendations of the Sub-Committee on Higher Education, an allocation of Rs. 306 crores was proposed. In proposing the above outlay, the Working Group recommended that for the Fourth Plan, higher education should be treated as a 'Leading Sector' and investment in it should be of a size and character as to enable the institutions of higher learning to make a significant advance towards achieving high standards in all sectors of education. In working out this outlay, the Working Group had provided for an additional enrolment of 6 lakhs; a raise in the cost per scholar of Rs. 50 for arts students and Rs. 75 for Science students over the Third Plan cost; doubling of the output of post-graduate students, establishment of 50 centres of advance study; opening of 8 to 10 new universities, establishment of 15 university colleges; provision of staff quarters for additional 10 per cent of teachers, setting up of 30 students' home, scholarships, fellowships and national fellowships, hostel accommodation for 25% of the students and summer schools, seminars etc. for teachers.

According to the thinking in the University Grants Commission the net increase in enrolment during the Fourth Plan period would be of the order of 6.5 lakhs and the cost per scholar on the basis which the Group had drawn the estimates would not bring in an improvement over the existing level and would simply result in the perpetuations of the sub-standard colleges. It was felt that bringing in the desired improvements in the Fourth Plan period would require the minimum cost per scholar per annum for an arts student should be Rs. 500 and that for a Science student Rs. 1000 and the average non-recurring cost per student should be Rs. 2,100. On the basis of these norms, the outlay for the higher education sector would work out to Rs. 409 crores as against Rs. 306 crores suggested by the Working Group.

As a result of the discussions and the ceiling of Rs. 1400 crores approved by the National Development Council for Education, the Planning Commission suggested an out-lay of Rs. 116 crores for university education.

The Planning Commission in providing Rs. 116 crores for university education within the ceiling of Rs. 1400 crores had worked out this figure on the basis of (i) an additional enrolment of 4 lakhs (2.5 lakhs through regular colleges including evening colleges and 1.5 lakhs through correspondence courses) as against the estimated additional enrolment of 6.5 lakhs worked out by the University Grants Commission; and (ii) cost per scholar for an arts student at Rs. 400 and for a Science student at Rs. 450 (as against Rs. 500 and 10,000 respectively provided by the University Grants Commission).

As a result of further discussions between the Planning Commission on the one hand and the Ministry of Education and the University Grants Commission on the other, it was agreed at a meeting held on the 10th May, 1965, to an allocation of Rs. 100 crores for higher education, excluding scholarships (Rs. 55 crores). This allocation has been further reduced to Rs. 134 crores and proposed to be distributed as follows :

(a) University Grants Commission	67.72 crores
(b) Ministry of Education Schemes	10.50 crores
(c) States	55.00 crores

The matter is placed before the Standing Committee for information and comments, if any.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 6 : Implementation and development of the programme of education in international understanding in furtherance of East-West Major Project and Associated Schools Project of UNESCO.

(Ministry of Education)

The Indian National Commission for Cooperation with Unesco launched in December 1962 a programme of Education for International Understanding in secondary schools for teachers training institutions in the country.

2. The programme aims at stimulating activities in educational centres round three major themes :

- (I) Teaching about the United Nations and its Specialised Agencies ;
- (II) Teaching about other countries ; and
- (III) Inspiring respect for human rights and fundamental freedoms.

3. Special emphasis is laid on creating in the minds of students an appreciation of the cultural values of the countries in a region other than their own. The schools participating in this fascinating programme, serve as valuable testing for new pedagogical methods designed to broaden the educational horizons of students and their teachers.

4. The programme is actually an extension of the Unesco Associated School Projects for Education in International Understanding. Initially twenty institutions of the country had participated but at present a much larger number, between 4 and 5 hundred, are taking part in this significant educational activity.

5. As a part of this programme a series of teachers' workshop has been organised in which institutions from the different States have participated. The purpose of these workshops is to enable teachers to consider different aspects of the implementation of this programme. The participants of the workshops studied the relationship of the experimental activities to curricular studies, examined their teaching, the methods and materials suitable for different themes developed individual experiments for implementation in the institutions and made suggestions on the line on which the Directorate of Public Instruction and of the Indian National Commission could develop the programme. A National Seminar was organised to consolidate the work done in the various workshops.

6. The programme has already occupied a prominent place in educational field and the Central Advisory Board of Education may kindly consider ways and means to develop it further on a wider basis.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 7 : Problems created by the increasing rush of students for admission to colleges.

(Government of Kerala)

Because of the pressure for admission each year, the tendency is to admit more students than originally sanctioned, in order to meet the demands of the public. Increasing numbers are admitted without commensurate increase in staff, accommodation, laboratory equipment and library facilities. Under these restricted conditions collegiate education is dwindling down to mass instruction and achieves little more than coaching in academic work. The highly gifted may still be capable of a high level of achievement, but the

level of the average is being gradually lowered. The work load of the staff is so much that there is no time or leisure for contact with students, nor, do even the students who need it most, get the individual attention which they require for reasonable progress. Library facilities are extremely meagre, and the librarians so inadequately equipped for their work that one of the most important factors of university education has little or no influence on our students. Practical work which is considered the most important aspect of Science teaching is reduced to the irreducible minimum because of the lack of laboratory space, equipment and sufficient staff to guide and supervise laboratory work.

The cumulative effect of all these drawbacks is the total absence of any culture effects of education-widening of horizons and development of character, on the part of the large majority.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 8 : Separate Education for Boys and Girls in schools and colleges.

(Government of Kerala)

There is still a very great need in this country, if girls are to be educated in the real sense of the word. Perpetual self consciousness, sex consciousness and sense of inhibition on the part of girls in mixed institutions, is not conducive to a frank and free expression of their talents. There is not enough scope for the exercise of either leadership or initiative nor can they be given that all round training so necessary for women in their future lives. Wherever the strength of girls is more than 500 in a school or college, separate institutions for girls seems to be warranted. There are still parents who do not send their daughters to college because of their inability to find a place for them in a women's college not too distant from their homes.

STANDING COMMITTEE ON HIGHER EDUCATION

August 6 and 7, 1965

Item No. 9 : Pattern of Central assistance in the Fourth Five Year Plan.

(Government of Gujarat)

In this State, preparation of draft proposals for the Fourth Five Year Plan was undertaken about 2 years ago and Study Groups were constituted by the State Government for formulating these proposals. These Study Groups appointed various Sub-Groups to deal with different sectors. One Sub-Group was constituted for working out proposals for General Education. The Planning Department of the State Government indicated that the allocation for General Education in the Fourth Five Year Plan was likely to be of the order of 25 crores and the Sub-Group was, therefore, asked to restrict its proposals to this figure. It may be mentioned that the allocation for general education in the Third Five Year Plan was Rs. 14.10

crores but the actual outlay during this period is likely to be of the order of about 18 crores. The Sub-Group for General Education had considerable difficulty in preparing proposals in conformity with this ceiling and after restricting its proposals to the barest minimum requirements, framed proposals totalling Rs. 36.09 crores. These have also been approved by the Study Group and are to be discussed at a meeting of the State Planning Board. It is possible that many of these schemes may be reduced or eliminated altogether in order to bring them within the State's resources. After the preparation of the draft proposals, we have been receiving various communications from the Ministry of Education and the Planning Commission suggesting inclusion of certain schemes and also suggesting broad guide lines for the preparation of the proposals. It is submitted that these suggestions have come rather late in the day and if we are to accept them, then the proposals may require considerable readjustment. The outlay will also register a great deal of increase which would not be in conformity with the instructions given to the Study Group by the State Planning Department. If all these suggestions are to be incorporated in the State Plan, the Central Government will have to come to assistance of the State Government in a much larger way than in the past. As it is, education is expanding at such a fast rate, that it is becoming increasingly difficult to cope with normal expansion alone. Since emphasis in the Fourth Plan has to be shifted to qualitative improvement of education at various levels, this aspect will have to be assisted liberally by the Central Government and the State Government can be left to cope with the qualitative aspect except perhaps in the field of primary education. The indications that had been given so far by officials of the Central Government are that schemes of qualitative improvement and teacher training will be entirely financed by the Centre during the Fourth Plan. No firm indication on this score is, however, forthcoming. We are now told at the various conferences that are being held from time to time, that the pattern of Central assistance in the field of education during the Fourth Plan has not yet been decided. It is requested that this should be decided without further delay in order to remove uncertainty in planning. In the past there has been some difficulty in availing of the Centrally sponsored schemes because they were not clearly indicated to the States. In order to avoid similar difficulty in the Fourth Plan, the details of the centrally sponsored schemes as well as the Central sector schemes should be worked out clearly and well in advance.

APPENDIX C

AGENDA PAPERS

STANDING COMMITTEE ON SCHOOL EDUCATION

Dates of Meeting..... 6th and 7th August, 1965

Place VIGYAN BHAWAN

ITEMS OF AGENDA

1. Social Education—Objectives and targets proposed for the Fourth Plan.

(Ministry of Education)

2. A note regarding adequate provision of funds for Maharashtra for the follow-up programme of Gram Shiksha Mohim.

(Govt. of Maharashtra)

STANDING COMMITTEE ON SOCIAL EDUCATION

Item No. 1 : Social Education—objectives and targets proposed for the Fourth Plan.

(Ministry of Education)

At the last meeting of the Central Advisory Board of Education (October, 1964) the Board approved of the "Concept of Social Education" as outlined in the note proposed by the Standing Committee (Annexure XIX). It also decided that the standard to be attained by the neo-literates should be that of 'functional literacy'. These two recommendations of the C.A.B.E. have been the basis for the formulation of the Fourth Five Year Plan on Social Education

In a note on the 'guide-lines' for the Fourth Five Year Plan, the Planning Commission has made the following suggestions in regard to Social Education :

- (i) It has been visualised that there should be increasing public co-operation in the specific area of making adults literate on the lines of the Gram Shikshan Mohim which would be supplemented by a massive government programme of production of books and literature and the provision of libraries and reading rooms, so that the results of literacy are retained and there is no relapse into illiteracy.
- (ii) As far as possible, each district should have a good library which would cater to the needs of adults, children, women, students, etc. This library should have an effective circulating section to cater to the needs of blocks and villages."

It was also indicated in an annexure to these guide-lines that a provision of Rs. 60 lakhs is to be made for Advance Action Programme for Social Education including pilot projects for adult literacy.

On the basis of these guide-lines the State Governments prepared their own proposals for Social Education schemes to be included in the Fourth Five Year Plan. An abstract showing their broad proposals in financial terms and targets is enclosed (Annexure

XX). The Government of India ultimately sanctioned a provision of Rs. 11.25 lakhs for Advance Action schemes and this has been allotted to the States, for taking up pilot projects on adult literacy (Annexure XXI). The actual work taken up in the States is not known, but some reactions have been received suggesting modifications in the programme envisaged. One State has indicated that it does not want to take up the pilot project at all. At the Srinagar Conference, some representatives indicated that there was no need to take up pilot projects because the concept and techniques of adult education were already well known.

In 1964, a study-group sponsored by the unesco examined the programme of Social Education in India and made very useful suggestion*. In the Conference of the Education Ministers held in Srinagar, Member (Education) Planning Commission discussed with the Ministers of Education a special note on 'Adult Literacy and Economic Development (Annexure XXII)'. The tentative Fourth Plan provisions for the entire country in respect of Social Education schemes are as under :

	Rs. in crores
1. Literacy	20.00
2. Literature for neo-literates and the General Reading Public	20.00
3. Library organisations	29.00
4. Central and Centrally Sponsored Schemes	5.00
TOTAL	74.00

In the light of all this thinking the following points are submitted for a close examination of the problem and suggestion of specific programmes, their direction and pace to be attempted in the Fourth Five Year Plan :

I. Adult Literacy Campaign

- (i) Which are the voluntary agencies and institutions to be mobilised for a mass campaign to remove adult illiteracy within a reasonable period on the lines of the Gram Shikshan Mohim of Maharashtra or on some other lines?
- (ii) How could their efforts be best co-ordinated to produce the maximum benefit within the shortest possible time?
- (iii) How much coverage should be attempted through the campaign method in the Fourth Five Year Plan period in each State?
- (iv) Would any legislation of special executive action be necessary/desirable for introducing compulsory social education service on students/teachers?

I. Follow-up Programmes of the Campaign

What would be the corresponding follow-up programme to ensure that literacy achieved through the campaign method becomes functional literacy and is sustained, such as

- (a) The setting up of regular night schools on the basis of payment to teachers ;
- (b) organisation of effective library services amongst the neo-literates ; and
- (c) production of suitable literature on a big scale.

*Copies of the report are available with Department of Adult Education of the National Council of Educational Research and Training, New Delhi

Details such as a survey of existing facilities, proposals for organisation and funds required for these measures, as also any other measures which may be suggested by members will need examination at the committee meeting.

III. Adult Literacy and Economic Development

The real motivation for people to become literate and to sustain literacy could be provided only if literacy programmes are closely linked to the needs of the individual in the developing economy of the country and in the context on new scientific and technological advances. In particular, it will have to be ensured that the neo-literate farmer or factory worker gets enough and proper reading material to improve his productive efficiency by adopting new techniques and developing new skills in his vocation. This will also require co-ordination between various governmental and non-governmental agencies such as Ministries of Education, Agriculture, Community Development, Labour, Industry, etc.

IV. Social Education of the illiterate adults for economic Development

The progress made in the last three Plan periods in the spread of literacy has shown that despite our best efforts a very large part of our population is illiterate. Even amongst those who are counted as literates over ninety per cent have only a thin layer of literacy and it is apprehended that unless social education for economic development extends to the illiterates, 75% of the present generation of farmers and factory workers will carry on for a number of years at their present low level of productive efficiency. This is a challenge which the planners of social education in India must take up. The Standing Committee may suggest what steps should be taken and what targets attempted in this direction. Community Development agencies and techniques, extension methods, intensive development projects, Vijnan Mandirs, drama-Bhajan parties, films, radio talks, television (to the extent it develops) can all be harnessed for this purpose.

V. Further and continuing Education

With social education is linked the idea of "further" and "continuing" education, i.e. education which may be imparted to the adults who have passed the school or college examinations but, who, nonetheless, need to be reoriented or re-educated so that they may keep abreast of fresh advances in their professional technology. In advanced countries where adult illiteracy is not a problem, "further" and "continuing" education is opening up new potentialities of higher efficiency for educated adults. In our country only about 6.5 per cent of our literate population has had the benefit of secondary education and about 1.3 per cent the benefit of university education. It is for consideration as to what notice social education programmes should take of the necessity for "further" and "continuing" education to those who are deemed to be educated, so that they may make better contribution to the wealth of the nation in their own fields of economic activity.

ANNEXURE XIX

CONCEPT OF SOCIAL EDUCATION

REPORT OF THE STANDING COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION ON SOCIAL EDUCATION

In June 1962 the Union Minister for Education set up four Standing Committees (which were organisationally a part of the Central Advisory Board of Education) to carry out a comprehensive study of the existing educational problems and the assessment of the progress of the different development schemes. One of the Standing Committees is on Social Education of which I am the Chairman and Shri A. R. Deshpande, Adviser (Social Education), Ministry of Education, is the Member-Secretary. There are eight other members. The terms of the Standing Committees cover the formulation of aims and objectives of education "in that sector in relation to the changing conditions and needs" and submitting "plans for future development and indicating the priorities for them."

The first meeting of the Standing Committee on Social Education was held at Delhi on the 20th and 21st August, 1962. At the very first meeting, the Committee grappled with the problem relating to its sector elucidating the basic idea of social education. The whole subject was fully discussed. The exchange of ideas and opinions brought out the complexity as also the essential unity of the theme of social education.

The Committee appointed a Drafting Sub-Committee to prepare a note on the Concept of Social Education. It consisted of the following members :

1. Dr. M. S. Mehta, Chairman
2. Dr. T. A. Koshy, Member
3. Shri A. R. Deshpande, Member-Secretary

Shri Sohan Singh was co-opted in the Sub-Committee.

The draft prepared by the Sub-Committee was carefully examined by the Committee as a whole at its second meeting held at Poona on the 15th and 16th of October, 1962. The Chairman and the Member-Secretary were authorised to finalise the draft after going through it once again and then to publish it as the first report of the Committee. Since both the Member-Secretary and myself were extremely busy at the time, there occurred some delay in finalising the draft. This was done last month, and now it is ready for publication, as its first report.

As is well-known to leaders and thinkers in the field of education, the whole idea and purpose of social education has undergone some change in recent years. To those who have been associated with the world movement on adult education in the last part of the

nineteenth century and the first quarter of the twentieth century, the expression "social education" might appear as a somewhat unnecessary change in nomenclature. They might even sense a little vagueness in it and doubts might arise in their minds about its main purpose. Our report, I hope, will remove these doubts and difficulties. It is an endeavour to reconcile these points of view. While the need and significance of adult education in its broadest scope are recognised in our report, the way in which social education is now being viewed and supported has been given the importance which it deserves. It is hoped that this first report of the Committee will clear the ground of controversy and create public understanding of the basic concept of social education which is a part of the wider subject of adult education. There is of course no conflict, not even inconsistency, between the two. This report, we earnestly desire, will bury all doubts and controversies for the social worker and the educator. Our need is unitedly to implement the schemes of social education for the uplift and enlightenment of our millions.

I take this opportunity to express my deep appreciation of the ability, patience and enthusiasm with which Shri A. R. Deshpande, Member-Secretary of our Committee, has helped the Standing Committee in all its deliberations. Apart from his rich experience over a number of years in the field of social education, Shri Deshpande brings to the discharge of his duties great devotion and intellectual integrity.

MOHAN SINHA MEHTA

Jaipur,
March 9, 1963

CONCEPT OF SOCIAL EDUCATION

This is an attempt to restate the concept of social education in a precise and concise manner and in simple clear terms so that it can be easily understood by all concerned. There have been worthy attempts in the past, and several articles, pamphlets, lecture notes, manuals and reports of conferences and seminars have elaborated on the concept of social education. In spite of this, understanding was rather slow to grow and some people, for one reason or the other, found it difficult to grasp what social education really meant. One apparent reason for this is that the distinction between 'concept' and 'content' is not comprehended. 'Concept' means a general notion. A statement of concept has, therefore, to be in general terms which conveys ideas of what, why and how. This is what a statement of concept of social education should aim at. 'Content' is the constituent element of 'concept'. In the case of social education, 'content' will mean the activities and programmes which are to be undertaken to realise the concept in practice. This distinction will have to be kept in mind, so that the concept of social education does not get identified with one type of programme or a particular activity.

2. All concepts have a history of their growth. It is helpful to give an outline of the growth for understanding the concept. The concept of social education has grown out of the concept of adult education. Social education is, in fact, adult education with greater emphasis on its social implications. Adult Education was known and practised in India from the last quarter of the 19th century. Its contents were, however, limited mostly to literacy work. Gradually, a realisation dawned that mere literacy work fails to create interest in the adult population and also does not produce results which can be sustained. The scope of the content of adult education was, therefore, enlarged to include general education also and it was considered necessary to link adult education with the life of the people.

3. A new phase in the history of India began in 1947 when India became independent. With freedom came the realisation of the tremendous task ahead. The country was underdeveloped and socially and economically backward. Only 12 per cent of the population was literate. Freedom had no meaning for the huge mass of ignorant and underdeveloped population unless it was made tangible through activities which helped them to improve their social and economic condition.

4. It was here that India, now an independent nation, was weakest. It had vast population but the masses were illiterate and ignorant. The question was what should be done with vast ignorant and illiterate adult population to which the valuable right of vote had been conceded by the Constitution as real democracy meant universal adult franchise. The problem was to train people to adapt themselves to the impact of modern forces on the traditional way

of life. The task was extremely difficult as the mass of the population was illiterate and ignorant. Building up institutions for primary, secondary and university education and for technical training is a long and costly process. The speed is also limited by availability of personnel for imparting training.

5. The problem was to look for a remedy as far as it could be found in the general field of education. It was thought that adult education could meet the need if its form and content were suitably altered to meet the situation. Adult education, as practised in the advanced countries, has a richer content. It is mostly a sort of further education. In India, however, adult education was in the past understood in practice as an effort for removal of illiteracy. Mere removal of illiteracy could not, however, be sufficient to meet the challenges of the time. It was, therefore, necessary to evolve a new and comprehensive concept of adult education to meet the needs.

6. Through an inevitable process of history, social change is coming throughout the world. It is necessary to bring about desirable social change in India also if the country is to progress towards the goal of all-round development.

7. What emerged from this line of thought was a comprehensive concept of adult education. It included elements of education for democracy, citizenship and health, and education for desirable social change. This comprehensive concept of adult education was called social education for the reason that the emphasis was on the social aspects of education.

What Social Education Means

8. The objectives of social education are to bring about a desirable social change by acquainting people with the ever-changing currents in social, economic and political life and to instil in them a faith in themselves and in the future of their country. It seeks to inspire them to take a living interest in the affairs of the State and its plans and programmes of development and in the many problems of social reconstruction. The wider objectives of social education are to make the people understand the significance of the period of transition and its dangers and to train them to be prepared to combat anti-social activities. Understanding has to be developed among people so that they live happily in peace with their neighbours and unite against elements which tend to disintegrate social life. Education for healthy life, to keep homes and surroundings clean and to make life useful and enjoyable is an essential part of social education. The need to train people to organise the economic and social life on a cooperative basis and to develop in them in a practical way a sense of their responsibilities for social and national security is also included in the broader concept of social education.

9. Social education thus aims at improving the life of the individual by educating him in better skills and by creating in him an understanding and knowledge of the technological advances which science has made. It enables him to find full expression for his creative urges through healthy cultural and recreational activities and pursuit of hobbies. In relation to the society in which he lives, social education aims at enabling him to be a useful member by

educating him to organise groups to solve the problems which the community is facing. Social education also enables the community to better its social, economic, political and moral life so that the community may fulfil its duties towards the nation. Lastly, social education also aims at developing tolerance and international understanding so that people of the world may live together in peace and harmony.

10. Knowledge of reading and writing is no doubt of great help. Literacy is, therefore, an essential ingredient of social education. Education in reading and writing should not, however, be treated as a thing apart. The will to become literate is evoked among illiterate adults only if literacy can be made to serve some valuable purpose in the life of the individual and of the people. Education for better life, need not, therefore, be made to wait till full literacy is obtained. Campaigns for eradication of illiteracy are, therefore, not taken up independently but as a part of the comprehensive effort of social education.

11. Social education has to be related to the life of the people if it is to have a real meaning for them. It has to be education for better life in all its aspects—work, rest and recreation.

12. Social education also aims at providing further and continuing education for those people who desire to acquire more knowledge. It is a life long process since it provides education for all people for all time by creating in them an urge and a desire for more knowledge on various subjects, not only to gain higher skills in vocations but also knowledge for its own sake. Knowledge should reduce differences between different sections of society not only in social and economic spheres but also in intellectual and cultural standards.

13. The best measure of a nation's strength is the quality of its intellectual resources. Social education is directed towards this end and, therefore, aims at providing opportunities for all classes and for as large a part of population as possible to enjoy benefits of liberal education, to as large an extent as possible. Thus, social education properly understood is a part of adult education, which is a vast field. Those wider fields of adult education are also of immense importance and deserve proper attention and appropriate action.

14. Social education is "informal" as against "formal" education and is meant for adult men and women both as individuals and as members of their communities, for ensuring for them a fuller and more useful and productive life.

15. The concept of social education can now be stated, in short, as follows :

- (a) Social education is adult education.
- (b) Social education is education for a desirable social change.
- (c) Social education is education for betterment of individual, social, economic, political and moral life.
- (d) Social education is education which enables a community to assume direction of its own development.

- (e) Social education is education for better work, better rest, better use of leisure and better recreation.

16. This statement relates to 'concept' of social education, and refers to 'content' only so far as it serves the purpose of helping an easy understanding of the concept. Numerous activities—educational and organisational—will be necessary to realise the objectives of social education. A programme of social education is built up of activities selected according to the needs of the people in the particular area and as adjusted to their cultural level. The activities will, therefore, differ from place to place and from community to community. Since the concept of social education is, in essence, education for betterment of life, the activities will be numerous and as varied as the life of the people. The criterion for determining whether a particular activity is a social education activity or not is whether it is an educational activity which provides learning opportunities for the people and stimulates a spirit of self-improvement and co-operation in them. Such activities can be classified under certain broad headings keeping in view the objectives of social education. A classification which is not exhaustive but indicative can be as follows :

(a) **Activities for Imparting Knowledge.**—These include a drive against illiteracy and ignorance, organising literacy campaigns and literacy classes, holding vacation camps for social education with the aid of student and teacher volunteers, group discussions on health, sanitation and citizenship problems and numerous follow-up activities intended to prevent relapse into illiteracy and ignorance. These follow-up activities cover a wide range. Production of literature for neo-literates, editing a wall newspaper and a suitable journal, forming reading and writing clubs, providing rural circulating library sets, reading rooms, community listening sets, use of such audio-visual media as films, filmstrips, magic lantern slides, posters, mobile exhibitions and the like. People are also encouraged to learn better skills, and adopt improved practices in agriculture, cottage industries, home management, housing, etc.

(b) **Activities for Bringing About Social Change.**—These include lectures, talks and group discussions on a variety of subjects like,

- (i) Social changes that have and are taking place in the world and the desirable social changes India has to bring about for progress.
- (ii) Technological changes, development of science, scientific discoveries, changed circumstances as regards caste and family and family planning.

(c) **Activities for Education in Community Organisation.**—These aim at educating the people in the process of group formation so as to give a formal structure to the good activities begun so that they may take firm root and develop with vital force. Helping people to organise youth clubs, women's clubs, children's groups, co-operatives, village guards, and establishing community centres as the nuclei for various social amenities are among the aims of this broad programme.

(d) **Activities for Recreation and Culture.**—The objective of these activities is to organise the people to provide for themselves healthy recreational and cultural facilities. These include sports, games and gymnasiums for the improvement of physical health, formation of dramatic clubs, community singing groups, and arranging recitals from well-known literary works, lectures, debates, poetry readings, etc. Special efforts are to be made to encourage and preserve traditional forms of recreation such as folk arts, folk dramas, folk dances and folk songs. The reorientation of traditional festivals and fairs and their celebration in an organised manner is to be attempted. Holding exhibitions and encouraging cultural pursuits and hobbies also come under these activities.

(e) **Special Activities for the Under-privileged Classes.**—In India, there still exist some under-privileged classes and in some communities women are by custom, denied equal opportunities with men. A concerted effort has to be made to improve their lot. Social education activities for them may differ from area to area. They are to be planned after a careful study of the disadvantages from which the particular class suffers and the special problems which they have to face.

(f) **Special Activities for Tribal People.**—India has groups of tribal people living generally in hilly areas. These tribal people are at different cultural levels and their life is bound by tribal customs and superstition. Social education activities specially suited to the tribal people are necessary to bring them to the level of the people in the surrounding areas.

(g) **Activities for Further and Continuing Education.**—These are conducted through adult schools, janata colleges, university adult education departments, public libraries and relate to production of literature for the new reading public, and use of media of mass communication like press, film, radio and television.

Conclusion

17. The field of social education is wider than stated here. In fact, every process that contributes to bringing about social change and the impact of changed circumstances on modern life can be conceived as a factor in evolving the concept. Such aspects are, however, for detailed study elsewhere, so also the need to recognise classification of social education as rural and urban and of concentrating effort on particular groups like women, youth, etc. Questions relating to direct and indirect agencies, techniques and methods have also to be dealt with separately. Once the concept is understood in a comprehensive manner such questions do not present difficulty.

STANDING COMMITTEE ON SOCIAL EDUCATION

Chairman

1. Dr. M. S. Mehta, Vice-Chancellor, University of Rajasthan, Jaipur

Members

2. Dr. D. P. Mishra, Wright Town, Jabalpur, Madhya Pradesh

3. Shri Satyacharan, M.P., (Rajya Sabha), 79, South Avenue, New Delhi
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8. Shri N. Bhadriah, President, Mysore State Adult Education Council, P.B. No. 2, Krishnamurthipuram, Mysore
9. Dr. T. A. Koshy, Director, National Fundamental Education Centre, 38, Friends Colony, New Delhi.

Member-Secretary

10. Shri A. R. Deshpande, Adviser (Social Education), Ministry of Education, New Delhi

ANNEXURE XX

OUTLAY ON SOCIAL EDUCATION SCHEMES PROPOSED BY THE STATES
FOR THE FOURTH PLAN

Sl. No.	Name of the State/ Union Territory	Scheme	Outlay proposed for the fourth Plan	Physical targets proposed by the Central Working Group (in terms of number of adults to be made literate.)
1	2	3	4	5
			Rs. in lakhs	(in lakhs)
1	Andhra Pradesh	Expansion of library facility. Social Education	0.76 1.00	} 35
			1.76	
2	Assam*	Adult Literacy Programme (on the lines of Gram Shikshan Mohim of Maharashtra) (Shown under Centrally Sponsored Schemes). Improvement of Library Services Social Education	130.00 30.50 12.40	} 30
			172.90	
3	Bihar	1. Intensive Literacy Programme in selected Districts. 2. Promotion of Literacy Programme in selected Blocks in remaining Districts. 3. Training of Library Personnel 4. Development of Library Services	5.60 11.20 2.40 29.75	} 35
			48.95	
4	Gujarat	1. Library Development Scheme 2. Adult Literacy Programme	30.00 10.00	} 35
			40.00	

*These proposals were received from D. P. I. Assam

1	2	3	4	5
5	Jammu & Kashmir	Not indicated		15
6	Kerala	Library Movement	45·00	25
7	Madhya Pradesh	1. Distribution of Radio sets with the objective of providing a set for every panchayat and every village with a population of 500 and above.	41·36	35
		2. Strengthening of seven divisional and forty-three radio workshops.	7·80	
		3. Every Panchayat to be served by a circulating Library by the end of fourth Plan.	47·499	
		4. Every Panchayat to be provided a reading room by end of fourth Plan.	31·75	
		5. Running of Adult Literacy Classes	289·835	
		6. Two non-official Kalapathak parties for every block.	14·66	
		7. Production of Literature	7·82	
			440·724	
8	Madras	Not indicated		30
9	Maharashtra	Details not available (Regional, Establishment and control of 17 Mobile Library Units in rural areas).		35
10	Mysore	1. Eradication of illiteracy among adults.	630·00	35
		2. Development of library service in the State.	90·00	
			720·00	
11	Nagaland	1. Social Education/Adult Education Centres.	4·50	0·10
		2. Library in Educational institutions.	15·00	
			19·50	

1	2	3	4	5
12	Orissa	1. Production of Social Education Literature.	6·00	30
		2. Removal of illiteracy	20·00	
		3. Starting of District Libraries	4·45	
		4. State Libraries	15·00	
		5. Grants to Village Libraries	7·00	
		6. Starting of block libraries	4·16	
			56·61	
13	Punjab	Not indicated		32
14	Rajasthan	3rd Plan Schemes	40·48	32
		<i>New Schemes.</i>		
		1. Eradication of illiteracy	64·00	
		2. Award of prizes to Panchayats	5·00	
		3. Supply of suitable books for neo-literates.	16·00	
		4. Publication of weekly newspapers.	7·36	
		5. Continuation of education centre	15·00	
		6. Adult Schools	3·47	
		7. Training camps and seminars	5·00	
		8. Strengthening of administrative set-up at State levels.	2·70	
		9. Grants to Social Education Board.	7·50	
		10. Development Agencies for informal education.	1·00	
			167·51	
15	Uttar Pradesh	1. Supply of daily newspapers to rural libraries.	1·93	40
		2. Supply of daily newspapers to Primary School Libraries.	73·50	The schemes on adult literacy are being im-
		3. Strengthening of State Central libraries.	9·81	plemented by C.D. Department
		4. Strengthening of existing nine district Libraries.	9·14	which organises adult literacy classes
		5. Establishment of 25 new libraries in the State.	42·79	and other programmes of Social Education.
			137·17	

1	2	3	4	5
16	West Bengal . . .	Social Education	300.00	35
17	Andaman & Nicobar Islands	1. Social Education	1.176	0.20
		2. Strengthening of District Library	0.850	
			2.026	
18	Delhi	Central Library (Details not furnished).	—	6.00
19	Himachal Pradesh	Not indicated	—	10.00
20	L. M. & A. Islands	Spreading literacy and training health habits and organisation of women welfare centres.	0.25	0.20
21	Manipur	Social Education	6.50	1.50
		Central Library	2.00	
			8.50	
22	N. E. F. A.	Adult Education Centre	3.30	0.50
23	Pondicherry	1. Expansion of Adult Literacy in Pondicherry.	1.91	0.50
		2. Expansion of Library Seminar	1.815	
			3.725	
24	Tripura	Social Education and Library Service	67.16	1.00
25	Goa, Daman and Diu.	Schemewise details not indicated	—	1.00
26	Dadra & Nagar Haveli	Adult Education Programme not mentioned.	—	—
		GRAND TOTAL	2235.085	500

ANNEXURE XXI

OUTLAY ON ADVANCE ACTION ON FOURTH FIVE YEAR PLAN SCHEMES/PROJECTS TO BE UNDERTAKEN BY THE STATES IN 1965-66

Outlay as approved by the Planning Commission for the Pilot Projects on Adult Literacy

Sl. No.	Name of the State	Outlay for 1965-66 (Rs. in lakhs)
1	Andhra Pradesh	0.75
2	Assam	0.75
3	Bihar	0.75
4	Gujarat	0.75
5	Jammu & Kashmir	0.75
6	Kerala	0.75
7	Madhya Pradesh	0.75
8	Madras	0.75
9	Mysore	0.75
10	Orissa	0.75
11	Punjab	0.75
12	Rajasthan	0.75
13	Uttar Pradesh	1.50
14	West Bengal	0.75
TOTAL		11.25

ANNEXURE XXII

PLANNING COMMISSION (EDUCATION DIVISION)

Conference of State Education Ministers. June 5th, 6th & 7th,
1965. Venue: Srinagar, Kashmir

Adult Literacy and Economic Development

Adult literacy is an important programme which has to be linked effectively with economic development in the Fourth Plan. The percentage of literacy even after 10 years of planning, has increased from 17% in 1950-51 to 24% in 1960-61 only, while due to the rapid increase in population the number of illiterates has actually increased. Even among the literate population, a majority of the people can only read and write. This is clear from the table below which indicates comparative figures for the years 1951 and 1961.

LITERATE POPULATION BY EDUCATIONAL STANDARD IN 1951 AND 1961

(in millions)

Item	1951		1961	
	Total	% age to total	Total	% age to total
	1	2	3	4
1. Literate persons with Middle School qualifications and below.	55.442	93.6	97.100	92.2
2. Matriculation or S. L. C. and I. A. Arts and Science.	2.623	4.4	6.800	6.5
3. Graduate and post-graduate in Arts, Science, Teaching, Agriculture, Veterinary, Commerce, Law, Medicine, Technical Diploma not equal to degree etc.	1.141	2.0	1.395	1.3
4. Engineering (Degree)	0.036	0.06	0.049	0.05
TOTAL	59.242	100.00	105.344	100.0

Apart from this, if the literacy figures are broken down again in terms of urban and rural areas it will be found that literacy in rural areas is round about 16 to 17%. Again it will be observed that in rural areas the percentage of literacy among women is about 9. The figures shown in the following table are revealing :

LITERACY IN 1961—MALES AND FEMALES IN URBAN AND RURAL AREAS

1	Rural	Urban	Total
2	3	4	
(figures in millions)			
I. Total population			
Males	183·0	43·0	226·0
Females	177·0	36·0	213·0
Persons	360·0	79·0	439·0
II. Literate population			
Males	53·0	25·0	78·0
Females	15·0	12·0	27·0
Persons	68·0	37·0	105·0
III. II as %age of I			
Males	29·0	57·6	34·4
Females	8·5	34·6	13·0
Persons	19·0	47·1	24·0

2. Against this background of such massive illiteracy in the rural areas it would be difficult to visualise a high and accelerated rate of economic growth. In advanced countries which have had the benefit of an earlier start in matters of economic development, it was possible to secure complete literacy in the course of 40 to 50 years by way of universal compulsory education. What the other advanced countries took 100 years or so to achieve India wants to do in a period of two or three decades. It is not, therefore, possible to wait till the population reaches a stage of universal literacy by the process of children growing into literate and educated adults that will take us another 30 to 40 years. One of the reasons for the failure of many development schemes like agricultural production, family planning, cooperatives, panchayati raj institutions is the lack of functional literacy among the majority of the population in rural areas. Merely putting fertilisers, seeds and other aids in

the hands of a farmer is not enough. He has to be ready to receive and make good use of them. He has to be exposed to new ideas and adequately stirred and motivated. A written communication always commands more respect than oral communication and is more effective. It has to be ensured that every worker is in a position to read and understand if we want the advanced knowledge to contribute to a more rapid rate of economic development. Prof. V. K. R. V. Rao, Member (Education), Planning Commission, in his key-note address on adult literacy and adult education in the context of social and economic development and educational planning in India to the Study Group on Adult Literacy and Adult Education sponsored jointly by the Ministry of Education, National Council of Educational Research and Training and Unesco on 23rd September, 1964, has highlighted the importance of adult literacy in economic development.

3. Making about 200 million of adult illiterates in the age-group 14-45 literate on traditional lines would be a colossal task which is well beyond the resources of a country like ours. Even assuming a tentative figure of Rs. 20 required for making an illiterate adult literate, the amount required would be Rs. 400 crores. Bulk of this money is required for payment as honorarium to teachers and other workers for imparting literacy. Realising the difficulty inherent in a programme like this, the Maharashtra Government initiated a programme of adult literacy in its State which depends by and large on public support in the matter of imparting literacy. Realising the urgent need for eradicating illiteracy in the country in minimum possible time and also to study some of the outstanding programmes having been undertaken in the country with this purpose in view, Prof. V. K. R. V. Rao, Member (Education), Planning Commission, sent a team of officers from the Planning Commission and the National Council for Educational Research and Training to carry out an on-the-spot study of the Gram Shikshan Mohim in Maharashtra. The report may be seen at page 343. The Report commended the approach of Gram Shikshan Mohim but recommended that such schemes should be backed by a massive programme of follow-up in terms of books, literature, libraries so that there is no relapse into illiteracy and literacy becomes functional, work-oriented and development-oriented. The report of the team has been forwarded to all the State Governments, concerned Central Ministries and distinguished educationists in the country. The report has been warmly received and a number of State Governments have agreed to adopt the approach of the Gram Shikshan Mohim in eradicating illiteracy in their own areas.

4. The Planning Commission also set up a Working Group consisting of representatives of the Planning Commission, Ministry of Education, National Council of Educational Research, All India Adult Education Association, and other distinguished experts in the field, to prepare a scheme of pilot projects on adult literacy on the lines of the Gram Shikshan Mohim. The programme drawn up by the Committee was accepted and accordingly necessary provision has been made in the advance action programme for taking up literacy pilot project—one in each State during 1965-66. The State Governments have also been informed of the necessary financial allocations for this projects. These pilot projects would provide

valuable experience which would be helpful in taking up a massive programme of adult literacy in the country. Even apart from this a few State Governments have provided necessary provisions in the 1965-66 plan to take up literacy programmes on these lines.

5. As stated, earlier, it is visualised that, during the Fourth Plan, there should be increase in public cooperation in the specific area of making adults literate on the lines of the Gram Shikshan Mohim, Maharashtra, which would be supplemented by a massive government programme of production of books and literature so that the results of literacy are retained and there is no relapse into illiteracy. In areas, where, due to various social and economic factors, educated persons are not available in adequate numbers, it may perhaps be necessary to go in for staff which would be paid for carrying out adult literacy work, but this would be in backward and tribal areas and other far-flung places. There is provision for training of literacy workers and for adult schools and night classes, especially for low income groups in industrial areas; and also for establishment of workers' education colleges.

6. Out of the provision made for adult education, bulk of the funds have been provided exclusively for libraries to be set up at the district, block and village levels, and for production of books and literature for neo-literates. The intention is that literates, whose number is more than 10 crores at present, should be allowed to use their literacy so that they can avoid a possible relapse into illiteracy and develop a rational and scientific attitude and the neo-literates should be provided enough reading materials so that their literacy becomes functional. It is also proposed that for each district, there should be a good library which would cater to the needs of adults, children, women, students and these libraries should have an effective circulating section to cater to the needs of blocks and villages.

7. The Planning Commission Committee on Plan Projects set up a panel to enquire into and report on the present position of literacy among industrial workers both in the public and private sectors and to formulate concrete proposals for the eradication of illiteracy among industrial workers. This panel, under the chairmanship of Dr. M. S. Mehta, Vice-Chancellor, University of Rajasthan, has since submitted its report. The recommendations of the Committee are proposed to be implemented during the Fourth Plan after the various Ministries, Departments, and agencies have been consulted.

8. If adult education has to be linked effectively with economic development, it may be necessary to consider its administration and organisation somewhat on different lines. It may be advisable to entrust this work to an autonomous, Advisory Board, which would be provided with funds and charged with the functions of liquidating illiteracy and promoting the use of literacy for social and economic development. This suggestion was made by Prof. V. K. R. V. Rao in his key-note address to the Study Group on Adult Literacy in September, 1964, referred to earlier. The relevant extracts from the address are given below :

“It is my feeling, therefore, that adult education is something which has got to be handled by a number of Ministries as it involves agriculture, industry, community development, health, local self-government etc. I do not think it is something which wholly forms a part of education as defined in the country for ministerial and departmental classification. It is my tentative thinking that adult education is a subject that has got to be handled by a combination of Ministries rather than by a single Ministry.....I have the fear therefore that adult education for economic development may also fail, if it were made one of the normal and routine functions of the Ministry of Education either at the Centre or in the States and entrusted to them exclusively. I would, therefore, advance the tentative but definite opinion that adult education for the promotion of social and economic development has got to be handled by a number of departments of Government.....When adult literacy is equivalent to primary schools for adults, it should be in the Ministry of Education. But we think of adult education, as I do as something which is complete in itself, is terminal and not a point of entry, which has to be linked up with economic and social development and intended to create in the adults self-reliance, the capacity to expand his knowledge and use his literacy for the purpose of social and economic development. I suggest that the organisation for this purpose should be an independent organisation. I wonder whether it may not be worth-while to constitute an autonomous body for adult education for social and economic development as we have got an autonomous body for university education like the University Grants Commission or as we have got autonomous body for social welfare like the Central Social Welfare Board, with funds placed at its disposal which could then draw upon all the different government departments. If you read the report on Gram Shikshan Mohim prepared by my officers, you will find that it has succeeded where all the departments of the government have been brought together. You will find the revenue department, the local self-government department, the health department and other departments coming together. You will find that the Gram Shiksha Movement, which is the adult literacy movement initiated in Maharashtra, has succeeded much more than elsewhere because of this collaboration between various departments. It may be worthwhile, therefore, to have a Central Adult Education Board, which would be autonomous, statutory and given the functions of liquidating illiteracy and promoting the use of literacy for social and economic development. An autonomous statutory board to whom funds will be given will bring in all the departments which could then have State boards and which will have the big function of not only doing away with adult illiteracy but also seeing that literacy, both existing and to be newly created, is used for the purposes of promotion of social and economic development.”

The suggestion made regarding the setting up of an autonomous statutory Board charged with the functions of liquidating illiteracy is for consideration.

STANDING COMMITTEE ON SOCIAL EDUCATION

August 6 and 7, 1965

Item No. 2: A note sent by the Government of Maharashtra regarding adequate provision of funds for Maharashtra for the follow-up programme of Gram Shikshan Mohim.

In this item proposed by the Government of Maharashtra, the main points of discussion are the various steps to be taken by the Government so that the adults made literate do not relapse into illiteracy. These steps include, among others, the preparation of useful and interesting literature for the neo-literates in all regional languages and the strengthening of library organisations at various levels. The various agencies who will look after this follow-up work and the cost involved have to be carefully considered. Allocation of funds for the above purpose for the State of Maharashtra which has been discussed in the paper enclosed is, of course, a matter for executive decision.

A note on the item suggested for the 32nd session of Central Advisory Board of Education.

(Govt. of Maharashtra)

The Government of India should provide adequate funds for the follow-up programme of Gram Shikshan Mohim (Adult Literacy Drive)

The Gram Shikshan Mohim was introduced in Maharashtra with effect from 17-4-1961, in its three aspects, namely ;

- (1) Eradication of illiteracy of the adults within the age group 14-50 by starting social education and home classes.
- (2) Retaining literacy and enriching the knowledge of the neo-literates through circulating library scheme.
- (3) Bringing about all-aided development of the village through social education centres.

Out of 1,11,37,946 illiterate adults within the age group 14-50 as per census of 1961, about 20 lakhs of illiterate adults have been made literate upto now and it is proposed to eradicate illiteracy within a period of 5 years from the State of Maharashtra, Government have accordingly directed the Zilla Parishads to chalk out their programmes. Government supplies literature free and the villages achieving 100% literacy get token grants at the rate of 50 paise per illiterate adult made literate. Village Panchayats initially supply equipment and make arrangements for lighting, etc.

Even though it is envisaged in Gram Shikshan Mohim that the villagers themselves have to maintain the literacy achieved by them, Zilla Parishads have also been directed to start social education centres, and "gaon vikas shalas" for follow-up work. However, the achievements are not encouraging in spite of free and adequate supply of literature for follow-up programme.

The evaluation of the Gram Shikshan Mohim has been carried out by this State Bureau of Statistics and Economics and it was remarked that 44% illiterate adults have maintained their literacy, 18% have relapsed into illiteracy and the remaining have become semi-literate and need revision and follow-up. The work of conducting social education classes has been carried out by teachers, pupils of upper primary classes and social workers, voluntarily. The tempo of the Mohim cannot be maintained for all the time and it is thought necessary to pay some honorarium to the schools for undertaking the follow-up work namely supplying the booklets to the new literates and helping them in reading and to pay an honorarium to the teacher or social education worker undertaking the work of conducting Gaon Vikas Shalas. These proposals could not, however, be sanctioned by the State Government due to paucity of funds. It is, therefore, necessary for the Government of India to give a helping hand to the State to make the follow-up programme a success.

It is proposed to pay the schools at the rate of Rs. 5 per month and the teacher or the social education workers undertaking the work of conducting the Gaon Vikas Shalas an honorarium at the rate of Rs. 15 per month for the period of 10 months. Thus the total cost for follow-up work will be approximately Rs. 1,15,20,000. It is impossible to meet this expenditure from the State revenues. It is, therefore, necessary that the Government of India should come forward to finance the scheme.

APPENDIX D

AGENDA PAPERS

STANDING COMMITTEE ON GENERAL PURPOSES

August 6 and 7, 1965

Vigyan Bhawan at 10.30 A.M.

ITEMS OF AGENDA

1. Report on the Educational Information Service of the Ministry of Education (Annexure **XXIII**).
2. Scheme of National Scholarships (Annexure **XXIV**).
3. Publications, Periodicals and other Journals brought out by the Ministry of Education (Annexure **XXV**).
4. Pattern of Central assistance in the Fourth Five Year Plan (Annexure **XXVI**).
5. Training of Instructors for the Integrated Programme of Physical Education. (Annexure **XXVII**).

ANNEXURE XXIII

Memorandum on 'Report on the Educational Information Service of the Ministry of Education'

The following report on the Educational Information Service of the Ministry of Education is for the information of the members of the C.A.B.E.

The Information Section being a part of the Bureau of Planning and Ancillary Educational Services in the Ministry of Education acts as a 'Clearing House' for various kinds of information pertaining to education. The main functions discharged by it are as under:

- (i) To collect, compile and disseminate information relating to facilities for higher education in India and abroad ;
- (ii) To compile in advance informative material on various subjects viz., science, humanities, social sciences, commerce, etc. on which most of the enquiries are received ;
- (iii) To maintain an up-to-date information library of prospectuses, calendars, syllabii, codes, Statutes, ordinances, Acts, Regulations etc. of various institutions in India and abroad.
- (iv) To render advice to students regarding courses and careers for vocations or training after graduate/post-graduate stage ;
- (v) To advise various departments/Ministries of Govt. of India with regard to their officers going abroad for advanced study/training and certifying whether or not equivalent courses are available in India ; and
- (vi) To bring out every quarter a publication entitled 'Educational Facilities in India and Abroad' with emphasis on information as is frequently required by the students desirous of receiving further education or training or which may be of substantial and permanent reference value to Students Advisory Bureaux attached to the Indian universities. (Recently production of a series of pamphlets giving information on facilities for higher education in India in different branches of study has been started with a view to inform the prospective students about the initial information that they would require before applying for certain courses).

(I) Informative Material

Every year the Information Unit takes up compilation/revision of informative material on scores of educational subjects. The subjects of compilations are determined by the nature of enquiries which number more than 13,000 every year and cover almost all facets of education relating to further education or training. The

information contained in them generally covers the following aspects :

- (i) Name and Address of the University/Institution
- (ii) Title of the degree/diploma awarded
- (iii) Minimum qualifications for admission
- (iv) Duration of the course
- (v) Tuition and other fees charged ; and
- (vi) Any other relevant information.

If the required information is not readily available in the Section the institutions/universities concerned are approached to supply the same. For collection of information from abroad, our Missions are utilised to procure the requisite literature/material for our use. Normally prospectuses/syllabii/calendars/handbooks of universities/colleges and other educational institutions both in India and abroad are supplied to us as complimentary copies. But provision also exists to purchase those priced publications which are otherwise not available.

(II) Information Library

Information Library attached to the Information Unit is stocked with an up-to-date collection of the latest editions of literature pertaining to Indian and foreign universities/institutions in the form of prospectus/syllabus/code/act/calendar/ordinance/statute/handbook/courses of study, etc. This literature is meant for consultation and reference by the staff members as well as those persons who personally call in the Library. The said literature is replaced every year by more up-to-date material.

Information Display Boards form an important part of the Information Library where day-to-day information regarding educational news and views, advertisements of short courses organised by various institutions, new institutions opened or new courses introduced is displayed.

(III) Counselling

Counselling of the students regarding selection of courses and careers for specific vocations or training after higher secondary/graduate/post graduate stage is done in the Information Library by the technical staff who are conversant with the technique of collection and dissemination of educational information.

(IV) Advising various Departments/Ministries with regard to Facilities for Higher Studies in India

The cases of those government officials, who wish to go abroad for higher study/training in various fields of education in order to improve their qualifications, are invariably referred to the Information Section for certification by their departments whether alternative facilities exist in India.

(V) Journal—'Educational Facilities in India and Abroad'

The Journal entitled "Educational Facilities in India and Abroad" which the Ministry brings out every quarter is a modest attempt at providing students through Students Advisory Bureaux, or universities where these Bureaux are not functioning, with information in the field of higher study in India and Abroad. More and more students are now planning for higher study and are in need of information regarding courses and institutions of higher learning, living conditions abroad, fellowships/scholarships and other educational information of general interest. The material documented in this publication is directed to serve this need. A special Section of the publication relates to new courses which are introduced from time to time in the Indian and foreign universities and other educational institutions. Its circulation is restricted to the Students Advisory Bureaux, Registrars of Indian Universities and Directorates of Education in States and Union Territories in the country.

Besides the above journal, the Information Section has undertaken to publish a series of small pamphlets giving information on facilities for higher education in India in specific branches of study with a view to inform the prospective students about the initial information that they would require before applying for a certain course of study. These pamphlets generally contain the names of the institutions where the facilities exist, duration of the course, age limit, qualifications for admission, fee for application form, date of submission of applications, etc. They contain a number of notes on the future prospects in a particular subject. The compilations so far done are in respect of :

- (i) Medical colleges offering first degree courses in India ;
- (ii) Courses in business administration, industrial management & Engineering Management ; and
- (iii) Architecture in India.

This series will gradually cover other subjects on engineering, agriculture, humanities and social sciences on which most of the enquiries are received.

(VI) Students Advisory Bureaux

The Information Section has helped the establishment of Students Advisory Bureaux in various universities and State Governments. The Bureaux are to give advice, guidance and information to the students of their own university. They are also required to screen and scrutinise applications of the students of their institutions who wish to proceed abroad for study/training at their own expense.

The Information Section of the Ministry of Education coordinates the work of these Bureaux, supplies them with informative material, and gives them guidance for their effective functioning.

With this purpose in view a National Seminar of the Students Advisory Bureaux in the country was held in Calcutta in February, 1965 under the sponsorship of the Information Section. This Seminar recommended a number of measures to be taken in regard to the improvement of work done by the Students Advisory Bureaux and the Information Section. It also suggested various items of compilations to be done and published in the Journal 'Educational Facilities in India and Abroad' for the use of the Students Advisory Bureaux in every quarter extending upto two years of its publication. It further recommended that the Universities which are not yet having such Students Advisory Bureaux should take immediate steps for their establishment. These recommendations are being pursued for implementation.

ANNEXURE XXIV
SCHEME OF NATIONAL SCHOLARSHIPS
(Ministry of Education)

The Union Ministry of Education handles a large number of schemes of scholarships. Two of these: the National (Grant) Scholarships Scheme and the National Loan Scholarships Scheme are at present implemented through the State Governments, Universities and Colleges. This note is confined to these two Schemes.

2. The National (Grant) Scholarships Scheme has been in operation since 1961-62. The Third Plan expenditure on this Scheme is estimated to be Rs. 256 lakhs as against the Plan provision of Rs. 308 lakhs. Under this Scheme, 2650 fresh awards for post-matriculation studies are made every year. The awards are announced by the Ministry on receipt of merit lists from the various examination authorities and after that the operation of these awards, including payments, is handled by the State Governments.

3. While approving the National Scholarships Scheme, the Union Cabinet directed that a loan Scheme may also be started. Accordingly, the National Loan Scholarships Scheme was put into operation from 1963-64 to cover bright students who could not be accommodated under the National (Grant) Scholarships Scheme. In the first year all the 18,100 awards proposed to be made could not be utilised fully, because there was lack of adequate publicity. In 1964-65, the number of the utilised awards is exceeding the figure 16,000.

In the current year (1965-66), the number has been raised to 26,500 and all these may be utilised. The selection and announcement of the awards under this scheme is done by the State Governments, Boards of Secondary Education and the universities, etc. within the terms and conditions of the Scheme.

4. Thus it may be stated that during the third Plan, about 51,000 fresh scholarships have been allotted during the first four years and another 29,100 fresh awards will be made in the 5th year, bringing the total number of fresh awards during the Plan to 80,100. In terms of financial outlay, nearly Rs. 12 crores would have been spent during the Plan on these two schemes of national scholarships.

5. The coverage at the end of the Third Plan under both schemes would be limited to about 25% of the 1st class students and less than 2% of those passing various examinations at the school leaving and university stages. In the fourth Plan, it is proposed to cover a much larger percentage of the eligible students and tentatively 50,000 additional awards for each year have been suggested. Of these, 17,000 may be under the National (Grant) Scholarship Scheme and 33,000 under the National Loan Scholarships Scheme.

6.. Both these schemes are of great national significance as they contribute to raise the general standard of education and to democratize the educational facilities. Their working during the past few years has, however, revealed a number of weaknesses, some of which are indicated below :

- (i) The number of available scholarships is too small as compared to the number of eligible students.
- (ii) The terms and conditions of the scheme create hardship for some categories of students.
- (iii) The announcement of the award of scholarships is done rather late.
- (iv) The payment of the scholarships money is delayed.
- (v) The decision on the renewal of scholarships is not done in time.
- (vi) The 'Means Test' is not desirable when the scholarships are made only on the basis of merit of the students.

These difficulties have recently been examined in detail and to remove them several measures have been taken or are being taken.

7.. The size of the scheme is proposed to be enlarged in the Fourth Plan as is indicated in para 5 above. The terms and conditions of the scheme of National Loan Scholarships have recently been revised and the revised scheme has been introduced from the academic session 1964-65 itself. All the State Governments were requested to review all hard cases which were pending and others due for consideration under the revised terms of the scheme. The National Scholarships (Grant) scheme has also been revised similarly. The terms and conditions of the revised schemes will also facilitate decisions on the renewal of the scholarships.

8.. From the academic session 1965-66, an entitlement card is being issued to each awardee of the scholarships. On the presentation of this card, the scholar would be admitted in the institution of his choice, if he is otherwise due for the admission, without payment of admission and deposit and advance tuition fees. The latter can be deducted from the first instalment of the scholarships money which is to be received from the Government.

9.. The remaining matters pertaining to the complaints are dependent on an amendment in the application of the "Means Test" and improvement in the procedural and administrative machinery. The time consuming scrutiny to find the parents' income through the Tehsil or the Taluka authorities in each case has been given up and an affidavit from the parents stating their income is now being accepted for the award of the scholarship. The existing procedures relating to the payment of the scholarship money have also been studied and simpler and quicker methods have been introduced with effect from 1965-66 in consultation with the Comptroller and Auditor General of India. This provides for advance release by the Government of India of the yearly amount to the State Governments who would advance it in two instalments of 9 months and 3 months in favour of the head of the institutions concerned. The

money will be placed in a deposit account to be operated upon the Head of the Institution. The payment to the scholars would then be ensured in the beginning of every month.

10. The success of the revised procedures, depends on the administrative machinery to operate them. The existing machinery in the States and Territories has been reported to be rather inadequate to cope with the present work, nothing to say of the schemes to be launched during the Fourth Plan. In several there has been no officer or establishment exclusively working the implementation of these schemes. The creation of a central autonomous organization for the schemes of National Scholarships not considered to be necessary at this stage. The existing Registry Officers of the Ministry looking after technical education alone are too few and too small to be given the additional work of the scholarships. The administrative machinery for the operation of the schemes has, therefore, to be reorganized and strengthened to the present work efficiently and to cope with the requirements of the Fourth Plan in a bigger way. What should be the most appropriate agency to implement the scheme and what is the extent to which strengthening is called for in the existing administrative machinery are matters to be considered.

11. The Board may note the above for information and may like to make suggestions for further improvement in the schemes and their implementation.

ANNEXURE XXV

Publications, Periodicals and other Journals brought out by the Ministry of Education

The Publications Unit is one of the three sections that constitute the publishing agency of the Union Ministry of Education for carrying on the publishing house functions of the Ministry. The other two sections are the 'Information' and 'Statistics' Sections. All these 3 sections in the present set-up of the Ministry form the part of the Bureau of Planning and Ancillary Services under the charge of Joint Educational Adviser. Prior to the coming into being of the Publications Unit in the present form, these functions were discharged by the Central Bureau of Education.

2. One of the main obligations of the Union Ministry of Education is to disseminate educational information. The Publications Unit being the Ministry's main publishing agency, seeks to carry out this important function in the following manner by:

- (1) Printing and producing the quarterly journals:—(i) The Education Quarterly (English); (ii) Secondary Education (Hindi and English); (iii) Youth (Hindi and English); (iv) Cultural Forum (English); and (v) Sanskriti (Hindi).
- (2) Bringing out pamphlets, brochures, books etc. on:—(i) Progress of educational and cultural activities in India; (ii) Proceedings of the advisory bodies of the Ministry; (iii) Reports of the committees etc. of the Ministry; (iv) Studies in education, psychology and culture and educational administration and (v) *Ad hoc* publications.
- (3) Collecting, compiling and preparing the Annual Report of the Ministry both in Hindi and English.
- (4) Selling out priced publications brought out by the Ministry.
- (5) Distributing publications both priced and non-priced in accordance with the mailing lists.
- (6) Promoting sale, publicity and organizing display of the Ministry's publications on the occasions of important meetings/committees.

3. A copy of the catalogue of the publications produced by the Ministry of Education is appended for the information of the delegates (Annexure I). The revised edition will be submitted later. As would be seen from the list, these publications cover a wide range of subjects. An intimate knowledge of these publications and their contents will surely go a long way in facilitating discussions on a particular educational item. The delegates of the C.A.B.E. may therefore, kindly take note of these publications and see that they are made available for reference in important educational institutions/organisations and libraries in the different States.

4. The Publications Section also brings out the 5 quarterly journals mentioned in para 2(1) above. The objectives and scope and the clientele that these 5 journals seek to serve are mentioned in the sheet attached (Annexure XXVIII). These journals give to-date and comprehensive information on educational and cultural activities undertaken both at the Centre and in the States. Information on various developments in different fields of education conducted at the State Government level are especially portrayed in columns of these journals. In order that all State Governments adequately represented in these columns it is necessary that requisite information in this behalf is received regularly and time from the State Governments. The representatives of the State Governments may kindly see that the necessary information is sent as fully and promptly as possible.

5. In view of the importance of the quarterly journals, it would be desirable if the representatives of the State Governments take note of these journals and recommend them for inclusion in the list of approved journals to be subscribed by various libraries and educational institutions in their area.

6. The Board may also consider recommending that selected publications brought out by the Government and its agencies be given to the concerned institutions in lieu of a part of the grant-in-aid paid to them.

ANNEXURE XXIII

Journals of Ministry of Education

Sl. No.	Title of the Journal	Objects of the Journal	For whom meant
1	2	3	4
1	The Education Quarterly (English)	Started in 1949; seeks to state educational problems, formulate educational questions of topical interest, and provide well-documented information on educational activities in India and abroad. Also ventilates informed opinion on topical educational subjects.	Teachers of all pupil-teachers, reporters, legislative educational administrators and interested in education.
2	Secondary Education (Bilingual—English and Hindi)	Started in 1956; intended to focus attention on specific problems in secondary education and to report on the development and progress therein. Seeks to raise the tone and quality of instruction imparted in the country's secondary education institutions.	Particularly to teachers at secondary level and educational workers in secondary institutions and Teachers' Colleges.

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