



# **REPORT**

## **Of The Visit of The EDUCATION COMMISSION To Gujarat**

**(12th July—17th July 1965)**

**EDUCATION COMMISSION  
University Grants Commission Building  
Bahadur Shah Zafar Marg  
Delhi—1965**

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A-V, 1965

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R E P O R T  
OF THE VISIT OF THE  
EDUCATION COMMISSION  
TO  
GUJARAT

(12th to 17th July, 1965)

EDUCATION COMMISSION  
UNIVERSITY GRANTS COMMISSION BUILDING  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI



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EDU-V, 1965

C O N T E N T S

A REPORT OF THE DISCUSSIONS HELD AT AHMEDABAD  
DURING THE VISIT OF THE EDUCATION COMMISSION  
TO GUJARAT

(15th to 17th July, 1965)

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I: DISCUSSION WITH REPRESENTATIVES OF  
TEACHERS' ORGANISATIONS

On the 15th of July, 1965 the Education Commission met the representatives of teachers' organisations at the Gujarat College, Ahmedabad. The following points emerged during the course of the discussion:-

The State Government has not given recognition to any of the associations of teachers in Gujarat.

(2) Education should be brought on to the concurrent list. An important point that has to be looked into in this connection is that on the one hand we are pleading for decentralisation of powers but on the other we are asking for centralisation of such powers. It will be therefore difficult to make education a concurrent subject.

(3) The Central Government should, however, see that there should be a national standard of attainment, a uniform pattern of education and a national policy on vital educational matters so that disruptive tendencies may be checked and students may not suffer. Such national policy should also apply in the case of teachers' salaries.

(4) The salaries and emoluments of teachers should be radically revised so that their social and economic status is raised and their position compares favourably with other professional workers



having equivalent qualifications.

(5) There should be a common scale of salaries with reference to minimum needs of the teachers throughout the country.

(6) The administrative machinery should be such that teachers' disputes are settled quickly. There are cases when teachers are chargesheeted and no decision is taken for one or two years. It will be a good idea if an independent tribunal including representatives of teachers' associations is constituted by the Government to go into the disputes of teachers and bring about their settlement without delay.

(7) All teachers' children should be given free education at all stages.

(8) There should be a Teachers' Committee and a Teachers' Council on the lines of those recommended by the Integration Committee in every State.

(9) Grant-in-aid Code in each State should be replaced by an Education Act so that it will have legal validity.

(10) S.T.C. Schools should be reorganised on better footing and proper regulations.

(11) Since Government has not decided to give grant-in-aid for the teaching of English in classes V, VI & VII and since teaching of English is on a voluntary basis in these classes, the State Government should permit headmasters to select

text books from a list approved by it. It is not fair for the State Government to insist on the use of only one book brought about by it.

(12) The salary of teachers who teach English in schools should also be taken into consideration while deciding the quantum of grant-in-aid by the State.

(13) Pattern of education should be 4 + 3 + 3 + 2. The first three years be either attached to the primary school or wherever possible to the secondary stage.

(14) If government is not opening new schools it should be permissible for private bodies to start new schools, and charge fees from the parents. If no fees are to be charged from the students the State Government should be required to give grant in lieu of that.

(15) There should be a Building Corporation set up in each State which should give financial assistance for the construction of buildings for the teachers.

(16) Additional allowances should be paid to the teachers working in the rural areas so as to enthruse them to take to teaching in villages, on a long term basis.

(17) Introduction of crafts has not be successful, however, they should be continued in schools provided practical activities which are useful in life are taught.

(18) Opinion was devided among the representatives as to whether study of Sanskrit should be made compulsory or not. Majority, however, was of the view that teaching of Sanskrit should be made compulsory in schools.

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## II: DISCUSSION WITH PRINCIPALS AND TEACHERS OF AFFILIATED COLLEGES.

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On the 15th of July, 1965 the Education Commission met a group of Principals and Teachers of Affiliated Colleges at the Gujarat College, Ahmedabad for a discussion of the problems relating to higher education in the country. The following points were highlighted during the course of the discussion:-

1. Even though minimum qualifications have been prescribed as second class post-graduate degree for selecting a lecturer the rate of quantitative expansion makes it difficult to adhere to this minimum qualification and consequently relaxation of this has to be made.

Teachers with lower qualifications are thus recruited.

2. It is not possible for many of the colleges that are started to keep to the minimum requirements. This is particularly because recognition is granted without the minimum physical plants being available in the college e.g., there are a number of colleges for which recognition has been given but such colleges do not have libraries though that is one of the essential condition.

3. The Commission may consider whether it would not be useful if all the principals of the colleges are made members of the University Senate.

4. The present affiliation pattern has revealed many weaknesses. The pattern is such that non-academic elements can get into the university senate and influence policies. It is seen that colleges having a strength of even 40-50 students are also getting recognition and this probably would not have been the case if the Senate

has a larger membership and the members are mainly from the academic side.

5. There are cases in the State of Gujarat where the university has offered affiliation to institutions but the managements of the institutions did not care to open the college even after obtaining affiliation.
6. It may, therefore, be a better idea if universities that will be started in future are all only teaching universities and not affiliating universities.
7. One of the methods by which admission to colleges can be restricted is to make the colleges financially self-sufficient.
8. Since the main source of income for any college will be the income from fees, no college can be self-sufficient unless it has a reasonable number of students on its rolls.
9. In a class at the university stage the usual number of students at present is about 100; in certain cases the universities permit the strength to go up to even 110. The teacher-pupil ratio is not thus properly taken care of.
10. Instead of the university sanctioning affiliated colleges it is better if the universities open only constituent colleges.
11. Universities will not permit opening constituent colleges unless they have sufficient staff and minimum needed equipments in the form of library, laboratory, accommodation etc.
12. One of the methods by which educational programmes in the colleges can be regulated is for the university

itself to take up financial responsibility of running individual colleges.

13. It is seen in the State of Gujarat that most colleges offer only 3 subjects and the 90% of their income is received from the students offering those three subjects. The tendency is if there are 3 subjects in the college the income from fees is more; that being so, there is no inducement for the colleges to start 4th or 5th subject.

14. While it is difficult to get admission in the city of Ahmedabad in science colleges, the students can get admission in colleges which are situated in the suburbs of Ahmedabad and in other small towns.

15. While admission to colleges should be restricted by prescribing minimum number of marks required for consideration for admission, this is creating a new tendency. Students somehow seem to be getting the minimum prescribed marks so that they are able to cross the minimum limit. This brings in the question of objectivity of tests and uniformity of awarding of marks and certain reformatory method of awarding of marks on the basis the answer is needed.

16. If correspondence courses are popularised and students who are not considered upto the mark are diverted to that course then the rush of students for admission to regular college course will reduce itself.

17. It was suggested that the idea of holding entrance examination after the pre-university could be adopted as a better method of restricting admission to colleges. Along with the entrance tests the

universities could hold also aptitude tests.

18. The orientation courses for giving some sort of training to teachers of colleges is an imperative need so that the teaching methods in the university classes can be improved.

19. In the State of Gujarat it is a customary practice to collect teachers from most of the colleges and hold seminars on various academic courses.

20. Since the medium of instruction at the secondary stage is Gujarati in the first year, after joining any college, the students find some difficulty to learn through the medium of English. It is, however, seen that in about 3 months the students get themselves accustomed and thereafter there is no difficulty even though no provision for special coaching is there.

21. The medium of instruction at the postgraduate stage should be English; as far as under-graduate level is concerned the medium of instruction is Gujarati barring a few exceptions. This really brings in the difficulty for students from the graduating level onwards for purposes of comprehension. It may, therefore, be necessary that such other courses for which the medium of instruction is not the regional language to have some sort of special coaching.

22. The State Government has made Gujarati as the medium of instruction without adequate preparation, and the repercussions are already being felt both by the students and the teachers.

23. Till such time Hindi is in a position to replace English it is better English is continued as the medium

of instruction. The idea of adopting regional languages as the media of instruction at university level will ultimately divide the country into several parts and this will adversely affect the unity and solidarity of the country.

The Government, therefore, has to consider it very seriously whether at the university stage at least it is not desirable to have a common medium of instruction.

24. Even if English is replaced as the medium of instruction at the university stage, for maintaining standards and improving attainments it would be necessary to teach English.

25. The fact that most of the knowledge is available in the books in libraries today cannot be denied and students will be denied the opportunity of having the depth of knowledge if they are not taught English compulsorily.

26. Whatever changes are effected in the medium of instruction, it should be the State policy to see that we provide for better standard of English.

27. There should be a national policy for education. Then only the person who has received higher education will have a national feeling and the feeling that he belongs to India and not to a particular State like Gujarat.

28. The medium of instruction in the Law College in the State of Gujarat is Gujarati and even though many students have taken law-degree, in the Gujarati medium, they are finding it difficult when they are taking up practice. Some of the students have already



admitted that it is not possible for them to follow such elementary laws like the Indian Penal Code, which is in English.

29. It is also seen that some of the books published in Gujarati have not followed the international terminology.

30. Whatever may be the changes in the medium of instruction; the terminology for teaching should be only the international one.

31. The major problem to improve the quality is not merely the production of textbooks and finding the right type of teachers to teach but to make the students capable of using the libraries properly. With knowledge expanding at rapid pace, it is impossible for anyone to store all knowledge in one's head and it is, therefore, necessary that he is equipped with all the tools to gather knowledge in any particular discipline. This will be possible only if students are enabled to utilise the libraries to the maximum possible extent.

32. One of the methods by which the status of teachers will automatically rise is to encourage and universalise the internal assessment so far as students are concerned.

III. Discussion with Teacher Educators  
selected from all over Gujarat.

On the 15th of July 1965 the Education Commission met at Gujarat College, Ahmedabad, the teacher educators of Gujarat selected from secondary and primary teacher training institutions. The following points were raised during the discussion:-

1. The quality of students who come in for training both at the secondary and the primary levels is very poor. At the secondary level the best students go in for engineering and medical courses and unless teaching emolument compare favourably with those in these professions, good students are not likely to come in for teacher training. The four year integrated or concurrent course in general and professional education shows promise of attracting good students. Such courses should be added liberally and as a pilot project there should be one in each State in the first instance to be increased to one per district on the basis of experience gained. It would be necessary to provide substantial stipends and assurance of employment to students joining the course.

2. Financial Assistance to Students: The arrangements for financial assistance existing in most of the States, give very inadequate assistance to the teachers under training. The group considered that in the case of teachers in service coming

in for training there should be provision for the payment of full salary at least. For fresh recruits the minimum that can be expected is a stipend of Rs. 50/- p.m. for students of Primary Training Institutions and Rs. 75/- p.m. for students of Secondary Training Institutions. No fees should be charged for training and private institutions should be given adequate aid to meet the expenditure without any fee income.

There should be provision for loans for teachers in need, but these should necessarily be interest free.

### 3. Duration of the Training Courses:

Primary: It was felt that the duration of the Primary training course should be two years for S.S.C. pass teachers and of three years for P.S.C. pass teachers, who may be admitted to meet the needs of backward rural areas. It was the general opinion that for the present S.S.C. should be considered to be the minimum qualification for admission.

Secondary: The duration of Secondary Training course also needs to be increased, but at present it may not be feasible to do so.

### 4. Practice Teaching: Internship or block teaching was more useful for giving training which would meet the needs of the schools. In the internship programme, it would be necessary to have the unit plan method.

5. Staff of Training Colleges: The staff of Primary Training Institutions should not be linked up with the staff of secondary schools as regards scales, salaries and conditions of service. It should be noted that they are deprived of opportunities of earning additional income by way of tuition and coaching and need to be compensated for the loss by increase in their salaries. There should be a separate cadre for teacher-educators in primary training institutions.

Teacher-educators of primary institutions should have specific training for their job. This may be imparted in a separate department of Secondary Teacher Institution or an agency like the university can make special arrangements for such training.

Similarly, the staff of the Secondary Institutions should be considered on par with the staff of Arts and Science Colleges as regards salaries and conditions of service. They should be given an additional allowance for the longer hours of work that they are required to put in. They would also need specific training for their work as teacher-educators, since the B.Ed. course prepares them only for working in secondary or higher secondary schools.

6. Correspondence Courses: The group was not in favour of correspondence courses as it felt that the essentials of training at both the levels could not be included within correspondence courses.

Community life and craft form an important aspect of primary teacher training and these could not be included within the correspondence training courses. Even otherwise contact with teachers and other students working in the same field was absolutely essential for developing the right attitudes. This would be lost in correspondence courses and the need could not be met by the students of such courses coming together for short periods of 4 weeks or so. Unless the schools were very carefully selected it may not be possible in rural areas for practice teaching arrangements to be adequate.

8. The group pointed out that sufficient provision for training teachers does appear to exist in Gujarat at both the primary and secondary levels. Actually in the secondary training institutions, except in the case of 3 or 4 such institutions, a large number of seats were lying unutilised. This may be because teachers in service were reluctant to come to training colleges without adequate financial assistance. In the interest of the teaching profession it would be desirable to provide this additional financial assistance rather than run correspondence courses to meet the needs of such teachers.

IV : DISCUSSION WITH PRINCIPALS OF ENGINEERING COLLEGES, POLYTECHNICS AND INDUSTRIAL TRAINING INSTITUTES FROM GUJARAT STATE

On 15th of July, 1965 the Education Commission met principals of engineering colleges, heads of polytechnics and industrial training institutes at the Gujarat College, Ahmedabad. The following points emerged during the course of the discussions:-

(1) It is often felt that since most of the engineering students are employed on maintenance jobs it is perhaps not necessary to teach all of them science and mathematics on such an extensive scale. It may be better, therefore, if there are two streams of engineering courses; one science oriented and the other technology oriented as every engineer is not expected to do design and other similar work.

(2) Students who have shown exemplary performance in science and mathematics at the PUC level could be offered Science Oriented Engineering Course. As it is difficult to assess a candidate's suitability on any ground in the present circumstances except based on their marks obtained in the examinations.

(3) Science oriented courses may be introduced only on a trial basis. It should be possible for the teachers to judge the aptitude of the students in the first year and then guide them properly as to whether they should go for the Science Stream or Technological Stream.

(4) In a State like Gujarat where industrial expansion is taking place at a rapid rate, it is very necessary to train candidates for the requirements of the industries in the State.

(5) The students must be given a basic, sound scientific knowledge whether they become designers, maintenance engineers or research engineers.

(6) It is the experience in the State of Gujarat that out of about 300 students at the end of the 5 years course, every year less than 2% only show their inclination to go for research work; others all take up maintenance jobs.

(7) Out of the 5 years set apart for the Degree Course in Engineering the 1st two years may be common to both science oriented stream and technology oriented stream. The next two years could be devoted to science oriented course or technology oriented course as may be the case. A degree may be awarded at the end of 4 years. The 5th year may be kept for specialisation.

(8) The ratio for science oriented and technological oriented courses cannot be 50:50 but it should be some thing like 1:6 i.e., one for science and six for engineering course.

(9) The Cooperative Courses would be very useful in as much as it establishes close relationship between education and industry. It would, however, be useful to try out co-operative courses in the first instance at the diploma level and later

on extend it to degree level.

(10) The programme of advancement of technical education should also include courses to train more people to start their own business or trade.

(11) In deciding the location of polytechnics, it is necessary that they are located at places where there are industrial complexes. As otherwise students who complete their training in polytechnics may not be able to get suitable employment immediately.

(12) A survey of the location of the existing technical institutions in the country would reveal that many of them are located at places far from the industrial estates. This situation should not be allowed to develop further.

(13) Diploma holders do not adequately fulfil the needs of employers as they are neither theoretical students nor good practical technicians. Cooperative Courses may, therefore, be one solution.

(14) The cooperative scheme has flourished in U.S.A. where close cooperation exists between the industry and the training institutions.

(15) It may be tried out that in the pre-final year of the engineering courses the students are sent out to industry and allowed to acquire adequate working experience which will be helpful to them to select their elective subjects.

(16) Junior Technical High Schools that have been established cannot be considered a success.



The educationists and representatives of SLC Board should discuss among themselves the reasons for this and suggest measures for improving this.

(17) Books in the regional languages, should be got translated from books in English retaining, of course, technical terms so that uniformity can be maintained all through the country.

(18) Many of the educational schemes are not speedily implemented because of the various procedural processes involved. For expeditious action it would be necessary to empower the Directorate to implement all the schemes, rather than getting them implemented by the Departments with the help of the Directorates.

(19) In Gujarat State the grant for technical high schools has been reduced as a result of conversion of technical high schools to that of junior technical high schools.

(20) More and more part-time courses should be introduced.

(21) So far as the medium of instruction is concerned it should be in any language but the technical terms should be kept uniform as in English language so that the students coming from any state should not find any difficulty as the terminology used would be the same.

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V. Discussion with selected headmasters of secondary schools at Ahmedabad on 15.7.65

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The following points emerged from the discussion:

1. We should have not only broad educational goals but translate these goals into specific objectives to be achieved through the teaching of various subjects. The meaning of these goals must be carefully defined so that a clear concept of what is implied by them is understood by everybody. They can be fulfilled only if the necessary administrative machinery, the education system and the organisation are geared for this purpose.

2. There should be a uniform period of total education for the whole country with the various stage of education well marked and defined in different stages, which also should be more or less the same in all the States. There should be national standards of attainment laying down the minimum quantum of knowledge skills, abilities, attitudes to be developed at different stages, and the broad guide lines for the framing of the syllabus in the different subjects may be given by the Centre so that national interests are not subordinated to parochial and provincial sentiments. In subjects like physical sciences and mathematics, the Central Government should prepare model syllabuses and in other subjects also they may prepare model curricula for the guidance of the States. Model syllabuses may also be prepared in second and third languages - English and Hindi - for giving the necessary guidance.

contd. ....

3. It is desirable for the Centre to review and evaluate the content of the syllabuses and also of the textbooks in the different States through their Bureau of Textbook Research and give guidance to the States wherever necessary.

4. The pattern of 7+3+2+3 is generally acceptable. With regard to the two-year course of higher secondary education, it should preferably be in a school because it is part of school education, but the school should satisfy the minimum criteria laid down with regard to accommodation, staff, laboratories, libraries and other educational facilities required for these classes XI and XII. A phased programme of conversion should be provided so that there might not be any dislocation.

5. Under the proposed reorganisation many of the 11-year secondary schools of Gujarat may have to be reconverted into 10-year schools. The higher secondary classes whether at the college or in the school or in a separate institution should be managed and controlled by a statutory board of Higher Secondary Education.

6. A survey should be carried out with the help of Government of India to see that high schools are situated in localities within reasonable walking distance of the pupils and that they are economically viable units.

7. With regard to the holding of a public examination at the end of class VII, there were divided views. One section was of the opinion that this would not be in conformity with the principle of equality of opportunity because the competition will work to the disadvantage of pupils coming from backward and rural areas. Another section stressed the point that since schools have limited seats and the resources are also meagre, we must not adopt a policy which would lead to wastage and stagnation at the secondary stage.

8. The aims and objectives of teaching different languages should be clearly formulated and the duration for teaching these languages in schools and the syllabuses should be devised with reference to these aims, particularly for English.

9. The consensus of opinion was that English should not be taught as a compulsory subject at any stage and should be left to the voluntary choice of the people, but provision for the teaching of English should be made at every stage. Hindi should be made compulsory throughout the country from Class V.

10. The question whether two or three languages should be made compulsory at the middle school or upper elementary stage was considered. It was pointed out that if Hindi was not made compulsory there would be a tendency to neglect Hindi and teach English. On the other hand, there was also a fear expressed that English should not be made compulsory because in the rural areas the compulsory teaching of English would not lead to beneficial results. It was agreed

that the whole question of the three-language formula needed very careful examination from various points of view. Along with the question of national unity, the question of not antagonising those States that are at present non-Hindi speaking should be considered.

11. The best way to teach moral values would be to create situations or develop a community programme in which the child would be given opportunities of behaving the way that is desirable. Having any formal moral instruction would be as ineffective as formal religious instruction. The example of the teacher, the environment of the school and the programme of community life and the development of group activities in the school could provide the necessary areas through which proper moral instruction can be given.

12. The grant-in-aid policy should be settle for a certain period and should not be changed from time to time.

13. Agriculture should be made compulsory for curriculum in rural areas.

14. The period of attendance of teachers in schools should be increased from 28 to 36 school hours. Their teaching periods should not be increased but their presence in the school should be insisted on throughout this period.

VI. Discussion with Representatives of Women's Education.

On the 15th July 1965 the Education Commission met representatives of women's education in Gujarat State at Gujarat College, Ahmedabad. The representatives were ladies who had considerable experience in running special institutions for women and they spoke from their experience and gave very sound suggestions for improving women's education. The following points were raised during the discussion:

1. Special measures need to be adopted in rural areas for increasing the enrolment of girls. The girls are useful at home and parents for that reason are reluctant to send them to school. Some arrangements need to be made to fix hours for schools that will be suitable in the background of these conditions. The girls could have shorter hours of instruction with greater stress on the teaching of home craft and some other practical crafts. There is opposition to mixed education, especially in standards V to VII and separate schools for girls need to be established if women's education is to be accelerated. There is also need for scholarships for girls in standards V to VII so that the parents get some financial help.

2. The group believed from its experience that condensed courses have proved to be very helpful. The ladies completing these courses improved their

attitude to life and were found to be very good teachers on account of their earnestness and their natural interest in children. There was need for scholarships for women attending condensed courses. Government should assist the organisations running these condensed courses on a more liberal scale.

3. Women teachers need financial assistance when they are undergoing the course of training because they are required to make special arrangements for looking after their home and their children.

4. The group was strongly of the opinion that the education of children in standard I-IV, whether of boys or girls, should be in the hands of women teachers, because at this stage the correct attitude and understanding and interest in children was far more important than the knowledge of school subjects and women teachers showed the first more clearly.

5. The education for girls needs to be related to the life of the area. The education imparted at present does not seem to build the girls' personality or to develop in them an attitude of service and an appreciation of their own culture. It did not prepare them in any way for better social behaviour whether in general society, in the school or at home.

6. A member described the 15 days courses in national discipline that were organised by the Social Welfare Board. The girls attending these courses were given training in home nursing, in self-defence and in social services. Short as the

courses were, they proved to be very helpful in developing right attitudes.

7. The group was not in favour of primary education being in charge of Village Panchayats. They considered that the progress in girls' education would be more rapid if it was looked after directly by the State.

8. Uniforms should be compulsory at all stages as it would remove all feelings of class distinction and make the pupils be interested in the work in hand rather than in their dress.

9. A pre-primary section should be attached to every primary school to develop the school going habits and to prepare children for free compulsory primary education.

10. Education of handicapped children should be a necessary part of the compulsory education programme and should receive more attention from the State.

11. Education at the secondary stage should help to develop the girl's attitude to earn for herself. The diversified courses, the Fine Arts and Home Science, at present introduced in girls multipurpose high schools were not vocational. There should be provision for vocational courses in secondary schools. It is noticed that I.T.Is. and polytechnics do not include courses specially suitable for girls. There is only one polytechnic in the whole State of Gujarat and it is too inadequate



to meet the needs of girls and women. Vocational courses with employment opportunities suitable for girls should be introduced in I.T.Is. and polytechnics to which girls should be admitted.

12. There is need for hostels for girls attending middle classes and high schools. There should be adequate grants for the maintenance of the hostels.

13. If sufficient progress is to be made in adult education, specially of women, an effective scheme is necessary. What is needed is a mass movement in which all literate adults, students and voluntary workers, will participate. A climate favourable to literacy and social education will be created through such a movement.

14. Once the climate is created, a statutory board for social education at State level and special officers at district and taluka levels would be able to continue the work. Care should be taken that the results of the mass movement are not temporary and that permanent literacy results from the effort.

VII: DISCUSSION WITH SELECTED REPRESENTATIVES  
OF SCHOOLS MANAGEMENT

On the 15th of July, 1965 the Education Commission met representatives of School Management at the Gujarat College, Ahmedabad for a discussion of the problems which they face. The following points were highlighted during the course of the discussions:-

(1) In Gujarat State no association of the representatives of school management has been formed.

(2) All education except primary should be made the responsibility of the Centre.

(3) There is a controversy about the teaching of English in the State. While the State Government considers that English should be taught from VIII Standard, parents and schools feel that this should be started from V-Standard. The State Government should not come in the way of teaching English from the V-Standard.

(4) At present representatives of the school management are not members of university bodies or any departmental committees and are, therefore, not consulted on even problems which concern them.

(5) It may be useful to consider the possibility of setting up of a separate body for the management of schools to advise the government on their problems.

(6) Students in Gujarat do not take Sanskrit, and higher mathematics at the secondary level even though these subjects are offered at the university level.

(7) Admission to colleges should be restricted; only students who deserve college education should be given admission.

(8) Books that are not approved by the Department are often used by the students rather than the books prescribed by the Government.

(9) In the case of the books published by the Government the price is comparatively cheaper and, therefore, it is necessary for the Government to see that all books prescribed by it are published by them.

(10) There is great pressure that every child should receive education; it is difficult to stop it.

(11) People who desire to get full time education in university, have to make sure that they receive good education. Poor people who do not have opportunities to have higher education should be given such opportunities.

(12) It must also be possible for people to further their studies through correspondence courses.

(13) The practice of giving grants-in-aid varies from state to state. It is, therefore, necessary to evolve some suitable formula for giving grants to all the States on a rational basis.

(14) It is necessary to give free education the children of teachers, provide them free medical aid and make available for them subsidised food and clothing. This system alone can nullify the present adverse effect of rise in prices. Giving a mere

rise of a few rupees in their dearness allowances will not solve the problem.

(15) The highest rent charged from a teacher in USSR is only 3% but in our country it varies from 10-15%. The rent that has actually to be paid will still be much more than these percentages.

(16) The grant-in-aid which the State gives should be related to the type of education which an institution is imparting. Further if the institution is very large and has large number of students then such categories of institutions should receive the lowest per capita grant because the number of students is large and it will be possible for the institution to meet their expenditure. An institution which has smaller number of students should receive higher per capita grants. While deciding the quantum of per capita grant care should also be taken to see that this does not result in any significant advantage or disadvantage to either institutions having lesser number of students or larger number of students on their rolls.

(17) Some managements take signatures of their teachers for higher amounts which are not actually paid to them as salaries. A solution has to be found out so that teachers are required to sign only for the actual amount which they receive.

(18) A complaint made very often against the management viz. they do not give freedom to the Headmasters or the teachers and the managements try to dominate too much was not accepted by the representatives as valid.

(19) Because of the differences between the Municipal Corporation and the State Government the private primary schools are not getting their grants and as such it is not possible for the managements to appoint good teachers in their schools.

(20) The managements is required to add new rooms every year to accommodate students by opening new classes. It should be the policy of the Government to meet at least 50% of this expenditure through grant-in-aid.

(21) The Life Insurance Corporation and other interested bodies should be approached to give loans for construction of buildings for educational purposes.

(22) The General Provident Fund could also be made use of for constructing new buildings for schools.

(23) The minimum age of admission to primary school in Gujarat is 5 years but it is necessary that such of the children who are likely to complete 5 years in the month of August should also be allowed to be admitted with others when the schools reopen in the month of June every year.

VIII: DISCUSSION WITH SELECTED PERSONS  
INTERESTED IN THE EDUCATION OF  
BACKWARD CLASSES

On the 15th of July, 1965 the Education Commission met a group of persons interested in the education of Backward Classes selected from all over Gujarat at the Gujarat College, Ahmedabad. The following points were highlighted during the course of discussion:-

(1) The memorandum prepared by the State Government gives a long list of communities belonging to backward classes in the State.

(2) The Adivasi community have not taken advantage of all the development schemes of education as they should have. By extending the schemes to economically backward classes, it is often found that the ignorant and illiterate people particularly in the rural areas who deserve such assistance are not often receiving them and the advantage goes to people who technically come under 'economically backward classes.'

(3) For any scheme of development, priority should be accorded to the list of communities prepared by the Dhebar Commission 15 years ago.

(4) It cannot be said with any amount of certainty whether concessions allowed to backward classes would be extended beyond 1970.

(5) It is not possible for the Government of Gujarat to meet all the financial requirements for the education of scheduled castes and scheduled tribes. The Centre should give liberal assistance to the State Government in this respect.

(6) There is need for a good deal of propaganda to be done in rural areas for the advancement of education among the scheduled tribes and scheduled castes.

(7) It is seen that in some of the schools opened in Jungle Areas, students are not present at all. It is necessary to find out the reasons for this and meet them adequately.

(8) Teachers having some missionary spirit should be identified and posted to schools situated in such Jungle areas.

(9) There should be more Ashram Shalas and hostels for these tribes. The curriculum for Ashram Shalas should be changed to suit the felt needs of the community for whom such schools have been established.

(10) While girls belonging to the scheduled Tribes and Scheduled Castes should be allowed to have co-education at the primary stage, the same should not be extended to secondary and college levels.

(11) The Department should take all necessary steps to see that teachers from the scheduled castes' community are recruited to teach children

belonging to this community.

(12) The teacher-pupil ratio in Ashram Shala schools should be 1:20.

(13) There should be day hostels for the students of these communities where they could go and study during day time as it is difficult for them to find place at their respective houses for study purposes.

(14) Instead of leaving the management of their schools to Panchayats, it is better if the Education Department took them over.

(15) The Panchayats should not be allowed to deal with the postings and transfers of teachers working in Ashram Shalas schools.

(16) One of the primary functions of education among scheduled castes and scheduled tribes should be to see as to how masses could be educated so that the question of untouchability could be removed from the minds and hearts.

(17) The insistence on getting income certificates signed by District Magistrate or M.L.A's causes a good deal of hardship to students who would not get any financial assistance unless such certificates are given in time. It is, however, not possible to do away with this requirement as otherwise there would be an increasing misuse of this facility.

(18) All correspondence should be conducted in the mother tongue and all books of Art and Literature available in English should be translated into Gujarati.



(19) It should be made obligatory for the teachers working in Adivasi area to be conversant with tribal dialects.

(20) It is very difficult to get teachers who could teach English in Adivasi Area. At the same time it is not desirable to deprive the Adivasies of the advantage of learning English. There should, therefore, be a suitable scheme to teach English to children of Adivasis too.

(21) Very often it is found that adequate number of candidates for Class I and II Government posts is not available from the communities of scheduled castes and scheduled tribes. It is, therefore, necessary to open certain training schools for them, in the same way as classes are conducted for scheduled castes and scheduled tribes for appearing in I.A.S. Examinations at Bangalore.

(22) Adivasi students particularly girls should be given free books, clothes, soap and oil so that they could continue their education without difficulty.

(23) No income limit should be prescribed to children of Adivasi communities to obtain educational concessions.

(24) A number of Balwadies and Mahila Mandals opened in Adivasi area have been closed down; they should be re-opened as they were serving a very useful purpose.

(25) There should be a Cadre covering all the teachers serving in Ashram Shalas.

IX: DISCUSSION WITH VICE-CHANCELLORS  
OF UNIVERSITIES IN GUJARAT STATE

On the 16th of July, 1965 the Education Commission met the Vice-Chancellors of Universities in Gujarat State in committee Room No.1 of Sachivalaya, Ahmedabad.

The following points were highlighted during the discussions:-

(1) It is not entirely correct to think that standards in each institutions have gone down. As a matter of fact, the average student today knows much more than the average student of the past. It is true, it has not been possible for us to keep pace with standards in other countries. The main reason for people to think that standards have gone down is probably due to the fact that he/she is not able to express properly in English. If by standards what is meant is acquisition of knowledge in a particular subject, it would be seen that the student of today possesses such knowledge if he is tested through his own mother tongue.

(2) University teachers themselves have to be educated all the time. They have to be their own teachers for this.

(3) For the teacher to keep himself well informed about everything, it is necessary to keep him contented and also give him necessary incentives. No significant contribution has been made in this respect by the Universities, other educational institutions, educationists or even the Departments.

(4) It should be possible for the universities, to assess the performance of teachers at least when they reach the efficiency bar in their salary scales.

(5) The rush of students for admissions is a big problem today. Unless the students desirous of getting admission in the universities have other avenues for higher learning, it will be difficult to stop pressures on admission.

(6) In the institutions that have come up whether old or new, facilities in the form of libraries and laboratories are inadequate. This has, to a large extent, contributed towards the fall in standards.

(7) It is true that when there is shortage of teachers, even requirements for minimum qualifications have to be relaxed.

(8) It is not possible to ensure that the prescribed norms are always satisfied before an institution gets government's recognition. Very often it happens in regard to science subjects that whenever a new institution applies for recognition it will show its readiness to buy equipment worth of Rs. 2 lakhs or so but it will be in a position to place the orders only after obtaining the recognition of the institution from the university. Consequently equipment might not reach in time and 1st and even 2nd terms will have to go without their being available for instructional purposes. This is a situation which cannot be helped at present.

(9) In the State of Gujarat for the S.L.C. there would not be more than a thousand students who have passed with science subjects, like physics, chemistry and higher mathematics.

(10) If a boy gets 45 per cent of marks in general mathematics he can get admission in Science Faculties. The draw back, however, lies in the fact that in general mathematics course there is very little Arithmetic, Algebra and Geometry are of very elementary nature. This is by no means an adequate grounding for any student to offer science subjects at university stage. It is, therefore, necessary for the colleges to insist that they will give admission to Science Courses only to those students who pass their S.L.C. examination with science subjects. This is not the case today in the State of Gujarat.

(11) The students who offered optional mathematics were only 400 out of the 60,000 in 1964 and in the year 1965 about 3,000 students have taken this subject out of about one lakh of students. One of the reasons why only very few students offer mathematics at the secondary stage is the over-anxiety of the institutions to show off better performance in the examination results. Subjects like physics, chemistry and mathematics are generally considered difficult and, therefore, the management of schools conveniently do not teach these subjects.

(12) A meeting of the educationists was convened in 1962 to consider the problems for admission to science courses. In spite of the recommendations of this Conference that Universities in Gujarat should make subjects like mathematics, physics and chemistry compulsory for admission to science courses, the position has not changed even today.

(13) There are also no subject teachers to teach subjects like physics, chemistry and mathematics specifically in secondary schools.

(14) Because of the non-insistence for students having offered science subjects before they are given admission in science faculties in colleges, some of the schools have even sold away their science equipments!

(15) There are three media of instruction in the universities and colleges in the State: viz., Gujarati, Hindi and English. The majority of the students take Gujarati as medium even for Science Courses. The media of examination are also the same three languages.

In the Baroda University, however, the faculties of Science, Engineering, Agriculture and Law have Hindi as the medium of instruction. Arts and Commerce faculties teach either in Hindi or English or Gujarati. So far as colleges for professional education are concerned the medium of instruction is English. There is, however, no objection to teaching in Gujarati.

(16) Consequent on the changes introduced in the media of instruction, the reading of books in English by students has declined considerably. This calls for urgent action on the part of educationists and authorities for emphasizing a programme of teaching English so that it would help the students to acquire adequate knowledge from books in English.

(17) In states like Gujarat which are industrialising very rapidly, it is necessary to divert students to different types of vocational courses so that industries could draft them after the completion of such courses. This alone will reduce the pressure of admission in universities.

(18) The students that come to universities from secondary schools are not as good as they should be. It is, therefore, the responsibility of the universities to help the schools in improving their standards of attainment. It will be a good idea if universities adopt schools in their neighbourhood and ask a faculty member to go to the schools under his charge and look after them, the teachers being guided in the subject in which the faculty member is competent. Other colleagues of the Department will also assist the faculty member in this work. This experiment started in one of the universities in Gujarat, is working very well and also helping teachers in schools to improve their professional efficiency.

(19) The universities should have a scheme to

improve the standards of elementary schools. It would be very good if there are periodic orientation courses to the Headmasters of the elementary schools.

(20) It would be very useful if every college is able to adopt two high schools in the neighbourhood and each high school to adopt two elementary schools. This would be one method by which standards could be raised.

(21) The Gujarat University has made an experiment to improve the teaching method of mathematics by selecting one neighbouring secondary school for this purpose.

(22) Subject teachers should meet periodically and discuss the entire programme of teaching their subjects right from the PUC to the post-graduate course.

(23) UNIVERSITIES should help in the production of literature for secondary teachers.

(24) For the last two years Gujarat State has started translating and producing literature in Gujarati regarding evaluation in mathematics, social studies, English and so on.

(25) The universities in the State publish reading material in English for the use of students of IXth and Xth classes. It has been sent to some selected secondary schools and from the reports made available from these schools the material has been assessed to be good and useful. What is needed is, therefore, universities taking initiative to prepare

such literature for the use of both secondary and elementary schools. Some financial assistance should be given by the Government for this purpose to the universities.

(26) If the teachers are trained through correspondence courses, the training will not be as effective and useful as they are

given through regular courses. There is, therefore a feeling that introduction of correspondence courses is not a step in the right direction.

(27) Ever since correspondence courses for training of teachers have been publicised by the government, teachers are not interested in undergoing training in the training institutions.

(28) There were institutions for S.T. course in the State preparing teacher-<sup>pupils</sup> in theory and later on arranging lessons in practical part by teachers approved by the government. This practice has now been discontinued by the State Government.

(29) The idea that the teachers should be trained through correspondence courses cannot be considered academically very sound, firstly the trainees cannot come into contact with each other; secondly they do not get adequate practical training which is an essential ingredient of training. (In the scheme of correspondence courses there is provision for practical teaching).

(30) Instead of insisting on training of teachers through correspondence courses it would be



better if it is decided that teachers having 10 years or more of teaching service should be considered as qualified trained teachers. The number of such teachers will not, however, be very large, it was pointed out.

(31) In Gujarat State, a teacher will not be made permanent unless he has worked for 5 years. If he leaves the teaching job after 5 years and for some reasons he is reappointed as a teacher on a subsequent date, he will be confirmed again only after he has put in another 5 years of service!

(32) There is a feeling that Academic Councils, Executive Councils and Senates are doing only routine work and real planning and other organisational matters are not receiving adequate attention. It would be useful, therefore, if a small group of distinguished educationists and thinkers are made responsible to scrutinise such problems and suggest solutions thereon.

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X. DISCUSSION WITH THE CHAIRMEN OF DISTRICT PRIMARY EDUCATION COMMITTEES AND MUNICIPAL SCHOOL BOARDS

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On the 16th of July, 1965, the Education Commission met the Chairmen of District Primary Education Committees and Municipal Schools Boards for a discussion about the peculiar problems of education in the State of Gujarat. The following points were highlighted during the course of the discussion:-

1. The whole educational pattern should be on the basis of Bharatiya Samskruti from the beginning to the end.
2. Classes I to VII should be in primary schools.
3. If classes V to VII are in primary schools, the grants should not be reduced on that account. The same amount of Rs. 40 per student should be the grant payable and not Rs. 28.00
4. The percentage of boys reading books in English is very low in the State.
5. It is believed that adoption of Gujarati as the medium of instruction has contributed to this rapid decline in reading of books in English.
6. It is estimated that the average number of books in English issued to the students has reduced from 12 to 4 per an
7. Though the State Government is giving free education for all children from class I to VII, such of the students who are in high schools and in classes V to VII are required to pay fees. It was suggested that as other States have done, such schools should not be allowed to charge any fee in classes V to VII but the Government should compensate them for loss of revenue on this account.
8. One of the complaints raised is that teachers are transferred very frequently and this is one of the reasons why it is not possible for teachers to concentrate and take interest in their profession.

9. It was, however, pointed out that normally teachers are not transferred for a period of three years and the percentage of transfers does not exceed 15% in any year.

10. Unless teachers are given more amenities in the form of quarters etc., it will not be possible for them to take adequate interest in teaching.

11. ~~Before even the school buildings are put up,~~ we must see that houses are constructed for teachers.

12. It is necessary to introduce vocational training after the elementary stage of education - i.e. after the first VII years of schooling.

13. It is often found that in the physical build, ~~up~~ up the children leave much to be desired as most of the children are under-nourished. It is, therefore, necessary to ~~take up programmes like mid-day meals~~ etc. on an extensive scale.

14. In the State of Gujarat, matriculate teachers are only about 30% of the total number of teachers and this is far below the all-India average of 44%. This is mainly due to the fact that a very large number of teachers are vernacular-passed teachers in the State.

15. There should be a new policy to see that only SSC passed candidates are recruited as teachers in the State. The minimum qualifications for any teacher should be SSC-pass and this should be insisted upon from the year 1966 onwards.

16. Though so far as enrolment is concerned Gujarat stands fifth in the country, yet when the question of wastage is considered, only 25% of the students reach 4th class and the ranking is 14th in the country so far as wastage is concerned. The main reason for this high wastage is the presence of a very large number of unqualified teachers, and, therefore,

there should be a scheme by which the qualifications of these teachers are improved through correspondence education or some other methods.

17. With the growing industrialisation of the State it is difficult to keep SSC passed teachers for more than one year in any school because they go away to industries where they are able to earn more. So the basic question is paying comparable salaries to retain good teachers in schools.

18. Because of the shift-system it has become necessary for a teacher to look after 70-90 students in the first and second standards and he finds it extremely difficult to manage such a large number. It is, therefore, necessary to stop the shift-system. A teacher should be in charge of only 25 students and not more.

19. If the persons going out of Ashram-salas or Boarding-salas are appointed as teachers, they would do better and they would stick to their profession.

20. While the headmasters of secondary schools are respected to some extent, the same respect is not given to headmasters of primary schools. The educational programmes should be so organised that all teachers are equally respected by the local community.

21. One method of achieving this will be to reduce the difference in salaries between the primary teachers and secondary teachers to the minimum.

22. There should be special textbooks for children of Adivasi and other Scheduled Tribes where the language might be Adivasi and other Tribal languages but in Gujarati script.

23. Such of the teachers who are working in Adivasi areas should be given training for a month or so to become familiarise with Adivasi dialects, language and culture.

24. It should be made obligatory on all students who complete their SSLC examinations to work in rural areas for some time. They should be awarded the certificates only after completion of this compulsory work in rural areas.

DISCUSSION WITH EMINENT EDUCATIONISTS

On the 16th July, 1965, the Education Commission met prominent educationists individually. The following points emerged during the course of the discussion :-

Mayor, Ahmedabad Municipal Corporation and Chairman, Municipal Schools Board, Ahmedabad..

1. The present educational pattern should be re-oriented. It should provide for more manual activities.
2. In the State of Gujarat, a good deal of difficulty is being experienced by the Corporations to start schools and to provide quarters for teachers, for want of accommodation. The Government should expedite land acquisition proposals of the Corporation.
3. The teacher-pupils who are sent to training should not be forced to stay in hostels. Since the duration of training period is 2 years, it would be helpful if they are given housing accommodation.
4. School education must start at the age of 4 and end at the age of 16, from the Kindergarten to SSLC examination.
5. Teaching of English should start from 5th standard onwards.
6. Hindi should be taught from 4th standard onwards.
7. All children should get education in 3 languages and college education should be in

English for the time being; it should be replaced by Hindi, and not by Gujarati, in course of time.

8. There should be a certificate course for teachers to learn Gujarati and this should be renewed periodically say every 5 or 10 years.
  9. It is the considered view of the Corporation that teachers having passed SSLC only, should be eligible for appointment as teachers.
  10. There should be a national salary scale for all teachers.
  11. Supervisory personnel of the Corporation who are also qualified, are not allowed to inspect schools under the control of the Corporation for the department insists that inspection should be done only by the departmental inspecting officers. The result has been that all the schools run by the Corporation are not properly inspected.
  12. Since increments to teaching staff would be sanctioned only on the basis of Inspection reports made by the Departmental Officers, it is difficult to make any internal arrangements for supervision.
  13. The syllabus for primary education should be made uniform throughout the country.
- Shri Kalyan Bhai Patel
14. It is necessary to check admission to colleges and for this purpose there should be a

junior SSLC examination for all students after standard IX. Only such of the students who have secured more than 60% marks in this examination should be allowed to go to colleges.

15. Under the existing system of options allowed in the State, students can go in for university education in science subjects without studying either elementary mathematics or physics or chemistry. This is not a good practice and remedial measures should be taken.

16. There should be provision for gratuity and pension for teachers working in private schools also.

17. Secondary school teachers' training course should be made free.

18. If the quantum of grants cannot be raised in the case of secondary schools, the management should at least be permitted to increase fees.

19. While it is desirable to have free education for all; it is for consideration whether it would not be a better system if such free-ships are awarded only to those students, whose parents' income is less than Rs. 1200/- per annum.

20. More grants should be sanctioned to institutions which undertake experiments in education

Shrimati Indumati Ben Mehta:

21. Teaching of English should start from 5th standard.



22. Three-language formula should be implemented fully.

23. There should be a uniform pattern for admission to all colleges.

24. Maximum marks allowed for in each subject question paper as also the minimum required for pass should be identical for the same type of courses throughout the country.

25. Mother tongue should be the medium of instruction at higher stage also, but more emphasis should be laid in English.

26. For purposes of selection of a lecturer, paper-qualifications are not enough. It has been the experience that very often even third class M.As. have been found to be very good at teaching, and in fact, in many cases, they are found even better than second class M.As.

27. People come to teaching profession, only when they fail in their attempts to get jobs elsewhere.

Shri Jina Bhai Desai

28. Duration for the degree course for teachers' training should be increased.

29. Every teacher should put in additional work for crafts though this may be difficult for many of the subject-teachers.

30. English and Hindi should be taught as second languages and not as first language and at no stage should English be made the medium of instruction.

31. Students do not read serious books.

Shri Ravi Shankar Rawal

32. Drawing and crafts are neglected in the educational system today. The fact that arts and crafts play an important role in education is very often forgotten.

33. Children should be given art training from the very beginning of their schooling.

34. A detailed note on training in art and art appreciation would be submitted for consideration of the Commission.

Shri Madan Mohan Desai

35. Unless we set right the position of English not only in the teaching system of the country but also in the political and economical place, we are never going to be competent to implement any educational policy.

36. The basic education that should be given to the people in the country should be unmatriculation minus English. This would then be on the lines on which Gandhiji emphasised educational reforms.

37. Three language formula will not work. There is need only for two languages - mother-tongue and

Rashtra Bhasha. English may be started, if necessary, after 7 years' of compulsory schooling.

38. When Maulana Azad was the Education Minister, a Committee had been appointed to go into the question of university degrees and employment. This Committee had suggested that the link between degree and employment should be broken. Unless this is done, standards in university can never improve.

39. English should not be emphasised in competitive examinations. If this is done, English medium schools will dominate and the common rung of people will be denied opportunities for securing jobs on competitive basis.

40. In terminology, it is important that we do not coin difficult words in Hindi by way of translation. As a matter of fact, Government of India have repeatedly stated that by and large international technical terms should be used in such cases where it is found that we have no terms of our own. It is not a wise policy to suggest new technical terms separately in each language.

#### Father D'Souza

41. The St. Xavier's Board has submitted a 50 page memorandum for consideration of the Commission and the Board would be grateful if it is given an opportunity to discuss the points raised therein with the Commission.

42. Students who take Gujarati as medium are given option to answer the question papers in Gujarati or English at the time of examinations.

43. It is, however, seen that though instruction is given in Gujarati, such of these students who choose to answer question papers in English, are topping the classes in many examinations. For example, for the last 4 years, the top student in St. Xavier's College has been the one with the Gujarati medium answering papers in English subsequently. It explains the enthusiasm for English and gives an added advantage for those students who want to join Engineering, Medical and other professional courses.

44. The desire that he/she should become a doctor or an engineer or should qualify for some other technical courses is acting as the dominant force for English medium education.

45. In the case of science students the rough cost per student will come to about Rs.500 and the college authorities charge Rs. 400 per student. In the case of art students the cost per student comes roughly to about Rs.350 and the charges that will have to be met by the student come to about Rs.300. The higher cut is due to the fact that there is need to employ two teachers to teach the same subject - one in English, another in Gujarati.

46. It is necessary to find out a better method of selecting students for admission. For some subjects it is often found that there is a good deal of rush for admission. It would be therefore useful if the U.G.C. selected some colleges in the country where new methods of selecting students could be tried on an experimental measure instead of following the mechanical formula on the basis of marks secured in the examinations. This is a point which should be thought about and a solution suggested.

47. In the whole State of Gujarat only very few students take up Algebra and Geometry at the secondary stage; this presents difficulties for getting adequate number of students who have offered subjects like Mathematics, Physics or Chemistry to Science courses.

XII - Discussion with Vice-Chancellor,  
Gujarat Vidyapeeth.

On the 17th of July, 1965 the Education Commission met Thakurbhai Desai the Vice-Chancellor, Gujarat Vidyapeeth for a discussion. The following points were highlighted during the course of the discussions.

(1) Every student must be taught enough English so that he is able to read books and understand them. This should be done only at the University stage. There is no need to introduce English in primary and secondary stages.

(2) At the secondary stage English may be taught as a second or third language. Hindi should be made a compulsory language all over the country. This alone can ensure integration in the real sense. Making English compulsory will not serve this purpose. There is no objection in making English as a third language particularly in view of the fact that its literature is easily available and it is the largest spoken language in the whole world.

(3) It is not correct to say that the understanding of science will not be possible unless everybody in India has learnt English. Some of the people can learn English and other languages like Russia and they in/turn can convey <sup>their</sup> the sense to the people through their own mother tongue. There is, therefore, no need to impose English in the name of teaching sciences. There is a feeling particularly in the backward classes that they cannot advance unless they learn English. Though this feeling is not correct, its existence cannot be denied. This is why when the State of Gujarat decided to introduce English from the VIII standard there was an agitation to start English

from the V standard. The backward classes want to do what the advance classes are doing. If the advanced classes stop studying English then only the backward classes could be expected not to study English.

(4) Students are finding it difficult to follow lectures in English and this necessitates, starting the teaching of English at a sufficiently early stage. This would have to be so as long as English is continued as a medium of instruction.

(5) But there would not be any difficulty in following lectures even in technical education if they are delivered in regional languages. It is said that if lectures in all branches of knowledge are to be in the regional languages the teachers who are accustomed to teach through the medium of English will find it difficult to do so. This difficulty is only a difficulty of habits and will disappear if the Government insists that teachers should teach in regional languages.

(6) Sufficient attention has not been paid to elementary education which is the most neglected part of education.

(7) As English has been given up as a medium of instruction at the secondary stage, the students who go to the University stage find themselves handicapped for want of adequate knowledge of English and that is why we have been insisting in Gujarat that the university teacher must be persuaded to teach the students either in Hindi or in Gujarati.

(8) Our educational programme should be such that minimum rudimentary knowledge of science should be given to the people so that it will be possible for them

to apply it in their daily life. This will be possible only if science subjects are taught through the mother tongue.

(9) In view of the difficulties of teaching science subjects in mother-tongue, these subjects should continue to be taught in English but there should be a break in the approach so that overemphasis for English would stop.

(10) There should not be any compulsion for teaching a third language, only two languages should be taught i.e., students' mother tongue and Hindi.

(11) It is not correct to say that teaching of science subjects will suffer if education is given through the mother tongue. Recently Burma has introduced the teaching of science in Burmese language and their experience shows that the teaching of science becomes more meaningful when it is done in one's own language.

(12) While the teaching of science should be done through the regional languages, care should also be taken to use only the international terminology.

(13) There would be some difficulty in the initial stages if the medium of instruction at the university stage is made Hindi for all subjects. Unless a beginning is made the difficulties cannot be overcome if you cannot have the regional languages as a medium of instruction unless it is started one day and difficulties overcome.

(14) ~~University~~ authorities and employers should cooperate and relate all courses of study to the needs of employers.



(15) Whatever is being done in the field of education today, in the light of experience, they have all to be considered unreal. We have not been able to change our educational programme to suit our community needs even though we have started reforming it for the last 20 years or so.

XIII - DISCUSSION WITH THE OFFICERS OF THE  
DIRECTORATE OF EDUCATION

The Education Department has issued a circular to the colleges to say that in admitting students they must go strictly on the order of marks obtained in the S. S. L. C. examination. Such a circular had to be issued for the simple reason that the Department considered it unwise to enter into the question of assessing different institutions and categorising them into good or bad. The only objective way of giving admissions to students at the present moment would be to give such admissions strictly on the basis of marks awarded at the examination. Principals have, however, been given some sort of latitude in exceptional cases,

It is, however, unwise for any Government Department to issue circulars restricting admissions when strictly this should have been done by the university to which the colleges have been affiliated. In the University of Gujarat, there is no restriction on students getting admission to science courses even if they have not offered science subjects as electives in their S. S. L. C. examination. The S. S. L. C. scheme of the State Government itself needs considerable revision. A particular point to be looked into is the extent of neglect of science education. It is not a wise policy to admit students who have not offered science subjects in the colleges. It is also educationally unsound to permit any student to complete his higher secondary education without enough grounding in the rudiments of Mathematics. Though no student who gets less than about 57% is able to get admission in the engineering

colleges in the State, yet it is seen that about 33% of the students admitted to engineering courses are from the rural areas. It has, however, to be conceded that when the criteria is marks and nothing else, they tend to favour urban students in a significant way and in the engineering institutions, particularly in Ahmedabad, it is seen that 160 out of 300 students admitted to engineering courses are from the city of Ahmedabad only. There is, therefore, need to consider whether it would be quite in order if admissions to the colleges are regulated strictly according to the marks only. It is very often found that even better type of students simply because they have studied in weaker institutions are not able to get admissions. It would be, therefore, a good idea if a system could be introduced by which students who are topping in each of the blocks, are given admissions through a method of reservation. As a matter of fact, Gujarat has initiated this experiment in a small way. Three seats for engineering course are already reserved for students coming from Dadra and Nagar Haveli and in these cases even though the students have secured about 50% or so of the marks, they are admitted whereas barring this exception every other student admitted has got more than 57% or so. An Evaluation Committee appointed by the State Government has gone into the merits of the basic education experiments in the State. It has been found that the funds earmarked for the Third Five Year Plan have all been spent in the first three years and this conversion of schools into the basic pattern has not to be started for lack of funds. This has been why it has

been possible for the State Government to say -  
"The basic education has taken roots in the State".  
It is, however, a fact that no integrated evaluation  
of basic education has been made in the State. It  
may, therefore, be useful if such evaluation studies  
are carried out at all stages of education. That  
alone can decide the impact of basic education programmes  
in the State. It has not been possible for the State  
Government to introduce any scheme to discover talented  
students at the school stage. The State Government  
has appointed a Committee to go into the question of  
manpower requirements in the State and the Education  
Department is already represented in this Committee  
which is expected to go into the question of relation-  
ship between educational development and manpower  
planning in the State. Very often it is found that  
there is inordinate delay in implementing any scheme  
initiated at the Directorate level for the simple  
reason that the Directorate has to route its proposals  
to the Government through the Education Department  
who in its turn has again to refer it to the Finance  
Department and so on. It would, therefore, be better  
to increase efficiency and reduce delay. If the  
Education Department is abolished altogether and the  
Directorate is able to act as the Secretariat, this  
will particularly be helpful in the State of Gujarat  
as the Director himself is an I. A. S. officer like the  
Education Secretary. A High-Powered Study Group under  
the Chairmanship of Shri Babubhai Patel is already  
looking into the question of administrative reforms  
for the State Government machinery and this Group is

expected. to make recommendations regarding the reorganisa-  
tion of the Education Department also. It has been pointed  
out that when there are departmental heads to implement the  
programmes taken up by the State Government in various  
sectors, it is only a time-consuming and resource wasting  
process if over the departmental heads there are depart-  
mental Secretaries who are also charged with scrutinising  
proposals already scrutinised by the departmental heads.  
The departmental heads should have direct access to the  
Ministers in-charge of the departments. This being so, it  
is quite in order if the departmental heads are themselves  
made the Secretaries of the departments. This will not only  
increase efficiency but will also bring about economy.

The practice in Australia namely the functions of  
the Director-General and the Minister of Education will  
be very helpful for us in this connection. When once  
the budget is sanctioned and the Minister decides the  
schemes to be implemented, the Director-General and the  
Directors of Education have got full power to spend the  
amount already sanctioned. There is no need for the  
Director to put up every proposal at different stages  
for the approval of the Minister or the Government. Unless  
the functionaries are made responsible for the schemes and  
for spending the amount allotted for the scheme, it is  
not possible to expect any significant improvement in the  
system of administration. It has not been possible for  
us even to introduce the scheme of delegation of powers  
in an efficient way. Rajasthan has started an experiment  
in which the departmental heads of Irrigation and Public  
Works have been given certain powers and, therefore, it

is possible for them to exercise these powers to implement many of the schemes in their departments without having them referred to their Finance Departments and other authorities for final clearance. There is need for an institution to give training for all the personnel working in the Education Department.

XIV - DISCUSSION WITH THE DIRECTION OF AGRICULTURE

On the 17th of July, 1965, the Education Commission met the Director of Agriculture. The following points were raised during the course of the discussion:-

In the State of Gujarat, candidates after passing the VIIth standard vernacular are admitted to agricultural schools. The State has one agricultural school in each District and the students are given a two-year course consisting only of agricultural subjects.

Admission, however, is restricted to 40 candidates because of paucity of farm facilities. It is, however, considered necessary that the courses in the agricultural schools should be integrated with the agricultural courses in the higher secondary schools so that it will be possible for the students to appear for the S. S. L. C. examination with agricultural bias. The aim, however, is to train students to go to the farm.

Brig. Paul: Because N.C.C. is compulsory in the schools, the discipline among students has improved considerably. There is some force in the argument that ever since the N.C.C. has been made compulsory, some of the students who join N.C.C. do not show interest and this has adversely affected the popularity of the course as such. It would, therefore, be better if only such of the students who are interested to join N.C.C. are allowed to join N.C.C. as in that case they will evince more interest and take more pains. It was, however, emphasized that no shift in the policy should be made unless the present system of compulsory N.C.C. training is allowed to continue for a period of five years at least.

XV. DISCUSSION WITH EDUCATION SECRETARY AND  
OTHER OFFICERS OF THE EDUCATION DEPARTMENT

On 17th July, 1965, the Education Commission met the State Education Secretary and his officers for a discussion. The following points emerged during the course of the discussions:-

It is true that in the State of Gujarat there are still many P.S.C. trained teachers and very often it is seen that they are preferred even over Matric pass candidates for admission as teachers. The main reason for this state of affairs is historical. When a large number of primary schools were started in the State, it was found that even if Matriculates who were available, were recruited. They are not willing to take up the teaching profession or even if they take up, they take up only as a temporary measure and they are always on the look-out for a better job elsewhere, as the pay scale and other service conditions of the primary teachers in the State did not compare favourably with the remuneration which a Matriculate would be getting in other walks of life. It was also found that many of the Matriculates were unwilling to work in rural conditions and this made it impossible for the Department to retain the services of teachers appointed for the rural areas. Though the pay scales of primary teachers have now been revised, yet the background still is there and in view of the fact that a P.S.C. trained teacher is willing to take interest in his profession and is also able to work in rural areas, it is a fact that he is preferred even over a Matriculate. While in principle, it is accepted that every



care should be taken to see that the teachers recruited at the primary stage should all be Matric pass as recommended by the C.A.B.E., yet it has to be conceded that this principle cannot be followed for some years to come if teachers are to be recruited and they have to be sent to backward areas but it is conceded that the general rule should be to prefer teachers who are Matriculates.

The salary scales of primary teachers even today do not compare favourably with the clerical staff having the same qualifications. In so far as secondary teachers are concerned it is seen that in several States, the rule is that a teacher in the secondary stage must be a trained graduate and he must teach only those subjects which he has offered for his degree examination. The State of Gujarat, of course, is in a different footing. By and large, it has been observed that a teacher is obliged to teach subjects which he has not taken in his degree examination. It is one reason why the standards have fallen down as the subject knowledge of teachers is very poor. It is, therefore, for consideration whether the Department should not insist on the teachers teaching only such subjects which they have offered at their last examination. As an expediency, it may also be conceded whether it will not be possible to arrange a short-term training for the graduate teachers to teach subjects other than what they have offered in their degree examination. This is the point which Gujarat University might be asked to consider. There is also a need to see that when teachers go to complete their training course, they should be given training in all the

subjects which they are to teach in the schools. Very often it is found that some of the subjects which they are required to teach in the schools, are left out entirely at the time of the training. This is an unsatisfactory position which should not be allowed to exist in future.

It is seen that the S.S.C. Examination Board is controlling the examinations but the Research Unit which is to make studies in researches, in examination reforms, is not under this Board but is attached to the State Department of Education. Normally speaking, the Research Unit should be attached to the Board of Examination but the reason why this is not so in the State of Gujarat, is only the fact that in Baroda where the S.S.C. Examination Board is located, has no adequate accommodation to attach the Research Unit there. The State Government, therefore, was obliged for reasons of ~~XXXXXX~~ secrecy and security and also to have better co-ordination to locate this Research Unit in Ahmedabad. It was pointed out that in Rajasthan State, it has been possible for the Board of Secondary Education not only to conduct examinations but also to attach the State Evaluation Unit to it. It has got wider functions and power. It is this Board which is charged with the responsibility of according recognition to the schools and also preparing curriculum for improvement of secondary education. The Board is further responsible for prescribing textbooks. In fact, the entire field of secondary education is under the control of the Board of Secondary Education and a reorganisation of secondary education on these lines would help the State Government to improve secondary education in a very big way.

For this, it may necessary to make the Board a statutory body and the State may be required also to pass the Secondary Education Act. The Education Secretary welcomed the proposal.

The Board is giving options to students in such a way that it is not necessary for a particular student to offer a particular subject for the entire period. It is possible for him to exercise this option in the final year by his examination. This is not educationally sound. Primary education was under the charge of District Boards previously and now Panchayat Samities have been substituted in its place. It is, however, widely believed that considerable amount of interest has been taken by the elected members in the matter of appointments and transfers of teachers. Some check has been brought about to this by the fact that no transfer or appointment is made except through a Committee which necessarily includes the Educational Inspector of the area concerned and no transfers can be made without the presence of the Educational Inspector on the Committee. This helps the formation of a balanced view before a decision taken and by and large the practice is that no teacher is transferred before completing three years in a particular place.

The State Government is proposing to establish model primary schools all over the State during the Fourth Five Year Plan. This will help identifying and admitting talented children all over the State. The idea is that there will be one model school for every 10 schools and it has been calculated that for 2,500 model primary schools, the expenditure would be to the tune of Rs.128 lakhs or so for the proposals already made for

incorporation in the Fourth Five Year Plan. It was suggested that the State Government may like to consider setting up of model institutions at other stages of education also.

The Government is spending about Rs.30 per child on primary schools run by the District Panchayats which are called Government Primary Schools. The average expenditure of the State on every child at the secondary school is calculated to about Rs.100 per child. In rural area, the grant given to secondary schools is Rs.50. A limited number of schools called private primary schools should also function in the State and grant given by the State Government per child to these primary schools comes to about Rs.20 to Rs.22. It would, therefore, be seen that there is some lack of equity between the grant giving rules as between a secondary school having primary classes and a private primary school. The proposal, therefore is that the grants should be restricted to Rs.30 for all types of schools.

It is not a wise policy to tie down the Director to the Secretariat of the Government. The Director should function effectively and efficiently and should be free from routine office work. This will be possible only if he is not tied up to the Education Department and as such the proposal to designate the Director of Education also as ex-officio Joint Secretary of the Government is not likely to be of any advantage.

During the last three Plans, the extension of educational facilities has been taking place at a very fast rate and one of the consequences has been that most of the institutions that have been set up are of a sub-standard nature.

It would, therefore, be useful if in ensuing Five Year Plans there is also a programme wherein certain minimum norms should be insisted upon for every institution to fulfil. While the maintenance of standards of higher education is the responsibility of the University Grants Commission and the University concerned, the idea of prescribing certain minimum norms with a view to improving school stage of education is worth considering.

Out of the 42 crores of rupees proposed for the Fourth Plan, the share for general education is 34.7 crores of rupee and the remaining 7.3 crores of rupees are allotted for technical education. There is no co-ordinating machinery where all types of educational programmes are co-ordinated. All education excepting agricultural and medical education are, however, looked after by the Education Secretary who is also in-charge of Labour Department. The Government have, however, been approached to put the Industrial Training Institutes also under the Education Department but it is the Government of India who has advised that the I.T.Is must form a part of the Labour Department. This has, therefore an adverse effect in the sense that Director of Technical Education has no control over these vocational institutes.

The main argument that is put forward for keeping the Industrial Training Institutes under Labour Department is that the Industrial Training Institutes are intimately connected with the Apprenticeship Training schemes and as such have an impact on the industry. The Director of Technical

Education is, therefore, not fitted to be in-charge of the I.F.Is because only a person who is well-versed with labour and has direct connections with industry, should be in-charge of it.

The pay scale of the staff working in the Agricultural Institute at Anand are the poorest in India.

XVI. DISCUSSION WITH THE SECRETARIES TO THE GOVERNMENT OF GUJARAT.

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On the 17th July, 1965 the Education Commission met the Secretaries to the Government of Gujarat - Chief Secretary, Finance Secretary, Agricultural Secretary, Education Secretary and the Health Secretary. Following points were highlighted during the course of the discussion.

1. While we must favour the directive of giving free and compulsory education up to the age of 14, we must also see that the quality of education is improved and wasteful expenditure is avoided.
2. It is not necessary that everybody should go in for higher education. We must restrict higher education to those boys and girls only who are promising and intelligent. It is also our duty to encourage them to prosecute higher studies even by giving financial assistance. But it is high time that a method of restricting university education to those who are really going to benefit by it according to the requirements of the country is chalked out and implemented.
3. In this connection, it may be that we may provide university education for those whose ability or intelligence qualify them for such education by objective - aptitudes and ability - tests.
4. The basic approach towards any restriction to admission should be to see that standards are maintained and are not allowed to go down at any cost.
5. The State, whose responsibility it is to promote education has not got adequate resources at its disposal and

and naturally it looks to the centre for financial assistance to take up many new programmes of educational development.

The expenditures have tilted greatly on the State Governments and it is very often seen that the Centre has encroached upon the States' sources of revenue as years go by and less and less sources are left to the States. While there is increase in cost of goods and activities are expanding the scope for additional resources are contracting. As a result the State Governments have to develop a dependent-attitude and this is not making it easy for them to take up many of the developmental activities particularly in the Social Service Sector viz., education, health and other welfare programmes.

6. A solution to define the relationship between the Centre and the States has to be found. No doubt, the Finance Commission, which is appointed by the Government of India every three years, reviews the financial aspects of the Centre and the States and decide what should be given to the States against the original allocation of resources. It may be worthwhile to see, in this connection, whether there should not be an annual review of the resources' position as between the Centre and the States. This is particularly significant for the successful implementation of programmes in the fields like education.

7. If we are giving free education there is no need by the State should subsidise education at higher levels. The State should consider whether it is not enough if they encourage only promising and brilliant students who are economically not able to go in for higher studies and the cost of education for others should fall on their parents.



8. It is unfortunate that in States like Gujarat even the Loan Scholarships are not popular.
9. There is a good deal of criticism about the operation of merit scholarships based on merit-cum-means basis.
10. It is seen in one or two of the sample studies that a good proportion of the applications for scholarships are very often found to be bogus and to avoid any abuse of this facility there is need to tighten up the administration of the scheme.
11. Scales of pay of agricultural colleges staff in the State is very poor when compared to agricultural colleges in other States.
12. Agricultural education is a neglected part of the educational system and it should receive priority consideration.
13. Our major problems being agricultural and food, it is important that we improve the teaching standards of agricultural colleges and for this, we should see that such colleges are better-staffed and they function much more efficiently than they do at present.
14. The approach, as far as remuneration is concerned, should be that the scales of pay of the teaching staff of agricultural colleges do compare favourably with the salary-scales of the teaching staff in other colleges. This will mean upgrading the salary-scales of teaching staff of agricultural colleges.
15. In the State of Gujarat <sup>it</sup> is seen that only a sum of Rs. 1 crore has been allotted for agricultural education during

the IV Plan period against the Rs.21 crores earmarked for education as a whole.

16. Appointment to certain classes of services for example revenue administration at the level of Tahsildars, Mamaldars and Pranth Officers, is made on the basis of competitive examinations in the State. Candidates appearing for such competitive examinations are permitted to answer the questions either in English or in Gujarati.

17. The State Government is considering a proposal by which it will be possible for the candidates appearing in competitive examinations to answer the questions in 3 media viz., English, Gujarati and Hindi.

18. There should be a phased ten-year programme for introducing school health service and ensuring coverage of all students upto secondary stage.

19. Agricultural education should be expanded in such a way that it helps increase in production. This can be achieved if the State has at least <sup>one</sup> agricultural school in every district and one agricultural college in every 3 districts.

20. There is need to revise the whole system of grants and even the development of education. This change should take note of the needs of different types of boys and girls who come from different backgrounds and who have different capacities and only special institutions can deal with the situation.

21. Undue delay in taking decisions hamper the progress of many educational schemes. The Government is trying to associate the Heads of Departments at policy making level

and also by making it obligatory on their part to hold frequent discussions with the Secretaries to the Government. This is expected to reduce the delays and also to enable quick decisions being taken.

**XVII: DISCUSSION WITH THE EDUCATION MINISTER  
AND THE DEPUTY EDUCATION MINISTER OF  
GUJARAT STATE.**

On the 17th July, 1965, the Education Commission met the State Education Minister and the Deputy Education Minister for a discussion of the problems of education in the State of Gujarat. Following points emerged during the course of the discussion:-

1. In the reconstruction of education we have to pay great attention to Indian culture and Indian Ethics. Today it is seen that our educated people are going away from the heritage of the ancient Indian Culture. This is an undesirable trend and there should be some programmes to check it. There is, however, another side to the whole problem. We are not yet clear as to what are the basic values of our culture which we shall not change at any cost.
2. The quality of education as is generally believed has deteriorated because the expansion of schools and colleges has taken place with inadequate resources and incomplete physical plant.
3. When teachers are ill-equipped and educational institutions are not provided with equipments, suitable accommodation and laboratories and libraries, the quality cannot be expected to improve.
4. The Government of Gujarat is allowing only Rs. 4/- per child per annum for contingent expenditure. This is available for equipment etc. for the whole of the year and it is owefully inadequate.
5. The State Government is aiming at to work out a scheme to ensure qualitative improvement of

education. The basic idea behind the scheme is to have adequate number of trained teachers, adequate space where the children can sit and minimum needed equipment. In working out the scheme it is contemplated that the people will also participate and contribute. The full details of the scheme are under finalisation.

6. The allocation made for the Third Five Year Plan has already been spent up by the State Government during the first three years of the Plan period. The Department now has to live on the mercy of other departments for getting funds by re-appropriation.

7. It is necessary to work out a scheme of priorities so that children in rural areas will not be neglected while educational programmes are finalised.

8. In order to draft the right kind of teachers to the profession for the secondary schools, the State Government has under consideration a scheme by which the students after completing their matriculation examination will be given an intensive instruction and training course for a period of 4 years so that after successful completion of this 4 years course those students could be appointed as teachers in the secondary schools.

9. It is seen that when the un-trained teachers who are in service are sent for training they are not given their duty-pay since 1953. They are, however, given some stipends which they have to re-pay in instalments later on. This is causing a good deal of hardship to the teachers who are already low-paid and the State Government should dispense with it and should consider whether it would be possible to revive the duty-pay system which was in vogue in the State before 1953.

10. The policy of the State Government now is to recruit only trained teachers as direct recruits for fresh appointments. As for the back-log of untrained teachers they will be allowed to complete their training course at their own convenience.

11. While it is true that the State Government has issued a circular directing the Principals not to admit students if they have got marks below a certain percentage the Department has also allowed 5 per cent discretion to the college authorities in the matter of admission. The Government decided to issue such a circular only for complaints of students getting higher marks having left out for admission while at the same time students getting lesser marks getting admission in colleges.

12. Further it is also seen that in some colleges in Gujarat State, Principals have been diverting second year students to some other colleges on the plea that they secured only less number of marks in the first year examination. This is very often done to accommodate some other students. It has fallen on the State Government to take a firm step in this case and direct such Principals not to divert students in the second year.

13. While it is seen that some of the schools and colleges are very good and others are not up to the mark it may be necessary for the Department to take initiative to classify the institutions as 'A' grade, 'B' grade, and 'C' grade and also consider whether such institutions which are very good should not be allowed to function as autonomous bodies with the right to frame their own courses, prescribe their own method of teaching and conduct their own examinations.

14. It was further felt that so far as colleges are concerned it was for the universities to take a lead in the matter.

14. So far as standards V, VI and VII are concerned it is seen that some difference is being shown in the matter of giving grants to those classes depending upon the fact that they are part of the primary schools or part of the secondary schools. Such difference should not exist and should be done away with.

15. In the first and second standards in the schools of the Tribal areas, the State Government should see that, there are teachers who know the tribal language who can speak to the children in tribal dialects. For this it may be necessary to organise a few months course for such of the teachers who will be posted to work in those tribal areas so that they will, know the tribal language and dialect and will be in a better position to establish rapport with the tribal children and teach them more effectively. It may also be necessary in this connection to allow some extra honorarium or special pay for those teachers for working in the tribal areas so that the services could be continued there for a longer time.

16. Gujarat Vidyapeeth which has prepared some literature for educating tribal children should have close co-ordination and co-operation with the Education Department. This co-operation, at present, appears to be lacking.

17. In districts like Kaira, it is seen that even though the number of students is on the increase, the communities like Patidars, Barsias etc. have not taken advantage of this.

Now that oil has been found in the State of Gujarat it may be a useful idea to draft the services of these tribal children for a special training extending for a period of 3-4 years so that after the completion of this training they can be employed in the oil fields as good mechanics or other suitable functionaries. This type of education will thus increase productivity and will also help the State.



The Education Commission met the Chief Minister of Gujarat on 17.7.1965 at his residence. In the course of the discussions the following points were highlighted:

(1) Education should continue to be in the State list and it should not be made a concurrent subject.

(2) While mother tongue should be the medium of instruction at all stages, concrete steps should be taken to enable Hindi become the link language in the country. The question whether Hindi should therefore be the medium of instruction at university stage should also be considered carefully in this connection.

(3) There will be a number of difficulties from the employment point of view. The Public Service Commissions should hold their examinations in three languages, as for example in Gujarat the media are Gujarati, English and Hindi.

(4) While in the initial stages there are bound to be difficulties when education is transferred to the Panchayats, in the long run this will prove to be beneficial for all concerned.

(5) Education should be made meaningful by increasing its productivity. For this there should be definite educational programme linking with development needs.

A. DISCUSSION AT AHMEDABAD CENTRE

1. DISCUSSION WITH LOCAL EDUCATIONISTS

1. On the 12th of July, 1965 the Education Commission met local educationists. The following points were highlighted during the course of the discussion:-

Shri Y.G. Naik:

1. We should channelise our efforts in two distinct manners regarding higher education:
  - (a) pass-degree may be of 3 years duration
  - (b) honours' degree should be of minimum 4 years duration.
2. All colleges should not be recognised for honours courses. The authorities should make sure that such of the colleges which continue honours courses have teachers of right calibre. Every assistance to develop such colleges should be given by the university and the Government.
3. There is a feeling in the country that so many people are getting first classes at the first and second degree levels; and this feeling arises mainly because of the pattern of examination that we have.
4. An examination of question papers for the last 5 years will show that the emphasis on securing more and more marks continues everywhere. The examination system itself should be blamed for such a state of affairs. The method of screening, assessing and awarding of marks is also at fault.
5. When the honours courses are introduced in every university, Government should see that they are related to the employment needs of the country.
6. The post-graduate courses and even professional and technical courses throughout the country should be

imparted only in one medium. Till such time Hindi would be able to take up its place, English may be allowed to continue; but it would be wrong to make regional languages as media of instruction at the post-graduate, professional and technical courses.

7. For this, Government should see that every educational institution starts Hindi from Class V at least, English may be introduced as a special subject particularly to the benefit of students who would be sent abroad for training in various disciplines.

8. Teachers working in the local colleges are having a genuine grievance viz., when the university teachers are allowed to teach in the local colleges, local college teachers are not allowed to teach in university colleges. This handicap should be removed.

Shri Navalbhai Shah:

9. The Government should take full responsibility for spreading pre-primary education; otherwise pre-primary education will continue to be neglected.

10. Primary school education should be of 7 years duration. There should be a common syllabus which should be drawn up by the Government.

11. Gujarati and English should be compulsory for all children in the State.

12. A public examination should be introduced at the end of the primary stage.

13. Agricultural education is not receiving due consideration at the hands of the authorities.

14. Such of the students who come out

after graduation from agricultural institutions should be allowed to work in farms of a given size so that with their work experience and through improved methods of farming they can show how production will increase. The farmers would then be convinced that if they change their traditional methods of agriculture it will be possible for them to increase production. This is one method by which they will be amenable to switch over to modern methods and techniques of farming.

Shri L.M. Patel :

15. Hindi should be taught compulsorily and should never be made optional.
16. In the State of Gujarat it is seen that out of every 100 students, who enter in class I, as many as 45 drop out in class I itself.
17. English should not be taught from standard VIII.
18. If any particular student wants that he should take his first degree in his mother tongue, there should be provision for that and it should be possible for him to do so without studying English.
19. Every graduate should know Hindi.
20. People who are posted to Tribal areas should know tribal language and also Gujarati.
21. As far as possible, teachers posted to teach the children of Adi Vasi Tribes should know Adivasi. It would be preferable if such teachers all belong to Adivasi Tribes.

III DISCUSSION WITH THE CHAIRMAN, DISTRICT  
EDUCATION COMMITTEE, AHMEDABAD

1. The headmaster is the key person of any school and a good headmaster is necessary to make a good school.
2. Selection of headmasters possessing the necessary qualifications and having the required calibre should be made at the departmental level.
3. Teachers do not get materials like chalk, pencil and other stationery. The amount sanctioned for such purposes by the department is woefully inadequate.
4. The village sarpanch and taluk sarpanch who are associated also with educational programmes at local level are creating difficulties as their assessments about the teachers and their capacity are very often not taken on academic grounds.
5. There should be a compulsory law to the effect that members of the District Panchayat have a minimum prescribed education.

IV: DISCUSSION WITH TEACHERS ASSOCIATIONS

(a) Primary Teachers' Association, Ahmedabad:

1. There is transport difficulty for teachers to go to schools which are located at a distance from the city of Ahmedabad. Government should do something by way of offering either transport allowance or conveyance facilities for such teachers.

2. Children should be given free meals by the schools.

(b) Secondary Teachers' Association, Ahmedabad.

3. Secondary education has been the neglected sector of education in all schemes of improvement.

4. If a secondary school wants to open standards V, VI, and VII and at the same time there is a primary school in the same area having V, VI and VII standards, the secondary school will not be allowed to open V, VI and VII standards. This is not correct.

5. In village schools where there are V, VI and VII standards English is not taught with the result that the village boys, when they go to the city schools, are overburdened with the additional load of learning English. This sort of discriminatory education for villages and cities should not be allowed to exist.

6. Education must be made a central subject and should include all stages of education.

7. Upto the matriculation stage, Hindi should be made compulsory. Since Hindi is the national language it should also be made compulsory in colleges.

8. The present practice of ignoring Hindi should not be allowed to continue any more.

9. The study of English should be made optional.

(c) District Primary Teachers Association, Ahmedabad.

10. Favouritism and abuse of powers particularly regarding transfers and postings of teachers by the officers of the Panchayats are on the increase. It is, therefore, better if the Panchayats are not allowed to deal with primary education and it should be taken over by the State Government.

11. In the most of the schools run by the Panchayats there are no proper seating arrangements for children in classes. Sanitary arrangements in these schools are

also inadequate.

12. There should be free education for children of at least the primary teachers.

13. It is seen that there is usually a good deal of difference in the retirement age for teachers in different States in the country. In some schools it is 55 and in some others it is 58 and so on. There should be a common age of retirement for teachers of all types in all the States.

14. In the salary scales it is seen that the amount of annual increment is a very small amount. A minimum of Rs.5/- should be given as annual increment for a teacher.

15. The Teachers' Welfare Fund which is expected to cater to certain urgent needs of teachers are not operating efficiently with the result needed help is not forthcoming for such of the teachers who deserve it.

(d) Headmasters' Association:

16. The duration of secondary education should be 7 years from standards V to XI.

17. There should be a public examination at the end of standard X.

18. Standards V to VII should be considered as part of primary education.

19. It is true that in some colleges where the standards are not upto the mark, the system of internal assessment is being abused and most of the students are getting higher marks than what they actually deserve.

20. All the same the system of internal assessment should be introduced in all secondary schools as this

system will make the students take their classes more seriously.

21. There should be the same pattern of education throughout the country.

22. In the State of Gujarat the teaching of English has suffered very much at the hands of the policy-makers.

23. Short term courses and refresher courses for teachers should be started on a large scale. Government should give liberal grants for purchase of equipments particularly for laboratories.

#### IV. DISCUSSION WITH M.L.As. and M.Ps. at Ahmedabad.

1. On the 12th July, 1965 Education Commission met a group of M.L.As. and M.Ps. to discuss the problems of education. Following points emerged from the discussion:-

1. It is seen that Mathematics is neglected in the whole of Gujarat and students are able to pass their S.S.L.C. examinations without having learnt Mathematics.

2. Hindi should be taught at the university level in all the institutions.

3. English should be given only the third place, first place being given to the regional language and the second to the link language viz., Hindi.

4. Special measures should be taken for the advancement of education of the weaker sections of the society like scheduled castes and scheduled tribes.

5. Girls' education should receive priority consideration. Upto secondary stage at least, education for girls should be made free. A large number of scholarships and stipends should also be instituted for spreading women's education at a more rapid pace, so as to bridge



the present wide gap that exists between the education of boys and girls.

6. Every State should have at least one full-fledged school for catering to the mentally retarded children.

7. Women teachers should be provided with free accommodation.

8. Before making education at the primary stage compulsory, it is necessary to see that facilities like school buildings, houses, equipments, playgrounds, mid-day meals, etc. are provided. Very often it is seen that even during winter children are compelled to sit outside in open-space due to lack of accommodation.

9. The Indian Educational Service should be extended to the teaching side also.

10. In the enthusiasm for the regional languages learning of English should not suffer.

11. Many people are writing guide-notes and the students are cramming them to get through the examinations. The education department should take necessary steps so that such guide-notes are not used by students. The best method, of course, will be to improve standards to such an extent that even an average student will not need a guide.

Simultaneously, administrative action should also be taken to see that these guides do not appear in the market.

12. The percentage of expenditure on education should be raised.

13. If English is taught in primary schools adequate attention will not be paid towards teaching of mother tongue. It is, therefore, necessary to see that English is not taught in the primary schools and it should be taught only at later stages.

Discussion with Vice-Chancellor and Members  
of Syndicate of Sardar Vallabhbhai Vidyapeeth.

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When the Commission met the Vice-Chancellor and members of the Syndicate on the 13th July, 1965 the following points were made:-

(1) It is necessary that the post-graduates be given some training for preparing them to the teaching profession.

(2) It is necessary for universities to organise some industries also. If, for example, a university is able to put up a few factories, a good proportion of the the students coming out of the universities can automatically be absorbed in the factories.

(3) There is need for us to have a link language. This link language could be English only. The argument that only 1% of the people know English is not tenable as the link between one State and another is established only by a few people.

(4) Hindi as a language cannot be considered to be existing as there is considerable difference as for example between Rajasthani Hindi and U.P. Hindi. Even in U.P. the difference between Hindi of the Southern and Northern regions of U.P. is considerable.

(5) We should have a 10 years' compulsory school education so that all our children get sound education.

(6) There must be a public examination after 10 years and thereafter students should be diverted to various courses - Vocational, Technical and Higher. This will help to solve the problem of overcrowding too.

(7) In the Departments of Agriculture, Science, Engineering and Education, the medium of instruction is English. In the Arts and Commerce faculties there are two media namely Hindi and English.

(8) A graduate after graduating from any university should be in a position to serve anywhere in the country. This will not be the case if students graduate through regional languages.

Discussion with Heads of Departments and  
Deans of Faculties of Sardar Vallabhbhai  
Vidyapeeth.

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On the 13th July, 1965 the Commission had a meeting with Deans of Faculties and the Heads of Departments of Sardar Vallabhbhai Vidyapeeth - and the following points were highlighted at the time of the discussion:-

(1) The University has taken up loan scholarships and every year about 40 students receive government of India loan scholarships which are available both for under-graduate as well as for post-graduate students. Scholarships from C. S. I. R., Atomic Energy Commission and U. G. C. are also available for the students. Apart from these, a few private industrialists have also offered scholarships for students in the University. All the eligible students are considered for these scholarships.

(2) The nature and programmes of the research that is going on in any one Department of the university is not known to other Departments of the same university and to other universities as well. There must be some agency to collect and consolidate this information and make available to all Departments

(3) Medium of the instruction at the post-graduate level should be English in the University.  
(4) The quality of teaching as also the programme of instruction need considerable improvement.

VII - Discussions with the Vice-Chancellor  
and Senior Staff Members of the Krishi  
Mahavidyalaya, Anand.

On the 13th July, 1965 the Commission visited the Krishi Mahavidyalaya at Anand and held discussions with the Vice-Chancellor and Senior Staff Members. The following points were highlighted:

(1) Agriculture, Engineering and Medicine do not come under the purview of the University Grants Commission.

(2) The pay scales of teachers working in the University are very low and, therefore, it is necessary for the University Grants Commission to take over at least the post-graduate courses of the University.

(3) Admission to Krishi Mahavidyalaya for post-graduate courses is from all over India.

(4) It has been possible for the University to make tremendous impressions on the farmers as the institution has succeeded in showing that it will be possible to raise agricultural production if land is properly exploited.

(5) The Demonstration Farms maintained by the University receive about 80,000 visitors every year in addition to a large number of farmers who come and see it.

(6) It is necessary to continue English at the University stage as medium of instruction. For, it is difficult to teach certain subjects in Agriculture through Hindi. For example, it is necessary to teach subjects like Bacteriology, Plant Breeding etc., in which no book is available in Hindi or in Gujarati. Literature on these subjects is, however, available in English.

III - Discussion with the Chairman and Secretary of S.S.C. Examination Board, on 12th July 1965.

1. The Board, which was established in 1960, conducts S.S.C. examination twice a year, in March - Annual Examination - and October - Supplementary examination.
2. The total number of candidates appearing for this examination is nearly 100,000 for the annual and about 50,000 for the supplementary.
3. Students from Post Basic Schools also appear for this examination.
4. The total number of subjects in which the examination is held is about 100.
5. The Board functions more or less on the same principles and the same pattern as the Maharashtra SSC Board.
6. A programme of improvement in question papers has been undertaken since May, 1965 and workshops have been held for training the paper setters and moderators. The majority of paper setters are from the school, but one colleg. teacher is necessarily included in a Board of three paper setters.
7. Model question papers are prepared and circulated to the schools for incorporating the reform in methods of testing.
8. Objective type questions are included in the question papers to the extent of 16 per cent and are being gradually increased.
9. The training colleges conduct the orientation programme for teachers in new type of questions.
10. The State Evaluation Unit is at present attached to the Director's Office. The general feeling of the Board is that it should be attached to the Board.
11. The Research Officer attached to the Board compiles statistics and conducts research on answer papers.
12. It is desirable that the Board of Secondary Education should be vested with powers with regard to recognition of school, framing of curricula

prescribing textbooks and carrying out research in evaluation.

13. The Education Department should be concerned with the coordination of programmes and formulation of plans after laying down policy therefor.

14. The proposal regarding having a separate academic body with different departments dealing with different areas was considered acceptable provided there was a Council of Education or council of advisers appointed to advise each department. The departments should also be given financial autonomy.

15. The percentage of pass candidates is 45-50. The largest failures are in English.

16. When options were given, it was expected that the students with different attainments and aptitudes will take advantage of them. But the students do not exercise their options at an early stage.

17. In March 1965, the total number of candidates was about 97,000 out of whom about 85,500 were regular candidates. 65,000 candidates appeared with English and only 39.1 per cent passed.

18. About 46,000 candidates dropped Mathematics altogether.

19. The system of internal assessment has not been tried so far but there are proposals before the Board to introduce it gradually to the extent of about 20%.

20. Cumulative records are maintained in a haphazard manner in the schools.

IX - Discussion with Heads of Departments of M.S. University  
Baroda on 12th July 1965

The following points were highlighted:

1. Three year concurrent degree courses should be provided for the training of secondary school teachers.
2. While admissions should be selective, a vigorous search should be made for talent through an extensive programme of scholarships and financial aid. Talented children should be placed in really good institutions.

3. The system of education is so diversified in the different regions of the country that no reform is possible unless a uniform pattern is introduced.
4. The most important question is how to improve the quality of education within the existing educational framework. Our procedures of teaching and learning are out of date and should be made more realistic to suit the needs of the times.
5. A complete revision of the courses of studies, the procedure of admission and the system of examination is necessary. No improvement is possible with large numbers and the restricting of admissions in some way is necessary to improve the quality of education imparted.
6. The best students are not attracted to humanities today and it may raise great problems for leadership in the future. For the development of an integrated personality, humanities are as important as sciences, though encouragement of science and technology may be necessary for the nation's economic growth.
7. Unless university administration is improved, higher education cannot make much progress.
8. The allocation of resources between different sectors of education should be improved. There is an element of politics in the approach to the question of the division of resources as between primary and other stages of education. Some of the programmes of expansion just misfire like that of the grant of scholarships to children whose parents' income does not exceed 900 per annum.
9. Both teaching and research should be emphasised in equal measure not at the higher education stage.

X - Discussion with Students' Representatives at M.S. University, Baroda on the 12th July, 1965.

The following points emerged from the discussion:

1. The semester system should be introduced in the early years of the university stage all over the country.

2. The change of medium of instruction at the college stage puts many students into difficulty. There should, therefore, be strengthening of the teaching of English at the secondary stage or an orientation course which would intensify the students' knowledge of English at the pre-university stage.
3. No drastic change should be introduced with regard to the medium of instruction. The language issue should be decided by educationists and not by politicians.
4. If good textbooks were available, it would be easier to learn even university subjects through the regional language.
5. The pre-university course in Commerce has too many core subjects whereas the first year course is burdened with commercial subjects. Some of these commercial subjects should be included in the P.U.C. There should be a proper distribution of the core subjects in the three-year degree course and the P.U.C.
6. At the Masters' degree level in Home Science, the semester system exists side by side with the comprehensive system so that the students have once again to cover the entire course for the final examination. It may be desirable to have a public examination at the end of each year.
7. Our Universities are like factories producing graduates. Our system is examination dominated. Credit should be given for day-to-day work of the students in the class.
8. The weightage given to internal assessment should be increased. The students should be assessed on the basis of weekly or periodical tests and due credit given to their performance in these tests.
9. Students who do not pass with very high marks in the P.U.C. should be given admission in diploma courses.
10. The programme of general education should be made compulsory for all students.
11. The teachers are burdened with too much administrative duties so that they cannot pay enough attention to their teaching work.



12. Summer Institutes should be taken advantage of even by experienced teachers.

13. Courses in Arts and Commerce are not heavy and challenging enough for the students to remain in the college long enough.

14. The programme of NCC training should be improved to make it more interesting and attractive for the students.

VI- Meeting with representatives of teachers' organizations at Baroda on 12.7.1965

The following points were highlighted in the discussion:

1. The distribution of the terms in the academic year at present are not suitable for physical education. November should be the final month for the year so that a programme of physical education can be effectively taught. This change should be introduced both at the school and the university stages. The implications of this may be worked out with due regard to other factors and the necessary change may be affected.
2. There are three media of instruction in the universities in Gujarat - Gujarati at the Gujarat University, English at Baroda and Hindi & English at Vallabh Vidyanagar. Because of this difference in the medium, migration of students from one university to another becomes difficult. There should be a common medium in all the universities in the same State where transfers and migration will be more frequent than between different States.
3. The Certificates of Visharad and Sewak Examinations are recognised by the Central Government as equivalent to B.A. and M.A., but the State Government of Gujarat does not give them the same equivalence. This affects the grades of teachers who have passed these examinations.
4. There is a great shortage of trained teachers in rural areas. Part-time or evening courses properly supervised and conducted should be introduced to enable teachers in service to do their training, as they cannot afford to leave service and go in for training.
5. A uniform set of language readers should be prescribed for standards I-IV all over the country.

6. The consensus of opinion was that the textbooks at the primary stage should be nationalised at the State level.
7. Education at all stages should be in charge of the Central Government so that the salary scales of all teachers at the same level may be uniform.
8. All primary teachers deputed for training, whether they get 60 per cent marks or more, should be given stipends so that they may be trained without being worried about economic problems.
9. Free education should be provided for the children of teachers at all stages.
10. Free medical aid should be made available to all teachers.
11. Mid-day meals should be provided for all children, particularly those in classes I and II.
12. Classes V, VI and VII which are attached to secondary schools should continue to be regarded as secondary and the conditions of service and the salary scales of the teachers should continue to remain the same.
13. Plots for playgrounds should be acquired by Government and handed over to schools.
14. At the end of class VII and class X, provision should be made for technical and vocational courses so that students can be diverted into these courses instead of pursuing general education.
15. Central workshops should be provided where the children can go and learn technical skills.
16. More occupational courses should be provided in secondary schools, like carpentry, agriculture, spinning and weaving, book-binding, tailoring etc.
17. Ashram type schools should be started in rural areas.
18. The pupil-teacher ratio and the work-load of teachers should be reduced.

XI - Discussion with the Staff of the Sarajvonik Society Training College at Surat on the 13th July 1965.

The following points emerged out of the discussion:

1. No student should be allowed to offer subjects for special methods in training college unless he has taken these subjects for the B.A. or B.Sc. degree.
2. With regard to the additional time required for teachers training course, two proposals, namely, having an intership of one year after one year's theoretic training and the other proposal of expanding the duration of the training course to 225 working days were considered. The opinion was in favour of the first proposal being tried out in the first instance.
3. For the training of teacher educators, the mere acquisition of the M.Ed. degree is not enough. A diploma in a specialised subject after the the M.Ed. degree or in the alternative a two years' full-time M.Ed. degree may be provided for teacher educators.
4. It is reported that untrained teachers shift from school to school to avoid coming under the rule of not ~~being~~ able to continue teaching beyond the prescribed five year period. This may be investigated.
5. The success of the correspondence courses depends upon the willing cooperation of several agencies - the teacher, the school in which he is teaching, and the unit which is supposed to be the centre of his activity. This creates a number of complications and the scheme has to be carefully examined before it is put into effect as far as teacher training is concerned.
6. The scheme for correspondence courses as planned for the Baroda centre shows that teachers who have put in three years' service will also be eligible for admission along with other untrained teachers. Since there is a large number of untrained teachers who put in a longer period of service and who require to be trained first, teachers with only three years of service to their credit should be put low down in the list of eligible candidates for admission to this course.
7. It was apprehended that expansion of the correspondence course beyond a certain limit might affect adversely the number of admissions in the training institutions.

V. Discussion with the members of the staff at the M.T.B. College, Surat on the 13th July, 1965.

The following points emerged from the discussion:

1. According to the University regulations, a student need not take even Elementary Mathematics or Science in order to qualify for admission to the Science course of the university. Most of the students offer General Science or Elementary Mathematics. General Science is compulsory up to Class X only.
2. On account of internal evaluation in the colleges for which 30% of the total marks are set aside, one full month of teaching period and in the Science college as many as six weeks are lost. Each test is of  $1\frac{1}{2}$  hours duration and has 50 marks, and tests are held in seven papers four times in a year, in addition to the annual examination. Five and a half days are required for each series of tests and ten days are taken for the evaluation of the papers. Before the tests, the students take french leave of about three days.

Internal assessment should be done on the basis of tutorials and the practical work so that time may be saved for regular teaching work.

3. In the Science course the curriculum is so heavy on account of increase in the number of subjects that considerable time is spent on the theory and practicals with the result that comparatively little time is left for tutorials.
4. There is a big gap between Elementary Mathematics course at the high school stage and the Mathematics course at the PUC, with the result that the students who take Elementary Mathematics are not able to cope with the curriculum of the course unless they join

5. A large number of students are today going in for engineering and technology and there may be a big gap in Humanities as well as in Science in the near future. A suggestion was made that the number of seats in the Science College A Group should be controlled so that the number of potential candidates for the engineering colleges could be controlled.
6. There should be Pass and Honours courses as in the past in all faculties so that an enriched and advanced curriculum could be provided for the talented children. Quality institutions may also be set up with better teachers and equipment.
7. There should be some uniformity in regard to the grant-in-aid code in the different States, which should also provide a development surplus for the institutions. It may be worthwhile exploring the possibility of using trust funds for buildings.

Shri A.R. Desai made a reference to his memorandum on the financial proposals for levying a cess or surcharge on Corporation Tax to provide development funds for educational institutions.
8. Special grants should be given for women's education. There should be separate Colleges of Commerce and Economics instead of having these courses provided in all arts colleges and thus frittering away scarce resources.
9. In the Honours courses, extra papers must be provided in English. Remedial teaching to selected students should be introduced. At the higher stages students should be able to read books on the subject written in English. The experiment of teaching through the

regional language has not been worked out with any thought and foresight. The standard of students studying through the medium of Gujarati is definitely much lower.

10. The aim of teaching English as a language of comprehension is accepted on paper but no attempt is made to implement it.

XVI. Discussion with Teachers' Representatives at Surat on the 13th July, 1965

The following points were highlighted by representatives of different teachers' organisations:

A Navsari Teachers' Association

1. The salary scales of the teachers should be related to the cost of living index. They should be equal to the salaries received by people with similar qualifications in other professions.
2. Education should be on the Concurrent List and there should be a uniform pattern of education throughout India.
3. Vocationalisation of secondary education should be encouraged. Vocational schools must have a fullfledged status.
4. There should be pedagogical institutes which should provide not only training but also content courses so that the students may increase their knowledge of the subjects as well as have intensive training. In the transitional period correspondence courses should be provided for graduates.
5. Old-age pension and security benefits should be provided for teachers.

Representatives of teachers should have a say in the management of educational institutions. Teachers should participate in discussion at every level of education.

6. Supervision and educational guidance for schools should be provided by Pedagogical Institutes and not by the Inspector. Specialists should be attached to Pedagogical institutes for the supervision of schools. They should have at least 12 years teaching experience before they are made specialists for this purpose.
7. Teachers' representatives should be associated with all committees that consider questions of syllabus, curriculum, grant-in-aid, rules of service of teachers, etc.

#### Surat District Headmasters' Association

1. Emotional integration is essential but cannot be achieved unless political leaders are serious and sincere about it and practise it through their own actions. English medium schools are incompatible with the aims of emotional integration.
2. English medium schools may receive recognition but need not be given grant-in-aid, because this will be an indirect encouragement of a trend which is against the achievement of emotional integration.
3. Since it is not possible to train teachers with the right attitudes and approach, the introduction of sex education would lead to disastrous results. Sex education, like religious education should be entrusted to the best teachers (Shri B.N. Desai).

Dulbar District Headmasters' Association

1. The pattern of education should be 6+6+3 the reason being that primary education being of poor quality at present, the addition of one year to the secondary stage would lead to the improvement of standards.
2. As it is not possible to have higher secondary schools in large numbers in the rural areas, it would be desirable to have in these areas Central Higher Secondary Schools or Junior Colleges with two classes catering to the needs of a number of high schools in the surrounding areas. Higher secondary schools may provide general education leading to the university as well as vocational courses leading to job employment.
3. The teachers' status would be automatically raised if headmasters and teachers' organisations are given due representation and weightage in all bodies and committees in which important problems of secondary education are discussed.
4. Associations of teachers should be recognised. Teachers' association should be encouraged and aided financially when they undertake inservice programmes through seminars, workshops, etc. for the improvement of teachers' competence.
5. The minimum qualifications for a primary school teacher should be S.S.C. pass and trained. For the higher secondary classes, since it will be difficult to get teachers with post-graduate qualifications those who have passed B.A.(Hons) First class or Second class with necessary training



- qualification should be appointed.
6. There should be no rule compelling schools to appoint a certain percentage of Backward Classes candidates as teachers. Appointments should be made on merit, and if a Backward Class candidate has the necessary qualifications he should be appointed.
  7. There should be a Secondary Education Act in each State just as there is a Primary Education Act and University Act.
  8. Panels of experienced Principals of High Schools should be associated with the Educational Officer for the inspection and supervision of high schools.
  9. In considering the total load of work of a teacher, apart from the period that he devotes to actual classroom instruction, all the time that is spent by him on preparation of lessons, correction work, extra curricular activities, and other experimental work in the school should also be taken into consideration.
  10. At the higher secondary level, for the teaching of Humanities the mother-tongue should be the medium of instruction, but for science, mathematics and technology, English should be the medium. At the university stage, English should be the medium of instruction till Hindi can take its place. The teaching of English should be compulsory from standard V to the end of the Higher Secondary Stage (see memorandum submitted by the Association

Surat District Headmasters' Association

1. The duration of the secondary course should be six years and the pattern should be 6+6+3.
2. Central schools providing general as well as vocational education should be established.
3. Guidance and counselling would have necessarily to play an important role in the development and expansion of vocational education. Guidance and counselling is also necessary for educational administrators.
4. Part-time education and evening courses should be provided in urban areas for those who have left school.
5. The system of apprenticeship training should be started in factories and industries.
6. Before any curriculum is put into operation, it is essential that the public, particularly the parents, should be prepared through widespread publicity and propaganda for the acceptance of the new proposals.

Surat City Headmasters' Association

1. The pattern should be 7+3+2+3. The minimum age for admission to the university should be 17 plus.
2. It is desirable that classes XI and XII should be in the schools wherever facilities exist. In the transitional period these classes may be located in colleges, provided that the rules regulating the programme of work are identical for both types of institutions.
3. There should be a national standard at the end of Class X and at the end of the first degree.

4. There should be a public examination in the core subjects at the end of Class VII for the purpose of selective admissions to secondary schools.

Surat District Primary Teachers' Association

1. While it is understandable that there should be single teacher schools where there are small numbers of children in all the four classes, additional appointments should be made quickly where the number in a particular class is large. A teacher should not in any case be given more than two classes.
2. Approval of the Department for the appointment of additional teachers comes very late, sometimes in the month of January or February. A census of pupils that are likely to come to primary schools in the following year should be taken in January so that planning can be done in a proper manner and the approval of Director of Education for the appointments can be taken in time.
3. In the Basic schools the pupil-teacher ratio should be 25:1.
4. Decentralisation of education has led to complete disorganisation of education work in the Panchayat Samitis. Taulka officers are not Education Officers as they have a revenue background and, therefore, they are not able to manage educational problems properly. There is no uniformity in the administration of the different talukas.
5. More hostels should be attached to primary schools for the backward class children.
6. Teachers' children should be given free education at all stages.

7. The old joint council for disposal of matters, pertaining to primary education should be revived. In this council there will be six representatives of the department and six representatives of teachers.
8. There should be integration and uniformity of pay scales of primary teachers in Gujarat State. Allowances should be given to primary school teachers who work as headmasters similar to those that are given to headmasters of secondary schools.
9. Primary school teachers should be associated with the formulation of syllabus for the primary schools.
10. Agriculture as a basic craft should be introduced, in the rural areas as far as possible.
11. Infant classes should be re-started in order to raise the standards of primary education. Primary schools should have seven classes plus one infant class.
12. Emoluments of S.S.C. employees in other departments should be given to the S.S.C. teacher in the primary schools.
13. Loans for building houses should be given to primary teachers.
14. A primary teacher who has done good work need not be transferred according to rules after ten years.
15. The new academic year should begin in January in order to give more attention to physical education

XV. Discussion with Educationists at Surat on the 14th July, 1965.

The following points were emphasised by different educationists in the course of the discussion:

1. Unless considerable importance is given to the social education programme and this programme is intensified it will not be possible for us to achieve our goal in any sphere of national activity.
2. There seems to be a shortage of seats for women in the primary training college. Either additional training colleges for women should be established or the number of seats in the existing colleges should be increased. Women teachers are often unable to undertake the training course because of economic difficulties. Unless stipends are arranged for them, it would not be possible to further the programme of women's training.
3. Unless proper arrangements are made for the accommodation of women teachers in the villages and rural areas, the programme of expansion of girls' education will be hampered.
4. In connection with the different public examinations, candidates should be given a chance for appearing again in order to improve their grades and divisions.  

(Smt. Jyotsanaben Shukla,  
Editor, Pratap Daily).
5. There should be no fees in primary training institutions for women candidates.
6. Teachers who have put in five years service and are required to undergo training should be deputed to the training colleges for short-term course at government cost.
7. It is desirable that no class in the primary school should have, as far as possible, more than 40 pupils.

8. There should be no English at the primary stage up to class VIII. It is desirable that the study of Hindi should be introduced from Class VI and not from Class V.

9. Passing in primary school certificate examination (P.S.C.) should be made compulsory for all those seeking admission to the secondary schools. This will improve the quality of students in secondary schools.

10. Secondary education should be made free for all, and free for girls in the first instance.

11. Before a student is given his diploma or degree, he should put in one year's compulsory social service. Compulsory NCC training in the colleges should be continued.

12. It is also desirable that a course of Oil Technology should be introduced in the universities in Gujarat State in view of the recent developments regarding discovery of oil in the State.

(Shri Gosaibhai Chhabhbhai MLA  
Jalapura, Distt. Bulsar)

13. Education in a particular region should be planned with reference to the potentialities of economic development in that particular region. In this way education will become more realistic and meaningful and related to the life of that particular region. The programme of the school should be related to the conditions and life outside. For example, vacations should be adjusted so as to suit the activities of the people in that region.

14. There should be very extensive programme of inservice education for teachers we train so that they may be kept in touch and abreast of progressive developments in education and the new ideas in education theory and practice and also with reference to the content of the subjects. There should be frequent tests of the additional attainment

that the teachers have acquired in this regard.

15. At the end of the secondary stage, there should be an effective programme of guidance and counselling to enable the students to take occupations that are suited to their interests, aptitudes and abilities. This counselling programme should be advised in consultation with guardians, teachers and persons connected with economic development.

§ Shri Mohan Parikh).

16. The students in the year prior to their admission to the MBBS should undergo a course in science that should be geared to the requirements of the MBBS course. There is considerable wastage as a result of the limited number of seats that are available in the medical colleges and the large number of students who secure first class in the second year of the Inter Science. It is, therefore, desirable in order to avoid this wastage that the selection of students going in for medicine should be made at the pre-medical stage, or at the end of the pre-university stage so that there may be some relation between the number of students taking the 'B' group in science of the first year course of the TDC in science and the number of seats available in the medical colleges. Those who are unable to secure admission to the medical college and are still interested in the medical profession should have courses in the last two years of the B.Sc. provided for them such as Bio-Chemistry, Human and Animal Nutrition, Veterinary Science etc. so that they may be able to qualify for para-medical professions. These graduates may either get admission to the medical college after obtaining the degree or seek employment or take up teaching in areas related to the studies undertaken.

17. There should be compulsory inoculation of all students at all stages against all possible diseases, with the help of local agencies.

18. Experienced persons in different professions may be called upon to give their services for extension work or the inservice training of students in colleges and universities. Every university should have consultative committees in different faculties consisting of eminent professionals in special fields who could give their services for the advancement of inservice education.

19. The rigid imposition of a fixed time-table laying down timings, periods and stages for the study of a language, particularly English, should not be insisted upon in the case of schools that have qualified teachers and other faculties for such experimentation.

20. Textbooks both in the mother tongue and English should be written in a language which the students can understand. In English, the vocabulary should be controlled. In the mother tongue or the regional language, the language should be simplified.

21. Unaccounted money should be allowed to be used for construction of buildings, equipment, scholarships, stipends and other educational facilities without any questions being asked as to the source.

(Dr. R.I. Patel)

22. There should be not only a uniform pattern of education but uniform policies regarding basic issues like languages, standards of attainment and perhaps even the medium of instruction. General guidance should be given by the Government of India in these matters.



23. There should be no nationalised textbooks. Revision of textbooks should be a continuous process.

24. Post-graduate departments of universities should be strengthened and developed so that facilities of research of a higher order available outside the country are made available here.

25. For higher education, there should be one uniform language all over the country.

E. DISCUSSION AT BHAVNAGAR CENTRE

XVI. Discussion with local educationists.

On 12th July, 1965, the Education Commission met the local educationists individually at Bhavnagar. The following points emerged from the discussions:

1. Shri Pratap Shah, M.L.A.

Shri Pratap Shah handed over a memorandum in Gujarati which contains his views. He made the following additional points:-

1. He emphasised the need of including education in the Concurrent List of subjects in the Constitution of India. He maintained the view that unless this was done, there could be no national pattern or a system of education. While he pleaded for more central say in the matters of determining the policy of national education, he supported the transfer of administration of primary schools to the Panchayats. He considered the transfer to be essential in the interest of educational administration.

2. Regarding the pattern of education, Shri Shah was of the opinion that there should be a common pattern for the whole of India. The pattern for the country should be a single rigid pattern and no relaxation should be allowed. He was of the opinion that the education should begin at the age of 3 and 2 years' pre-primary education should be compulsory

for all children. This should be followed by four years of primary education, three years of upper primary, three years of secondary and two years of higher secondary education. The first degree course should be of three years. He was also of the view that the first bifurcation should come after completion of ten years of education and at that stage students should be diverted for education in various professions. He was of the view that earlier bifurcation than after completion of class X would result in difficulties of many kinds.

3. Shri Shah was of the opinion that the educational standards in the country cannot improve unless the economic conditions of the Indian society continues to be what it is. He felt that economic improvement was a pre-condition of improvement of educational standards. He did not support his opinion with any arguments or illustrations. He was further of the opinion that national standards should be ensured by examination of common standards throughout the country after class X as well as at the end of the first degree course.

4. Basic education: Shri Shah felt that while the principles of Basic Education were sound, the scheme can not be undertaken on any large-scale. The Basic Education is a success only when it is, imparted under controlled conditions in a limited

number of schools.

5. Scholarships: Shri Shah was of the opinion that the deserving students carefully selected should be given scholarships which would cover all the expenditure on their schooling so long as they showed promise.

6. Management of schools: Shri Shah was strongly of the opinion that voluntary agencies should not be allowed to run secondary schools. He felt that their main interest in maintaining private schools was commercial and that voluntary bodies tended to exploit the teachers and the Government and made very little contribution themselves. He was firm in his view that all education should be taken over by the State Government rather than allowed to be run as a business by voluntary organisations.

7. Shri Shah was also of the opinion that public schools and other schools which charge higher rates of fees than government schools should be closed down. He was against any institutions that aimed to create a different class of students than those that were trained in ordinary schools.

2. Shri Jadayjibhai Modi, President, District Panchayat, Bhavnagar.

Shri Modi has sent a written memorandum to the Commission in which he has expressed opinion on a variety of questions. In addition to what he has said in the memorandum, he made the following

points:-

1. Pre-primary education: He regretted the fact that while in the past Commissions were appointed for making recommendations on University Education and Secondary Education and that Central Committees were established to recommend measures relating to Basic Education, there has so far been no Commission to report on what he considered to be the most important stage in the field of education, namely, pre-primary education. He felt that pre-primary education should have a very significant place in the system of national education. He regretted the fact that the Constitution of India merely stated the upper limit of compulsory education for all i.e., up to the age of 14. This, however, does not lead to the conclusion that pre-primary stage could be neglected. On the contrary, he said that if primary education itself was to succeed, two or three years' pre-primary education was absolutely essential in order to eliminate wastage and to give qualities of character and habits of life which only pre-primary education can give between the ages of 3-6. He further maintained that pre-primary education would ensure elimination of wastage at the primary stage which defeats primary education at present and results in enormous waste of funds.

2. Examinations: Shri Modi was strongly of the opinion that in normal circumstances nobody should fail at any examination. The responsibility of the large number of failures at various stages and consequent wastefulness of efforts and expenditure should be placed squarely on educational administration. It is not true to say that the students fail. Who fails is the teacher, the inspector, the administrator, the equipment and all that is necessary to build up an educational atmosphere. One of the essential ingredients of raising the standards, according to him, was raising the salary of teachers and improving the conditions of their service.

3. Shri Modi further pointed out that after the Commission has reached certain tentative conclusions on important educational issues, it should invite certain leading educationists in the country and take them into confidence and discuss with them the main recommendations which the Commission has in view. Every view of the Commission must be tested through discussions with leading educationists in the country.

4. He further pointed out that the Commission should not worry about the finances. They should mention in the Report what expenditure was necessary and leave it to the Government and the country to find the money. Educational recommendations should

not be restricted in their scope and effectiveness by consideration of the financial position of the Government.

5. He was of the opinion that eradication of illiteracy should be one of the main planks of the national programme of education. In his view nothing would succeed and when the Panchayat administration would be a farce, unless people of the country became literate. As the Chairman of the Panchayat Samiti, he had taken upon himself the responsibility of removing illiteracy in his jurisdiction within a period of four years.

6. He was against compulsory education. According to him, the moment education is made compulsory, it ceases to be education. But he was emphatic that education should be free and that only good education should be provided if at all it is to be provided. The type of education that was provided in the name of compulsory primary education was a farce which should not be tolerated.

7. He vehemently attacked the policy of opening schools and appointing teachers in order to solve the problem of unemployment. The profession of teacher should not be regarded as the dumping ground of anyone who happens to be unemployed. The teacher, according to him, should be very carefully chosen and only those should be appointed who are likely to make good in the profession. Employment of teachers to

solve the problem of unemployment is a very dangerous process. Shri Modi was also very firm in his opinion that no class at any time should have more than 35 students.

3. Shri Mulshankerbhai Bhatt, Lok Bharati, Sanosara.

Shri Bhatt promised to send a memorandum a little later. He had received the questionnaire a couple of days back and he was not in a position to give his considered opinion on some of the important problems which are mentioned in it. He will send answers to the questionnaire later, but he was anxious to make the following points:-

1. He was of the view that the programme of teacher training is the weakest link in the system of education in India. More particularly, the training of primary school teachers at present was most unsatisfactory. He felt that radical changes were necessary in the system of primary school teachers and he mentioned some of them as below:-

(i) The teachers who are admitted to the training institutions should be most carefully selected with due regard to their aptitude and interest in children as well as in learning.

(ii) Much better residential accommodation than at present should be provided to all teachers during the period of their training so



that they may participate in a variety of activities which constitute the essence of training of teachers.

(iii) Very special type of institutions should be established in various parts of the country for giving superior type of teacher training for those who will be required to staff training colleges. At present anybody was appointed as lecturer or a teacher in a training institution of a training college. It was necessary that everyone who was to teach in the training college or training institution should himself undergo not only a first class special training before he undertakes the work but also in-service and refresher training at regular intervals.

(iv) The teachers should be given in-service and refresher training at regular intervals which should emphasise their responsibility to the society and train them for the work of social service.

(v) Each training college should be entrusted with the direct responsibility of improving training in a certain number of surrounding primary and otherschools. He felt that at present there was no relation between the type of training given in the training colleges and the type of work which the teacher is required to do in schools. It is necessary that the experience of schools should be fed back into the training colleges and the new ideas propounded in the training colleges should

be injected into the surrounding schools. This he considered to be absolutely necessary.

XVII. Discussion with Principals of local colleges.

The Education Commission met at Bhavnagar a group of Principals of local colleges on the 12th July, 1965. The following points were made by the Principals in the course of their interview:-

1. The Principals complained that the quality of the students who enter colleges was poor. The remedy suggested was that Government services should not require university degree for recruitment at any stage. Recruitment to Government service should be made after higher secondary stage and all further training necessary for various professions should be given by in-service in those departments. So long as the Government service would require university degrees, a large number of students who were unsuited for higher education would continue to press for it and the result will be dilution of standards at the university stage. This unhealthy practice of associating Government employment with university degrees should be discarded. The Principals were also of the view that a large number of schools for various trades and professions should be created and students diverted into them after the ninth class. They also suggested that many more polytechnic

institutions for boys and girls should be opened than at present. The Principals recommended that for providing higher technical education there was no good multiplying engineering colleges. The best plan was to have a few training colleges but they will have the standard of the Indian Institutes of Technology, such as those at Kharagpur, Bombay and Madras. The standard of staffing, equipping and provision of other amenities in the Institutes should be very high. It was wrong to provide inferior type of training in the type of engineering colleges which are maintained by State Governments.

2. The junior teachers in the engineering colleges should be sent out frequently to get experience in actual first class practical industrial projects. Nobody should be allowed to teach in the engineering colleges unless he has direct personal experience of work in such projects. The conditions in the industries are changing so quickly that frequent association of the teachers with the improved methods of engineering practice in the industries was absolutely essential.

3. There was at present no relationship between the research work done in the scientific and engineering institutions and the felt-need of the industries. The research work done in India should have a very direct bearing on the problems faced by the industries. There should, therefore,

be some method of pooling the problems of industries and organising research on them in the engineering colleges and Institutes of Engineering. The ultimate object should be to improve the economic efficiency of the country.

4. There should be much greater attention given to improve education among women. The Principals were of the view that in spite of the best effort that were at present being made to improve education for women, those efforts could not be regarded by any manner or means as adequate. The Government should go all out to give education to the girls, particularly at the high school stage. If any cut was found necessary, it should first be applied to the education of boys, but not to the education of girls.

5. The Principals were of the opinion that in order to improve standards and making them comparable with those obtaining in the more advanced countries, it was very necessary to modernise courses. This, however, was a matter for all-India concern and Central agencies should undertake this function.

6. Attention was drawn to the fact that the principle of eligibility for science courses in the universities and colleges laid down by the universities were absurd. A student became eligible for admission to the science classes if he had passed his S.L.C. examination only in English. It did not matter if he had not taken

Mathematics, Physics or Chemistry, or any other science subject. The result was that a very large number of students were admitted to the Science departments of universities and colleges who had no previous training in the subject. Surely, in these circumstances there was no possibility of raising standards. This practice, according to them, should be stopped forthwith.

7. The Principals recommended that the scheme for discovering science talent in the country should be intensified and more and more talent discovered and given more intensified training.

8. The Principals recommended that there should be frequent internal examinations and the internal assessment made in the colleges and the universities should determine the success or failure of the student in the degree examination.

#### XVIII. Discussion with Teachers' Representatives.

The Education Commission during its visit to Bhavnagar on the 12th July, 1965, met the representatives of Teachers' Association. The following points were made in the course of the discussion with them:-

1. No one should be admitted to the university unless he had reached the age of 18 plus and pre-university course should be of 12 years' duration.

2. It was necessary that Government should take over full responsibility of all secondary

education in the country. Unless this was done, there was no possibility of ensuring a national pattern of education and comparable standards throughout the country. At present, recognition to institutions given by the Board is influenced adversely by political and other pressures.

3. There should be a public examination at the end of the seventh standard. An examination at this stage is necessary to regulate entrance to high school. If possible, the results of this examination should be studied along with the report of the work done by the students in the schools as well as the result of intelligence and aptitude tests. First diversion should take place at this stage and a variety of institutions created which would give the students a different types of training which would suit them to various vocations.

4. Multipurpose schools in Gujarat have not been a success. This is not due to any defect in the scheme but it is entirely due to the fact that the teachers were neither properly trained nor oriented for the purpose. In fact, the teachers did not know what they were doing.

5. There should be a National Teachers' Act incorporated by the Government of India which should guarantee to all teachers their rights, their emoluments and conditions of service.

6. The teachers should also have a right to participate in the administration of their schools. In fact, much of the trouble in the school administration was due to the fact that the teachers were not taken into confidence.

7. Shri Partap Shah gave another memorandum which contained points with which all present were in agreement. The memorandum is recorded. The teachers referred to a very unfortunate situation obtaining in the Gujarat State. The teachers for primary schools are selected for training after putting in 5 or 6 years of service. By that time they had raised a family and increased their domestic responsibility. When they go for training they are given a loan scholarship of Rs. 40 per month during the two years period of training. This loan is taken back by the Government when the teacher is employed after his training. The deductions are made at the rate of Rs. 15 per month. This causes enormous hardship to the teachers. Naturally, they are reluctant to go for training.

8. It was suggested that Headmasters of private schools should be appointed by Government and that their security of service must be ensured by Government. At present the private bodies do not exercise proper judgment in the appointment of headmasters whose fate always remains uncertain. The headmasters appointed by the voluntary agencies

were concerned mainly with keeping themselves in the good books of the management in order to ensure their positions.

9. The practice in Gujarat appears to be that the voluntary agencies are allowed to give extension to the teachers after they have completed the age of 58. The extension given may extend to 6 or 7 years and it depends upon the goodwill of the managing body. The result was that the teachers always courted the goodwill of the management in order to continue in service after the age of 58. Naturally, their interest in their work suffered in consequence.

10. The managements of private schools are most reluctant to provide funds for extra-curricular activities. This is a very serious handicap with which most of the schools suffer.

11. The Inspectorate has little power to do good to the institutions and safeguard the interests of the teachers. The inspectors are greatly influenced by politicians, who interfere in the work of the administration. Moreover, the inspectors do not take the teachers into confidence in assessing the educational conditions of the school.



F. DISCUSSION AT RAJKOT

XIX. Discussion with Teachers Representatives

On the 13th. of July, 1965 the Education Commission met at Rajkot local representatives of the teachers and headmasters' association.

The following points were made during the course of the discussion:-

1. Good teachers are rare to find and when they are found, they do not stay. It was a usual experience that good men leave the schools as soon as possible. There is no other way out of this difficulty than to pay the teacher handsomely in order to attract the best teachers and to reward them for all extra work they do in the school.

2. The normal tendency to compare the teachers' status in regard to emoluments with that of other parallel occupations such as clerks in government offices was most deplorable. The teacher has to deal with human material and it is wrong to equate him with anyone else in administration. The human material asks questions and needs much better handling than what another person has to do when he deals with accounts books and other registers. The salary of teachers should, therefore, be fixed not in relation to what other people get in other occupations but in relation to the value

of the work which they are expected to do.

3. The headmaster should evolve a new type of relationship with his assistants and ensure their cooperation in administration of the school. The teacher participation in the total work of the institution is absolutely essential. While this is absolutely necessary, it is also necessary that those teachers who do not react favourably even when they are given confidence should be asked to leave the school. There is no point in continuing a teacher in the service of the school when he is found unfit for it.

4. Co-education is unfortunately not socially approved, particularly by people in the rural areas. This is particularly due to the fact that people are illiterate and they do not understand the problems of the society of the future. It is necessary to educate the parents to appreciate the need of co-education. It is equally essential to give some form of sex education to boys and girls in schools.

5. The teachers should extend their activities and influence homes of the students by teaching the parents in their responsibility towards the education of their children. The illiterate parents should be made literate and they should be made to realise that a happy home and parental cooperation in the work of education

is very necessary for improving the quality of education of their children.

6. Principal Parmar has sent a reply to the questionnaire on behalf of the secondary school teachers of Saurashtra. In the course of his interview, he made the following additional points:

(i) He was emphatic against décentralisation of primary education and against transfer of primary schools to the Panchayats. He was confident that this would result in deterioration of primary education. The result of the Panchayati Raj was that the fate of the teachers was rendered miserable and they suffered in many ways. The teachers have no other job left other than to suffer under illiterate Sarpanches. Democracy cannot work in villages because the men who come in elections are ignorant. In his view, primary education should be the direct responsibility of the State which responsibility the State should not shirk. He was of the view that it would be better to have a separate statutory corporation with full powers to administer education.

(ii) Primary education should be strengthened. This, he felt, was necessary in order to ensure that all the wastage that takes place at the primary stage is minimised. He was

of the view that pre-primary education should constitute an essential ingredient in the national system of education.

XX . . . Discussion with Local Educationists

On the 14th of July 1965 the Education Commission met local educationists individually at Rajkot. The following points emerged from the discussion:-

1. Shri Harsukhbhai Sanghvi, Principal, Shri Jawahar Memorial College, Rajkot.

Shri Sanghvi represents Sarvodaya Kelavnai Samaj and has already sent a memorandum to the Education Commission which incorporates his views. He made the following additional points:-

1. There should be no restriction in admission of students to the colleges. As a Principal of a college which runs in morning and evening, he is convinced that all colleges should be full time colleges. There should be evening colleges for workers only. The Government policy is to stop grants to colleges which provide instruction in humanities and to cut down grants for those that are getting it. As the same time, the universities do not permit colleges to charge fees at higher rates than prescribed. There should, therefore, be a common national policy in regard to grants-in-aid.

2. There should be, more or less, common syllabuses for instruction for all degrees and there should be common standards for degrees in all universities.

3. The Bar Council requirement of six months chamber practice in chambers of lawyers with more than 10 years standing presented a real difficulty. They do not get proper guidance and they fail in Bar Council Examination. Three year law course should be prescribed and "chambering" should be abolished.

4. He has been a votary of English all his life, but now he feels that regional language should be the medium of instruction. For technical and professional subjects, medium of instruction should be common throughout India - Hindi or English. Even for specialized science courses, the medium should be a common language throughout India, preferably Hindi.

5. There should be statutory control over the universities in India by the Centre and regular inspection of how universities function. The universities in India have not come to the age and they should not be trusted to function autonomously. Government of India should function in this regard through the University Grants Commission. There should be compulsory provision for moral education, N.C.C. training and social service. The training imparted at present to the

cadets in the N.C.C. is bogus; what is needed is real good military training.

6. Lecturers in universities and colleges, particularly junior lecturers, should be given initial training and regular refresher courses. They should not be allowed to teach unless they have good grounding.

7. There should be quiz examination to encourage general reading. System of dissertation should be introduced on a compulsory basis.

8. Indiscipline can be eradicated only when there is discipline among those in society who matter. There should be scope for canalysing energies of the youth in constructive channels.

2. Shri Vallabhbhai Patel, President, District Panchayat, Rajkot.

1. The responsibility for all education in schools and colleges should be either with Government or with local bodies - not with private agencies which adopt corrupt practices and are inefficient. No one can be sure of the institutions maintained by new trusts which start new schools. If voluntary agencies open schools, they should not be given grants.

2. Teachers in primary schools resent discipline and create propaganda against the Panchayats. Teachers indulge in propaganda. They are irregular in attendance, speculate on sale of

lands and defy inspection. It is essential to impose certain rules of conduct upon them.

3. The teachers engage brokers who arrange transfers. Normal charges are Rs. 50 for mutually agreed transfers, on request Rs. 100 for transfer to a place of liking and one month's salary for new appointment.

4. Arts colleges accelerate unemployment. Government should open more technical and vocational institutes and secretarial colleges.

5. Textbooks should be nationalised and should not be left to the mercy of greedy publishers. There should be a national organisation and national policy for production of textbooks.

6. Government gives preference to private trusts to open secondary schools, but not to Panchayats. The policy should be just the reverse because Panchayats are not profit making and they can do disinterested service to the rural population.

7. Compulsory education cannot be introduced in backward areas of the district for want of teachers. If the State Government provides necessary finances, Panchayats would be able to obtain services of required teachers. For building purposes, the sharing of expenditure between Panchayat and State Government was 60:40 but the State Governments are unable to pay their share.

8. Teachers should not be allowed to undertake private tuition. There is no tuition in

villages and, therefore, teachers want transfer to towns where the teacher has about five or more tuitions. Panchayats allow two teachers only - but this rule is generally violated.

9. A teacher who does not show good results - at least sixty per cent of passes - should be punished. His increment should be stopped and he should not be transferred to the place where he wishes to go.

10. Those teachers who train at their own expense are given a salary of Rs. 50 only. They get the same salary as clerks. The teachers should be given good salaries and provided with other amenities.

11. Government does not give building grants. This slows down progress. Panchayats offer to name the buildings after the names of donors who offer 50 per cent of the cost. 17% is collected from the public and 33% by the Panchayats. This scheme works.

3. Shrimati Priyabalaben Shah, Principal,  
Manila College, Rajkot.

1. In order to ensure efficient teaching in classes, no classes should have more than 40 students at a time even when lectures are given. Language teaching suffers because of large numbers in classes. Tutorials and group discussions are very necessary.

2. Schools and colleges should cultivate a sense of patriotism - which should be a way of life



rather than something for exhibition. The common pledge prescribed by Central Government is not translated properly in Gujarati.

3. Moral education and character building are sad casualties in the system of education. This should be remedied.

4. All deserving students should be given scholarships and all other assistance to continue their education. Brilliant students must be encouraged to do research and to assist research. Good libraries and laboratories should be provided and kept open night and day.

5. Medium of instruction should be the mother tongue, but students should be given good knowledge of English. Hindi should be compulsory up to collegiate stage. Students should be able to master three languages, if properly taught.

6. The examination system should be completely overhauled. There should not be annual examinations. Day to day progress of the students should be assessed and considered in the final declaration of results.

7. Library work, seminars, discussions, and dissertations should be encouraged. Social work for the students should be necessary. Students also need guidance in their personal affairs.

8. Women colleges should be given quarters for the members of the staff. This is essential to attracting proper staff.

9. Trustees and managing bodies interfere much too much in administration. They should leave the Principal alone.

4. Shri Purushottambhai Gandhi, Sanchalak,  
Gandharva Sangit Vidyalaya, Rajkot.

1. For the society of the future, the students should be self-dependent and build themselves to be givers and not to be seekers. Unfortunately, what passes in the name of art in cinema and other places leads to deterioration of moral values. Cinemas should be controlled and censor should be very strict. Children should see only selected films which are both good and entertaining.

2. The Rashtriyashala has a primary school at Trenba leading up to matriculation. Instruction is on post-basic lines. The problems are:

(a) In rural areas it is difficult to get good teachers. In order to attract teachers they should be paid better to compensate for loss of income through tuition and other inconveniences.

(b) In the rural areas private agencies are required to provide secondary education. This is desirable; but the agencies should be helped by grants at higher rates than in towns. In ashram schools there is better discipline and education is related to life.

(c) Grants are paid on condition that a class has enrolment of 20 or more, but this condition cannot be satisfied in rural areas. This condition

operates adversely in backward areas and prevents progress.

(d) Multipurpose schools in rural areas should lay stress on instruction in the different types of trades on Gramodyog lines.

(e) Teachers are not properly trained. They cannot teach subjects particularly those related to productivity. Teaching in spinning and weaving and other trades is nominal. In Rashtriyashala schools a child of 9 to 11 spins for one hour and produces 240 meters of yarn which is equivalent to 5 paise. This would be alright but the wastage is much - which of course becomes less and less with maturity. Accordingly, a class of 35 produces Rs. 44 worth of yarn in 25 days which is enough to provide two uniforms. Boys also come to the school during spare hours for three days. Thereby a boy produces Rs. 5 worth of yarn and earns wages of Rs. 2.8 extra making an income of Rs. 7.50 p.m. They are also taught to make match sticks.

3. Neglected and abandoned women who come to education as teachers reflect their sad outlook on the life of the school. The question is whether they would make good teachers.

G:- DISCUSSION AT JUNAGADH AND JAMNAGAR CENTRES

XXI . - Visit to MANGROL

The Education Commission visited the Balwadi at Mangrol on 13.7.1965. To this institution was attached a pre-primary training centre (Bal Adhayapan Mandir) before. The object of this training institution was to train elderly women who had left off their studies after standard IV of primary schools, for village Bal Mandirs.

It was found that the teachers trained in pre-primary training colleges located in urban areas did not like to go to the villages. As a result, the village Bal Mandirs could not be run for want of trained teachers. These elderly women, on the other hand, were in need of earning their livelihood and had a definite sense of purpose for being trained for a profession. They were specially interested in working in Balwadis, which did not require a high academic knowledge of subjects but depended on the attitude of sympathy and understanding of teachers.

A preliminary test was given to these women when they entered the institution and they were given about a year's course of training in which they were taught the methods of handling young children and following the programme fixed for Balwadis. They were also taught the use of the didactic material recommended by Madam Montessori.

From the reports of the Educational Inspector of this institution it was seen that though the women had very low academic qualifications, they were adequately prepared for their work as Balwadi teachers and they could handle children efficiently

The institution had framed its own syllabus on the lines of the one followed in recognised pre-primary institutions and on the completion of the course gave certificates to the teachers. In all, during 11 years of its existence, the institution trained 200 ladies as teachers, more than 50% of whom were running Balwadis very efficiently. They showed steadiness in their work and the children thrived under their care. The rest were an asset to their homes.

The Government of Gujarat in 1963 recognised P.S.C. pass as the minimum qualification for a teacher in any institution. As a result many of the Balwadi teachers who had not obtained the P.S.C. were considered to be ineligible to work as teachers

in Balwadis and their services were terminated. The Commission was told that even those who had worked for 9 years in Balwadis were removed from service.

The institution tried the idea of introducing condensed courses as a basis for pre-primary training, but it was found that many of the elderly women were unable to cope with the syllabus of the P.S.C. specially in mathematics. There were cases where some of these women failed three time in the P.S.C. examination. The idea, therefore, of organising condensed courses for these women had to be given up. As the training certificate was not recognised unless the candidate had passed the P.S.C. examination, the management of the institution decided to close down the institution. In 1963 June the institution was closed.

Its Director, Shri Virsutbhai, reported that many of the Balwadis were left without trained teachers and had either to be closed down or put in charge of untrained teachers.

It appeared unfortunate that the institution which was serving a very useful purpose had to be closed down. When the matter was discussed with the officers of the Education Department and the Minister of Education in Gujarat, it was stated that there was no shortage of pre-primary trained teachers and that those trained in urban areas were quite willing to go to rural areas. It was for this reason that this kind of an institution which gave training to teachers very poorly equipped for their job had to be closed down. It was promised that the cases of teachers who had served for 5 years or more would be considered sympathetically.

XXI - Visit to SHARADAGRAM

The Education Commission visited Sharadagram near Mangrol on 14.7.1965. The institution appears to have been founded with the following objectives :-

- (a) to impart education suited to the needs of the country;
- (b) to develop a sense of social and national service and of emotional integration;
- (c) to inculcate a spirit of self-help;
- (d) to make pupils realise the dignity of labour by being required to put in purposeful work in agriculture, in cleaning the premises and so on;
- (e) to instil spiritual and moral values;  
and
- (f) to make pupils realise the true spirit of Indian culture.

The original idea of the founder of the Institution was to have a number of village centres, with 20 acres of land in each to be used for agriculture to provide all the services needed by the people of the village. According to this pattern each centre was to be provided with a well, a primary school, a dispensary, a playground and there was to be a programme of working on the land for the school children as well as for others. Actually, only three such village centres could be started, as all the facilities such as land 20 acres were not available. These village centres did not prove to be self-sufficient but the yield from the available land was enough to cover the expenses on the pupils' uniforms and their mid-day meals.

At Sharadagram itself there are 675 children from the pr -primary to the secondary stage. Out of these, 300 are in the hostel. In the hostel the fee charged is Rs.1500/- per annum. Tuition fees and other expenses are in addition. The institution, however, want to bring in children of parents of lower income groups by giving scholarsh ips and subsidizing their hostel expenses. This programme is being implemented phase by phase, and is extended every year to a larger number of students.

At the secondary stage there is a post-basic school and a multipurpose school with agriculture as

the main stream. There did not appear to be much difference in the programme of the two types of schools except that in the post-basic school there was greater emphasis on agriculture.

The work in agriculture was done very systematically by the students being given work on individual plots and group work in horticulture. The land and the trees are maintained very well and last year gave a yield of Rs.40,000/- which amount was used for the development of the institution and the establishment of more scholarships.

The school and the hostel routine is such as will naturally develop among the students a sense of moral and spiritual values. The students are influenced in their behaviour by the good traditions of the institution and specially the personality of its founder. The teachers, majority of whom are residents, offer personal guidance to the students in need of it.

Dramatics, group music and cultural activities are encouraged.

The work in the centres associated with the Institution enables the pupils to do some active work in the rural areas.

XXIII - Discussion at JAMNAGAR

During the course of the Commission's visit to Jamnagar the following points emerged from the discussions held :-

1. It is hoped that a national educational policy would evolve out of the deliberations of this Commission.
2. We have not so far fulfilled the obligation of teaching the children up to the age of 14. We should secure people's participation in primary and pre-primary education through village panchayats and other such agencies, which should raise their own resources to the extent of 25 per cent. At present the cost of free education is met out of indirect taxes. It would be truly free if a direct tax for this purpose is levied.
3. Responsibility for pre-primary education has to be taken by the State and by the Local Bodies.
4. Industrial craft should be introduced at the upper primary stage.
5. Government help should be given to secondary schools with multipurpose bias and the schools be given higher grants. One out of every three schools should be a multipurpose school.
6. The present multipurpose schools are not vocational. We should have vocational schools such as those run by ordnance factories, railways, etc. If a student with a background of sound general education goes in for vocational training, he would be a much better trainee. After 10 years of general education the students can go in for such training. Industries should be required compulsorily to provide technical education.
7. Only those students who can benefit themselves from higher education should be permitted to take higher education. There should be 10 years of general education, two years further education and three years for the degree course. For honours courses it should be 4 years' study after completing the first 12 years.
8. Teaching should be made an attractive career for the people.



9. The Indian Education Service, I.A.S. and Indian Engineering Service should be on the same footing. The scales should be the same.
10. Planning should be done in three stages :  
(i) Financial Planning, (ii) Physical Planning, and (iii) Human Planning (Skills).  
The Commission should suggest a phased programme of implementation.
11. There should be uniformity in broad policy but the State must have the freedom to experiment in education.
12. Teachers should have security of service. The pay-scales of the teachers and the attitude of the society should show respect for the profession.
13. A national policy of education should be adopted.
14. There should be one national system of education for the whole of India.
15. Hobby centres e.g. gardening, painting, singing should be organised for the students.
16. It is extremely difficult to get Home Science teachers for girls' schools, as a result S.S.C. with home science are teaching in the multipurpose schools. There must be a Home Science College in Jamnagar. At present there are only two such colleges in Baroda and Ahmedabad. Salaries of Home Science teachers are not attractive enough.
17. At the secondary level and the high school level some vocational education should be introduced for the girls.
18. In every district there should be a girls' polytechnic.
19. Counselling and guidance services are not available in Gujarat State.

XXIV - Visit to ALIABADA

The Commission visited on 14th July, 1965 the institutions at Aliabada which are run by Shri D.R. Mankad. During the course of these visits, there was a general discussion with the students and the staff of the Institutions and the staff of the Secondary Training College separately.

This institution is right in the midst of two villages and as a result, is able to have active contacts with the villages. The ideology, behind the institution, as the Director explained, is that of Madhayama Marg which emphasises the mean between individualism and social service and austerity and full living.

The hostels are managed on a very economical basis and the mess charges come to only Rs.32/- per month.

The secondary and primary teachers have contacts with one another and form one group for cultural and other activities.

ANNEXURE I

PROGRAMME OF THE VISIT OF THE  
EDUCATION COMMISSION TO  
GUJARAT STATE

The Commission divided itself into three groups for its visit to Gujarat State and visited Baroda, Ahmedabad and Saurashtra centres on 12th, 13th and 14th July, 1965. The Commission as a whole was at Ahmedabad from 15th to 17th July, 1965.

Group I - Baroda and Surat

Visiting Member

1. Shri A.R. Dawood - Member
2. Shri C.C. Shah - Member of the Commission's Task Force in School Education
3. Dr. Andra Daniere of Harvard University - Consultant to Education Commission.

The programme of the Group is given below:

12.7.1965 - Baroda

- I. Visit to office of the S. S. C. Examination Board.
- II. Discussion with the Chairman and Secretary of the S. S. C. Examination Board.
- III. Visit to the M. S. University, Baroda
- IV. Discussions with the Vice Chancellor, Heads of Department of the University and students.
- V. Interview with teachers' representatives.

13.7.1965 - Surat

- I. Visit to the following Colleges:
  1. Jeevan Bharati
  2. M.T.B. College, Surat
- II. Discussions with teachers' representatives.

14.7.1965

- I. Interviews with local educationists
- II. Visit to the Sarvajanik College of Education, Surat.

Group II - Ahmedabad

12.7.1965

- I. Visit to Shreyas
- II. Interviews with local educationists.
- III. Discussion with the Chairman, District Education Committee, Ahmedabad.
- IV. Discussion with Teachers' Associations.
- V. Discussion with some M.L.As.

13.7.1965

- I. Visit to Sardar Vallabhbhai Vidyapeeth.
- II. Discussions with the Vice-Chancellor, Heads of University Departments and Principals of affiliated colleges.
- III. Visit to Kasturba Kanyavidyalaya.
- IV. Visit to Krishi Mahavidyalaya.

14.7.1965

- I. Visit to C.N. Vidya Vihar.
- II. Visit to Gujarat Vidyapeeth.
- III. Visit to Gujarat University.
- IV. Discussion with Vice-Chancellor, Heads of Departments and Students.
- V. Visit to Harijan Ashram.

Group III - Saurashtra

Members

1. Dr. V. S. Jha
2. Miss S. Panandikar

Programme of Dr. V. S. Jha at Bhavnagar & Rajkot

12.7.1965 (Bhavnagar)

- I. Interviews with local educationists.
- II. Discussions with teachers' representatives.

13.7.1965 - Rajkot

- I. Discussions with local representatives of the teachers and Headmasters' Associations.
- II. Visit to Mahila College, Rajkot.
- III. Visit to Dharmendrasinhji Arts College, Rajkot.
- IV. Visit to Vallabh Kanya Vidyalaya.
- V. Attended the "Guru Purnima" function arranged by Sarvodaya Kelavani Samaj and addressed the students.
- VI. Visit to Balbhavan.

14.7.1965

- I. Discussions with local educationists.
- II. Visit to Higher Secondary School and College, Gondal.

Programme of Miss S. Panandikar to Junagadh and Jamnagar

13.7.1965

- I. Visit to Shardagram and Pre-Primary Training Institution in Mangrol.

14.7.1965

- I. Discussions at Jamnagar with local educationists and prominent citizens.

II. Visit to Gangajala Vidyapeeth.

PROGRAMME OF THE COMMISSION AS A WHOLE AT AHMEDABAD

15.7.1965

- I. Discussion with English from Vth Standard Conference.
- II. Discussion with the Senior staff members of the Indian Institute of Management.
- III. Visit to B.M. Institute, Ashram Road.

The Commission met in Four Groups simultaneously and interviewed the following:

Forenoon

- (a) Representatives of Teachers' Organisations.
- (b) Principals and Teachers of Affiliated Colleges.
- (c) Teacher-Educators.
- (d) Principals of Engineering Colleges, Polytechnics and Industrial Training Institutes.

Afternoon

- (a) Headmasters and Teachers of Secondary Schools.
- (b) Group concerned with Education of Women.
- (c) Representatives of School Management.
- (d) Group concerned with the Education of Backward Classes.

Meeting with the members of the Gujarat University Syndicate.

At Home by Vice Chancellor

Dinner by Chief Minister

16.7.1965

- I. Call on Governor.
- II. Discussion with Vice-Chancellors
- III. Address by Dr. D.S. Kothari at the Validictory function of the Summer Institute for Physics.
- IV. Discussion with Chairman of the District Primary Education Committees and Municipal School Boards.

Lunch by the Vice-Chancellor, Gujarat University.

- V. Discussion with eminent persons.  
Dinner by Governor

17.7.1965

- I. Discussion with Vice-Chancellor, Gujarat Vidyapeeth.
- II. Discussion with the Officers of the Education Directorate.
- III. Discussion with Education Secretary and other officers of the Education Department.
- IV. Discussion with Secretaries to Government of Gujarat.  
Lunch by Education Minister
- V. Discussion with Education Minister and Deputy Education Minister.
- VI. Discussion With Chief Minister.
- VII. Press Conference.

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ANNEXURE II

LIST OF PERSONS WITH WHOM DISCUSSIONS WERE HELD DURING THE VISIT OF EDUCATION COMMISSION TO GUJARAT STATE (12TH to 17TH JULY, 1965)

List of local educationists in Ahmedabad who met the Education Commission on the 12th July, 1965.

1. Dr. Y. G. Naik, Principal, Gujarat College, Ahmedabad.
2. Shri Navalbhai Shah, Gundi.
3. Shri Maneklal Shah, M.P., Shrimali Society, Navrangpura, Ahmedabad-9.
4. The Chairman, District Education Committee, Ahmedabad.

II. List of Teachers' Associations who met the Education Commission on the 12th July, 1965.

1. (a) President, Head Masters' Association, District Ahmedabad.  
(b) Secretary, Head Masters' Association, District Ahmedabad.
2. (a) President, Secondary Teachers' Association, District Ahmedabad.  
(b) Secretary, Secondary Teachers' Association, District Ahmedabad.
3. (a) President, Primary Teachers' Association, District Ahmedabad.  
(b) Secretary Primary Teachers' Association, District Ahmedabad.
4. (a) President, Ahmedabad City Head Masters' Association, Ahmedabad.  
(b) Secretary, Ahmedabad City Head Masters' Association, Ahmedabad.



III. List of M.L.As and M.Ps who met the  
Education Commission at Ahmedabad on  
the 12th July, 1965.

1. Shrimati Arunaben S. Desai, M.L.A. Rajkot.
2. Shri Lallubhai Motichand Sheth, M.L.A. Bhavnagar.
3. Shri Prataprai Tarachand Shah, M.L.A. Bhavnagar.
4. Shri Shivabhadrasinghji Krishnakumarsinghji, M.L.A. Bhavnagar.
5. Shri Gangaram Chunilal Raval, M.L.A. Mehsana.
6. Shri Bhadrudeen Akber Ali Blue M.L.A., Mehsana.
7. Shri Karimji Rahimanji Chippa, M.L.A., Ahmedabad.
8. Shri Brahmakumar R. Bhatt. M.L.A., Ahmedabad.
9. Shri Bhulabhai Dayabhai Patel, M.L.A., Kaira.
10. Shri Ranjibhai Gangashankar Shastri, M.L.A., Kaira.
11. Dr. Taher Ali Abdul Ali, M.L.A. Panchmahal.
12. Raval Shrimant Maharaja Jayadipsinghji, Panchmahals.
13. Shri Kamalashanker Muljiram Pandit, M.L.A. Baroda.
14. Shri Ramanlal Trikamlal Maniar, M.L.A., Mehsana.
15. Shri Manubhai Mothibhai Patel, M.L.A., Baroda.
16. Chandrashanker Manishanker Bhatt, M.L.A., Broach.
17. Kishorbhai Gulabhai Desai, M.L.A., Surat.

18. Shri Gonsaibhai Chibabhai Patel,  
M.L.A., Bilsar.
19. Shri Mansinghji Prituiraj Patel,  
M.P. Mehsana.
20. Yaswantrao Nanubhai Mehta, M.P.,  
Bhavnagar.
21. Sri Babubhai P. Vardya M.L.A.,  
Rajkot.

IV. List of Heads of Departments of Sardar Vallabhbhai Vidyapeeth who met the Education Commission on 13th July, 1965 at Anand.

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1. Dr. A.R. Patel,  
Head of the Department of Physics.
2. Dr. J.J. Shah, Head of the Department of Botany.
3. Shri S.M. Shah,  
Head of the Department of Mathematics.
4. Prof. R.K. Amin,  
Head of the Department of Economics.
5. Dr. B.V. Shah,  
Head of the Department of Philosophy,  
Psychology and Sociology.
6. Dr. S.K. Kshirsagar,  
Head of the Department of Political Science.
7. Dr. A.R.G. Tiwari,  
Head of the Department of History.
8. Shri J.K. Patel,  
Head of the Department of Gujarati.
9. Shri R.A. Dave,  
Head of the Department of English.
10. Dr. R.L. Khandelwal,  
Head of the Department of Hindi.
11. Dr. B.H. Kapadia,  
Head of the Department of Sanskrit.

12. Dr. J.R. Patel, Principal,  
Dairy Science College,  
Institute of Agriculture,  
Anand.

Ex-Vice Chancellors

1. Dr. B.D. Patel.
2. Dr. M.D. Patel.

List of persons who met the Education  
Commission at Kasturba Kanyavidyalaya,  
on 13th July, 1965 at Anand.

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1. Shri Ambalal C. Patel,  
Headmaster, Kasturba Kanyavidyalaya,  
(Managed by Charotar Education Society,)  
Anand.
  2. Shri Ochhavlal H. Upadhyaya,  
Principal, D.N. High School,  
Anand.
  3. Shri Maganbhai P. Oza,  
Principal, M.A.P.S.,  
Adyapan Mandir, Anand.
  4. Shri Raojibhai C. Patel,  
Secretary,  
Charotar Education Society, Anand.
  5. Shri Ramanbhai N. Patel,  
Headmaster, D.N. High School, Anand.
  6. Shri Vitthalbhai J. Patel,  
Principal,  
Sardar Vallabhai Patel High School,  
(Agriculture Premises),  
Anand.

Contd. ....

12. Dr. B.N. Mankad,  
In-charge, Department of Chemistry
13. Principal, R. S. Trivedi,  
Head of the Department of Education.

List of Syndicate Members of Sardar Vallabhbhai Vidyapeeth who met the Education Commission on 13th July, 1965 at Anand.

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1. Shri I. J. Patel,  
Vice Chancellor, Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.
  2. Shri K. G. Badlani,  
Director of Education,  
Gujarat State, Ahmedabad.
  3. Shri J. G. Chohan,  
Principal, V. P. Mahavidyalaya (Science),  
Vallabh Vidyanagar.
  4. Dr. R. M. Patel, Principal,  
B. A. College of Agriculture, Anand.
  5. Shri S. M. Amin, Principal,  
Birla Vishvakarma Mahavidyalaya,  
Vallabh Vidyanagar.
  6. Shri G. K. Bhatt, Principal,  
B. J. Vanijya Mahavidyalaya,  
Vallabh Vidyanagar.
  7. Shri B. M. Patel,  
Principal,  
Nalini and Arvind Arts College,  
Vallabh Vidyanagar.
  8. Shri R. S. Trivedi, Principal,  
M. B. Patel College of Education,  
Vallabh Vidyanagar.
  9. Shri N. D. Desai, Principal,  
R. P. T. P. Science College,  
Vallabh Vidyanagar.
  10. Shri V. R. Kapadia,  
Principal, Anand Arts College,  
Anand.
  11. Shri C. C. Trivedi, Principal,  
Anand Law College, Anand.

List of persons who met the Education Commission on 13th July, 1965 at Krishi Mahavidyalaya, Anand.

1. Shri I.J. Patel,  
Vice-Chancellor, Sardar Vallabhbhai  
Vidyapeeth, Vallabh Vidyanagar.
2. Dr. M.D. Patel,  
Prof. of Animal Husbandry (Director  
of the Institute of Agriculture).
3. Dr. B.M. Patel,  
Hon. Prof. of Animal Husbandry.
4. Dr. A.M. Majumdar,  
Hon. Prof. of Horticulture and Principal  
of Gram Sevak Training Centre.
5. Dr. R.M. Patel,  
Principal of the College and Prof. of  
Agricultural Botany.
6. Dr. C.J. Patel,  
Hon. Prof. of Agronomy and Research  
Officer in Fertilizer Project.
7. Dr. U.G. Patel, Prof. of Animal Husbandry  
and Dairying & Hon. Research Officer in  
Animal Husbandry.
8. Dr. M.V. Desai, Professor of Plant Pathology  
and Bacteriology.
9. Dr. T.D. Patel, Prof. of Dairy Technology.
10. Dr. J.R. Patel, Hon. Prof. of Animal  
Husbandry and Principal of Dairy Science  
College.
11. Dr. B.V. Mehta, Prof. of Agril. Chemistry  
and Soil Science.
12. Dr. H.K. Patel, Prof. of Entomology and  
Zoology.
13. Prof. N.K. Desai, Prof. of Agril. Economics.
14. Dr. N.C. Buch, Hon. Prof. of Veterinary  
Science.
15. Prof. H.N. Patel, Hon. Prof. of Agril.  
Extension.

Contd. ...

16. Dr. A.U. Patel, Hon. Prof. of Agril. Extension.
17. Prof. B.D. Vaidya, Hon. Prof. of English.
18. Dr. N.M. Parikh, Prof. of Dairy Chemistry.
19. Dr. C.B. Shah, Hon. Prof. of Plant Physiology.
20. Dr. P.D. Mistry, Prof. of Physics & Maths.
21. Dr. R.C. Patel, Hon. Prof. of Entomology.
22. Dr. Ramjibhai M. Patel, Prof. of Statistics & Expt. Design.
23. Dr. Raojibhai M. Patel, Prof. of Agronomy.
24. Shri V.R. Jambhekar
25. Dr. G.N. Memon
26. Dr. Seshadri
27. Prof. U.S. Shah
28. Dr. M.V. Chatupule, Principal, Veterinary College.
29. Dr. Vaishnav.
30. Dr. Hiregaudar.
31. Dr. W.-E. Collins.
32. Mrs. Collins.

List of the members of the staff of the Maharaja Sayajirao University of Baroda who met the Education Commission on 12th July, 1965 at Baroda.

1. Dr. C. S. Patel, Vice-Chancellor.
2. Prof. P. J. Madan, Pro-Vice-Chancellor.
3. Prof. V. Y. Kantak, Head, Department of English.
4. Prof. S. M. Sethna, Head, Department of Organic Chemistry.
5. Prof. M. S. Patel, Head, Department of Education.
6. Dr. A. D. Joseph, Medicine.
7. Prof. L. B. Shah, Head, Department of Mechanical Engineering.
8. Prof. H. C. Dholakia, Law.
9. Prof. N. S. Bendre, Head, Department of Painting.
10. Prof. (Cmt.) Amita Verma, Head, Department of Child Development.
11. Prof. G. G. Dadlani, Social Work.
12. Prof. R. C. Mehta, Head, Department of Music.
13. Shri H. C. Mehta, Principal, Sanskrit Mahavidyalaya.
14. Dr. C. P. Shukla, Librarian, Smt. Hansa Mehta Library.
15. Dr. A. N. Jani, Head, Department of Sanskrit.
16. Prof. I. P. Desai, Head, Department of Sociology.
17. Dr. V. K. Chavada, I/C. Head, Department of History.
18. Prof. R. N. Mehta, Head, Department of Archaeology & Ancient History.
19. Dr. A. J. Javadekar, Head, Department of Philosophy.

Contd. ...

20. Prof. I. S. Gulati, Head, Department of Economics.
21. Prof. M. B. Desai, Head, Department of Agricultural Economics.
22. Shri D. D. Mahulkar, Head, Department of Linguistics.
23. Shri K. S. Desai, I/c. Department of Politics and Administration.
24. Prof. N. S. Pandya, Head, Department of Physics.
25. Prof. A. R. Chavan, Head, Department of Botany.
26. Prof. J. C. George, Head, Department of Zoology.
27. Prof. N. M. Bhatt, Head, Department of Statistics.
28. Prof. L. J. Bhatt, Head, Department of Psychology.
29. Shri R. D. Pandya, Head, Department of Banking including Business Organisation.
30. Shri K. C. Mehta, Head, Department of Account.
31. Prof. R. L. Desai, Head, Department of Textile Chemistry.
32. Prof. K. H. Patel, Head, Department of Textile Engineering.
33. Prof. R. S. Dighe, Head, Department of Applied Mechanics.
34. Prof. O. H. Patel, Head, Department of Civil Engineering.
35. Prof. S. M. Sen, Head, Department of Electrical Engineering.
36. Kumar'i Savitri Pandi, Head, Department of Home Management & Clothing.
37. Prof. G. H. Khadilkar, Head, Department of Civil Engineering.
38. Prof. B. J. Sandesara, Head, Department of Gujarati.



List of Students' Representatives of M. S.  
University of Baroda who met the Education  
Commission on 12th July, 1965 at Baroda.

1. Shri K.K. Thakore (President),  
Reader in Electrical Engg.
2. Shri R.D. Pandya (Treasurer),  
Reader in Banking.
3. Shri Shukla Yogendra K.,  
T. Y. B. Com. Commerce Faculty.
4. Thakore Shaiksh.K.,  
T. Y. B. Com., Commerce Faculty.
5. Anklesaria Manek E.,  
Pre-Medical, Science Faculty.
6. Daroga Parrez. H.,  
D.M. E., Polytechnic.
7. D.R. Sethi, T.E.(M), Technology.
8. Prakash A. Shah, T.E.(M) -do-
9. Randhir Sahnii, Final Yr. Arch.
10. Chhaya J.L., T.E.(M), Technology.
11. Dhruva N.L., B.E.(E), Technology.
12. Patel Rajnikant. M., S.Y.B.A.  
Faculty of Arts.
13. Ashok R. Shetty, B.E.Mech,  
Faculty of Tech. & Engineering.
14. Mrs. B. Poplai, Sr. M. Sc.  
Faculty Home Science.
15. Miss R. Rizui, Jr. M. Sc.,  
Faculty Home Science.
16. Miss Adarsh Tdihpunani,  
Sr. M. Sc.  
Faculty of Home Science.

List of representatives of Teachers' Associations who met the Education Commission on 12th July, 1965 at Baroda.

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1. Shri C.G. Bhatt,  
President, Head Master's  
Association, Baroda City.
2. Shri N.G. Shah,  
Secretary, Head Master's  
Association, Baroda City.
3. Shri M.C. Patel,  
President, Secondary Teachers'  
Association, Baroda City.
4. Shri N.K. Desai,  
Secretary Secondary Teachers  
Association, Baroda City.
5. Shri B.M. Dave,  
President Baroda Dist.,  
Head Masters' Association.
6. Shri T.R. Soni,  
Secretary, Baroda Dist.,  
Head Masters' Association.
7. Shri T.J. Patel,  
President, Baroda Dist.,  
Secondary school Teachers'  
Association.
8. Shri T.N. Patel,  
Secretary, Baroda Dist.  
Secondary School Teachers  
Association.
9. Shri A.D. Patel,  
President Baroda Dist.  
Primary Teachers Association.
10. Shri J.N. Patel,  
Secretary Baroda Dist.,  
Primary Teachers Association.

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List of Teachers' Associations who met  
the Education Commission on 13th July,  
1965 at Surat.

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1. Shri G.G. Patel,  
Joint Secretary, Surat Dist.,  
Primary Teachers' Association.
2. Shri G.L. Desai,  
President, Surat Dist. Primary  
Teachers' Association.
3. Shri D.N. Patel,  
Secretary, Bulsar Dist. Primary  
Teachers' Association.
4. Shri B.K. Naik,  
President, Bulsar Dist. Primary  
Teachers' Association.
5. Shri T.K. Naik,  
Secretary, Bulsar Dist. Teachers'  
Association.
6. Shri D. T. Agarkar,  
President, Bulsar Dist. Secondary  
Teachers' Association.
7. Shri B.M. Desai,  
President, Surat Dist. H.M's  
Association.
8. Shri G.L. Bhakta,  
Secretary, Surat Dist. Primary  
Teachers Association.
9. Shri A.C. Desai,  
President, Surat City H.M's  
Association.
10. Shri R.D. Aytoda,  
Secretary, Surat City H.M's  
Association.
11. Shri T. S. Choksi,  
Secretary,  
Surat Dist. H.M.'s Association.
12. Shri I.N. Naik,  
Secretary Bulsar Dist. H.M's  
Association.
13. Shri R.N. Shukla,  
President, Bulsar Dist. H.M's  
Association.

List of Educationists and M.L.As. who met  
the Education Commission on 14th July, 1965  
at Surat.

1. Shri H. F. Handani,  
Principal, Technical High School,  
Surat.
2. Shri B.M. Desai,  
Principal, High School, Bardoli.
3. Dr. I.N. Solanky.  
Head of Biology Department,  
Sarvajanic College of Science,  
Athwalines Surat-1
4. Dr. R.L. Patel.  
Head, English Department,  
M.T.B. Arts College, Surat.
5. Prof. K.C. Mehta,  
Parents-Pupil Association.
6. Mr. U.H. Almanla,  
Parents-Pupil Association.
7. Dr. Minocher. K. Contractor,  
Parents-Pupil Association.
8. Dr. R.K. Desai,  
Member, New University Committee,  
Kelapith, Surat.
9. Shri Mohanbhai Parikh,  
Social Worker, Bardoli Ashram;  
Bardoli.
10. Shri Ramjibhai Chandhari, M.L.A.,  
P.O. Mangrol, Surat.
11. Shrimati Indumati Joshi,  
Principal, Training College for  
Women, Udvarda.
12. Smt. Jyotsanaben Shukla,  
Editor, "Pratap" Daily News Paper,  
Surat.
13. Shri Gosaibhai Chhibabhai,  
M.L.A. Jalalpore, Po. Matwad,  
T. Navsari, Bulsar.
14. Smt. S.R. Marfatia,  
Principal, Wadia Women's College, Surat.

List of Principals of Colleges who met the Education Commission at Surat on 14th July, 1965.

1. Shri K. D. Desai,  
Vice Chairman,  
Sarvajanik Education Society,  
Surat.
2. Shri M. S. Desai,  
Principal,  
Sarvajanik College of Science,  
Surat.
3. Shri J. T. Parikh,  
Principal,  
M. T. B. Arts College, Surat.
4. Shri A. R. Desai,  
Principal,  
Sir K. P. College of Commerce, Surat.
5. Smt. S. R. Marfatia,  
Principal, Vidya Mandir College for women.
6. Shri K. C. Mehta,  
Secretary, Sarvajanik Education Society.
7. Shri M. T. Chiplonkar,  
Prof. of English, Sir K. P. College,  
Surat.
8. Shri C. M. Desai,  
Prof. of Chemistry, Sarvajanik College of  
Science.
9. Shri C. G. Ploal,  
Asst. Secretary,  
Sarvajanik Education Society,  
Surat.
10. Shri B. A. Parikh,  
Professor of Psychology, M. T. B.  
Arts College, Surat.
11. Shri A. M. Desai,  
Prof. of Hindi, M. T. B. Arts College,  
Surat.
12. Shri J. H. Pathak,  
Prof. of Gujarati C. G. Vidya Bhavan, Surat.
13. Shri R. I. Patel,  
Prof. of English, M. T. B. Arts College, Surat,

Contd. ...

14. Shri V.J. Jani,  
Principal & Secretary,  
S.V. Regional College of Engg. &  
Technology, Surat.
15. Shri G.D. Vyas,  
Principal, V.T.Y. Sarvajanak Law College,  
Surat.
16. Shri G.J. Kulbarni,  
Principal, Gandhi College of Engg &  
Technology, Surat.
17. Shri I. D. Pathak,  
Dean, Medical College, Surat.
18. Shri C.C. Shah,  
Principal, College of Education, Surat.

List of Local Educationists who met the  
Education Commission at Bhavnagar on  
12th July, 1965.

- 
1. Shri Pratap Shah, M.L.A.,  
Bhavnagar.
  2. Shri Jadavjibhai Modi,  
President, Distt. Panchayat.
  3. Shri Mulshanker Bhai Bhatt,  
Lok Bharati, Sanosara.
  4. Shri A.R. Rao, Principal,  
Sir P.P. Institute of Science, Bhavnagar.
  5. Shri Jayendrabhai Trivedi, Principal,  
Mahila College, Bhavnagar.
  6. Shri S.B. Kumta, Principal,  
Bhavsingji Polytechnic Institute,  
Bhavnagar.
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List of Teachers' Representatives who met the Education Commission at Bhavnagar on 12.7.1965.

- 
1. Shri Pratap Shah, M.L.A., President, Primary Teachers' Association, Bhavnagar.
  2. Shri Kanakbhai Desai, President, Primary Teachers' Association, Junagadh.
  3. Shri M. B. Pandya, Secretary, Headmasters Association, Bhavnagar.
  4. Shri Manubhai Vyas, Secretary, Bhavnagar Teachers' Union, Bhavnagar.
  5. Shri Shantilal M. Mehta, Vice-President, Bhavnagar Primary Teachers' Union, Bhavnagar.
  6. Shri Mansukhlal V. Rajyayor, Secretary, Bhavnagar Primary Teachers' Union, Bhavnagar.

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List of Local Representatives of the Teachers' and Headmasters' Associations who met the Education Commission at Rajkot on 13th July, 1965.

- 
1. Shri Jayant Acharya, President, Headmasters' Association, Rajkot.
  2. Shri D.M. Dave, President, Headmasters' Association, Surendranagar.
  3. Shri S.M. Joshi, Principal, Govt. Basic Training College, Mangrol.
  4. Shri Dholakia, Secretary, Headmasters' Association, Rajkot.

Contd. ...

5. Miss Kumudben Ghate,  
Secretary, Headmasters' Association,  
Rajkot.
6. Shri Vajubhai Parmar,  
Secretary, Secondary Teachers' Association,  
Saurashtra, Rajkot.

List of Local Educationists who met  
the Education Commission at Rajkot on  
14th July, 1965.

- 
1. Shri Harsukhbhai Sanghavi,  
Principal, Shri Jawahar Memorial College,  
Rajkot.
  2. Shri Vallabhbhai Patel,  
President, District Panchayat,  
Rajkot.
  3. Shri Govindbhai Patel,  
Chairman, District Education Committee,  
Rajkot.
  4. Shrimati Priyabalaben Shah,  
Principal, Mahila College, Rajkot.
  5. Shri Purusottambhai Gandhi,  
Sanchalak, Gandharva Sangit Vidyalaya,  
Rajkot.

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List of persons who met the Education  
Commission at Sharadagram on 13th July,  
1965.

- 
1. Shri Mansukh Ram M. Jobanputra,  
Director, Sharadagram.
  2. Shri Chhotubhai A. Joshi,  
Principal, Post-Basic School,  
Sharadagram.
  3. Shri Pundarikarari Nanvati,  
Superintending Officer,  
Sharadagram.
  4. Shri Natwarlal L. Pandya,  
Incharge Principal, (First Asstt.),  
Multipurpose High School (Vividhlakshi  
Vinaymandir) Sharadagram.



5. Shri Bhagwandas N. Shah,  
Head of Science Deptt., Sharadagram.
6. Shri Rattanshi D. Patel,  
Head of Agricultural Deptt., Sahradagram.
7. Prof. Pratap J. Toliya,  
Editor, Publishing Deptt., & Director,  
of Cultural Activities, Sharadagram.
8. Shri Jaychandbhai B. Desai,  
Hostel Supdt., Sharadagram.
9. Dr. D.R. Mankad, Gangajala Vidyapith,  
Aliabada (Jamnagar).
10. Shri S.N. Namle,  
Shichu Vihar, Bombay.
11. Shri D.R. Desai,  
Director, Secient Education Unit,  
Dte. of Education, Ahmedabad.
12. Shri Maheshbhai Vaishnav,  
Education Inspector, Junagadh Distt.,
13. Shri Virsutbhai T. Mehta,  
Principal, Balmandir, Mangrol,  
(Distt. Junagadh)
14. Shri Ratilal G. Mehta,  
Headmaster, Coronation High School,  
Mangrol.
15. Shri Ramnarayan N. Pathak,  
Child Educationist and Writer,  
Valukad (Bhavnagar Distt.)
16. Shri H.V. Vasavada,  
Science and Maths. Teacher, Sharadagram.
17. Shri D.M. Nimbark, Lab. Asstt.,  
& Sound System. Incharge, Sharadagram.
18. Shri D.T. Joshi,  
Math. Teacher, Sharadagram.
19. Shri N.N. Sanghvi,  
Language & Social Studies Teacher,  
Sharadagram.
20. Shri C.N. Sachdev,  
Social Studies teacher, Sharadagram.
21. Shri R.C. Dhandhaliya,  
Social Studies teacher, Sharadagram.

22. Shri P.R. Thanki,  
In-charge Horticulture Section,  
(Agri. Deptt.) Sharadagram.
23. Shri Bhayalal Patel,  
Agri. Deptt., Sharadagram.
24. Shri Ramjibhai Patel,  
Teacher Agri. Deptt. Sharadagram.
25. Shri Jaggubhai Shah,  
In-charge Music and Dramatics &  
English-Gujarati Teacher, Sharadagram.
26. Shri Rameshbhai K. Agrawat,  
Head Kalabhavan, Sharadagram &  
Photographic Deptt.
27. Shri S. Shastriji,  
Head Sanskrit Deptt., Sharadagram.
28. Shri J.C. Shah,  
School Office Supdt., Sharadagram.
29. Shri Madukar B. Nimbark,  
School Office Asstt., Sharadagram.
30. Shri Dinkar Shah,  
Teacher, Sharadagram.
31. Mrs. S.V. Mody,  
Hindi Teacher, Sharadagram.
32. Shri J. Patel,  
Teacher, Sharadagram.
33. Shri H. Nakrani,  
Social Studies Teacher, Sharadagram.
34. Shri Abha Chovada,  
Teacher, Sharadagram.
35. Mrs. Manorma C. Joshi,  
Incharge Nursery Section,  
Sharadagram.
36. Mrs. Jannaben Desai,  
Headmistress Primary Section,  
Sharadagram.
37. Shri Ghanshyam Desai,  
Acharya Primary Section,  
Sharadagram.
38. Mrs. M.N. Pandya,  
Teacher, Primary Section,  
Sharadagram.

39. Shri Harendra Thakkar,  
Teacher & Village Worker, Sharadagram.
40. Shri Kannubhai Kotak,  
Accountant & Village Worker, Sharadagram.
41. Shri Kunwarji Dawada,  
Asstt. Accountant, Sharadagram.
42. Mrs. Sumitra P. Toliya,  
Librarian, Sharadagram.
43. Shri Jiwanlal Patel,  
Librarian, Sharadagram.
44. Shri Prabhashanker Joshi,  
In-charge of Sheriaj Village Centre,  
Sharadagram.
45. Shri Arshadrai Joshi,  
Asstt. Accountant, Sharadagram.
46. Shri Padamkant Acharya,  
Asstt. Hostel Superintendent & Musician,  
Sharadagram.
47. Shri Ambalal Patel,  
N.C.C. Officer, Sharadagram.

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List of persons who met the Education Commission  
on 14th July, 1965 at Jamnagar.

- 
1. Lt. Col. K.D. Hiranandani,  
Principal, Sainik School, Jamnagar.
  2. Shri K.P. Shah,  
President Jilla Panchayat, Jamnagar.
  3. Shri L.P. Patel,  
President, Jamnagar Municipality,  
Jamnagar.
  4. Shri J.J. Desai,  
Principal, Commerce and Law College,  
Jamnagar.
  5. Miss Anandi Machhar,  
Education Inspectress, Jamnagar.

Contd. ...

6. Smt. Manjula Dave, M.L.A.,  
Jamnagar.
7. Shri J. B. Sandil,  
Principal, D.V. Arts & Science College,  
Jamnagar.
8. Dr. S.M. Sen,  
Dean, M.P. Shah Medical College,  
Jamnagar.
9. Shri S.P. Shah,  
President, Jamnagar City Congress,  
Jamnagar.
10. Shri L. Jani,  
Sardar Patel Vidyalaya, Jamnagar.
11. Shri Bharatbhai Buch,  
Mahila Adiyapan, Jamnagar.
12. Shri J.D. Buch,  
In charge Headmaster, Nawanganar High  
School, Jamnagar.
13. Shri U.U. Avarani,  
Adm. Officer, Distt. Education Committee,  
Jamnagar.
14. Shri P.H. Pandya,  
Professor of Commerce and Law College,  
Jamnagar.
15. Shri J.G. Bagadia,  
Principal, Shishu Vihar Hindi High  
School, Jamnagar.
16. Shri D. Karakal S.J.,  
Principal, St. Xaviers High School,  
Jamnagar.
17. Shri Deshyank Pandya,  
Principal, D.C.C. V. High School,  
Jamnagar.
18. Shri B. Hamilton, Principal,  
Ralianbai K. Vidyalaya, Jamnagar.
19. Shri P.D. Pandya,  
H.M. Dayanand K. Vidyalaya, Jamnagar.
20. Smt. Nalini Vaidya, H.M. Sajuba Girls  
High School, Jamnagar.

List of persons who met the Education Commission at Gangajala Vidyapith, Aliabada (Jamnagar) on 14th July, 1965.

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1. Shri D.R. Mankad,  
Director, Gangajala Vidyapith, Aliabada.
2. Shri K.H. Valia,  
Joint Secretary, Gangajala Vidyapith,  
Aliabada.
3. Shri L.V. Chhichhiya,  
Joint Secretary, Gangajala Vidyapith,  
Aliabada.
4. Dr. G.P. Bhatt,  
Principal, D.G. College of Education,  
Aliabada.
5. Shri R.S. Shah,  
Professor, D.G. College of Education,  
Aliabada.
6. Shri S.J. Bnavsar,  
Lecturer, D.G. College of Education,  
Aliabada.
7. Shri S.D. Mankad,  
Lecturer, D.G. College of Education,  
Aliabada.
8. Shri S.A. Vaidya,  
Principal, Multipurpose High School,  
Aliabada.
9. Shri D.M. Patel,  
Principal, Primary Training College,  
Aliabada.
10. Shri P.V. Gala,  
Principal, Agriculture School,  
Aliabada.

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List of representatives of Teachers' Organisations who met the Education Commission on 15th July, 1965.

1. Shri K.T. Desai,  
Secretary, Bharatiya Vidyalaya,  
Ahmedabad.
2. Shri Thakorebhai Thakore,  
President, Gujarat Secondary Teachers'  
Association.
3. Shri D.M. Shah,  
Secretary, Secondary Teachers'  
Association.
4. Shri Jayant Acharya,  
President, Saurashtra Kutch Head  
Masters' Association.
5. Shri Ratibhai Dave,  
Secretary, Gujarat Rajya Madhyamik  
Shikshak Sangh.
6. Shri Bhailalbhai Contractor,  
Gujarat State Primary Teachers'  
Association.

List of Principals and Teachers of affiliated Colleges who met the Education Commission on 15th July, 1965.

1. Shri Chimanbhai Patel,  
Principal, Sardar Patel College,  
Ahmedabad.
2. Shri H. D. Noronha,  
Principal, Bahauddin College,  
Junagadh.
3. Shri J. T. Parikh,  
Principal, M.T.B. College,  
Surat.
4. Shri N.N. Bharucha,  
Principal, S.B. Garda College,  
Navsari.

5. Shri C. S. Shah,  
Principal, L.M. College of  
Pharmacy, Ahmedabad.
6. Shri S.C. Pathak,  
Principal, M.J. College of  
Commerce, Bhavnagar.
7. Shri K.V. Desai,  
Principal, Jayandrapuri Arts &  
Science College, Broach.
8. Shri S.R. Bhatt,  
Principal, B.D. Mahila Mahavidyalaya,  
Ahmedabad.
9. Shri J.B. Sandil,  
Principal, D.K.V. Arts & Science  
College, Jamnagar.
10. Shri C.C. Shah,  
Principal, Arts & Science College,  
Dabhoi.
11. Shri D.P. Thacker,  
Principal, P.T. Science and S.K.O.M.  
Arts College, Madasa.
12. Shri I.V. Trivedi,  
Principal, Somnath College,  
Varaval.
13. Shri R.S. Betail,  
Principal, Shardapeeth Arts College,  
Dwarka.
14. Shri C.C. Shah,  
Principal, P.T. Arts & Science  
College, Godhra.
15. Shri V.G. Upadhya,  
Principal, Arts College,  
Sankhoda.
16. Dr. C.R. Naik,  
Gujarat Siddharth Society,  
Near Sachivalaya, Ahmedabad.
17. Shri H.C. Shukla,  
10, Dipaknagar Society,  
Ellis Bridge, Ahmedabad.
18. Dr. A.M. Trivedi,  
Bhaskar Nivas, Maharashtra  
Society Ellis Bridge,  
Ahmedabad-6.

19. Shri G.R. Desai,  
"Sharaddha Bhavan" Swastik Society  
Navrangpura, Ahmedabad.
20. Shri Jayanand Dave,  
Principal, Morvi Arts College,  
Morvi.
21. Shri Premshankar Bhatt,  
Principal, Arts & Science College,  
Dhrangadhra.
22. Shri Yaswant Shukla,  
Principal, H.K. Arts College,  
Ahmedabad.

List of Teacher-Educators who met the  
Education Commission on 15th July, 1965.

- 
1. Shri A.B. Solanki,  
Principal, Shri C.N. Graduates'  
Basic Training College, Ahmedabad-6.
  2. Shri H.E. Hakim,  
Principal, Ramba Graduate Teachers  
College, Porbander.
  3. Shri G.P. Bhatt,  
Principal, Teachers' College,  
Aliabada.
  4. Smt. Leena Mangaldas,  
Executive Member and Chairman  
Shriyas Peruti Shikshan,  
Ahmedabad.
  5. Dr. K.G. Desai,  
A.G. Teachers College,  
Ahmedabad.
  6. Shri M.S. Patel,  
Dean, Faculty of Education & Psychology,  
Baroda.
  7. Shri C. Bhatt,  
Home School Basic Training College,  
Bhavnagar.
  8. Shri R.M. Christan,  
Principal, Vocational Training  
College, Ahmedabad.



9. Smt. Hansumati G. Purohit,  
Principal, Mahila Adhyapan Mandir,  
Sarvoday Ashram, Babapur,  
Distt. Amreli.
10. Shri Kantilal Joshi,  
Principal, C.N. Talimi Vidyalaya,  
Ahmedabad.
11. Shri Manubhai Pancholi,  
Lok Bharati, Sanosara.
12. Shri Manhanbhai P. Oza,  
Principal, M. Amin Adhyapan Mandir,  
Anand.
13. Shri Dhirubhai Patel,  
Principal, Basic Training College,  
Gandi, Distt. Ahmedabad.
14. Smt. Indumati Joshi,  
Bhagini Samaj Girls' High School  
(Home Science),  
Udvada R. S. W. Rly.
15. Miss Ruth Kohn, Ankur School,  
(Pre-Primary and Pre-Primary Teacher Training),  
Ahmedabad.

List of Principals of Engineering Colleges;  
Polytechnics and Industrial Training  
Institutes who met the Education Commission  
on 15th July, 1965.

- 
1. Shri T.A. Desai,  
Director of Technical Education,  
Ahmedabad.
  2. Shri T.M. Parikh,  
Principal, L.D. College of Engineering,  
Ahmedabad.
  3. Shri S.P. Taneja,  
Technical Deputy Director of Education,  
Ahmedabad.
  4. Shri R.V. Pandit,  
Principal, Govt. Polytechnic,  
Ahmedabad.

5. Shri K.K. Shah,  
Head of Applied Mechanical Department,  
L.D. College of Engineering,  
Ahmedabad.
6. Shri C.L. Parmar,  
Principal, R.C. Technical Institute,  
Ahmedabad.
7. Shri C.M. Patel,  
Asstt. Director of Training,  
Ahmedabad.
8. Shri M.N. Desai,  
Superintendent F.S. Parekh  
Technical School,  
Surat.
9. Shri S.A. Patel,  
Principal,  
B & B Polytechnical,  
Vallabh Vidyanagar.
10. Shri G.J. Kulkarni,  
Principal,  
Dr. S&S School,  
Gandhy, Bhavnagar.
11. Dr. V.J. Jani,  
Principal,  
S.V. Regional College, Surat.
12. Shri S.M. Amin,  
Principal, B.V.M.V.,  
Vallabh Vidyanagar.
13. Shri L.B. Shah,  
Dean, Faculty of Technology &  
Engineering, M. S. University of Baroda,  
Baroda.
14. Shri P.G. Dikshit,  
Principal, I.T.I.,  
Jamnagar.

List of Headmasters and Teachers of  
Secondary Schools who met the Education  
Commission on 15th July, 1965.

- 
1. Shri Jinabhai R. Desai,  
Principal, C.N. Vidya Vihar,  
Ahmedabad.

2. Shri M.N. Gandhi,  
Principal, Anjuman-I-Eslam  
High School, Ahmedabad.
3. Shri K.M. Mehta,  
Principal, Union High School,  
Surat.
4. Shri P.N. Sukhshevala,  
Principal, Avabai High School,  
Bulsar.
5. Shri V.R. Karve,  
Principal, New Progressive  
High School, Mehsana.
6. Shri Harshadrai A. Mehta,  
Principal, Jaishri Model High  
School, Baroda.
7. Shri Devjibhai Modha,  
Principal, Navyug Vidyalaya,  
Porbander.
8. Shri D.D. Pandya,  
Principal, D.C.C. Vividhlaxi  
High School, Jamnagar.
9. Shri P.B. Ramchandani,  
Maitri Vidyalaya, Gandhidham,  
Adipur, Kutch.
10. Shri R.V. Patel,  
Principal, Baliadeo Vidyamandir  
Itola, Dist. Baroda.
11. Shri H.M. Desai,  
Principal, Divan Dhanjishod High  
School, Jhagadia, Dist. Baroda.
12. Shri Ramanbhai Chatwani,  
Vividhlaxi High School,  
Shardagram, Mangrol.
13. Shri H.N. Shah,  
Principal, Avidha School,
14. Shri S.A. Vaidya,  
Principal, Vividhlaxi High School,  
Aliabada, Jamnagar.
15. Shri N.N. Naik,  
Principal, Kadod High School,  
Kadod.

16. Shri Shumbhai Desai,  
Principal, B.H.P.S. High School,  
Baruch, Dist. Surat.
17. Subhadraben Shroff,  
Principal, Sardar Vallabh  
Kanya Vidyalaya, Surat.
18. Miss Chandikaben Pathakji,  
Principal, Mahila Vidyalaya,  
Surat.
19. Miss Dhanmai Anklesaria,  
Principal, Maharani High School  
for Girls, Baroda.
20. Shri Nathalal Patel,  
Principal, A.K. Vidya Mandir  
Baroda (Winner of President's  
award).
21. Shri H.M. Solanki,  
Headmaster, Model High School,  
Ahmedabad.

List of representatives of Women's Organisations  
who met the Education Commission on 15th July,  
1965.

1. Smt. Pushpaben Mehta, Ahmedabad.
2. Smt. Kusumben Patel, Vithal Kanya  
Vidyalaya, Anand.
3. Smt. Manjulaben Dave.
4. Smt. Hemlataben Hegiste, Kasturba Ashram,  
Ahmedabad.
5. Smt. Vinodben Desai, Deaf and Dumb School,  
Ahmedabad.
6. Smt. Arunaben Desai, M.L.A.,  
Surendranagar.
7. Smt. Amitaben Verma, Dean, Faculty of  
Home Science, M.S. University of Baroda.
8. Smt. Desai, Principal, Sayaji Girls'  
High School, Baroda.
9. Smt. Urmilaben Bhatt, Dy. Minister,  
Social Welfare.

10. Smt. Udayprabhaben Mehta,  
Mahila Kelavani Mandal, Ahmedabad.
11. Smt. Charumatiben Yodha.
12. Smt. Manjulaben Jayantilal Desai, M.L.A.
13. Smt. Jayaben Vajubhai Shah, Amreli.
14. Smt. Urmilaben Girdharbhai Damodardas,  
President, Jyoti Sangh Ahmedabad.
15. Smt. Jyotsnaben Shah, Director,  
Social Welfare, Ahmedabad.
16. Smt. Sunandaben Vora,  
Secretary, Samaj Kalyan Sangh,  
Ahmedabad.
17. Smt. Vidyaben Mehta of Jyoti Sangh,  
Ahmedabad.
18. Smt. Vijayben Desai (Mrs. Jeenabhai)
19. Smt. Saralaben Sarabhai.

List of representatives of School Management  
who met the Education Commission on 15th July,  
1965

- 
1. Shri J.C. Clerk,  
Chairman, Sarvajanic Education,  
Society, Surat.
  2. Shri Babubhai Jashbhai Patel,  
Nadiad Education Society & Vithal  
Kanya Vidyalaya.
  3. Linaben Mangaldas,  
Shreyas, Ahmedabad.
  4. Shri J.S. Parekh,  
Sayaji High School Trust, C/o  
Bank of Baroda, Baroda.
  5. Shri K.P. Shah,  
President, Vidyottejak Mandal,  
Jamnagar.
  6. Shri Lalubhai Trivedi,  
Trustee, Kotak Kanya Vidyalaya,

7. Shri Ramchandra Amin,  
Sarva Vidyalaya, Kadi.
8. Dr. Champaklal,  
President, Prajakiya Vidyottejak,  
Mandal, Idar Dist. Sabarkantha.
9. Shri Kasturbhai Lalbhai,  
Chairman, Governing Body,  
Ahmedabad Education Society and  
President Gujarat Law Society,  
Ahmedabad.
10. Shri Bhailalbhai Patel,  
President, Charotar Education Society,  
Anand.
11. Shri Nanjibhai Kalidas,  
Gurukul Kanya Vidyalaya, Porbander.
12. Chairman,  
Managing Committee B.D. Arts College,  
Ahmedabad.
13. Shri Chandulal Sukhlal Mehta,  
President,  
Surendranagar Education Society,  
Surendranagar.
14. Shri Harbhai Trivedi,  
Home School Society, Bhavnagar.
15. Kum. Manjuben Patel,  
Trustee Vitha Kanya Vidyalaya,
16. Shri Purshottam Gandhi,  
Rashtriya Shala, Rajkot.
17. Shri Nansukhrum Jobanputra,  
Shardagram, Mangrol.
18. Shri Maneklal Shah, M.P.,  
Dholka Education Society,  
Gulbhai Tekra, Ahmedabad.
19. Shri Manubhai Patel, M.L.A.,  
Chairman, Lajpatrai Trust, Baroda.  
(former Dy. Minister for Edun.)
20. Shri Gagubhai Parikh,  
Bhavnagar Kelvani Mandal,  
Bhavnagar.
21. Shri Akbarbhai Jasdanwala,  
Trustee Virbai Kelvani Trust,

22. Shri B.K. Majumdar,  
Atul Kelvani Trust, Parnera,  
Bulsar.
- 23., Shri Bamanlal Soni,  
Modasa Kelvani Trust,  
Modasa.
24. Shri Ratansinhji Mahida,  
Rajpipla Kelvani Mandal, Rajpipla.
25. Shri Raghavji Lauwa,  
Amreli Education Society, Amreli.
26. Abdul Ghani Chhipa,  
Secy. Anjuman Islam, Ahmedabad.

List of persons interested in the education  
of Backward Classes who met the Education  
Commission on 15th of July, 1965

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1. Shri Chhaganbhai Madanbhai Kadarla, M.P.,  
Surat.
  2. Shri Kalyanji V. Mehta, Naroli Ashram.
  3. Shrimati Hiraben Lalchandbhai Minama,  
M.L.A., Panchmahals.
  4. Shri Nagjibhai Govindbhai Arya, M.L.A.,  
Baroda.
  5. Shri Manghubhai Patel, M.L.A.,  
Ahmedabad.
  6. Shri Chandubhai Patel,  
Director of Social Welfare, Ahmedabad.
  7. Shri Narendrabhai Patel, Ashram,  
Khedbrahma.
  8. Shri R.S. Patel,  
Inspector, Ashram Schools, Surat.
  9. Kumari Annapurna Mehta,  
Girls' Basic School, Madhi.
  10. Shri Vimal Shah, Ahmedabad.
  11. Shri Maganlal Soni, Rapar, Kutch.
  12. Shri Ratansinhji Mehida.

Contd. ..

13. Shri Parikshitbhai Majumdar,  
Ahmedabad.
14. Shri Dahyabhai Jivanji Nayak,  
M.P., Panchmahals.

List of Vice-Chancellors of Universities  
in Gujarat State who met the Education  
Commission on 16th July, 1965.

1. Shri L.R. Desai, Gujarat University,  
Ahmedabad.
2. Shri I.J. Patel, Sardar Vallabhbhai  
Vidyapeeth, Vallabh Vidyanagar,  
Via Anand.
3. Dr. C.S. Patel, Maharaja Sayajirao,  
University of Baroda, Baroda.

List of Chairmen of the District Primary  
Education Committees and Municipal School  
Boards who met the Education Commission  
on 16th July, 1965.

1. Shri Manubhai D. Patel,  
Chairman, D.E.C., Kaira.
2. Shri Chimanbhai Bhatt,  
Chairman, D.E.C., Surat.
3. Shri M.K. Vaidya,  
Chairman, D.E.C., Bulsar.
4. Shri Ambadal Patel,  
Chairman, D.E.C., Baroda.
5. Shri Navalbhai G. Shah,  
Chairman, D.E.C., Bhavnagar.
6. Shri Ganpatishankar Vakil,  
Chairman, M.S.B., Surat.
7. Dr. N.R. Dalal,  
Chairman, M.S.B., Baroda.



8. Manik Lal Thakur,  
M. S. B., Ahmedabad.
9. Shri Ramshankarbhai Upadhaya,  
Chairman, D. E. C., Sabarkantha.
10. Shri Pitambarbhai Patel,  
Chairman, Taluka Education Samiti,  
C/o Sandesh, Distt. Mehsana.
11. Shri Dulairabhai P. Vyas,  
Chairman, D. E. C., Jamnagar.

List of eminent persons who met the Education  
Commission on 16th July, 1965.

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1. Mayor, Ahmedabad Municipal Corporation  
and Chairman, Municipal School Board.
  2. President, District Panchayat, Ahmedabad.
  3. Shri Indulal Yagnik, M.P.
  4. Rev. Father D. Souza (S.J), Principal,  
St. Xaviers' College, Ahmedabad.
  5. Smt. Indumatiben Mehta, Principal,  
Secondary Teachers' Training College,  
Ahmedabad.
  6. Shri Khandubhai Desai, M.P., Sharda  
Mandir Society, Near Paldi, Ahmedabad.
  7. Shri Kalyanbhai Patel, Visnagar.
  8. Shri Damubhai Shukla, Navchetan Singh  
School, Ahmedabad.
  9. Shri Jhinabhai R. Desai, Principal,  
C.N. Vidyavihar, Ahmedabad.
  10. Dr. Lilaben Shah, Hon. Secy., Gujarat  
Balkalyan' Sangh, Ahmedabad.
  11. Shri Maganbhai P. Desai.

List of Officers of the Directorate of Education who met the Education Commission on 17th July, 1965 at Ahmedabad.

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1. Shri K.G. Badlani,  
Director of Education,  
Government of Gujarat, Ahmedabad.
2. Shri T.A. Desai,  
Director of Technical Education,  
Govt. of Gujarat, Ahmedabad.
3. Shri V.H. Bhanot, Deputy Director of  
Education, (Higher Education and  
Establishment), Govt. of Gujarat,  
Ahmedabad.
4. Shri Y.R. Desai, Deputy Director of  
Education, (Primary Education) Govt.  
of Gujarat, Ahmedabad.
5. Shri H.N. Shah, Deputy Director of  
Education, (Teacher Training), Govt.  
of Gujarat, Ahmedabad.
6. Kum. Gulben Bam, Deputy Director of  
Education, (Secondary Education),  
Govt. of Gujarat, Ahmedabad.
7. Shri H.A. Mistry, Officer Incharge  
English Unit.
8. Shri D.R. Desai, Director of Science Unit.
9. Shri I.U. Vasavda, Director State  
Institute of Education.
10. Shri W.P. Abhyankar, Vocational  
Guidance Officer, Gujarat State.
11. Shri A.L. Dave, Assistant Science  
Consultant, Office of the Directorate  
of Education.
12. Shri N.M. Raval, Curator of Libraries,  
Government of Gujarat.

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Annexure II

List of persons who attended the meeting  
on 13.7.1965 at 2.30 p.m. at Kasturba  
Kanyavidyalaya, Anand.

1. Shri Ambalal C. Patel, Headmaster, Kasturba Kanya-  
vidyalaya, (Managed by Charotar Education Society),  
Anand.
2. Shri Ochhavlal H. Upadhyaya, Principal, D.N. High  
School, Anand.
3. Shri Maganbhai P. Oza, Principal, M.A.P.S., Adyapan  
Mandir, Anand.
4. Shri Rajibhai C. Patel, Secretary, Charotar Education  
Society, Anand.
5. Shri Ramanbhai N. Patel, Headmaster, D.N. High School,  
Anand.
6. Shri Vitthalbhai J. Patel, Principal, Sardar Vallabhai  
Patel High School (Agriculture premises), Anand.

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Meeting with Heads of Departments on  
13.7.1965 at 11 a.m. - Sardar Vallabhbhai  
Vidyapeeth, Anand.

1. Dr. A.B. Patel, Head of the Department of Physics.
2. Dr. J.J. Shah, Head of the Department of Botany.
3. Shri S.M. Shah, Head of the Department of Mathematics.
4. Prof. R.K. Amin, Head of the Department of Economics.
5. Dr. B.V. Shah, Head of the Department of Philosophy,  
Psychology and Sociology.
6. Dr. S.K. Kshirsagar, Head of the Department of  
Political Science.
7. Dr. A.R.G. Tiwari, Head of the Department of History.
8. Shri J.K. Patel, Head of the Department of Gujarati.
9. Shri R.L. Dave, Head of the Department of English.
10. Dr. R.L. Khandelwa, Head of the Department of Hindi.
11. Dr. B.H. Kapadia, Head of the Department of Sanskrit.
12. Dr. B.N. Mankad, In-charge, Department of Chemistry.
13. Prin. R.S. Trivedi, Head of the Department of Education.

List of members who attended meeting on  
13.7.1965 at 3.15 P.M. - Institute of  
Agriculture, Anand (Krishi Mahavidyalaya)

1. Shri I.J. Patel, Vice-Chancellor, Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.
2. Dr. M.D. Patel, Prof. of Animal Husbandry (Director of the Institute of Agriculture).
3. Dr. B.M. Patel, Hon Prof. of Animal Husbandry.
4. Dr. S.M. Majumdar, Hon. Prof. of Horticulture and Principal of Gram Sevak Training Centre.
5. Dr. R.M. Patel, Principal of the College and Prof. of Agricultural botany.
6. Dr. C.J. Patel, Hon Prof. of Agronomy and Research Officer in Fertilizer Project.
7. Dr. U.G. Patel, Prof. of Animal Husbandry and Dairying and Hon. Research Officer in Animal Husbandry.
8. Dr. M.V. Desai, Professor of Plant Pathology and Bacteriology.
9. Dr. T.D. Patel, Prof. of Dairy Technology.
10. Dr. J.R. Patel, Hon. Prof. of Animal Husbandry and Principal of Dairy Science College.
11. Dr. B.V. Mehta, Prof. of Agril. Chemistry and Soil Science.
12. Dr. H.K. Patel, Prof. of Entomology and Zoology.
13. Prof. N.K. Desai, Prof. of Agril. Economics.
14. Dr. N.C. Buch, Hon. Prof. of Veterinary Science.
15. Prof. H.N. Patel, Hon. Prof. of Agril. Extension.
16. Dr. .U. Patel, Hon Prof. of Agril. Extension.
17. Prof. B.D. Vaidya, Hon. Prof. of English
18. Dr. N.M. Parikh, Prof. of Dairy Chemistry.
19. Dr. C.B. Shah, Hon. Prof. of Plant Physiology.
20. Dr. P.E. Mistry, Prof. of Physics & Maths.
21. Dr. R.C. Patel, Hon. Prof. of Entomology.
22. Dr. Ramjibhai M. Patel, Prof. of Statistics & Expt. Design.

23. Dr. Raojibhai M. Patel, Prof. of Agronomy.
24. Shri V.R. Jambhekar.
25. Dr. G.N. Menon.
26. Dr. Seshadri.
27. Prof. U.S. Shah.
28. Dr. W.V. Chatupule, Principal, Veterinary College.
29. Dr. Vaishnav.
30. Dr. Hiregaudar.
31. Dr. W.E. Collins.
32. Mrs. Collins.

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List of members who attended the meeting  
on 13.7.1965 at 12 noon in Sardar Vallabhbhai  
Vidyapeeth with Syndicate Members, at Anand.

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1. Shri I.J. Patel, Vice-Chancellor, Sardar Vallabhbhai Vidyapeeth, Vallabh Vidyanagar.
2. Shri K.G. Baolani, Director of Education, Gujarat State, Ahmedabad.
3. Shri J.G. Chohan, Principal, V.P. Mahavidyalaya (Science), Vallabh Vidyanagar.
4. Dr. R.M. Patel, Principal, B.S. College of Agriculture, Anand.
5. Shri S.M. Amin, Principal, Birla Vishvakarma Mahavidyalaya, Vallabh Vidyanagar.
6. Shri G.A. Bhatt, Principal, B.J. Vanijya Mahavidyalaya, Vallabh Vidyanagar.
7. Shri B.M. Patel, Principal, Nalini and Arvind Arts College, Vallabh Vidyanagar.
8. Shri R.S. Trivedi, Principal, M.B. Patel College of Education, Vallabh Vidyanagar.
9. Shri N.D. Desai, Principal, R.P.T.P. Science College, Vallabh Vidyanagar.
10. Shri V.R. Kapadia, Principal, Anand Arts College, Anand.
11. Shri C.C. Trivedi, Principal, Anand Law College, Anand.
12. Dr. J.R. Patel, Principal, Dairy Science College, Institute of Agriculture, Anand.

Ex-Vice Chancellors

1. Dr. B.D. Patel
2. Dr. M.D. Patel

List of Persons from Gujarat who submitted  
Memorandum to the Commission.

1. Shri G.M. Jadhav, Baroda.
2. Shri Vikram A. Sarabhai,  
Physical Research Laboratory,  
Navrangpura, AHMEDABAD
3. Shri S. E. Unia, Gujarat.
4. Saifee Jubilee High School & Madresane  
Usufiah Society of Sidhpur, Sidhpur.
5. Shri Rudra Prasad M. Desai,  
Petlad.
6. Dr. R.P. Kane, Physical Research Laboratory,  
Navarangpura, Ahmedabad.
7. Shri J.K. Medi, Bhavnagar.
8. Shri Kirtidev D. Desai, Deptt. of Political  
Science, Gujarat University, Ahmedabad.
9. Shri A. J. Desai, Principal,  
University Experimental School,  
M. S. University, Baroda.
10. Shri Thakarlal S. Thakore,  
Ex-President,  
Gujarat Federation of Primary Teachers  
Association, AHMEDABAD.
11. Shri Bhimbhai M. Desai,  
Principal, B. A. B. S. High School,  
Bardoli.
12. Shri R.G. Chatwani,  
Principal, Shardagram.
13. Principal, National High School,  
Ahmedabad.
14. Dr. K.M. Ketadia, Gujarat University,  
Ahmedabad.
15. Mr. Roy Patrick Wahle,  
Fulbright Visiting Professor, U. S. A.
16. Sri Kasturbhai Lalbhai,  
Ahmedabad.
17. Jamnagar Collegian Association,  
Jamnagar.



18. Himavan Samaj Kalyan Kendra,  
Ahmedabad.
19. Shri Neela Shah, Ahmedabad.
20. Gujarat Rajya Acharya Sangh,  
Kadia, Ahmedabad.
21. Shri Damubhai Y. Shukla,  
Ahmedabad.
22. Charotar Education Society, Anand.
23. Principal, Institute of Agriculture,  
Anand.
24. Mayer, Municipal Corporation,  
Ahmedabad.
25. Shri Rajinder Kumar,  
Reader in Economics, Ahmedabad.
26. Dr. B. B. Gandhi, President,  
Vidya Mandir Society, Surat.
27. Conference of teaching of English from  
5th Standard, Ahmedabad.
28. Gujarat Rajya Madhyamic Shikshak  
Sangh Maha Mandal, Ahmedabad.
29. Shri M. B. Karnik, Kankaria,  
Ahmedabad.
30. Shri Chandu Lal S. Trivedi, Manager,  
Tutorial High School, Kalipur, Ahmedabad.
31. Shri H. R. Bhatt, M. L. A., Raipur,  
Ahmedabad.
32. Dr. Y. G. Nayak, Principal,  
Gujarat College, Ahmedabad.
33. Shri L. R. Desai, Vice-Chancellor,  
Gujarat University, Ahmedabad.
34. Shri Thakorlal S. Thakore,  
President,  
The Gujarat State Federation of  
Secondary Teachers' Association,  
Kankaria, AHMEDABAD.
35. Dean,  
Faculty of Fine Arts,  
M. S. University of Baroda,  
BARODA.
36. Shri Ram Lal Parikh,  
Gujarat Vidyapeeth, AHMEDABAD.

37. Leena Mangaldas,  
Chairman,  
Shreyas Foundation,  
AHMEDABAD.
38. Mrs. S.R. Marfatia,  
Principal,  
Vidya Mandir College for Women,  
Surata.
39. President,  
Vidhyarthi Vali Mandal,  
Surat.
40. Secretary,  
Gujarat Rajay Acharya Sangh,  
Khadia, AHMEDABAD.

SUMMARY OF MEMORANDA SUBMITTED TO THE  
EDUCATION COMMISSION IN GUJARAT STATE

1. Shri G.M. Jadhav, Baroda

English should be taught as an important second language in secondary schools from the age of 11 or 12.

English may be continued to be used for Inter-State correspondence and regional languages may be used within the States.

Hindi and other regional languages should be enriched by profusely borrowing words from all the languages. For Science subjects, including medical and technical, words from English should be borrowed extensively.

Indian languages should be the medium of instruction at University level.

There should be one science academy in every State.

2. Shri Vikram A. Sarabhai,  
Physical Research Laboratory,  
Navrangpura, AHMEDABAD

The educational system and the national policy for education should be fixed on the basis of national consensus.

Institutions should be left free to adopt an educational system of their choice, and should not have exclusive territorial rights.

The Government grants to educational institutions should not be used to enforce conformism with regard to methods of education and evaluation.

THE importance of study of classics as a means of relating historical past should be recognised.

THE salary scales and status of teachers as compared to other professions indicate the social values and priority that is attached to education in the country. More serious attention should be paid to improvement of salary scales and status of Teachers.

Improvement of education can occur only at the level of class-room. Teachers should be given more freedom and responsibility for taking decisions in the matter. THE State cannot ensure good education through compulsion like model constitutions etc., but can provide conditions under which initiative of teachers would not be paralysed.

### 3. Shri S. E. Unia, Gujarat

Secondary education should be a terminal stage for most of the students. More technical, commercial and Agricultural schools should be opened. Courses must be diversified so that all may find subjects of their choice and aptitude.

Textbooks should not be nationalised but should be got written by persons of known competence.

Proper and effective control should be exercised on privately managed schools.

The system of examinations should be reformed.

Co-education should be allowed only in rural areas.

Girls' schools should provide instruction in subjects like Home Science, Fine Arts, Needle work, Tailoring, Typing and so on.

The present system of inspection of high schools should be discontinued.

Schemes of physical education in schools should be reorganised.

There should not be more than three sections in each class in a high school.

More attention should be paid to the teaching of Second language.

Secondary education should remain under the control of State Governments.

4. Saifee Jublee High School & Madresahe Usufiah Society of Sidhpur, Sidhpur.

Private enterprise in the field of primary education should be encouraged by the government. This will improve the quality of education because of competition between the privately-managed and State managed schools.

The present system of grants-in-aid to primary and secondary schools as also to institutions of higher learning should be changed. More liberal grants should be given to them.

5. Shri Rudra Prasad M. Desai, Petlad

A two-tier system of national education should be adopted, one through the medium of regional languages at all levels, and the other through the medium of English starting, at least from the beginning of the secondary stage if not earlier. A suitable formula based on merit and excellence should be evolved for this. Such a two-tier system necessitated by the

needs of the country will solve most of our problems whereas a monolithic pattern is bound to lead to chaos and retrogression.

6. Dr. R. P. Kane, Physical Research Laboratory, Navarangpura, Ahmedabad.

Our universities are producing graduates and post-graduates who are below the standards obtaining in advanced countries. The following steps may be taken to improve standards of higher education.

(1) The Centre should establish Central Colleges affiliated to a Central University, for all technical and non-arts subjects with English as the medium of instruction.

(2) Admission to these colleges should be strictly on merit.

(3) Courses in these Colleges may be of package type (one course per major subject) which students may finish any time. Good grades in some groups of courses should be a necessary condition for appearing at a final examination to be held twice a year. Students failing badly should have an opportunity to reappear and improve their final grades. But promotion to the next class should be open to only those getting a good grade. There should be three such examinations for a graduate course, one more for the Master's degree and still one more for a Ph.D. degree. Thus, emphasis will be on learning the subject well.

The teaching period will also have to be increased by curtailing holidays. Graduates so

trained should be absorbed preferentially in Government departments and or institutions ensuring that their special knowledge of the subject will be properly utilised.

7. Shri J.K. Modi, Bhavnagar

More attention should be paid to pre-primary education which is the corner stone of all good education.

There should be three types of Universities in India, viz., the Regional Universities teaching through the medium of regional languages, the National Universities teaching through the medium of Hindi and the International Universities teaching through the medium of English. The courses in all these universities should be such that every body coming out successfully would have adequate knowledge of English & Hindi.

8. Shri Kirtidev D. Desai, Deptt. of Political Science, Gujarat University, Ahmedabad

The pre-University stage of Education is designed to serve the triple purpose of preparing students for the university education, giving them opportunity to know various subjects so as to make their choice of subjects for subsequent specialisation meaningful and real, and providing general education as a corrective to lop-sided over-specialisation. In view of these imperative objectives the present one year pre-university scheme has proved to be inadequate. It is, therefore, suggested that a two-year pre-University course should be adopted as a link between

the secondary and the university education. Further, this stage should be linked to the colleges as these would be more qualified and well-equipped for handling this.

The place of regional languages as a medium of instruction at the primary and secondary stage is beyond doubt. Regional languages should become medium of instruction at the graduate level also. Hindi and English should remain as an alternate associate mediums of instruction. Hindi and/or English should be the only medium at the post-graduate level.

In order to make University education a stimulating and exciting experience, teachers should be allowed and to adopt a variety of methods/techniques in their teaching and should be encouraged to undertake variegated experimentation to suit changing total needs.

The present system of examinations also needs radical changes. In view of the larger autonomy advocated for the Universities Examination or evaluation should be completed in the term in which the courses are offered. In place of present system of marking, grades (four or five) may be awarded. At the graduate level, it may be reorganised by assigning 50% credit for essay type examination, 25% credit for objective tests, and 25% credit for regular class work or tutorial work. At the post-graduate level the evaluation system should be more elastic.

Exchange of teachers should be widely encouraged.

The role of teachers in political participation should be carefully examined.



9. Shri A. J. Desai, Principal,  
University Experimental School,  
M. S. University, Baroda.

Rural areas with a population of 15,000-25,000 may be developed into an agriculture-cum-industrial Centre. This would provide many channels of employment and opportunities to the talent which migrates from rural areas to the urban areas. Such an area can also provide and sustain amenities which are normally available in modern cities.

The education system will have to be geared according to this concept of urbanised rural areas.

The following plan is suggested for primary and the secondary stage:

<u>Age</u>	<u>Standards</u>	<u>Stage</u>
5 + to 13	I to VIII	Primary
	I to V - no craft	Public examination
	VI to VIII - craft (Basic)	at the end of VII Std.
14 + to 17 +	IX to XII	Secondary

The Secondary stage will have to be planned so as to make craft-centred or have a craft as an integral part of the curriculum.

10. Shri Thakerlal S. Thakore,  
Ex-President,  
Gujarat Federation of Primary Teachers Associations,  
Ahmedabad.

There is no need for compulsory education. It is better to have free education with greater amenities. Compulsion has created problems of wastage and stagnation.

Primary education should aim at providing a sound knowledge of the basic principles of arithmetic and science; developing a taste for good hand-writing and correct spelling in mother-tongue; developing good social habits and cleanliness; and maintaining a well-built body.

THE concept of basic education, as propounded earlier has not succeeded. Some salient features of basic education should be absorbed in the system of primary education and should be implemented sincerely the available resources. IT is better to include agriculture as the basic craft in rural schools.

Building of physical fitness should be given priority. Young children should be called for physical training in the morning and given grain, ground-nuts, gur, etc., which are more nourishing and economical. This would be better way of organising the school meal programme.

No attempt should be made to accelerate the expansion of primary education. No child should be allowed to learn the alphabets, till he attains age of 6+, and attains a certain standard of physical fitness.

Duration of primary education should be 5 years and uniform throughout the country.

There should be no optional subjects at the primary stage.

There should be an-all-India pattern for the study of languages. Study of three languages should be made compulsory at the middle school stage.

Spiritual and moral instruction through daily morning prayers; weekly assembly of students with renderings of devotional songs; recitation of tales of heroism, honesty; should be organised in all schools.

More emphasis should be laid on extra-curricular activities within the school campus.

The system of examinations should be reformed. Annual examinations at primary stage should be abolished. More stress should be placed on oral examinations at this level of education.

Scales of pay of teachers and their status should be improved. More facilities for their in-service training should be provided. Old-age benefits should be provided to teachers. Teachers' associations should be recognised and should be enabled to play a more effective role in the reorganisation of education.

Education like defence must be regarded as a vital subject and in a multi-lingual country like India must become a Central subject.

11. Shri Bhimbhai M. Desai:  
Principal, B. A. B. S. High School,  
Bardoli.

The pattern of education should be organised as follows:-

(i) Primary Education; Standard I to Standard VII - 7 years.

The child should join Standard I at the age of 5 plus.

(ii) Secondary Education; Std. VIII to XII(5 years)

(iii) College Education; Three-year degree course.

(iv) Post-graduate; After three year degree course.

## CURRICULUM

Primary education should be reorganised and should be a seven years course. Greater emphasis should be laid on the formation of certain habits - physical, social and mental - rather than on the quantum of knowledge to be acquired.

The curriculum for the first four years should include mother tongue, arithmetics, history, geography and elementary science. These subjects, except the mother tongue and arithmetic should be taught through a set of well graded stories/exercises. There should also be practical work and experiments.

The curriculum for standard V to VII should include mother tongue mathematics, Hindi, social studies, general science and craft. Curriculum at secondary stage should provide a variety of courses. More emphasis should be laid on multipurpose courses.

Physical education needs better attention.

12. Shri R.G. Chatwani,  
Principal, Shardagram.

The system of education should be ruralised. This would be a step forward towards the progressive Indian education connoting the elements of health, happiness, simplicity and duty. The State should give grants-in-aid to schools in rural areas by way of giving land so that the primary schools could pay more attention to practical training in the field of Agriculture.

Secondary education under the general directives of the State should be placed in the hands of the

people. The secondary education should properly equip the majority of the students to face the realities of life and continue their education on a part-time basis.

Government jobs should be given on the basis of open merit test and not on the basis of degrees and diplomas.

Correspondence and part-time education should be properly planned and developed.

The spirit of basic education should prevail at all levels of education.

Teachers' lot should be improved and more amenities like pre-medical aid, free railway passes during vacations, provision of free education for their children, and rent free accommodation, should be provided to them.

Learning of languages: Mother tongue should be taught for twelve years, national language - Hindi - should be taught for 8 years, international language - English - should be taught for 6 years, and Sanskrit/Arabic/Persian should be taught for three years. When mother tongue is Hindi, study of any South Indian Language is desirable.

To improve the quality of education, special schools and residential schools of special nature doing nation building work should be given bountiful help on merit and talented students should be given sufficient scholarships till they complete their studies.

More attention should be paid to physical education. Every school must have a play ground.

13. Principal, National High School,  
Ahmedabad.

Secondary education should be education for responsibility and character training. It should help in the task of national integration and synthesis of cultures. Secondary education should be given a practical bias so that it provides a terminal point for the majority of students.

Special provision should be made for gifted children.

School-year should be reorganised so as to have at least 225 working days in a year.

Health services should be provided in the schools.

The system of inspection requires to be overhauled in the context of changed conditions.

Curriculum should be reorganised.

There should be one public examination at the end of class VII to divert the student to trade schools, commercial schools, junior technical schools and secondary schools. The Second Public Examination at the end of class XI should provide a terminal point for students wishing to take up a job, or a certificate course or a diploma course. The Third Public Examination should be held at the end of class XII for entrance to the university.

System of examination should be reformed and more importance should be given to objective tests.

The triple benefit scheme of provident fund, insurance and pension, for teachers should be introduced.

A teacher should work for at least 18 hours a week.

Education cess should be levied to finance education.

14. Dr. K.M. Kotadia, Gujarat University,  
Ahmedabad.

English should be taught at least from the V class. More stress should be placed on students' own effort to study rather than spoon-feeding by the teacher. There should be no examination every year. Credit should be given in every term on the day-to-day work of the student and this should be counted at the examination held in the final term. If the required credit is not acquired by a student in a particular term, he should repeat it. This will be a good system to help the student develop his capability and confidence and a real test of knowledge.

The various ranks in the hierarchy of teachers should be abolished.

Educational research and planning should be properly coordinated.

15. Mr. Roy Patrick Wahle,  
Fulbright Visiting Professor, U. S. A.

A sound elementary and secondary education programme must be developed. The Commission should place its main emphasis upon the improvement of India's elementary education programme - its teachers, text books and instructional materials. Elementary teachers may be given training in the same institutions where secondary teachers are given training.

The problem of wastage should be thoroughly studied and requisite changes in teacher-education

programme methodology, curriculum, textbooks and instructional materials introduced.

16. Sri Kasturbhai Lalbhai,  
Ahmedabad.

Education should provide a balanced and inter-related emphasis on general and liberal objectives on the one hand and on vocational and professional objectives on the other.

The urgent need is to mobilise human resources and to build up a large corps of scientific and technical personnel.

The pressure for admissions to universities is tremendous. Proper attention should be given to the plan of selective admissions to the Universities. No one obtaining less than 50% marks in the public examination should be admitted in the university. More funds should be provided for education for providing better teachers, laboratories and equipment.

More emphasis should be laid on agriculture. Industrialisation should also spread to rural areas. Reorientation of higher education should have top priority with more emphasis on scientific and technical faculties, (including agriculture) and relatively less on humanities, fine arts and law. This will mean inclusion of more science and mathematics in the secondary school curriculum. Traditional teaching methods should be supplemented with the modern techniques now available. More multi-purpose technical schools should be opened to provide instructions to those who are not fit to receive higher education. Teachers shall be given encouragement to better their qualifications



and incentives should be provided for this. Competent persons in the field of industry may be utilised as part-time teachers in higher institutions. The quality of teachers should be improved. The teachers should be able to help students develop initiative, independent effort essential to self-direction, and self-discipline, capacity to view the broad sweep of events, facts and principles as well as the organised use of intelligence to solve problems.

17. Jamnagar Collegian Association, Jamnagar,

Students should be given railway concessions even while travelling individually.

Education should be a Central subject.

Fee exemption should be granted to the students whose parents have an annual income of Rs. 2400.

Hindi should be compulsorily taught all over the country.

More technical and medical colleges should be opened. Translation of standard books in regional languages and Hindi should be done. Every student should render one year of social service in rural areas before obtaining his degree. There should be no allocation of posts through UPSC to different States on quota system.

18. Himavan Samaj Kalvan Kendra, Ahmedabad.

Just as there is one national Anthem throughout India, so also there should be one common prayer to be recited in all the educational institutions in the country. A series of books should be prepared on various subjects to be used right from the primary to the higher stages of education.

Teaching of Yoga may also be introduced.

19. Shri Neela Chah, Ahmedabad

University education should be selective. Pre-primary education should be given more importance.

Students not going for University education should be given vocational and professional training together with liberal and social education.

20. Gujarat Rajya Acharya Sangh, Kadia, Ahmedabad.

The pattern of education should be four years elementary and three years lower secondary plus four years secondary or 7 years secondary.

English should be taught at an early age, i. e., 7, or 8 years. There should be a uniform policy regarding the teaching of English in India. Standards V, VII and VIII attached to secondary schools should be considered as part of the high school and should be treated equally for all purposes.

To encourage the managements to build their own school buildings, Government should float a Building Corporation. The schools should be given loans to buy lands and to construct buildings by this Corporation. The loan should be given at a low rate of interest and for a long period.

Every school should have a playground.

Teachers' associations to be recognised. Teachers should be given more salaries but the Government should meet the entire extra expenditure on that account. The Association is against starting higher secondary schools.

Study of Sanskrit should begin from Std. VIII. Introduction of craft as a compulsory subject is considered more or less as waste of energy, time and money. There should be only one terminal school examination. Provident fund for teachers should be introduced.

21. Shri Damubhai Y. Shukla, Ahmedabad.

Education should be the most powerful integrating agency. Uniformity in educational standards should be introduced. For this purpose, a broad pattern of education should be thought out and the States should be persuaded to accept that, i. e., seven years of primary education, three plus two for secondary and higher secondary and three years for degree. If an all India pattern of holding public examination is developed, at the end of primary, secondary and collegiate stages, it will bring about desired uniformity in education.

Study of English should be retained and quantum of its knowledge should be fixed for the first public examination and higher secondary stage and it should be same everywhere. The Gujarat Government's experiment in this direction needs close watching.

Pay scales of teachers in all the States should be equalised.

22. Charotar Education Society, Anand

The ideal strength of a class should be 30 and may be kept upto 35 in the beginning. Teachers should have quarters in the school campus itself to enliven the process of education. Associations of parents should be formed to express their views freely on problems of education.

English may be taught from standard V on an elective basis.

There should be public examinations conducted at the end of 7th, 10th and 12th standards.

From Standard VIII onwards more elective subjects should be offered.

There should be a uniform national system of education.

23. Principal, Institute of Agriculture, Anand

To improve the position of agricultural education in the country it is necessary that immediate steps are taken to establish an Agricultural University in each State.. The establishment of an agricultural university will ease all the financial problems that limit at present the initiation and promotion of research which has a vital role in increasing the quantity and quality of agricultural products. It will be able to attract suitable talents from other disciplines.

Research in education is at present carried out on a piecemeal basis and lacks cooperation and coordinated effort. Agricultural university will be able to offer better research facilities. It is necessary that serious attention be now paid to revitalise the agricultural education in the country. It is, therefore, suggested

that the first degree course in agriculture be an integrated degree course of four years' duration after passing preparatory science in the Science Colleges or after passing higher secondary examination,

Agricultural graduates should have sufficient field training in large farms in order to gain confidence in management and running of a farm. To achieve this, it is suggested that no student be awarded a degree unless he has completed infield training in any recognised farm at least for a period covering not less than a complete growing season. This infield training should be of the nature of a paid apprenticeship and reasonable subsistence allowance should be paid to the trainees.

The number of research assistantships and fellowships in the field of agriculture should be considerably increased so as to cover the requirements of all the institutes of higher learning in agriculture.

The medium of instruction for these institutions should be uniform throughout the country as this would enable the institutions to establish and maintain professional contacts throughout the country.

There is no need to open new agricultural colleges, since the existing ones are not well-staffed and well-equipped to the desired standards for providing undergraduate and postgraduate instructions and training in general and for promotion of research in particular. Research programmes in the

field of agricultural education should be properly evolved and sufficient financial resources should be allocated for the purpose. The programmes should be of a sufficiently long duration so as to bear fruits.

There is a great disparity between the salaries of the teachers and research workers in agriculture and those of their counterparts in the fields of science and technology. It would be possible to infuse vigour and enthusiasm in the teachers and research workers if this imbalance is removed and their salaries are made at par with those of other university teachers and research workers in the fields of science and engineering.

24. Mayor, Municipal Corporation, Ahmedabad

The goals of primary education should include creation of good healthy habits and training in citizenship.

The curriculum should be able to provide for suitable activities which ultimately will lead to these goals.

Pre-primary education from 4 + to 5 + for one year should be free and compulsory. Hours of instruction should be three hours a day. Primary education should be of seven years' duration (5 + to 12 +) and secondary education of four years (12 + to 16 +). The syllabi of primary schools needs reorganisation. It should be oriented more towards life situations.

Scales of primary teachers should be adequately increased to permit him to live honourably and with self-respect. It should not be necessary for the teacher trainees to stay in hostel. To replace the present system a scattered programme of two weeks each may be arranged

for all student teachers to live together for community life.

System of examination needs improvement. Cumulative record cards (simplified) should be maintained for all the pupils and there should be frequent testing during the year. School education should be one whole unit starting at four plus and ending at 16 plus. Sooner or later private enterprise in the field of education up to secondary stage should be eliminated. Education should be compulsory and free from K.G. to standard VII and free from standard VIII to XI.

In-service training should be provided for teachers to make them up-to-date in the teaching methods and subject knowledge.

25. Shri Rajinder Kumar.  
Reader in Economics. Ahmedabad.

The impending switch over to regional languages as the medium of instruction at post-graduate levels will confront the teachers not knowing the regional language with a serious problem. It is, therefore, necessary that a suitable transitional period is recommended in such cases.

26. Dr. B. B. Gandhi. President. Vidya Mandir  
Society. Surat.

We should have Women's University or Universities should have faculty of women's education having diversified courses wisely planned by experts keeping in mind natural instincts and inclinations of women in general, social and political requirements of our country, technical aptitude of women in general and

the ideal manpower in our country.

27. Conference of teaching of English from 5th Standard, Ahmedabad.

The policy of Gujarat Government regarding teaching of English has considerably harmed all sections. Our committee firmly holds that the policy pursued by the State Government has put the education in reverse gear and has supported the process of insolation which may result in further disintegration of our country.

The process of change in medium of instruction has to be gradual. We firmly believe that English should be taught at all levels and should be taught in a way which will further the process of integration in the country.

There should be no bar to the teaching of English in any school and at any level. There should be greater freedom of experiments in the teaching of English.

Hindi is an allied language and can be taught at any level too easily in Gujarat.

We need not give more years to the teaching of Hindi and, instead divert that much time to the teaching of English without any jeopardy to the pattern of education.

The three-language formula as suggested by the National Integration Committee can be applied to this region more effectively by teaching of English and Hindi simultaneously or by introducing Hindi earlier for a period of two to three years, which according to this conference will suffice to get mastery in the subject.

In any case, English should not be pushed back to a stage where its teaching becomes imperfect and



28. Gujarat Rajya Madhyamic Shikshak Sangh  
Maha Mandal, Ahmedabad.

Teachers and Headmasters' Associations should be recognised.

Education should be placed on the concurrent list.

Certain minimas in radically revised salary scales with facilities for free education to teachers' children at all levels should be enforced at the earliest. Conditions of service with provisions for old-age benefit, security of service arbitration machinery, etc. should be provided.

All benefits given to Central Government servants should be extended to teachers in non-government schools also. To improve the quality of education a mass programme of training untrained teachers at Government cost should be immediately implemented.

Managing Committees of the schools should have teachers representatives on them.

Grants-in-aid Code should be suitably revised.

29. Shri M. B. Karnik, Kankaria, Ahmedabad.

The growth of education has not been uniform in all the places. There has been no fixed policy about the allotment of funds to the different stages of education. For example, in the first Plan 63% of the educational outlay was spent on primary education while in Second Plan it was 41% and in the Third Plan it was again raised to 50%. The policy should be fixed according to the concentration of the long-term perspective.

It is suggested that for the coming period 50% of the total outlay on education should go to primary education and at least 10% should go to technical education and 15% to higher education.

Primary education should be of 7 years' duration and secondary of 5 years. There should be better planning in higher education.

Three or four districts may be taken as one unit for purposes of higher education and this unit may have one Medical College, one Engineering College and two Agricultural Colleges.

A new educational training programme should be started for training the heads of the institutions, administrative officers, statisticians, etc.

30. Shri Chandu Lal S. Trivedi, Manager,  
Tutorial High School, Kalipur, Ahmedabad.

Teaching in middle school standards should not be for more than 3 hours and 30 minutes as the students are of tender age and this also hinders their mental development. The number of subjects taught at this stage should also be reduced. Teaching of English should be retained.

31. Shri H.R. Bhatt, M.L.A., Raipur, Ahmedabad.

There has been a great fall in standards at all stages of education.

It is suggested that the publication of guides and help books should be completely stopped.

The problem of students indiscipline should be tackled seriously. The exhibition of third-rate films

should be banned and strict censorships should be exercised.

National and international problems should be made part of studies in high schools and colleges.

NGC should be started in the schools where it is not working.

English cannot be permanently retained in the country and there should be one national language.

There should be a common pattern of education in the country.

Education should be made a concurrent subject. A decision about the classification of 5th, 6th and 7th in the State of Gujarat either to be classified as primary or secondary should be taken once for all.

32. Dr. Y.G. Nayak, Principal,  
Gujarat College, Ahmedabad.

The position of science teaching in primary and secondary schools and universities in the country is very unsatisfactory both in regard to the facilities and the teaching personnel. Therefore, the teaching of science will have to be strengthened by an all-round improvement in various directions and particularly in the following aspects:-

- (1) Laboratory facilities in schools and colleges.
- (2) Trained personnel for science teaching at all levels.
- (3) Improvement and intensification of courses of study.
- (4) Availability of standard textbooks, popular literature and science magazine (in regional languages).

- (5) Quantum of teaching periods for science and teaching load of teachers.
- (6) Evolution of a common technical terminology in all major languages.
- (7) Evaluation and improvement programmes of science education and attainments by students.
- (8) Encouragement and help to bright students for studying science.
- (9) Improvement of salary scales of science teachers; and
- (10) Popularising science education amongst the public.

The pattern of post-graduate education should be nearly similar in different universities. It should be possible to coordinate the teaching of special subjects in individual universities in a State through an Advisory Body. Exchange of senior teachers should be encouraged. Medium of instruction at least at the post-graduate level should be uniform.

We should aim to have Hindi as the medium of instruction in post-graduate, technical and medical education. We must strike a balance between maintaining the standards of education and catering to the needs of a rapidly increasing number of students.

In the field of research it is felt that University Post-graduate Departments and Colleges are not getting enough encouragement and funds for research. Individual scientific research workers should be given more liberal help and grants for equipment. The research work should be coordinated in one University and between different universities in a State.

It is desirable to evolve a national scheme of science education for achieving these objectives. Scientific equipment should be manufactured in the country, as far as possible, and the institutions should be given more liberal grants for equipping their laboratories with modern implements. It is suggested that mobile laboratories in every district should be set up with a Science Education Officer who will take it round the district schools for a few days and use it for actual instructional as well as demonstration purposes.

To stop the rush for university education there should be pass degree course of a shorter duration and of a lower standard. Such a degree should be considered adequate for all public employment or employments in industry. The Honors course should be very stiff and of a longer duration.

33. Shri L. R. Desai, Vice-Chancellor,  
Gujarat University, Ahmedabad.

The primary education should be so planned as to equip the child with preparation towards his life of self-reliance in respect of basic human needs. The primary education should be of 7 years duration, in addition to the preparatory class of not less than one year.

No pupil should be admitted to the school in its preparatory class before 5 plus and to Standard I before class I.

At the primary stage mother-tongue and Hindi should be taught as compulsory subjects. Hindi may

begin in the 5th standard. Ultimately Mathematics and Science should be introduced and taught during this stage. A productive craft should also form an important subject at this stage.

Teachers should be better trained and should have a minimum qualification of S. S. C. passed, with training.

At the end of 12 years the University should hold an entrance examination for testing the special aptitude of the students for different faculties and for testing his ability to coordinate the information of the subjects he has studied.

Every student seeking entrance to the University should have passed in Mathematics, Classical languages and English.

Mother-tongue should be the medium of instruction at the secondary level.

The pattern regarding the years of study to be allocated to secondary and higher secondary education should obtain uniformly and must be 12 years inclusive of primary as well as secondary education in all States. More students should be diverted into technical and professional subjects. As value general degree courses may be offered to large numbers and admission to special degree colleges should be restricted to students possessing higher calibre. The higher secondary year or years at school may be utilised exclusively for continuation of technical and professional courses like Commerce, Technology, Engineering, etc.

The Grants-in-aid Code should be simplified and made uniform in all the States. Pay scales of teachers should be revised and other allowances should be given to them.

A suitable machinery for forming a Central pool of talented teachers and specialists in every subject should be evolved and services of such persons should be made available to any university or even colleges. These teachers should be able to teach through English. Teachers' salaries should be made sufficiently attractive to draw intelligent and capable persons to the teaching profession. The University Degree course specially in Arts and Science should be split into (a) a General Degree course of three years' duration and (b) a special Degree course of 4 years' duration. The selection of students going in for four years course should be very strict and only highly gifted students should be selected by holding special entrance test by the University in the field of their choice. The number of such students in each subject in a college should be restricted to a maximum of 50 in a class or a Division. At the same time, the teacher-student ratio should be as small as possible. English should be taught as a compulsory subject for three years and its teaching should be more purposeful and proper emphasis should be put in comprehension of books and literature in India. In the subject of the students specialisation rather on expression.

Every State should set up a higher education Committee to coordinate teaching in different Universities

in the State with a view to avoid duplication of efforts and wastage of resources and also to ensure exchange of teachers between universities and colleges. Post-graduate and research centres and technological institutions should be started by the State only with the help of such a Committee.

As a matter of policy, there should be only one affiliating and examining University in every State and any new University to be started should, as far as possible be only a teaching and residential University.

Deserving students should be given scholarships for Honours course. The honours Degree classes should not take more than 50 students and growing emphasis should be laid on tutorials for smaller batches of students.

Programme of adult education should be properly organised. All educational institutions should be involved in this programme. Special attention should be devoted to public sanitation, development of handicrafts and creative arts, vocational training, follow-up of the students in their home life, and study circles and the like. Adult education in the prevailing Indian conditions should include the further education of children who have had 7 years compulsory schooling.

Vocation should be gainfully utilised by the students as well as teachers. Working school year should be re-organised. Correspondence courses and evening class courses would not serve any useful purpose.



34. Shri Thakorlal S. Thakore,  
President,  
The Gujarat State Federation of  
Secondary Teachers' Association,  
Kankaria, AHMEDABAD.

The State should not encroach on the working of democratic traditions in education, emotional integration and universal Declaration of Human Rights. State Government of Gujarat has been acting against these principles by not recognising the secondary Teachers' Association. The rules of grant-in-aid should be modified.

35. Dean,  
Faculty of Fine Arts,  
M. S. University of Baroda,  
BARODA.

The importance of 'Art in Education' and 'Professional Art Education', should be recognised and due attention should be paid to it. Education of suitable art-teachers is also a vital concern of 'Art Education', which should receive more attention.

'Hansa Report' on Art Education published in 1949 contains many useful suggestions which needs closer examination.

Art education was assigned to the charge of the All-India Council for Technical Education, for its reorganisation which recommended a National Diploma Course of 5 year duration for Professional Art Education. Only the Department of Delhi Polytechnic has implemented this recommendation. Its success on all-India Basis as the ideal Professional Art Education System, however, remains

Importance of Art Education in lower and higher secondary schools has not attracted due attention from educationists so far. Art teachers in our schools are not suitably qualified while competent, well-informed artists who have the ability of being good teachers are not attracted to the profession for want of suitable salary scales.

It would also be desirable to include study of Art as a purely intellectual discipline in university subjects.

36. Shri Ram Lal Parikh,  
Gujarat Vidyapeeth, AHMEDABAD.

Our educational system should be based on the Indian cultural traditions with its spiritual and moral bias. Its aim should be to elevate the individual. It should promote equality in society and should aim at building up an egalitarian society.

Education at all levels should be conducted through the medium of mother tongue. It must have some element of productive manual work at all stages.

Primary education should consist of one year pre-primary class, plus seven years universal and compulsory education. It should be basic type and should be nationalised, except for some schools which may be allowed to function for experimental purposes.

Elementary education should be devoted to the building up of fundamental subjects like mathematics, science, mother-tongue and Hindi.

Salaries of primary teachers should be raised adequately.

The present system of allowing high schools to run classes V - VI & VII should be discontinued.

Secondary education should be of 5 years duration with a public examination at the end of 12th standard. The course may be diversified in 11th & 12th Standards. One classical language and one modern European language should be introduced from Standard VIII. English, which may be introduced at the stage, should be taught from the point of view of comprehension rather than expression. The basic type of education should be extended and strengthened.

The pressure on admissions in universities is increasing tremendously. The only thing that can be done for keeping up the Standards as a result of this expansion is to separate the specialised or honours education from the general education. Higher education should be made more practical and should involve the students in some kind of field work as well as apprenticeship. The present inseparable relationship between the job and the university degree should be broken up as early as possible. This can be done by doing away with degree as a job requirement and providing job training in the place of employment.

A systematic programme should be devised for changing over the medium of instruction to mother tongue so that the nation may be freed from the baneful dominance of a foreign language.

A universal scheme of scholarships or stipends for students baring special aptitude and ability for teaching work, for continuing post-graduation-education, should be planned and implemented. The post graduate classes should be run only under the direct management of the university and should not be assigned to affiliated colleges.

The facilities for teacher-training institutions should be increased. Every teacher-training College should have its own experimental school and an extension department as an integral part of its activities. There should not be a wide gap in the salary ranges of primary teachers, secondary teachers and college and university teachers.

Hostel life should be made an integral part of the educational system and expenditure on hostels should be treated in the same way as the academic activities.

The scheme of ashram schools in Gujarat has been a success and needs further exploration in so far as education of tribals is concerned.

Education should not be made a Concurrent subject since it would deprive States of the initiative in the discharge of their responsibility. There should be maximum decentralization subject to general co'ordination.

37. Leena Mangaldas,  
Chairman,  
Shreyas Foundation,  
AHMEDABAD.

Reorganisation of education is an essential factor in the reorganisation of a State. It should aim at

It should be able to result in realisation of the spirit of oneness in the individual. There should be respect for the individual and in his freedom.

Education. A Process:

Education is a process of individual growth leading to social reconstruction, community living in a school tends to satisfy physical, intellectual and emotional growth and help to develop social consciousness. Programme which has its objectives as academic achievement as academic achievement coordinated with manual work should be encouraged. Real research and discovery takes place only in a toiling nation. Education should be 'humanity centred' and not 'Science-Centred'.

First Eighteen Years of Life

The first eighteen years of life of a child are the most important. Intensive research leading to deeper insight into planning and management of children, must be undertaken. Neglect of education at present is priority due to the dearth of properly trained personnel in the teaching profession. We cannot afford to neglect education of the urban population.

Two missing links in the scheme of education today are the nursery stage and the senior high school or higher secondary stage.

There should be a 13 years schooling instead of 11 years. Schooling should start at 5+ and not at 6+. University entrants should be 18+ and not 16+.

The scheme of education should have continuity leading to human integration. It should provide a consistent and continuous programme, giving equal consideration to all. These should be more comprehensive schools of an all-India character.

Programme:

Planning and implementing well-balanced programmes for children in different stages should include grouping e.g., standards versus age levels; mixed age-groups for nursery and junior children; and desirability of mingling of all-age groups and of differing abilities.

For cultivation of special aptitudes it is necessary to have small classes. Schools should be located in open and spacious sites and suitable transport facilities should be provided. The school buildings should be planned with a new purpose and function-space, natural surrounding. More comprehensive (Multipurpose) senior high schools and polytechnics should be opened. Wastage should be prevented. Drifting of a large number of students to universities should be checked by removing the emphasis of a degree as job requirement.

School working hours should be enlarged and the number of holidays curtailed. There should be less emphasis on instruction and compartmentalisation. Semester-wise emphasis on subjects should be laid. Better physical education programme should be introduced for better self-control. N.C.C. should not be provided before 18 + age.

## Learning of Languages:

(1)  
The importance of mother-tongue or regional;  
(ii) inter-regional Language - Hindi (inter-State  
of National) and (iii) World language (English),  
should be properly emphasised.

As regards the place of English in a school, a sound and consistent policy should be adopted. Basic knowledge of Sanskrit as part of learning of regional language must be obtained. Every child must have at least working knowledge of Hindi in devanagiri script. No doubt, the particular sphere in which the individual or a certain section of the society wishes to operate or function will influence their choice of the languages to be learnt. Learning according to their need and choice must not be hindered by any authority. There should be limited use of textbooks.

A special system of assessment should be evolved. The present system of competition and rewards has not been found to be a sound one. Cumulative record cards and psychological investigations may be tried out.

Guidance should be provided by an educational psychologist to students, teachers and parents. Educational guidance should be provided at 14 + for a preliminary choice of subjects by pupils and later on at 16 +, for further choice of subjects. From 14 + age, pupils should gain practical knowledge of different vocations and for this they may work as an apprentice during vacations; go on excursion; attend talks on careers, and so on.

### Economics of Education:

Freeships and scholarships should be given to all needy and deserving students. A special scheme for the education of orphan children should be devised. Boys must not be enlisted to the Sanik Schools at such young age and thus committed to a career. More educational facilities for students from other countries should be provided thereby building up good will and bringing foreign exchange to the country. Bureaus for guiding and helping such students should also be set up.

### Teachers amenities and training

More congenial conditions by way of better salary grades, more facilities for advanced education for teachers' children, provision of sickness and old-age etc. should be provided. Teachers for special schools should be properly and intensively trained. The duration of courses for teacher-training shall be suitably revised. A person who has passed: (a) the senior stage should go in for a 4 year training course and thereafter be considered qualified for teaching upto stage I & II of secondary schools; (b) the higher secondary examination (of 13 years duration) should go in for a 2 years training course and be considered qualified to teach in higher secondary schools if he has further qualified in a subject for one year; and (c) a degree examination should go in for one year's training course and be considered qualified for teaching in Secondary Schools and 2 years training for higher Secondary Schools. This would also enable us to recognise the teachers who take up education as a vocation from the beginning; and to weed out those



who fall back on teaching at a later stage simply because they fail to secure a footing else where.

### Finance

A complete reorganisation of resources on the basis of clear unbiased vision and totally fresh approach, must be done.

### Fees:

There should be no bringing down of standards to make education cheap. Parents who can afford must pay. There should be more State subsidy and public donations for education.

Before a new scheme is put forth, proper calculation of implications (work load, cost involved etc.) and adequate provision for its implementation should be made.

38. Mrs. S. R. Marfatia,  
Principal,  
Vidya Mandir College for Women,  
Surata.

### Education of Women

New subjects like personal and family hygiene, pre-natal and post-natal care, child psychology, family planning, marriage and family relationship and home economy and budget should be introduced at the school stage for education of girls.

Advanced training in these subjects will open many new avenues for employment of women. They should be trained to handle post & telegraph departments, running of shops, rendering first-aid and doing secretarial duties. At least one subject involving physical labour should be introduced for the education of girls.

Technical education may be provided to the girls who will benefit by it and will make a career of it. More liberal grants should be given to institutions for girls.

39. President,  
Vidhyarthi Vali Mandal,  
SURAT.

Education should be a Central subject so that there may be uniformity in the educational policies in the country.

Equal opportunity should be created for all, so that children coming from rural areas are not handicapped particularly in technical subjects and English. The local bodies conducting primary education should be made to fall in line with the accepted pattern.

Standard V, VI & VII should be considered part of secondary education and secondary schools willing to open these standards should be allowed to do so and sufficient grant-in-aid given to them.

Only an all-India language should be made the medium instruction at the level of higher education. English may continue to be the medium of instruction at higher education level till such time as Hindi becomes fit to replace it. Regional languages should not replace English. Examinations held by the U.P.S.C. should be only through the medium of an all-India language and not through the medium of regional languages.

40. Secretary,  
Gujarat Rajay Acharya Sangh,  
Khadia, AHMEDABAD.

The pattern of education upto secondary stage should be four years elementary education, plus three years lower secondary plus four years secondary education. The last 7 years should be considered as the secondary stage.

English should be taught for all 7 years of secondary stage and the quantum of curriculum too should be uniform throughout the country. The State Governments should give full grant on the salary of teachers of English even though they may be teaching in standards V, VI & VII.

To encourage the school managements to build their own buildings, the Government must float a Building Corporation which should give loan to buy lands and to construct school buildings.

The loan should be given for a long-term and at a low rate of interest and should be paid in advance.

To make physical education a success and reality, the State must provide or make local authorities to provide adequate play-grounds in the vicinity of the schools.

Association of teachers & headmasters should be recognised. These associations should be consulted on all matters of secondary education.

Trained teachers should be provided in all schools. All additional expenditure on replacing the untrained teachers should be borne by the State Governments. Salaries of Teachers and Headmasters should be suitably revised and enhanced.

The association is against adoption of the scheme of starting higher secondary schools.

The introduction of craft as a compulsory subject in the school curriculum is viewed with alarm by the Association. In its place it is suggested that vocational and junior technical schools for students of 14 plus, with certificate courses should be started.

Study of Sanskrit should begin from standard VIII.

There should be only one terminal school leaving examination.

The Provident Fund contribution should be raised to 8 per cent.

A scheme of "Triple Benefit" P.F.-cum-gratuity cum Insurance should be introduced in all the States uniformly.

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Note

on

The Medium of Instruction and Examination  
in the Gujarat University.

.....

One of the objectives in the incorporation of the Gujarat University is the promotion of the development of the study of Gujarathi or Hindi in the Devnagari script or both as a Medium of Instruction and Examination and a statutory provision to this effect has been made in Sub-clause 27 of Sec. 4 of the Gujarat University Act, 1949, which is reproduced herebelow:-

"27. to promote the development of the study of Gujarati and Hindi in Devnagari script and the use of Gujarati or Hindi in Devnagari script or both as a medium of instruction and examination."

In pursuance of the forementioned provision in the Gujarat University Act, Statutes 207 and 208 were passed in April 1954 and St. 209 was passed in March 1955. The copy of these Statutes 207, 208 and 209, as they were in force before the Statutes 207 and 209 were declared null and void by the judgement of the High Court of Gujarat is enclosed as Appendix "A".

It will be observed from the aforementioned Statutes 207, 208 and 209 that the Gujarat University had laid down a phased programme of progressive implementation of the introduction of Gujarati as the medium of Instruction and Examination in the various faculties in the year mentioned below:

S.No.	Name of the Faculty	The year of introduction of Gujarati as the Medium of Examination.	The year of	The year from which English as Medium of Instruction would cease.
1.	Arts including Education	F. Y. Arts June/1955	F. Y. Arts June 1955	F. Y. Arts June 1955
2.	Science	F. Y. Science June 1955	F. Y. Science June 1955	F. Y. Science June 1955
3.	Science	B. Sc. (Sub.) 1958	B. Sc. (sub) 1957	B. Sc. (Sub) 1957
4.	Commerce	F. Y. Com June, 1955	F. Y. Com. June 1955	F. Y. Com. June, 1955
5.	Commerce	B. Com. 1959	B. Com. 1957	Law Pre- 1957
6.	Law	Law Pre. 1950	Law Pre. 1957	Law Pre. 1957
7.	Law	Second LL.B. 1960	Second LL.B. 1959	Second LL.B. 1959
8.	Medicine including Pharmacy	First M. B. B. S. 1959	IIIrd. M. B. B. S. 1960	IIIrd M. B. B. S. 1957
9.	"	IIIrd M. B. B. S. 1962	IIIrd. M. B. B. S. 1960	IIIrd M. B. B. S Oct. 1960
10.	B. Pharm	1959-B. Pharm.	B. Pharm 1957	B. Pharm 1957
11.	Agriculture	F. Y. Sc. (Agr i)	F. Y. Sc. (Agr i.)	F. Y. Sc. (Agr i)
12.	"	B. Sc. (Agr i.) 1959	B. Sc. (Agr i) 1958	B. Sc. (Agr i) 1958
13.	Technology including Engg.	F. E. (C.M.&E) 1958	F. E.	
14.	"	B. E. (C.M.&E)	B. E. (C.M.&E)	B. E. (C.M.&E) 1959

It may be observed that English would, as per the aforementioned Statutes, have ceased as a Medium of Instruction and Examination from a particular year in a particular faculty. A proposal, however, for reviewing this position in the form of a resolution requesting the State Government to amend the Section 4(27) of the Gujarat University Act for continuing the use of English as a medium of instruction and examination came up for consideration at a Special Requisitioned Meeting of the Senate on 28/6/1960. When the proposal came up for consideration, it was ruled by the Chairman of the Meeting of the Senate that the proposal was out of order, whereupon a Writ Petition was filed by some members of the Senate in the High Court of Gujarat on 2nd July, 1960. Following an order passed by the High Court of Gujarat dated 2nd August 1960 (copy enclosed as Appendix 'B') a Special Meeting of the Senate was convened on 13/8/1960 to consider the proposal that was earlier ruled out of order. In this meeting of the Senate the following resolution was adopted :

"The Senate requests the State Government and the State Legislature to take early steps to amend clause 27 of Section 4 of the Gujarat University Act so as to read as under:-

"to promote the development of the study of Gujarati and Hindi in Devanagari script or both as a medium of instruction and examination;

Provided that English may continue to be the medium of instruction and examination in such subjects and for such period not exceeding twenty years from the date on

which Section 3 comes into force as may from time to time be prescribed by the Statutes".

In the meanwhile, one Mr. K.R. Mudholkar filed a Writ Petition in the High Court of Gujarat requiring the University to treat Secs. 4(27), 18(1) (xiv) and 38-A of the Gujarat University Act and Statutes 207, 208 and 209 as void and inoperative, whereupon Statutes 207 and 209 were declared null and void.

The Gujarat University and the Gujarat State then filed an Appeal (No. 234 and 236 respectively) in the Supreme Court of India against the decision of the High Court of Gujarat. The Supreme Court adjudicated in the matter through a majority decision, (a copy of which is enclosed as appendix "C").

Thereafter the Syndicate and the Senate of the University considered the question of the medium of instruction and examination in the University in the light of Supreme Court's decision, and amended St. 207 so as to read as follows, and deleted Statutes 208 and 209:

"St. 207:

- (1) Gujarati shall be the medium of instruction and examination.
- (2) Notwithstanding anything contained in (1) above, it will be permissible for any affiliated college recognised Institution or University Department to use English or Hindi as medium of instruction and for any student to use English or Hindi as medium of Examination;
- (3) Notwithstanding anything contained in (1) above, it will be permissible for any research student to submit his thesis, at his option, in Gujarati or English or Hindi.



(4) Notwithstanding anything contained in clause (1) above, the medium of instruction and examination for Modern Indian Languages may be the respective language."

It will thus be observed that while Gujarati has been retained and the use of Hindi continues to be permitted as medium of instruction and examination, it cannot be done to the exclusion of English. In actual practice, however, large majority of the students in this University use Gujarati as their medium in the Faculties of Arts, Science and Commerce and Ayurvedic Medicine, while English is used in the professional courses in the faculties of Law, Medicine, Engineering and Agriculture.

The University has also evolved a phased programme of publication of books in Gujarati (both original as well as translation of some selected works) with a view to providing suitable reading material in Gujarati to its students in its efforts towards promotion of Gujarati as a medium of instruction and examination. A list of books (45 originals and 67 Translations) included for publication in the first phase of our programme is enclosed as Appendix "D", wherein the titles already published or nearing publication 19 are indicated.

It may also be pointed out that while this University believes in the principle of adopting the students mother tongue as the Medium of Instruction and Examination at all levels, it is not blind to the need for the teaching of English as an important foreign language. Indeed, it is window through which the western winds in the form of developing knowledge particularly in the fields of Science

and Technology can so conveniently blow into India. It is also true that English is and will continue to be an important medium of international intercourse. The teaching of English can, therefore, be neglected only at our peril. The Gujarat University is well aware of this position and has, therefore, made passing in English at the S.S.C. Examination a necessary condition for admission to any course of instruction in the University. Furthermore, English has been made a compulsory subject upto the degree stage in the faculties of Arts, Science and Commerce and instruction in English has been extended to the First Year even in the faculties of Medicine and Engineering. Besides, the University has introduced a special course of Certificate in English both at lower and higher levels for those who want to attain special proficiency in English.

.....

MEDIUM OF INSTRUCTION

I GENERAL

(Regarding the medium of Instruction and Examination for the University)

- S. 207. (1) Gujarati shall be medium of instruction and examination
- (2) Notwithstanding anything in clause (1) above, English shall continue to be the medium of instruction and examination for a period not exceeding ten years from the date on which Section 3 of the Gujarat University Act comes into force, except as prescribed from time to time by Statutes.
- (3) Notwithstanding anything in clause I above, it is hereby provided that non-Gujarati students and teachers will have the option, the former for their examination and the latter for their teaching work, to use Hindi as the medium, if they so desire. The Syndicate will regulate this by making suitable Ordinances in this behalf, if, as and when necessary.
- (4) Notwithstanding anything in (1), (2), (3) above, the medium of examination and instruction for modern Indian Languages and English may be the respective language.
- S. 208. (1) The medium of instruction and examination in all subjects from June 1955 in (i) F.Y. Arts, (ii) F.Y. Science and (iii) F.Y. Commerce and in all subjects from June 1956 in (i) Inter Arts, (ii) Inter Science, (iii) Inter Commerce and (iv) F.Y. Science (Agri.) shall cease to be English and it shall be as laid down in S. I. (S. 207(1) above.
- (2) Notwithstanding anything in clause (1) above
- (i) A student or a teacher who feels he cannot use tolerably well Gujarati or Hindi will be permitted to use English for examination and instruction respectively upto November, 1960, which as academic year would mean June, 1961, in one or more subjects; and
- (ii) Students will be permitted to choose Gujarati as the medium of examination in one or more subjects, as under :

For :	From Year :
F. Y. Arts	1954
Inter Arts	1955
F. Y. Science	1955
F. Y. Commerce	1955
Inter Science	1956
Inter Commerce	1956
F. Y. Science (Agri.)	1956

S. 209. III(1) The medium of Instruction and Examination in all subjects in the following Examination shall ease to be English and it shall be as laid down in Statute I (i. e. S. 207) passed by the Senate in its meeting dated 26.4.1954, with effect from the years mentioned against them :

For :	Medium of Instruction from the year:	Medium of Examination from the year:
B. A.	June 1957	1959 1959
B. Sc.	June 1957	B. Sc (Sub) 1958 B. Sc (Pin.) 1959
B. Com.	June 1957	1959
Second Year Agriculture (S. Sc. (Agri.))	June 1957	1958
B. Sc. (Agri.)	June 1958	1959
First Year Engineering (Civil, Mech. & Elec)	June 1957	1958
B. E. (Civil, Mech. & Elec)	June 1959	1960
First M. B., B. S.	June 1957	1959
Second M. B., B. S.	June 1959	1960
Third, M. B., B. S.	Octr. 1960	1962

#### MEDIUM OF INSTRUCTION

Law Preliminary	June 1957	1958
First LL. B.	June 1958	1959
Second LL. B.	June 1959	1960
T. D.	June 1956	1957
B. Ed.	June 1956	1957
M. Ed.	June 1957	1958
B. Pharm.	June 1957	1959
M. A.	June 1959	1961

(2) Notwithstanding anything in clause (1) above,

- (i) A student or a teacher who feels he cannot use tolerably well Gujarati or Hindi will be permitted to use English for examination and instruction respectively upto November 1960, which as academic year would mean June, 1961, in one or more subjects, and
- (ii) the students will be permitted to choose Gujarati as medium of Examination in one or more subjects as under :-

For :	From the year :
B. A.	1957
B. Sc. (Subsidiary)	1957
B. Sc. (Principal)	1958
B. Com.	1958
S. Sc. (Agri.)	1957
B. Sc. (Agri.)	1958
F. E. (Civil, Mech. & Elect.)	1957
S. E. " " "	1958
B. E. " " "	1959
First M. B., B. S.	1958
Second M. B., B. S.	October 1959
Third M. B., B. S.	1961
Law Preliminary	1956
First LL. B.	1957

THE GUJARAT UNIVERSITY

- (3) Students who desire to choose Gujarati or Hindi as the Medium of Examination at the M.A. (by Papers or by Thesis) or Ph.D. Examination shall be permitted to do so with effect from the year 1958.

....

APPENDIX B

IMMEDIATE.

DATED 2-8-1960.

D. D. No. 183/60.

IN THE HIGH COURT OF GUJARAT AT AHMEDABAD.

Special Civil Application No. 338 of 1960.

1. Shri Kasturbhai Lalbhai,  
Shahibag, Ahmedabad.
2. Shri Himatlal P. Shukla,  
Swastik Society, Navrangpura, Ahmedabad.
3. Dr. Vikram Sarabhai,  
Usmanpura, Ahmedabad.
4. Shri Batubhai Haribhai Desai,  
Khadia, Ahmedabad ... .. Petitioners.

VERSUS

1. Gujarat University,  
Navrangpura, Ahmedabad-9
2. Shri Maganbhai P. Desai,  
Vice-Chancellor, Gujarat University,  
Ahmedabad-9. ... Respondents.

To,

- (1) The Gujarat University,  
Navrangpura, Ahmedabad-9.
- (2) Shri Maganbhai P. Desai,  
Vice-Chancellor, Gujarat University,  
Navrangpura, Ahmedabad-9.

Whereas Rule Nisi was issued by this High Court on 4th, July, 1960 in the above Special Civil Application No. 338 of 1960 to show cause:-

(a) Why a writ of or in the nature of Mandamus or any other appropriate writ direction or order requiring the respondents to treat the ruling of the second Respondent as void and ineffective and directing the Respondents to continue the requisitioned meeting of the Senate held on 28-6-1960 and further directing them to put the resolution contained in item No. 2 of the agenda of the said meeting for consideration treating the said Resolution as in order and/or directing the Respondents to reconvene the meeting of the Senate immediately for the purpose of considering the said resolution be not issued;

(b) and why a writ of or in the nature of Certiorari or any other appropriate writ, direction, or order quashing the impugned ruling of the second Respondent and directing

the Respondents to continue the requisitioned meeting of the Senate held on 28-6-1960 and further directing them to put the Resolution contained in item No.2 of the agenda of the said meeting for consideration treating the said Resolution as in order and/or directing the Respondents to reconvene the meeting of the Senate immediately for the purpose of considering the said Resolution be not issued.

And whereas upon hearing Mr. M.P. Amin and Mr. P.M. Amin and Mr. A.H. Mehta with Mr. I.M. Nanavaty and Mr. P.J. PATEL, Advocates for the Petitioners and Mr. J.C. Bhatt with Mr. J.D. Pandya and Mr. R.C. Bhatt for Respondent No.2 and whereas the Respondent No.1 though served with the notice has not appeared, the Court passes the following order:-

For the reasons stated in the Judgment the Petition succeeds and the rule is made absolute. A writ of Mandamus is hereby issued against the Respondents requiring them to treat the ruling of the second Respondent as void and ineffective and directing them to continue the requisitioned meeting of the Senate held on 28-6-1960 and further directing them to put the resolution contained in item No.2 on the Agenda of the said meeting for consideration and treating the said Resolution as in order. There will be no order for costs.

WITNESS S.T. DESAI Esquire, Chief Justice at Ahmedabad aforesaid this 26th day of Jul one thousand nine hundred and sixty.

By the Court,

Sd/-  
For Deputy Registrar,  
This 2nd day of  
August, 1960.

The Seal of the High Court of Gujarat.

Memorandum Submitted by the Gujarat University

The informal Study Group constituted by Shri L.R. Desai, Vice-Chancellor, Gujarat University, on request by the Member-Secretary, Education Commission, to prepare a memorandum on all aspects of education for submission to the Education Commission, held in all three meetings - on 17-12-1964, 11-1-1965 and 29.4.1965. The first two meetings were presided over by Shri L.R. Desai and the third by Dr. C.S. Patel, Vice-Chancellor, M.S. University of Baroda, Shri L.R. Desai being not present. The list of the members of the Study Group is enclosed as Appendix.

The Group discussed the general problems of education in India with a special reference to the problems in Gujarat, in the first meeting. In the second meeting four sub-committees were formed to consider and report on each of the following areas of education:

- (1) The Primary Education;
- (2) The Secondary Education;
- (3) The Higher Education; and
- (4) The Social and further Education.

The reports of the above sub-committees were considered in the third meeting of the Study Group held on 29.4.1965, when it was decided to report as follows in respect of each of the aforementioned four areas of education, with an understanding that the report embodies various points of view, some of which are only expression of opinions of individual members and that the points of view so embodied do not necessarily represent the consensus of the entire Group.

1. The Primary Education.

Primary Education should secure for the pupil a refreshing adjustment with his physical, social and cultural environment. This adjustment should result in the pupil not being a burden either on



his family or on the society. This would mean that his education at the primary stage should be so planned as to equip him with preparation towards a life of self-reliance in respect of basic human needs. Further, the educational system from its very foundation should be such as would make the pupil conscious of his social obligations and help the process of his assimilation with society instead of estranging him from it. With this end in view, the following suggestions are made:

(1) In addition to the preparatory class of not less than one year which should be introduced in our Panchayat and Municipal schools, the Primary Education must be of seven years' duration;

(2) No pupil must be admitted to the school in its preparatory class before 5 + and to Standard I before 6 + on the date of admission;

(3) This must be the first self-contained stage of education at the end of which the pupil may either be absorbed in his social and physical environment by his intelligent productive labour, or he may pass on to the next higher stage of his education, which must be such as would strengthen its previous stage;

(4) Education at this stage will assure the society of the pupil's increased importance and usefulness to the community in which he is born and of which he generally becomes an important living limb;

(5) At the Primary stage the mother-tongue and Hindi (in Hindi-speaking areas any other Indian language) must be taught as compulsory subjects. Hindi may begin in the fifth standard. Sufficient time should be allowed for it to be assimilated before any other language is introduced. Elementary Mathematics and Science should be introduced and taught during this stage;

(6) A productive craft should form an important curricular subject at this stage;

(7) Teachers' training must aim at better type of teachers which would mean better emoluments and to that end education must find a top-priority in the Stage Budget. For efficient and better teaching at the Primary stage, a minimum qualification of S.S.C. passed with training must be insisted upon;

(8) The community in which the school exists must be actively connected with it through a number of festivals and projects and the school must become the hub of its social and cultural life.

In short, Primary Education which today exists on mere sufferance and is confined to three Rs only and that too at a very elementary level, must now become a strong foundation for our Republic. The constitutional responsibility of providing Primary and universal education upto the age of 14 should be immediately implemented and the Commission should prepare a ten-year course and programme for the purpose.

## 2. The Secondary Education.

(1) At the end of 12 years, i.e. at the end of Higher Secondary or the pre-University stage, the University should hold an Entrance examination (two papers) for testing --

- (i) the special aptitude of the student for the Faculty he desires to join - Arts, Science or Commerce;
- (ii) for testing his ability to coordinate the information of the subject, he has studied as also for testing his reasoning;

Only those students who have passed the S.S.C. Examination with such subjects as are required at the University should be admitted to the Entrance test. The individual Universities may also lay down their own requirements, if deemed fit, in the structure for the Entrance examination;

(2) It is also recommended that every student seeking entrance to the University must have passed in the following subjects :

- (1) Mathematics - Algebra, Geometry both;
- (2) Classical Language;
- (3) English;

(3) The need for qualified teachers in every subject deserves to be recognised by offering suitable incentives. Teachers must be graduates in the subject they teach. In subjects like Mathematics and English where there is a dearth of qualified teachers, special incentives may be offered;

(4) The mother-tongue should be the medium of instruction at the Secondary Education level;

(5) The pattern regarding the years of study to be allocated to Secondary and Higher Secondary Education should obtain uniformly and must be 12 years inclusive of primary as well as secondary education in all States. The Higher Secondary or the Pre-University examination should be held at the end of 12 years - where the S.S.C. Examination is at the end of ten years, the Higher Secondary or Pre-University stage should be of 2 years' duration and where the S.S.C. Examination is at the end of 11 years, the Higher Secondary or Pre-University stage should be of one year's duration.

Note: A divergent point of view was also expressed by some members that the stage of Secondary Education should be completed at the end of 11 years and that what is contemplated in some quarters as Higher Secondary Education should constitute the Pre-University course under the direct control of the University.

(6) Examination of figures in the Reports for the last three years of the S. S.C. Examination Board, Gujarat State, reveal that by and large the candidates opt for collegiate subjects and subjects aiming at preparing students for skilled jobs are mostly ignored.

This state of affairs has resulted in overcrowding in the colleges where larger numbers than can be properly accommodated are admitted and educational facilities are not adequate for such numbers. More students can be diverted into technical and professional skill at the Secondary level if the S.S.C. examination is confined exclusively to non-collegiate subjects and entrance examination is held by Universities for selecting the right type of students for University education.

As a democratic value, General Degree courses may be offered to large numbers and admission to Special Degree Courses should be restricted to students possessing higher calibre.

The Higher Secondary year or years at school may be utilised exclusively for continuation of technical and professional courses like Commerce, Technology, Engineering etc. and the Higher Secondary Examination be held equivalent to Diploma courses in such subjects.

(7) Grants-in-aid: The Grant-in-aid Code for Secondary Education has become very much complicated and should be simplified as also be made uniform in all States. It should aim at maintaining even teaching standards at all schools by meeting the entire deficit of the school on payments to qualified teachers. This objective may be reached easily by adopting the practice of the Andhra State where cent per cent grants are available for salaries of teachers. Such a practice will simplify the formula for calculating admissible expenditure. A certain part of the school fees - e.g. Rs. x per student - should be allocated towards the salaries of teachers and expenditure in excess of such income should be available as Maintenance Grants. Other recurrent expenditure should be met by the school from the remaining part of the income from fees.

Specific extension of educational facilities such as library or laboratories or workshops and gymkhana facilities, may be helped through non-recurrent grants on condition that the institution undertakes to contribute a certain matching share on such expansion of facilities;

(8) Pay-Scales and other allowances for teachers: In an expanding economy the cost of living will show an upward trend for quite some years. Fixed pay-scales will have to be frequently revised so that real wages may be held constant against rising prices. If qualified, competent and experienced teachers are to be retained in the profession and if the stream of new recruitment is to be sustained and if the craze for private tuitions is to be checked, pay-scales should be brought in line with the general economy of the nation through equitable house rent allowance and dearness allowance which should be periodically revised according to the cost of living index;

(9) At present there is a good deal of duplication of subjects which may be avoided by a scrutiny of the subjects studied at Primary and Secondary levels. Instead of repeating a subject at each level, other subjects may be substituted with a view to attaining a fuller content of knowledge imparted at each level of education.

### 3. The Higher Education

(1) A suitable machinery for forming a central pool of talented teachers and specialists in every subject should be evolved and services of persons in such a pool should be made available to any University or even colleges. These teachers should not only be experts in their subjects but should also be able to teach through English, so that their services can be

availed of by any University or college in India. Their services may be requisitioned for a short period if necessary and may be made available to as many centres of learning as may be necessary.

Such an arrangement of experienced and senior teachers will not only be advantageous to the Universities and colleges, but will also help in the development of enlightened contacts of teachers and contribute to a spirit of national integration and Indian culture.

As teaching at postgraduate level, research work and technical training will necessitate the use of English for teaching and reference to research journals in English for many years to come, before a national language is universally accepted in all Universities, the proposed pool of experts who can teach through English will be absolutely necessary. The training by such experts will help in turning out best students from Universities;

(2) It has been realised that with the very rapid growth of higher education, emphasis should necessarily be laid on the improvement of the quality of students trained up specially at University at undergraduate and postgraduate levels. It is difficult to check the entry of students to University courses, and larger and larger number of students will have to be admitted every year for University education. This phenomenal increase in the number has adversely affected the quality of training. This quality will further deteriorate, if no attention is paid to the problem of recruitment of gifted persons to the teaching profession and of giving them expert training at undergraduate and postgraduate levels.

Unless drastic changes are brought about in the pattern of University education, this improvement is not likely to be obtained.

The committee, therefore, recommends the following:

(i) The Teachers' salaries should be made sufficiently attractive to draw intelligent and capable persons to the teaching profession;

(ii) The University Degree courses especially in Arts and Science, should be split up into (a) a General Degree Course of Three Years' duration and (b) a Special Degree course of four years' duration.

(iii) The General Degree Courses: The General Degree Course should be of three years' duration and should be open to all students and the courses of studies should be so devised as to provide for a general training to students in Humanities, Social Studies and one discipline either in Logic, Mathematics or a Natural Science. The courses may be simpler and such as would make it possible for a large number of institutions to offer.

The graduates turned out under these courses will meet the demands of personnel in private and public Sectors, teachers for high schools and other workers in social and administrative fields. Some of these graduates may also be enabled to go in for higher specialised training in such fields as Law, Teaching, Insurance, Railways, etc. If such graduates want to improve their knowledge Diploma courses such as the one in Labour Welfare, may be open to them.

(iv) Special (Honours) Degree Courses: These courses should be of four years' duration and should be of much advanced level in every subject. The colleges teaching these courses may be few, but properly selected ones. The qualifications of teachers who teach these courses must be similar to those of the University teachers and their service conditions must also be the same as those

for the University teachers. Such teachers may also be associated, wherever possible, to share the University teaching programme.

The selection of students going in for Honours training should be very strict and only highly gifted students should be selected by a special entrance test to be held by the University in the field of their choice.

It is also suggested that every University must hold a test in the proficiency of such gifted students after the completion of Higher Secondary Course or at the end of the Pre-University year.

The number of such students in each subject in a College should be restricted to a maximum of 50 in a class or a division. At the same time, the teacher-student ratio should be as small as possible. An ideal ratio would be 1:10. Such students may even be given incentives by way of scholarships, loan of books, etc. They should be trained with a view to making them fit for postgraduate studies so as to ensure an adequate supply of efficient research and technical workers of outstanding merit as also a large number of competent teachers for colleges. Our emphatic recommendation, therefore, is that a degree should not be insisted upon for a Government job, excepting for teaching and research requirements.

The University Grants Commission should also give substantial grants to colleges teaching Honours Courses by way of salary of approved teachers and for development of libraries and laboratories.

(v) The M.A./M.Sc. degree may be given at the end of one year only to such students as have undergone the Honours Course.

(3) Entrance Examination:- In order to restrict the admissions to the Honours courses, the Universities should explore the possibility of the individual University itself or



a joint organisation on behalf of all Universities in a State conducting a special Entrance examination. The level of the Entrance test must be related to the planned attainments at the end of the Honours courses and need not have any relation to the attainment at the end of the Pre-University Examination. The examination should consist of four subjects as under:-

- (i) English proficiency test for the subject;
- (ii) two or three papers in a group of subjects which the student desires to select; and
- (iii) viva-voce for general intelligence and taste for the subject.

(4) English: English should be taught as a compulsory subject for three years. The teaching of English should be more purposeful and emphasis should basically and essentially be put on comprehension of books and literature in English in the subject of the student's specialisation rather than on expression.

(5) The University Education: The Central Government should take steps to strengthen the coordination between the Centre and the States in respect of University Education. However, there should also be the State Control with a view to developing the programme of specialised training in any select fields of study and experimentation.

(6) The Constitution of the University: The Vice-Chancellors should be whole-time salaried officers. The Chancellor should be preferably the Head of the State. Every State should set up a Higher Education Committee to coordinate teaching in different Universities in the State with a view to avoiding duplication of efforts and wastage of resources and ensuring exchange of teachers between Universities and colleges. Such exchange between Indian Universities and foreign Universities should also be encouraged. This will obviate the necessity of sending large number of students abroad.

The establishment of postgraduate and research centres as well as starting of Technological Institutions should be fixed by the State with the help of the aforementioned Higher Education Committee and avoid unnecessary duplication.

The Senate should predominantly consist of educationists and teachers.

The Academic Council should be made as small as possible and should look after coordination between different Faculties, teaching and training. The Faculties and Boards of Studies should be made more effective and should be given wider powers in academic matters.

All new Universities as well as the existing affiliating Universities should progressively develop into teaching Universities.

As a matter of policy there should be only one affiliating and examining University in every State, and any new University to be started should, as far as possible, be teaching and residential University.

The Teachers, at least heads of departments, in affiliated colleges should have more contacts with University through Boards of Studies.

(7) Financial Aid to Students: Deserving students should be given such scholarships as would cover the entire expenses for their study at any Honours College outside their centres.

(8) Strength of Class: Tutorials: The Honours Degree Classes should not exceed 50 students and more emphasis should be laid on tutorials in smaller batches.

#### 4. The Social Education and Further Education

(1) The scope of Social Education is in a large measure still confined in practice to literacy work, though the concept of Adult Education has of late been considerably widened so as to include besides the three Rs enhancement of general knowledge and enlightenment and promotion of the skill of our people. While the imparting of the three Rs is important as far as it goes, it is much more important to enlighten our people on the problems of national life and the world around us. The Class-room method for implementing the Social Education programme is not correlated and adequate for the achievement of this objective. It is, therefore, necessary to devise new methods. The possibility of opening productive employment centres as a means of social education may be fruitfully explored as one of these methods.

(2) Educational Institutions are yet not formally involved in this programme. The schools and colleges should have a definite obligation in this sphere. The Universities should undertake this programme through extension work.

(3) Educational Institutions should conduct some activities for imparting education for citizenship by opening short-term evening courses in their premises. The teachers should conduct these courses, and if necessary they may be paid extra remuneration for this work. Through this activity a school or college will be able to establish an organic link with the community surrounding it.

(4) Every educational institution should make a survey of the needs of the area in which it is situated and should evolve a minimum programme for helping the people of the area in meeting their needs.

Particular attention must, therefore, be devoted to the

following items:

(a) Public Sanitation; (b) Development of Handicrafts and Creative Arts; (c) Contacts with the Parents; (d) Vocational Training; (e) Follow-up of the students in their home-life; (f) Libraries and Reading Rooms; (g) Study-circles, seminars, etc.

(5) It is also important and necessary to impart knowledge of modern scientific development to our people through evening classes and short-term courses;

(6) Special literature in regional languages on various aspects of citizenship, modern science, etc. should be published so as to answer special needs of neo-literates and semi-literates. Such publications should be profusely illustrated and printed in big attractive types.

(7) Social Education should be a continuous process and should not just end with the completion of one or two literacy courses. There should be continuous follow-up work in respect of the adults trained in Social Education classes, through suitable news-letters, personal contacts etc.

(8) There is a great need for providing further education to teachers, Government servants, factory workers, etc. This should be made available to every employee at the place of his employment. Indeed there should be provision not only for study-leave but also special incentives to all categories of employees, who display a special desire or ability to study further. Employees of various categories should be given positive encouragement to take refresher courses, to attend summer schools, evening classes etc.

(9) Every school and college must have some extension programme as an integral part of its curriculum;

(10) Greater use of audio-visual aid is required for strengthening Social Education programme;

(11) All courses of our school and University education should be correlated with some kind of practical work thereby making it possible for the school or college concerned to ensure closer relation with the community.

(12) Adult Education in the prevailing Indian conditions should particularly include the further education of children who have completed seven years' compulsory schooling. It is also essential that special centres should be set up in an adequate number so as to enable our large number of illiterate countrymen to educate themselves not only in the traditional three R's but also in the general problems facing the country and the society.

#### 5. General

(1) As things stand to-day, vacations are not gainfully utilised. This state of affairs needs improvement. The vacations should, therefore, be so planned as to keep the students engaged in constructive activities. The vacations could be utilised for the training of college teachers also. The examinations should be so scheduled as would facilitate the full advantage of the vacation period;

(2) Possibilities of increasing the working days and working hours for students should be explored;

(3) Necessary steps should be taken with a view to improving the community life of students living in the hostels;

(4) The mother-tongue should be the medium of instruction at all stages of education and its implementation should be expedited.

(5) The Correspondence Courses and Evening Class Courses would not serve much useful purpose.

Appendix

List of Members of the Informal Study Group

1. Dr. C.S. Patel,  
Vice-Chancellor,  
M.S. University of Baroda,  
Baroda - 2.
2. Shri Ishvarbhai J. Patel,  
Vice-Chancellor,  
Sardar Vallabhbhai Vidyapeeth,  
Vallabh-Vidyanagar (Via Anand)
3. Shri Thakorebhai M. Desai,  
Vice-Chancellor,  
Gujarat Vidyapeeth,  
Ahmedabad - 14.
4. Prin. Yashvant P. Shukla,  
Shree H.K. Arts College,  
Ranchhodlal Chhotalal Road,  
Ahmedabad-9.
5. Prin. P.G. Mavalankar,  
L.D. Arts College, Navarangpura,  
Ahmedabad-9.
6. Prin. Chandravadan C. Shah,  
Servajanik College of Education,  
Athwa Lines,  
Surat.
7. Shri Jhinabhai R. Desai,  
Sheth C.N. Vidya Vihar,  
Ambawadi, Ellisbridge,  
Ahmedabad-6.
8. Shri Dolarrai R. Mankad,  
Darbar Gopaldas Mahavidyalaya,  
Aliabada (Dist. Jamnagar)
9. Shri S.N. Mukherjee,  
Dean, Faculty of Education,  
M.S. University of Baroda,  
Baroda-2.
10. Prin. J.B. Sandil,  
D.K. Arts and Science  
College,  
Jamnagar (Saurashtra)
11. Shri Harbhai Trivedi,  
President, Char Shala,  
Bhavnagar.
12. Shri Ballubhai K. Majumdar,  
Atul Products Limited,  
Post. Atul, Via. Balsar.
13. Shri Babubhai Jashbhai Patel,  
'Mamata', Behind Bal Vatika,  
Kankaria, Ahmedabad-8.
14. Shri Ramlal Parikh,  
Registrar, Gujarat Vidyapeeth,  
Ahmedabad-14.
15. Shri Manubhai Pancholi,  
Loka Bharati,  
Sanosara (Dist. Bhavnagar)
16. Shri H.M. Patel,  
President, Charutar Vidya Mandal,  
Vallabh-Vidyanagar, Via, Anand.
17. Shri Maganbhai P. Desai,  
14, Navjeevan Blocks,  
Ahmedabad-14
18. Dr. Vikram Sarabhai,  
Physical Research Laboratory,  
Navarangpura, Ahmedabad-9.
19. Prin. S.R. Bhatt,  
Balabhai Damodardas College,  
Sankadi Sheri,  
Ahmedabad-1.
20. Prin. Dr. Y.G. Naik,  
Gujarat College,  
Ellisbridge, Ahmedabad-6.

Contd. ...

21. Shri K.C. Parikh,  
Registrar,  
Gujarat University,  
Ahmedabad - 9.
22. Shri N.R. Trivedi,  
19, Hindu Colony, Navarangpura,  
Ahmedabad-9.
23. Prin. A.R. Desai,  
Sir K.P. College of Commerce,  
Athwa Lines, Surat.
24. Dr. M.D. Desai,  
Director, Sri K.M. School  
of Postgraduate Medicine  
& Research,  
Ellisbridge, Ahmedabad-6.
25. Shri Girishchandra S. Desai  
21, Shantisadan Cooperative  
Society, Ellisbridge,  
Ahmedabad-6.
26. Prin. M. S. Pandit,  
Sir L.A. Shah Law College,  
Ellisbridge, AHMEDABAD-6.

ANNEXURE-VI: Letter of the Govt. of Gujarat  
regulating admission to Science  
Colleges in the State.

No. MIS-1064/8197-Kh.

Education and Labour Department,  
Sachivalaya, Ahmedabad.

Dated the 23rd March, 1965.

To

The Director of Education,  
Ahmedabad

Subject:- Admissions in Science Colleges in  
the Gujarat State.

Reference correspondence ending with your U. O. R.  
No. OA/NGC/Adm in Sc. College dated the 23rd January 1965  
on the subject mentioned above.

2. Government has carefully considered the question of  
regulating admission to the Science Colleges in the State  
and whereas it feels that admissions in general to all  
Colleges should be based on merit, it is pleased in  
particular that admissions to Science Colleges be regulated  
in the following manner with effect from the academic  
year 1965-66:-

(i) Admission to the Science Colleges both Government  
and non-Government receiving grant-in-aid should be granted  
strictly on merit on the basis of marks obtained at the  
S. C. C. Examinations. In order to obviate complaints in this  
regard, the Colleges should prominently display on their  
Notice Boards lists of students admitted along with their  
marks;

(ii) Colleges should announce the last date for  
submission of applications for admission at least 10 to  
15 days in advance;

(iii) They should ensure that admissions are given to  
only those who have applied by that date and strictly on  
merit.

3. So far as Scheduled Tribes and Backward Class students  
are concerned there are separate orders for reservation of  
seats in Arts, Science, Commerce and Law colleges for them.  
However, admission to such students to the reserved seats  
should also be strictly on merit interse and a separate  
list of admissions granted to the Scheduled Tribes and  
Backward Class students on the reserved seats along with  
their marks should be displayed on the Notice Board of  
the College.

4. The above instructions should be brought to the  
notice of Principals of all Governments and non-  
Government Colleges and they should be requested to



follow them strictly. Breach of the instruction may entil penal action under the Grant-in-aid Code.

5. Two copies of the instructions issued by you in the matter should be sent to Government for information.

Sd/-

M. D. Rajpal

Secretary to the Government of Gujarat  
Education and Labour Department.

Memorandum by Gujarat State Federation  
of Secondary Teachers' Association

Subject: Prohibition in Education in Gujarat

On the eve of your visit to the State of Gujarat, I desire to draw your attention to a very serious encroachment on (1) the working of democratic traditions in education and (2) emotional integration and (3) Universal Declaration of Human Rights in Gujarat. As a public worker of very long standing, I am duty bound to place before you a correct but miserable picture of the state of affairs of education in Gujarat.

I may state that, from 1942 to 1960 I was the President of the Bombay State Federation of Secondary Teachers' Associations. During the last 30 years of my public life I have been nominated by the Government in several State Boards of the Government of Bombay and the Government of Gujarat as an educationist. I am also a Member of the Senate of the Gujarat University and the S.N.D.T. women's University. I was also a member of the Senate of the Bombay University. I am also managing several educational institutions in Ahmedabad.

I shall give below a few illustrations to show how the Government of Gujarat have been flouting democratic traditions in education and sapping the emotional integration of Gujarat and encroaching upon the Universal Declaration of Human Rights.

(1) As the President of the Gujarat State Federation of Secondary Teachers' Associations we have been constantly pressing the Government to recognise our Teachers' Federation. But the Government has

not so far recognised the Gujarat State Federation of Head Masters' Associations and the Gujarat State Federation of Secondary Teachers' Associations.

- (2) Till 1962 the Government of Gujarat appointed representatives of the State Head Masters' Federation and the State Teachers' Federation on different State Boards and Committees and respected the opinions of these Federations. Till 1962 we had a feeling that these Federations would be recognised in course of time.
- (3) but from 1962, since the appointment of the present Education Minister, Shrimati Indumatiben Sheth, all democratic traditions have been set at naught. The Board of Secondary Education has been abolished and a new State Council of Education has been set up in which the representatives of the Head Masters' Federation and the Secondary Teachers' Federation are deliberately not nominated. Not only that, but care has also been taken to see that the non-official members of the State Council are convenient to the Education Minister so that she can do what she likes and at the same time can declare that the matter was decided by a committee of "educationists"!
- (4) To carry out fads in education the Government appointed a Syllabus Committee and strangely enough the Minister is the Chairman and the Deputy Minister is the Vice-Chairman of the Syllabus Committee. During my 30 years of public

life I have never come across a State Board or Committee on Education being presided over by a Minister of Education. Before 1962 the Gujarat Government appointed the State Board of Secondary Education and the Grant-in-Aid Code Committee which were presided over by non-official chairmen. But the present minister insists on imposing her fads in education on the people of Gujarat. The first fad that she imposed in the Syllabus Committee was that Stds. V-VI-VII are entirely primary. I do not know of any country in the world or any State in India in which Stds. V-VI-VII are entirely primary. But our Education Minister is a fadist and she imposes that fad by presiding over a syllabus committee.

(5) I give another illustration.

The present Education Minister is anti-English and a prohibitionist even in education. The Grant-in-Aid Code Committee presided over by Shrimati Hansaben Mehta made a number of recommendations which were not liked by the Minister. So, without consulting the members of the Committee she inserted at the last moment Rule No. 40,1 which prohibited the study of English during school hours in Stds. V to VII. As a member of the Grant in aid Committee, I protested against this, introduced English during school hours in my schools and the Government withheld my grant of Rs. 1.9 lakhs. So the Govt. was challenged by me in the Gujarat High Court and the

Government had to yield and the grant was restored.

(6) Not content with this reversal, the Education Minister sets at naught several important recommendations of the Grant-in-Aid Code Committee. I shall quote only a few examples to prove this.

- (a) The Grant in Aid Code Committee recommended in 1964 that Stds. V-VI-VII are both primary and secondary. The Minister has recently issued a fiat that Stds. V-VI-VII are purely primary.
- (b) The Grant-in-Aid Committee recommended in 1964 that urban schools should be paid grant at the rate of 45% and rural schools at the rate of 50%. The Minister has sent a fiat - that only stds. VIII to XI will be given grant at this rate but grant for Std. V-VI-VII will be gradually reduced by 7.5% every year and grant will be given to secondary schools for Stds. V to VII on the primary basis. (22.5% for urban and 27.5% for rural schools.)
- (c) The Grant-in-Aid Committee imposed no ban or cut on the study of English in Stds. V to VII. But the Minister has sent a fiat that the Government will not give grant on the salaries of teachers teaching English in Stds. V to VII.
- (d) The Minister has sent a fiat that separate accounts should be kept in secondary schools for Std. V to VII and VIII to XI, and primary trained teachers should be appointed for Std. V-VII because they will give grant on the

basis of salary scales meant for primary teachers. This is a novel way of upgrading educational standards.

I do not know how an Education Minister can set at naught the recommendations of the Grant-in-Aid Code Committee by a departmental fiat. There are several instructions in this fiat which make a mockery of the Grant-in-Aid Code though it has the force of law.

The present Education Minister has introduced prohibition even in education by imposing a number of commandments. I shall give a few illustrations of these commandments:

Commandment No. 1. Stds. V to VII in Gujarat Secondary Schools shall be purely primary. The Minister is not prepared to accept the verdict of the All India Secondary Education Commission, The Primary Integration Committee of Government of Bombay, the Secondary Integration Committee of the Govt. of Bombay, the Grant-in-Aid Code Committee Government of Gujarat or the recommendations of the Education Commission or of any Commission that these standards are also upper primary, lower secondary, middle, senior basic etc.

Commandment No. 2 The Constitutional Directive lays down that education till the age of 14 shall be free and compulsory. The

Minister has twisted this Directive and issued a Commandment that all education till the age of 14 is purely primary and therefore English should not be taught in Gujarat in this primary stage.

Commandment No. 3 If Gujarat schools want to teach English in Stds. V-VI-VII they shall pay a penalty for it. Government will not give grants to schools to teach English in Std. V-VII. I do not know how a Minister can insult the official language of the Union in this manner.

Commandment No. 4 If Schools want to teach English in Std. V-VII they shall know that the syllabus in English for stds. V to VII will be the same as that of Std. VIII. Government will not allow schools teaching English in Stds. V to VII to switch over to the higher level in Std. VIII.

Commandment No. 5. If schools want to teach English in Stds. V to VII they shall use books published by the Government. They shall learn only 300 words and not more. They shall teach only for 4 periods and not more. If they do otherwise, their grants will be cut. It appears that the Grant-in-Aid Code is not an aid-Code but a penal Code.

You will thus see that the Education Minister has introduced prohibition in Education. She wants to rule by commandments and penal Codes; This is the miserable state of affairs in education in Gujarat. Schools, parents, head masters are revolting against this policy and there is seething discontent. There is a serious encroachment upon the fundamental rights of schools and parents which, to my mind, is more important than any scheme of education.

What I have stated above is truth and nothing but the truth. I do so in public interest for the welfare of the younger generation of Gujarat. Emotional integration of Gujarat with the rest of other States is of paramount importance.

As I stated above, emotional integration is of greater importance than any scheme of education and hence I have stressed that aspect of the question only.

"Emotional integration at any cost" should be our motto in education.

If, however, emotional integration can not be realised and fadists run amock, it is high time that power should be taken away from these fadists and prohibitionists in different states. It is high time that for the emotional integration of India, education should become a concurrent subject.

When forces of disintegration are disrupting India, it is highly desirable that we should mobilise our educational resources to fight against this great evil.



Education therefore becomes as important as defence and hence I want education to be at par with defence to fight the destructive forces: This emergency compels me to make the suggestion that education should be a concurrent Subject.

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Extracts from the Circular sent  
by  
the Government of Gujarat to Secondary Schools  
(S. 37 English 5.6.7 dated 23-6-65)

(1) Those schools which teach English voluntarily in Std. V shall have to provide for the teaching of English in Std. VIII even when there are 5 students in a division. These schools will have to continue this arrangement of a separate division in Stds. IX and X. Penal action will be taken against schools which violate these orders.

(2) Teachers teaching Stds V to VII shall not get any advantage in salary or grade even if they attain higher academic qualifications.

(3) No grants will be given on the salaries of teachers teaching English in Stds. V to VII.

(4) If there are 1200 students in a school and if there are 800 students in Stds. VIII to XI, and 400 in Stds. V to VII, grants on the salaries of clerks and servants will be paid at the rate of 2/3 and 1/3 respectively.

(5) In the school mentioned above grants will be given at the rate of 2/3 for Std. VIII to XI and 1/3 for Stds. V to VII on equipment books benches chairs

(6) If the same building is used for the school, grant will be given on the basis of rooms used for primary and secondary standards.

A secondary school will thus have two masters:

(1) the Educational Inspector for Std. VIII to XI and the

(2) Administrative Officer for Std. V to VII.

but the strangest part of the whole affair is that the Government goes one step further, violating the Primary Education Act by issuing this instruction:

"According to Rule 106 of the Primary Education Act a primary school would apply for recognition three months after starting the school. As this rule is to be amended by the Governments, it is essential that primary schools should obtain previous permission of the Jilla Panchayat Shikshan Samiti or the Shala Mandal."

I do not know how Government can openly flout the Primary Education Act.

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