

REPORT  
OF THE VISIT OF THE  
EDUCATION COMMISSION  
TO  
JAMMU & KASHMIR

(May 24 -- May 29, 1965)



CSL-IOD-22

IO106005



370.9546

EDU-V, 1965

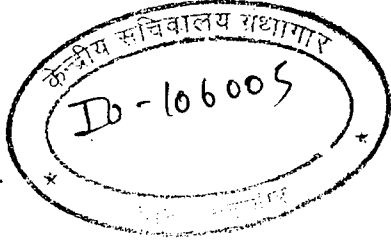
EDUCATION COMMISSION  
GOVERNMENT OF INDIA  
1965

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R E P O R T  
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## C O N T E N T S

A REPORT OF THE DISCUSSIONS HELD AT  
SRINAGAR DURING THE VISIT OF THE  
EDUCATION COMMISSION TO JAMMU AND  
KASHMIR (27th to 29th May, 1965)

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(24th to 26th May, 1965)

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A REPORT OF THE DISCUSSIONS HELD AT  
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I. Discussion with the representatives of  
the State Council for Women's Education and other  
Women Representatives on 27.5.1965

(1) One of the members said that there were not enough diversified pre-vocational courses suitable courses for girls. Domestic or Home Science was the only diversified course provided for girls and its vocational potentialities are of a limited character. The Educational Adviser of the State Government pointed out that plans were ready for starting a polytechnic for women, which will introduce secretarial courses and courses in library science, tailoring and home science. To each course 10 girls would be admitted and a diploma given at the end of two years on the satisfactory completion of the course. The Planning Commission has provided funds for running the polytechnic. He was of the opinion that a central institution like a polytechnic would be in a better position to organise these courses than a higher secondary school.

(2) Condensed courses for women to bring them up to the level of the high school and the middle school examination were conducted by government as well as by the Social Welfare Board. In the course in Srinagar there are 14 students and in the course in Jammu there are 18 students, all of whom were given a stipend of Rs.40/- per month. A visit by the two members of the Commission to the condensed courses in Srinagar showed that the students were between

contd.,

the age of 16 to 20 and it was very doubtful whether these young girls on completing the course would be able to go out to the rural areas as teachers. The work of the condensed courses, however, appeared to be proceeding on the right lines.

The subject of the condensed courses run by the Social Welfare Board was to prepare village level workers, some of whom were given training in nursing and some in the organisation of Balwadis. All of these were absorbed in the Development Blocks.

(3) It was unanimously pointed out that quarters for individual women teachers would not be enough for attracting women to work as teachers in the rural areas. The members considered that some hostel type of houses where teachers and other village level workers could stay together would be far more suitable. One such hostel is being run at Baramula. They considered that special incentives were necessary to attract women teachers to rural areas.

(4) It was seen that in the adult education programme chalked out for the State not enough facilities were provided for adult illiterate women. All the 943 centres proposed to be started next year were for male adults only. The D.P.I. and the Educational Adviser promised to look into the matter.

II There was a discussion with the Chancellor on 28.5.1965.

(1) The Chancellor emphasised the importance of defining the national ideological goals carefully and interpreting the individual as not merely a material entity but as embodying a vital spiritual principle. This can provide a basis for spiritual unity for all mankind.

(2) He also emphasised the need for promoting emotional integration of the country and, for this purpose, advocated a 'paper' on emotional integration - it may be called by some other name if necessary - which should include the study of Indian History in an objective manner, geography, civics, economics and science.

(3) A panel should be appointed by the Central Government to produce books on a national scale and the teaching of the subject should start in the secondary school.

(4) The universities should be closely related with the community but kept isolated from political pressures. Dr. Jha suggested that universities should do adult education work and Prof. Shumovsky was of the opinion that they should influence social life and make up deficiencies in it. They should also undertake the improvement of primary and secondary education.

(5) He was not in favour of an entirely open-door policy of admissions and wanted the selection to be made on merit as judged by the matriculation examination results, provided, where necessary,



regional representation is given.

(6) The number of scholarships given in the State was reported by Shri Naik to be very inadequate. Prof. Shumovsky pointed out that in Russia 80% of the students got scholarships.

(7) The Chancellor approved the idea of higher education being on the Concurrent list and the appointment of a Scholarships Board which should channelise all the scholarships in the country.

(8) He was in favour of compulsory N.C.C. which improves discipline.

(9) He expressed the opinion that students who did well in their studies or games should be given an opportunity to tour the country at the expense of the State and thus gain a deeper understanding of emotional integration.

(10) He particularly emphasised the importance of purchasing good books.

(11) Regarding language, he was of the opinion that the teaching of English should be compulsory at the secondary and higher secondary stage, that regional languages should be increasingly used as media of education at the university, and that in the teaching of English more emphasis should be laid on language than on literature. With regard to the teaching of languages, he expressed the opinion that in the South Indian States,

in addition to English and the regional language, basic or simple Hindi should be taught and in North India, in the Hindi-speaking States, Hindi and English should be taught and as a third language, either Sanskrit or Urdu, should be compulsory. He was of the opinion that Sanskrit had not been specially emphasised in the questionnaire.

(12) He favoured the idea of Roman eventually as the common script of all the Indian languages.

(13) He suggested that the role of voluntary organisations in the field of education should be greatly encouraged as Government of India could not provide all the funds needed for the purpose.

(14) He emphasised the importance of consulting what he called the post-independence generation about the various educational issues that the Commission was considering. It was pointed out to him that this was actually being done.

III On 28th of May, 1965, the Education Commission held discussions with the Educational Adviser and other officers of the Education Directorate. The following points emerged out of the discussion..

1 In the matter of medium of instruction, genuine difficulties are being experienced both by the students and the teachers. This is mainly because of the fact that while the mother-tongue in the State is Kashmiri, English is the medium of instruction at the high school stage. At the same time, at the elementary stage Urdu and Hindi are the media of instruction.

English is the medium of instruction at the college level. As such no single language ladder is possible in the State all through

2. In the basic activity schools, it cannot be said that suitable handicrafts have been introduced.

3 There is need for introducing a regular system of school medical inspection in this State.

4. There is dearth of women teachers as they are not willing to work in rural areas. To persuade women teachers to work in rural areas, it would be necessary to provide them with free accommodation. If, however, this is not possible, at least, their husbands should be able to get suitable gainful employment in the same area.

5. Scholarships are not provided on a large scale because education is completely free upto post-graduate stage in Jammu & Kashmir

6. It is necessary to revive the system of public examination at the end of the middle stage

7. Percentage of passes in the State is not determined by the performance of students only, but by the requirements of certain definite percentage of passes so fixed.

8. While, students who graduate from the Kashmir University have normally no difficulty in securing employment, the same cannot be said of Matriculates. It was revealed that as large a proportion as 80% of the matriculates from the rural areas remain unemployed for a long time.

9. From the statistics available, it can be said that education in the State is overwhelmingly urban.

10. Existing financial procedures delay implementation of many educational schemes.

11. All policy matters on education are decided by the Council of Ministers in the State

IV On 29th May, 1965 discussions were held with Additional Chief Secretary & in-charge Planning, Education Secretary and Finance Secretary. The following points emerged from the discussions:-

1. There are some discrepancies in the figures that have been quoted in the memorandum submitted by the State Government to the Education Commission. The State Government will correct the discrepancies and send a revised memorandum shortly.
2. Though the outlay for the Third Plan is 6.75 crores, utilisation would be only to the tune of about 4.68 crores.
3. The per capita expenditure on education in the State is 2.11 and this compares favourably with the All-India per capita expenditure on education.
4. The targets proposed for the Third Plan are not likely to be achieved in respect of elementary stage of education.
5. The State Government is spending much less for elementary education and a correspondingly larger proportion on secondary and university stages of education.
6. Due to various reasons, some diversion of funds has also taken place from the primary sector to other sectors.

7. An attempt, however, has been made in the proposals for the Fourth Plan to make a larger proportion of the total outlay available, to the elementary stage of education.
8. As a policy of admission at higher stages, it may be necessary to fix separate quotas for rural and urban areas. It would be useful to suggest a suitable special formula to enable admission of students from rural areas on a competitive basis. They should not be losers when they compete with students from urban areas.
9. It would be a good idea to consider providing as many sets of text-books as there are children, in the class-room libraries.
10. The majority of teachers in the secondary schools are undergraduates.
11. There is difficulty in recruiting science teachers in the State. At the same time, it has come to the notice of the State Government that a number of teachers particularly from the area of Jammu seek employment in the neighbouring States of Punjab and Himachal Pradesh.
12. Teachers, particularly of primary schools, should be encouraged to improve their professional qualifications through correspondence courses.
13. Organising Refresher Courses for college-teachers would be very useful.

14 . . . Though the State Government has provided a sum of Rs.8.3 lakhs by way of scholarships for the year 1965-66, the amount available for scholarships for higher stage is only 50,000 which is quite inadequate.

15. . . . The State Government has a big loan scheme for advancement of technical education in the State. Every year an amount of Rs.30 lakhs is made available to the students by way of loan and about 2,000 students take advantage of the scheme

16. . . . The main criterion in the proposals for the Fourth Plan would be consolidation of elementary education and expansion at secondary and higher stages of education.

V. On the 29th of May, the Education Commission met the Chief Minister of the State who is also the Education Minister. The following points emerged out of the discussions:-

(1) The Chief Minister fully agreed with the views of the Commission on steps to be taken to bring about equalisation of educational opportunities in rural areas in the following matters:-

- (a) The scholarship scheme should be systematised in such a way that students from rural areas get adequate assistance.
- (b) Students from rural areas should be provided with hostel facilities.
- (c) At least 3 top students from every rural school should get scholarships to study in urban institutions; the amount of scholarship should be adequate so as to enable them to come to urban areas.
- (d) Rural areas should get priority consideration for quickening the process of educational development

(2) While the number of students enrolled at all stages is growing every year, funds for education are not increasing proportionately.

(3) The system of matching grants should be done away with.

(4) There is a real difficulty in the centrally sponsored schemes being continued. This arises from the fact that the development expenditure for a particular plan becomes committed expenditure during the subsequent plan periods. The States find it difficult to treat them as part of the normal expenditure with the result that they get discontinued when the central assistance is withdrawn.



It is for the Commission to suggest a method by which some of the good schemes, not only the centrally sponsored schemes, can continue to receive central assistance. For this it will be necessary to narrow down the difference between the plan and non-plan items.

(5) It may be a good idea worth pursuing if for schemes of higher education the university Grants Commission could take over the burden of committed expenditure in addition to the developmental grants. If necessary, the U.G.C., Act may be amended for this purpose.

(6) It is necessary as a national policy to admit in the best universities of the country good students selected from all States. Such a practice obtains in countries like U.S.S.R., where good students from constituent republics are admitted to the Moscow University.

(7) The practice of giving special attention by way of special classes, frequent consultations with teachers, seminars etc., to students who are not up to the mark for period of about 6 months or so to bring them up to the required standard, should be adopted. This is being done in the Soviet Union.

(8) Colleges - academic and professional - should hold admission tests to find out whether candidates possess the minimum knowledge for admission to particular classes.

(9) It has to be ensured that the service of university teachers are also available to the colleges.

(10) There should be refresher courses for both school and college teachers to bring about improvement in the quality of teaching.

(11) While school teachers have to be trained, there is no such requirement from teachers of colleges. They should also be trained in the same way as school teachers are trained. One method would be to organise perpetual refresher courses so that teachers will be kept in touch with the various changes that are taking place.

(12) Universities do not have the necessary close relationship with the community around.

(13) Schools which are already opened should give priority consideration for getting properly staffed and equipped before thinking <sup>of</sup> further expansion.

(14) The need of the Jammu & Kashmir State is expansion at the elementary stage of education and consolidation at the secondary stage.

(15) The main difficulties in expanding elementary education are non-availability of qualified staff and lack of proper buildings and equipment.

(16) The quality of teaching should be improved particularly at the secondary stage.

(17) Teachers should be asked to offer their suggestions on definite points in respect of contents of text-books and also curriculum construction.

(18) The educational system should be such that it should be an honour for anybody to become a teacher; at present people take up teaching only as a last resort.

(19) In order to raise the standards, good secondary schools should be selected to serve as models.

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(20) The selection of the best schools may be done on the basis of the results of the previous years.

(21) Many of the technically-trained people in the State of J & K are unemployed for the simple reason that it has not been possible to develop the State industrially in any significant way.

(22) The absorption capacity of the State to provide employment to technically-trained people is very little.

(23) There is no technical bias in actual practice in many of the technical training courses.

(24) There is a lack of co-ordination between the educational authorities and employing agencies.

(25) Wherever possible, particularly for science and technology, only international terminology should be used.

(26) The Public Works Department, because of its large commitments, has not been able to undertake the construction work of the Education Department. For quicker results it may be a good idea if the Education Department could have its own construction units.

(27) Engineering Colleges in the country could also help by taking up some items of construction work.

(28) It is necessary to make a special study as to how the Government of U.K. succeeded in saving £ 500 million by reducing construction costs.

(29) There should be a built-in method in the educational system by which the capacity for hand work should be cultivated. Leisure time should not be utilised only for pleasure-seeking but it

must be utilised for preparing lessons and so on.

(30) The system of putting talented and average students together should be reconsidered. Separate treatment in imparting education may yield better results.

(31) Two tendencies are growing in the country. One Section of people wants the medium of instruction at the university stage to be Hindi only; another section wants the regional languages to become the media of instruction for the universities. Both these tendencies do not seem to be correct in approach. There must be a via-media and genuine difficulties should always be taken into consideration before a final decision is taken in the matter

(32) In view of the extreme backwardness of women's education, some special consideration should be given for developing this sector of education

(33) As a conception it may be a good idea if education is brought on to the Concurrent list; but in practice, issues like medium of instruction, preservation of regional traditions etc , would create difficulties as the autonomy of States will be affected considerably if the Centre and States can concurrently decide on educational matters.

(34) To ensure adequate central responsibility and quick implementation of educational schemes, the present available bodies viz., the Planning Commission, the National Development Council, the University Grants Commission, schemes of Central Assistance and the creation of an Indian Educational Service should be sufficient.

A. DISCUSSIONS AT JAMU

I. On 24th May, 1965, the Commission met the Government Principal and staff of Higher Secondary School for Girls. The following points emerged in the discussion:-

(1) Girls are not anxious to come to the Higher Secondary School; on the other hand they prefer high schools, because they are able to complete a 'terminal' stage one year earlier.

(2) Students are taught up to middle classes in the regional languages, but in higher secondary they have to switch over to English, which they find difficult.

(3) Courses of 10th class in the High Schools and the 10th class of the Higher Secondary Schools should be equalised.

(4) There is difficulty in getting well-qualified lady teachers for high schools as well as higher secondary schools, specially for science subjects and for Home Science.

(5) Grades of pay in the higher secondary schools are not attractive enough for qualified people.

(6) The schools find it difficult to get the necessary teaching equipment and satisfactory building.

(7) There should be three stages of education, Elementary School, Secondary School, and then College.

II. Main points that emerged at the discussion with Pro-Vice Chancellor and Heads of Departments of the Jammu branch of the J & K University, on 24.5.1965.

- (1) The institutions do not have adequate funds, and without funds there cannot be proper development.
- (2) If it is felt that higher education should be restricted to first class students only, then other avenues should be found for the remaining students.
- (3) The gifted students should be picked out and given the best type of education.
- (4) Dignity of labour is not properly understood. An I.T.I. trained person would prefer to get a job of Rs.60/- p.m. instead of working on his own and getting Rs.6/- to Rs.7/- per day. Only electricians and mechanics get good jobs.
- (5) 14 Years course of graduation is not sufficient; the duration should be 12 years plus 3 years honours course.
- (6) Man-power requirements, economic development and educational planning should go side by side
- (7) A uniform pattern of education should be enforced in all the Universities.
- (8) The system of examinations requires a change
- (9) Medium of instruction should continue to be English until we develop Hindi
- (10) Instruction in regional language will bring disintegration of the country instead of integration.

- (11) Our educational system does not develop originality in the students.
- (12) There should be some common rules for recruitment of teachers in various universities
- (13) There should be a common body for selection of staff for the Universities.
- (14) An M.Sc., or B.Sc., (re: a young lecturer-probationer) should be attached to the Head of the Department for 3-4 years before he is confirmed as a lecturer.

III Main points of the discussion with Students' Representatives of the university on 24.5.1965.

- (1) The system of examination is not able to judge the real ability of students.
- (2) There should be periodical examinations instead of one examination at the end of the year.
- (3) Internal assessment should be raised to 50%; the external assessment will be 50%.
- (4) In post-graduate examinations the time given for answering 5 questions is 3 hours, which is not sufficient.
- (5) English should be the medium of instruction.
- (6) Student indiscipline should be termed as the teachers' failure.
- (7) Low-priced books should be published on cooperative basis.
- (8) Moral education should be introduced in schools.

IV. Points which emerged at the discussion with Principal, Headmaster and staff of Teachers' Training College and School, on 25.5.1965.

- (1) Students in the IX and X classes do not grasp the content because the medium of instruction is English.
- (2) Higher Secondary Course should be of twelve years' duration.
- (3) There is a great difficulty in getting teachers for higher Secondary schools.
- (4) Suitable occupational avenues have not been found for students who pass higher secondary.
- (5) Secondary education has not properly served the three basic points: (1) It is not a terminal point, or (2) a base for higher education, or (3) a base for the medical or engineering.
- (6) The Training Course for new teachers (fresh graduates) and for in-service teachers is the same; it should be somewhat different.
- (7) Girls do not like to serve in rural areas; The entrance qualification is matriculation, but in the case of girls of far off areas even middle class pass are admitted to the training course.
- (8) It would be difficult to extend the duration of the training course; instead of a two-years course, there should be one year's correspondence course before trainees come to the Training College
- (9) Majority of higher secondary schools have not been successful.
- (10) Academic background and the grasp of the subject matter have been found to be deplorably weak both amongst the matriculates and the graduates when they come to the institute.



(11) There should be some follow-up programme after the training

(12) Every teacher should undergo a refresher course after every 5 years for a period of six months.

(13) There should be a well thought out standardised recruitment system all over the country, with certain modifications depending on the local conditions for trainees.

(14) Generally it is the 'rejects' of other professions who come to the training college.

(15) Teachers' salary scales are very low; better scale with efficiency bars should be prescribed.

V. Points made at the meeting with educational administrators (Deputy Director, Inspectors etc), on 25.5.1965.

(1) The scholarship procedure needs to be simplified.

(2) National loan scholarships take much time.

(3) Methods of inspecting the schools are too old, In Higher Secondary Schools it is only a visit and not an inspection. Inspection has not kept pace with the expansion.

(4) Public cooperation should be sought in respect of building and furniture for the schools.

(5) Inspection and administration cannot be separated.

(6) Much money is being spent on expansion and it is all a waste. It is not a question of funds but it is a question of priorities.

(7) A workable norm in respect of inspection of schools should be laid down.

VI. Points which were made in the meeting with Headmasters of High Schools, on 25.5.1965.

- (1) Pre-professional class should be attached to Engineering Colleges
- (2) Internal and external assessment should be given 50% weightage each.
- (3) There has been no significant change in the educational system of the country for the last 20 years.
- (4) The P.U.C. course should be spread over two years
- (5) Regional languages cannot become the medium of instruction. English should continue for some more time to come but students are not able to express themselves in English; teachers of English should be reoriented; English should be taught as a foreign language.
- (6) Certain restrictions should be imposed on the enrolment of students based on percentage of marks secured by them.
- (7) Only students who are fit for higher education should be admitted.
- (8) Wastage or failures at each stage should be remedied.
- (9) Effective steps should be taken for the maintenance of quality.
- (10) Talent should be tapped and given the best type of education at national cost.
- (11) Manpower needs, development plans and educational planning all have to go side by side.
- (12) Only a limited number of students should get higher education.

(13) Free education according to the resources of the country should be given.

VII. Points which emerged in the meeting with Principals and Headmasters of Higher Secondary Schools, on 25.5.1965.

- (1) Parents feel that the high school is easier than Higher Secondary Schools.
- (2) It is difficult to sort out students for different streams.
- (3) Up to 10 years it should be more or less a core programme of education and the professional streams should come after that.
- (4) Pattern of Higher Education should be 10 plus 2 plus 3 for 15 years.
- (5) Everybody should go in for core subjects.
- (6) Craft instruction should terminate at class X.
- (7) There should be institutions with classes XI and XII only.
- (8) There should be 14-year pass and 15-year honours courses for the first degree.
- (9) For the teaching of craft there are no qualified teachers; there is lack of equipment also.
- (10) There should be a common or similar course for class X in both the High Schools and Higher Secondary Schools.
- (11) 90% of the students want to be admitted to science courses although there is no equipment, etc.
- (12) In the matriculation the pass percentage is higher than that in the Higher Secondary, so the students prefer High School examination.

- (13) Diversification should start at 8 plus 2
- (14) The three-language formula is a complicated one in J & K State.
- (15) English should continue as the medium of instruction.
- (16) Students are required to answer the question papers in English except in the case of social studies.
- (17) The place of co-curricular activities in the higher secondary education should be defined.

VIII. Points brought out in the interviews with Educationists on 25.5.1965.

Shri R.C. Mehdiratta, Retd. Principal, Jammu

- (1) In the past discipline amongst the students was not a problem, because there was no favouritism.
- (2) If the teachers mix with the students they can keep better control.
- (3) Teachers should have a grasp on the subjects they teach.
- (4) There were no students' demonstration in the past.
- (5) Knowledge imparted to the students is too bookish.
- (6) Time devoted to games is very little.
- (7) Extra-curricular activities should be as many as possible.
- (8) A great deal depends on the personality and the behaviour of the teachers; maximum possible efforts should be made to get really good Headmasters and Professors.

Shri Hem Raj Jandial, Deputy Speaker,  
Legislative Assembly.

(9) The State being a hilly one, more schools have to be opened; one should not mind low enrolment in the schools.

(10) For lady teachers in rural areas the minimum qualification can be lowered to middle standard.

(11) Adequate aid for the construction of buildings for the schools in the villages and far off places should be given.

(12) In many Higher Secondary Schools it is difficult to get well qualified staff, specially for science subjects.

(13) There should be one regional college for J & K State to train science teachers; incentives should be provided to those who want to become science teachers.

(14) The system of awarding Divisions in university education should be done away with; but on the other hand the minimum marks required for passing the examination should be raised

(15) Marks obtained by the students should be shown in the certificate.

(16) The problem of educated unemployed has to be solved.

(17) Curriculam should be changed and contain material which should inculcate the habit of serving in the villages.

(18) Instruction up to Higher Secondary School should be in the regional language.

(19) Pay scales of teachers should be improved.

(20) Board and lodging facilities should be provided for students coming from far off places

(21) Co-curricular activities are not provided for suitably; scouting should be reintroduced.

Shri Dewan Singh, President, Rajput Sabha,  
Jammu

(22) Political pressure in education is not desirable.

(23) Stress is being laid on expansion rather than on quality.

(24) Decentralisation of control is essential. There should be a separate region for Jammu and a separate region for Kashmir for education.

(25) Teachers are very poorly paid.

(26) Money coming from the Centre is not being used in the right direction.

(27) Talented students should be picked out and given the best education.

Shri Chet Ram Chopra, Retd. Governor,  
Kachhi Chowki, Jammu.

(28) General standard of education be raised.

(29) Government should establish its own public schools where talented people should be educated.

(30) Sports media are not being used to discipline the students.

(31) High schools do not have playgrounds.

(32) People should be taught sports while they are in schools.

(33) Sport is a must for boys in schools. Drills are required only after the age of 25 years.

(34) Children should not be asked to line the roads for the purpose of receiving V.I.Ps.

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- (35) Politicians should not be allowed to exploit students.
- (36) Some independent body should be established to run education.
- (37) Recruitment of staff should not be restricted only to first divisioners.
- (38) Stress should be laid on quality in education rather than on expansion.
- (39) Appointments should not be made on communal and regional basis.
- (40) There is lack of equipment in schools.
- (41) There should be identification of talent. Special residential schools and vocational guidance teachers should be provided.
- (42) Quality of teachers is not good.

IX. Some views expressed at the discussion with the staff of the Government Polytechnic on 26.5.1965.

- (1) All the laboratories are not fully equipped; some equipment is lacking.
- (2) There is difficulty in getting employment in the case of electricians and mechanics, because the place is not very well industrialised.
- (3) Trained staff does not want to stay in the polytechnic, as these are able to get more attractive terms elsewhere.

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B. DISCUSSIONS AT SRINAGAR

X Discussion with the Vice-Chancellor, Pro-Vice Chancellor and Staff of the Jammu & Kashmir University.

In the discussions held with the Vice-Chancellor, Pro-Vice Chancellor and the academic staff on 24.5.1965, the following points emerged:-

(1) The seats in the Science Departments are limited while in Arts almost all students are admitted and, therefore, there is no acute problem of selection.

(2) The number of post-graduate students is small and the teacher-pupil ratio is satisfactory. Many third class students were admitted but some of them were reported to have done well in the M.A. examination.

(3) The Vice-Chancellor gave the impression that the University was mainly concerned with post-graduate teaching and was not seriously concerned with undergraduate work. In the M.A. and M.Sc., examinations the results were reported to be 80-90%. It was stated that these high results were due to the fact that the teachers worked very hard with the students and spoon-fed them for purposes of examination. In the Social Sciences, i.e., Politics, 30 out of 33 passed, 11 of whom were in the 1st class, 16 in the Second Class and three in the Third (it is a question for consideration whether the examinations of the University are good enough).

(4) In some of the Departments the number of applicants is large and, therefore, screening is done while in the rest everyone is admitted.



(5) Appointments: They are made by specially appointed Selection Committees, consisting of the Vice-Chancellor, the Chairman of the Department, one member of the Syndicate and two external examiners.

(6) Grades: University teachers have been given grades which are almost the same as the U.G.C. grades but those in Colleges are much lower with the result that they are unable to retain their staff.

(7) There are no arrangements for the in-service training or orientation of junior members of the staff or for senior members. It was suggested that the U.G.C. should organise Summer Institutes, particularly for Kashmir

XI Discussion with Representatives of University Students was held when the university was visited on 24.5.1965.

The students did not raise many points of general interest, except drawing the attention of the Commission to some of their difficulties, e.g., transport to the university, the library being opened for a limited time and not having sufficient journals, the scholarships being received late and too much stress being laid on the examinations.

XII Discussion with Principal and staff of Government S.P. College was held on 25.5.1965, when the institution was visited. All the members of the staff and the Principal were present at the interview. The general trend of the opinion expressed

by them was that the conditions under which they were working were extremely unsatisfactory and, therefore, nothing worthwhile could be done. They gave the impression that they were not interested in making improvements and were generally disillusioned with the whole set-up. Some of the specific points raised by them are given below:-

- (1) There is a bad pupil-teacher ratio with the result that the members of the staff are unable to maintain proper discipline and have largely to perform what are described as police duties. Some of the classes were as large as 120 !
- (2) No tutorials are held and the accommodation being limited it is not even possible to do so. The only way to overcome the present situation is to open more Colleges. However, this overcrowding applies only to the City colleges, particularly to Government Colleges, and not to the mofussil ones.
- (3) There is a lack of qualified M.As. and M.Sc.s. and sometimes only B.Sc.s. have to be appointed to college posts, particularly as Demonstrators.
- (4) The examination results are generally unsatisfactory being 38% last year in the PUC, 40-45% in the Intermediate and 60% in the B.A.
- (5) A preponderant majority of students take up science and a comparatively small minority take up Arts, the actual figures being 1150 science and 250 Arts. In the sciences most students are third divisioners and in the Arts practically everyone has a third Division.

(6) Poor students who do very badly in the course of the year and refuse to do good work cannot be turned out by the principal because of political pressure.

(7) The medium of instruction also offers a serious handicap because for the first four or five months, students are hardly able to follow lectures in English.

(8) The number of working days in the year is very small; for some classes it is as small as 80.

(9) No arrangements have been made in the College for the orientation of new teachers to their work - "They think they are just as good as any others". There is very little study by the students on their own and the teachers seem to be generally apathetic

(10) The laboratory space, apparatus and equipment are inadequate.

(11) The teachers are hardly given any encouragement and suffer from serious economic difficulties which lead, among other things, to about 70% of the teachers taking up private tuitions.

(12) Most of the students are in the habit of using bazaar notes with the result that they prepare a certain number of questions for the examination and if the question papers are contrary to their expectations, they raise serious objections. In the case of a Medical College examination it was stated that they made protests because they expected difficult questions and had prepared them while the questions that had been asked were easy ones !

(13) The teachers were of the opinion that the grades recommended by the U.G.C. should be given to them. Some of the teachers suggested that there should be a single running grade with Efficiency Bar at appropriate places, which should be carefully enforced.

XIII Discussion with Principal and staff of Government Women's College was held on 25.5.1965 during the course of the visit to the college.

(1) In this College the mood and the atmosphere was different and there was general agreement that, although there were difficulties, they must go ahead with what they can do to overcome them.

(2) The Arts & Science students in this College are about equal but the majority of students admitted have passed their Higher Secondary or PUC examination in the third class. However, since they have introduced tutorials in the third and, to some extent, in the second year, there is concentration on work and the results have been very satisfactory - 85% to 95% in the B.A., 64% in the pre-University and 82% in B.A. (Pt.I). Some special arrangements are made for the teaching of English by the structural method in the first year so as to make it possible for them to follow lectures in the English language

(2) No option is given to the students to answer the question papers in the examination in Urdu or Hindi as is the case in some other universities.

(3) The girls also often use the notes produced in the market and the staff has not been able to eliminate this tendency.

(4) The internal assessment made by the College correlates highly with the examination results.

(5) It was suggested that there should be a regular interchange of teachers between the various universities.

(6) There was criticism of the fact that the Board of Studies formulated curriculum and prescribed the courses without reference to the teachers of the subjects; and that the teachers often prescribe the books written by themselves which, in the case of some subjects like English, were generally very dull.

(7) There were very few grades of Professors in the College as most of the members of the staff were in the lecturer's grade.

XIV Discussion with Student Representatives of Government Women's College was also held at the time of the visit on 25.5.1965.

(1) The Girls pointed out some of their main needs e.g., a hall, a swimming pool and the limitation on the number of books that they could get from the library.

(2) The tutorials were held twice a week and there were about 20 students in a group.

(3) The college studies are mostly done by the girls during the vacation period before the examinations are to be held. During this period they use the bazaar notes which do not provide very good training for them.

(4) The general impression about the girls was that they were satisfied with their college and that many of them were bright, intelligent and interesting.

XV Discussion with Principals of Arts and  
Science Colleges on 25.5.1965

- (1) It was represented that there has been a general fall of standards due to the rush of admissions and the poor quality of secondary school graduates. The staff of the Higher Secondary Schools was often inadequately qualified and some of the lecturers in the highest class were only B.Sc.s. In fact, this inadequacy of staff applies to the full-fledged colleges also.
- (2) The Principal has no hand in the selection of the staff.
- (3) In order to bring about improvements in the standards, it is necessary to make the secondary education a point of emphasis.

XVI . Discussion with Educationists:

In the discussion, the following points were emphasised:

Prof. J.L. Kaul:

- (1) In a poor country like ours, university centres should take up specialisation as we cannot afford to have duplication.
- (2) The policy of recruitment and promotion of teachers is defective. Political and communal considerations should not prevail in such matters if education is to be improved. Even when selection is made by Public Service Commission, adequate representation should be given on it to educationists so that the selection is made by proper persons. If teachers are properly selected, they can overcome <sup>of</sup> most/the difficulties that have to be faced.
- (3) In selecting teachers, as far as possible, only those who have a sense of vocation or devotion to duty, should be approved. They should not be selected just because they are in need of some employment.
- (4) The head of an educational institution, who is a responsible man, should be delegated more powers so that he can effectively direct the work of the institution.
- (5) New entrants to teaching in colleges should have a refresher course and they should be instructed how to conduct the class and maintain discipline.
- (6) Besides the academic courses, more attention should be paid to outside activities like excursions, hiking, camping etc., where the students should be

made to do their own work in order to give them a sense of discipline and hard work. However, care has to be taken to see that students in such camps do not spend their time in playing cards, gambling and other undesirable activities.

(7) It would be useful if there is an exchange of teachers and students between the two provinces of Jammu & Kashmir during summer and winter.

(8) Teachers should behave in a way to make them respected, particularly in public places. The habit of paying court to important persons undermines the teacher and should be discouraged.

(9) New schools should not be opened under pressure. The existing difficulties can only be solved if side by side there are efficient and well-behaved teachers

(10) To some extent, the pressure on schools can be met if there is co-education at the primary stage.

(11) Teachers are often transferred even without the knowledge of the Principals and Heads. This again weakens the institution particularly when, as often happens, substitutes are not sent promptly.

(12) The discipline maintained in Mission schools is often of a high order. They are trained to have a spirit of service to the community. This spirit should spread to all schools.

(13) When a boy comes out of school, he should have some kind of training in a vocation such as accountancy, stenography and so on so that he becomes an employable person.

(14) Teachers should be paid according to their qualifications and not according to the school stage in which they are working.



Shri O.N. Kaul:

(15) Very good students for various reasons some times do not fare well in examinations and obtain only a third class. They should be given another chance to improve on the class obtained.

(16) In the case of girls, colleges should be built up from secondary schools to help girls not to drop out.

(17) Schools run by private bodies often have a communal basis. Steps should be taken to protect education from such communal and political elements.

(18) Teachers should be guaranteed their status and selection. They should also be made to feel more secure and frequent transfers should be avoided.

(19) Inspection of schools has to improve. There is generally no follow-up of the suggestions made.

(20) Professorship should come by invitation. It should be on merit and not based on mere seniority.

Shri Janki Nath Vazir:

(21) The general education given to Matriculates should be of a proper standard if they are to be fit for employment.

(22) Attempts are made to bring pressures on the Vice Chancellor in matters like appointment of teachers. It is possible for the Vice-Chancellor to resist such pressures.

(23) It is very important that educational institutions should be provided with the best teachers, if necessary, from outside. The conditions of service should be such as to attract them and not divert them to other departments

(24) Private institutions which are communal or mercenary, are not desirable. The tuition may be better and they may be ethically superior but they do not focus attention on the objectives of the State. They ignore what should be done for the betterment of the country. There is a schism between products of these schools and other schools which should be closed. If Indian money or aid is given, the public has a right to demand a proper cultural background.

A supervisory board consisting of persons of integrity should inspect private institutions and report as to whether they should continue or not. Good institutions should be encouraged and bad ones either stopped or financial aid withdrawn.

(25) The patterns of education prevailing in the country have created great confusion. The recommendations of the Mudaliar Commission have only been partially implemented and the higher secondary pattern has not proved a success. It is necessary for the Commission to recommend a good pattern free of confusion and uniform throughout the country.

(26) General education is very desirable but we find that those who receive it, are unable to go back to their own homes and practise the crafts to which they have access such as agriculture, carpentry, papier mache work etc. They prefer to become clerks and peons even if it means earning less. Education is in such cases giving them false ideas.

VIII. Discussion with Principal and staff of Government Higher Secondary Multipurpose School on 26.5.65

The school did not strike us as a very vital or dynamic school and a majority of the teachers

contd..

seemed either uninterested or cynical, though later on some of them showed that they had an understanding of some of the problems involved.

Points made out in the discussion were:-

- (1) The multipurpose scheme was defective in implementation in various ways.
- (2) Most of the students studied bazaar notes and many teachers were interested in writing them. They were popular because they could be crammed and the passing of the examination would be easy.
- (3) The Headmasters could not purchase books for the Libraries for more than 25% of the grant. It was alleged that a majority of the books were unsuitable or unsatisfactory, although centrally supplied.
- (4) Some classes have as many as 80 or 90 students and, therefore, effective teaching was impossible.
- (5) Education was taught as one of the optional subjects under the Humanities but boys had no textbooks or even understanding of the subject. The syllabus was reported to be pointless and purposeless and it was said that the headmasters and teachers were not associated with the Boards of studies.
- (6) Some of the textbooks prescribed for what was called 'Higher English' and 'Higher Urdu' as electives were entirely unsuitable for the students, e.g. Essays by Charles Lamb.
- (7) The recruitment of teachers was generally faulty and made without any considerations of merit.

XVIII. Discussion with Principal and staff of Government Higher Secondary School for Girls on 26.5.1965.

(1) The standard of English was low in the school and the remedy for it, in the opinion of some of the staff, was to start teaching English from Class I.

(2) It was suggested that teachers should have some participation in syllabus making or they should, at least, make their voice felt in the revision of the syllabus by the syllabus making bodies.

(3) The PUC courses were reported to be much easier than higher secondary courses and the number of subjects was much larger.

(4) It was suggested that allowance should be given to teachers working in inaccessible rural areas.

(5) The introduction of moral and religious education was advocated by some of the teachers.

(6) There was a great deal of disparity in the salary between teachers in higher secondary schools and in the colleges, with the result that the schools could not retain their M.A. or M.Sc. staff.

XIX Discussion with Headmasters and teachers of Secondary Schools on 26th May, 1965

The following points were highlighted in the course of the discussion:-

(1) The time allotted for the study of the elective subjects of the higher secondary school course is inadequate in classes IX and X. Only one-fourth of the total time in class IX is set aside for the elective subjects. It is only in class XI that these subjects are given their proper

place in the time-table, but as this is the last class and the students are preoccupied with preparation for the external examination, the subjects are not properly studied even here.

(2) As a consequence of what has been stated above, students **concentrate** only on the core subjects in classes IX and X, particularly as the examination at the end of the 10th year is confined only to these subjects. Unless the students are examined in the elective subjects also in the 10th class examination, these subjects will continue to be neglected by them.

(3) As most girls studying in schools leave after completing the 8th class, it is essential that the elementary school course should give them knowledge and training of a type which would be useful to them in life.

(4) Kashmiri is the mother tongue of the Kashmir province and Dogri the mother tongue of Jammu but neither of these languages is the medium of instruction. The medium is Urdu or Hindi, but a student who opts for Urdu need not learn Hindi at all.

(5) The medium of instruction at the high school stage, i.e., from class IX upwards, is English. This creates problems for the vast majority of students.

(6) The problem of the English medium becomes more acute in the case of those students who fail in English at the elementary stage. Failure in English does not debar a student from being promoted to the higher class.

(7) There should be a Public Examination at the end of the elementary stage.

- (8) M.Sc. teachers in Physics and some other branches of science are not available for the higher secondary school classes.
- (9) The matriculation and the higher secondary school examinations are controlled by the University. The University proscribes the courses. These courses are approved by a School Board on which there are representatives of headmasters but no representatives of secondary school teachers.
- (10) The textbooks for the higher secondary school classes are prescribed by the University. Some of these books have been either written or edited by officials of the Education Department and the headmasters feel compelled to use them in their schools even though they are not quite satisfactory.
- (11) There is no three-language formula in operation in Kashmir. A student really studies only two languages, namely, Urdu or Hindi and English at the middle school stage and the high/higher secondary school stage.
- (12) Craft is not a compulsory subject in the secondary school, but training in craft teaching is given in teacher training institutions.
- (13) The proposal regarding the reorganisation of secondary education as given in the Discussion Paper on the Education Commission is a sound one. If the school course is extended to 12 years as proposed and the pattern of 10 years of General Education followed by two years of specialised study is accepted, many of the existing defects in the secondary school course would be removed.

XX Discussion with teacher educators from  
Elementary Teacher Training Schools held on 26.5.65

The following points emerged during the discussion and the members present appeared to be unanimous on the various issues:-

(1) The duration of the training course which has been reduced from 18 months to 12 months needs to be increased to two years. Professional subjects and practice teaching need more time and general knowledge and language (Urdu) need to be attended to.

(2) The course includes craft as an important subject of the curriculum. As much time as 30 minutes per day are given for craft and 130 hours practical work in craft is part of the curriculum. The teachers are prepared for teaching craft in the primary schools, yet very few schools have got arrangements for teaching craft on a systematic basis. This can be seen from the fact that only an amount of Rs.150/- is given as capital grant for craft equipment to each school. The trained teachers, therefore, are not required to teach craft and the skill acquired by them during their training period lapses. If craft is not taught in the schools there does not seem to be any point in giving it so much importance and time in the curriculum of the training institutions.

(3) Practice teaching is not adequate to develop real teaching skills. The staff of the college finds it difficult to supervise all the practice teaching work of all the students. The primary schools are not under the control of the Headmaster of the Training School. The teachers of the school

are assigned some supervision work. But they have not been given any orientation about their work of supervision.

(4) There is an utter lack of good textbooks (in Urdu) in keeping with the course of studies, with the result that much time is lost in dictation of notes and students do very little reading, on their own.

(5) Most of the Headmasters complained of the inadequate physical facilities for the training schools. Though craft is given such an important place in the curriculum, there are no craft rooms and accommodation is totally inadequate. There are practically no hostels.

(6) Staff is sanctioned at the rate of one headmaster and two trained teachers for each training school, irrespective of the number of students. Thus many training schools find themselves without any science teacher.

(7) One good feature of the teacher training system in Kashmir is that all the elementary training schools work under the direction of the Principal and the staff of the Secondary Teachers College. They thus receive guidance from the secondary training college and it was very obvious in the discussion with the staff that they could consider things from a developed point of view. Many of the activities of the training college and the training schools are conducted on a cooperative basis as was seen in the exhibition organised by all the institutions together as a part of the 'Nehru Week'. Association with the Secondary Teachers College has made a very good impact on the staff of the Elementary Training Schools.



XXI Discussion with the representatives of  
of Teachers' Associations on 26.5.1965

The representatives described in detail the work that they had done in the cause of improving the teachers' status. They had succeeded in getting one representative of teachers, for each of the provinces in the State Legislature. They had arranged the elections on a strictly secular basis so that the representative from Kashmir with a majority population of Muslim was a Hindu and the representative from Jammu with a majority population of Hindus was a Muslim. In 1963 the procedure of election was stopped by the government and members from among the teachers were nominated to the Assembly (Upper House).

(2) The Association put up a great struggle for increase in salaries and three revisions of pay scales were effected in 1948, 1951 and 1962. The revision of pay scales has brought some relief to the teachers though it is not considered to be adequate.

(3) The Association was conscious of the problems of shortage of teachers in higher secondary schools, particularly in science subjects.

(4) The Association participated in welfare activities started by government for youths of the State. The members took a leading part in running youth clubs, which, however, were closed down in 1957. They organised parent-teacher conferences and took part in the programme of adult education.

(5) The Association has tried its best to maintain the professional morale of teachers. But they find it difficult to do so when teachers

have been entrusted with very few responsibilities and have not been given any power in selecting the books, framing curricula or in examinations.

XXII . The Group visited the Teachers' Training College, Srinagar, on 27.5.1965 and discussed the problems of the training of secondary teachers with the Principal and the members of the staff of the college. It was seen that in view of the need for teachers of English, the college had made English as a compulsory subject and raised the total number of practice lessons in three subjects to 60 lessons. The college was experimenting with the methods of teaching English as a foreign language and trained its students to teach the Readers in use in the schools. Thus the method course was related to the practical work in the school and the students found it to be very helpful.

(2) The majority of the members of the staff were of the view that the course must be extended to two years. They felt that one year was too short a period for dealing with professional subjects practice teaching and content courses which appear to be necessary. They were aware of the difficulties mainly of a financial nature from the point of view of Government as well as the students.

(3) As regards the methods followed in the course of studies, they felt library facilities were necessary and if they were provided properly, the number of lectures could be reduced and seminars and discussions held in their place.

C

Summary of Memoranda submitted to the  
Education Commission in Jammu and  
Kashmir State.

1. Shri S.L. Saru, Principal, Rupa Devi Sharda Path,  
Srinagar (Kashmir)

Secondary Education in India

1. Instead of involving a new pattern of Secondary Education in India, it would be the greatest service rendered to the country if the present Education Commission through its field offices is able to plug the loop-holes and suggest reforms with a view to fully gear the present scheme of Secondary Education based on Mudaliar Report of Secondary Education Commission (October 1952 to June 1953). A trial of at least one more decade should be given to the present scheme of Secondary Education.
2. The training programme of secondary school teachers should be tightened up and strengthened and no aspect of the teachers' life, while under training, should be neglected. Teachers' training programme should be a programme of training for leadership.
3. Research Units should be set up in Training Colleges for Teachers. More emphasis should be laid on the Practice of Teaching. Research in Methods of Teaching and production of Material Aids for Schools should be done in these colleges and the results should be made available to In-service Teachers. This should be the true basic work in these colleges.
4. The present syllabus for Secondary Education should have proper balance and should have a uniform course at all levels of the Secondary Education. The present syllabus should be so arranged that it attains a uniformity for both Matriculation and "Core-Subjects" examination.
5. Practical means should be devised to curtail the number of examinations about seven as they are being held at present. We should, perhaps, revert to the old system of three examinations, namely, the core-subjects, higher secondary and the degree.
6. A minimum grant should be properly evaluated for schools in respect of library books, scientific equipment, maps and charts, films and film projectors and other teaching

aids. Government should purchase good books on Social Studies and general service and should distribute them among schools.

7. The State Government should provide proper medical service in each school and it should be obligatory on the State Government and the school management to devise means for holding atleast two medical inspections for each boy and girl in a school in a year. Facilities should be provided in local hospitals for the treatment of children's diseases.

8. Positive steps should be taken to tackle and eliminate the crucial issue of student-indiscipline. Students should be kept away from party-politics. The school should be made rich and purposeful.

9. The State Governments should make available lands to Schools to serve as play-grounds. Clear programmes of work to release pent-up energies are needed.

10. Text-books for Secondary Education should be improved in content, quality and get-up. Every Directorate of Education should engage the services of full-time capable artists to evolve and suggest educative and well-meaning illustrations for text-books. Every State Education Department should set up a text-book library unit stuffed with well-printed and rightly illustrated text-books in some European and Asian language. It should also contain textbooks produced yearly in regional languages in the country.

11. School buildings should meet the future growing needs of the Secondary Schools as well as to the fulfilment of the needs that would arise from the introduction of diversified courses at the Higher Secondary stage.

12. The scheme of "Extension Services for In-Service Teacher" should be reviewed and a clear policy be adopted in order to provide thoughtful and varied programmes of work. State Education Departments should be fully associated with this programme of work.

13. A Central Pool should be organised to supply scientific material to schools. Every State Government should have its own pool. Cost of science material in Government Schools should be equally shared by the State and the Central Governments. Each school should have well-equipped laboratories and qualified staff for teaching of science.

14. Cost of science material in private aided schools should be shared 50% by Central Government, 25% by State Government and 25% by the management of the schools.

2. Shri J.N. Raina, Principal, M.L. Higher Secondary School, Shalamar, P.O. Harwan, Kashmir

### Education We Need in the Country

1. Teaching of Agricultural or Rural Science should be introduced in schools in the rural areas. The syllabus should give more emphasis on vocational side.
2. A separate Directorate for Agricultural Education in each State should be set up and under this Directorate a separate Inspecting Agency in each State should be set up to assess the Teaching of Agricultural or Rural Science in the rural areas.

/ schools in

The schools should have well-equipped scientific laboratories and competent teaching staff. More emphasis should be given on the practical side of the school subjects.

Home Project System should be introduced in High/Higher Secondary Schools where Agriculture is taught so as to bring the Teaching of scientific agricultural to the home of the student.

The practical aspect of education in the Agricultural Technological Institutions in India should be emphasised.

The present textbooks need overhauling in the interest of secularism of the country.

All India Educational Service from the cadre of the Headmaster of a High/Higher Secondary School should be set up. The appointments on such posts should be made by the U.P.S.C. throughout the country from the State personnel.

Appointments and promotions of teaching staff should be made irrespective of caste or creed and persons belonging to backward classes should not be ignored.

Pay-scales of teachers should be revised and mid-day meal supplied to them. They should be provided with either free residential accommodation or a rural allowance should be sanctioned for teachers working in schools in the rural areas.

3. Shri Rehana Jalal-Ud-Din, Jammu & Kashmir

### Elementary Education in Jammu & Kashmir State

1. Elementary Education should form a part of the life of the villager. The content and syllabus should be in accordance with the interests and the conditions of the life in the village.

2. There should be a provision of suitable elementary teachers for schools in rural areas. There should be for them proper training, adequate salary and adequate supervision. There should be a clear and consistent programme for the training of elementary teachers if we are to carry the rural community with us in the new system of education. Free ships should be given to them for training period.
3. Elementary education should be made self-sufficient and it should not fail a student if after completing it he/she does not proceed for further stages of education. It should enable him/her to earn after completing it.
4. 60% of the children mostly in villages, where their parents are working on small plots of land scattered over a wide area, do not have schools available for them. Steps should be taken to make schools available to them. A large number of schools each for small number of children need to be established. These schools should be well related to the village life. Syllabuses should be so built that the children at an early level are rounded off and complete. On the grounds of economic difficulties of these people, education for such children should be at low cost so that they can afford it.
5. The programme of elementary school education in rural areas should be built up over a series of years into a five to seven years compulsory elementary education scheme. This schooling should be complete in itself beginning after five years of age and ending after twelve years of age of the children.
6. Elementary school education should be bilingual instruction being in Hindi alongside of mother-tongue. Suitable arithmetic and general knowledge courses, elementary science or nature study should be the backbone of the syllabus. More and more time should be given to rural subjects as the child progresses into the higher classes, say one third of the total time given to studies in a day.
7. To involve cooperation between the home and the school, "Young Farmers Clubs" should be organised.
8. School buildings should be simple and of inexpensive material built with local labour and voluntary cooperation and should also be used as adult education centres and community centres activity and meetings.
9. Adequate provision for the inspection, direction and encouragement of teachers should be made. There should be mobile squads visiting schools at least twice a year.

10. Transfer of teachers should be after every four or five years to maintain effective teaching service.
11. Separate girls' schools should be opened only if population permits, otherwise there should be mixed schools for boys and girls.
12. The elementary teacher should have free provision of books and educational literature guiding him/her exactly what is to be taught the standard required and the broad lines of presentation.

4. Prof. J.L. Kaul, Secretary, Jammu & Kashmir Academy of Art, Culture and Languages.

#### General Suggestions

1. Planning of education in India should be made more realistic by drawing educational planners from among rural and village-oriented persons and also from elementary and secondary school persons since our main task is to provide education to children of our very poor, backward and bleak villages.
2. Pattern of elementary education in India should be a self-contained or self-sufficient unit and should not be devised as if the scholar were necessarily to proceed to the further stages of education. Provision should be made at the secondary stage for extra preparatory or intensive courses in some subjects for such scholars who may take the next higher/university courses.
3. There should be a uniform pattern of elementary education throughout the country and the name of the elementary school, should be the same throughout the country, say 'Basic School' or 'Common School.' Once a name is chosen, it should be adopted throughout the country.
4. We should have, if we could afford, 8-year elementary and a 4-year secondary school, completing elementary education by the age 13 plus and secondary by 17 plus; or a 7-year elementary and a 4-year secondary school. Secondary education pattern also should be a self-contained and self-sufficient unit by itself i.e. to train scholars for technical and professional vocations.
5. Uniform pattern of secondary education should be set up throughout the country. There should not be over-emphasis on book-knowledge and cram-work.
6. We should aim at a strong united secularsocialistic democracy. Education of orthodox denominational schools,

jamait-i-Islami, Roman Catholic and various Hindu, Muslim and Christian schools should be discouraged. Every school should prominently display a copy of the Preamble of the Constitution as the most precious trophy and every boy and girl in the school should learn it by heart.

7. At the elementary stage, the scholars should learn mother-tongue/or regional language well enough to retain it as a tool of knowledge for his life and to be able to use it for reading books, newspapers and magazines; personal and home hygiene, civic hygiene and sanitation; productive technical agricultural craft; rudimentary mathematics; geography of District/State, India as a whole and World generally, history based on knowledge of geology, anthropology, sociology, science and technology etc; civics - how we govern ourselves and our social goals etc; nature study; how to draw; and our cultural heritage. Suitable text-books and Teachers' Guides on these subjects should be prepared. English may be started from the 5th class as an optional additional subject in selected schools. Every scholar should master a vocabulary of 800-1200 words in Hindi selected according to frequency test.

8. Elementary education should be production-oriented. Mid-day meal should be introduced and cost met from sale price of the produce of the farm or goods produced at the school workshops. Every scholar should be taught to earn his/her bread.

9. There should be mixed elementary schools and women teachers should be introduced in such schools.

10. Schools and Inspection Agencies at all levels should be weaned away from purchase rackets of text-book-cum-library book, and equipment and also from the recruitment of teaching staff in schools.

11. An Institute should be set up at the centre to produce, organise and supervise the production of standard school equipment of all kinds; a Board at the centre in each State to prepare text-books and Library books; and the recruitment of teaching staff should be entrusted to a Body nominated by the State, or to the Headmaster of the School.

12. Secondary education school should be open to all those who desire and the transition from elementary to the secondary stage should be made easy. Generous scholarship scheme should be afforded to enable all talented scholars at the elementary school to proceed to the secondary school in specialised streams.



13. The existing secondary schools should be properly equipped and strengthened, instead of opening more and more secondary schools to satisfy the local pride or prestige and the existing secondary schools should have hostels attached to them.
14. Every scholar at the secondary stage should master a further vocabulary of 1200-1500 words of Hindi (in addition to 800-1200 words mastered at the elementary stage) selected according to the frequency test. English should be an additional optional subject. A course of "General Education" should be introduced for all. Co-curricular activities of the elementary stage should be made more rich and continued at this stage.
15. Common songs from several modern Indian languages should be transliterated in Devnagri or Roman script and students should learn them by heart and sing them. This should be made compulsory for all students at the secondary stage of education.
16. More power should be given to the Heads of Schools and there should be little interference from the Inspecting Agencies in the matter of giving increments to the teaching staff, to spend money on keeping the furniture and equipment in good repair etc.
17. The grades and pay-scales of teachers should be streamlined.
18. There should be few transfers, if any, of teachers. The teachers should be asked to give in writing that they would not ask for transfers but would make the place of their vocation their home.
19. More respect and authority should be given to the field worker, the teacher and the Heads of Schools and colleges. They should have better terms of services.
20. Cheap Notes and Made Easy Books should be discouraged in colleges.
21. Academic Councils in colleges should be strengthened and the powers of the syndicate should be reduced correspondingly.
22. Guide lines should be laid down regarding the appointments and promotions of Headmasters of Schools and Principals of Colleges.
23. Quality of teaching in colleges should be improved by introducing Honours Courses and Tutorial/Preceptorial systems and by improving post-graduate research.

24. A machinery and a method should be evolved to restrict admissions to colleges and Universities.
25. A clear policy should be framed about the medium of instruction in Higher Education. Hindi should be a link language throughout India. State language including Hindi should be the medium of instruction in Higher Education in the respective States.
26. Hindi should be a compulsory subject from the elementary to the University stage.
27. There should be two-year training course for teachers.
28. Pay-scales and other allowances of elementary school teachers should be the same as these of secondary school teachers and there should be inter-transfers of teacher between these schools.

5. Shri D.N. Dhar, General Secretary, Women's Welfare Trust, Srinagar (Kashmir) (Set up in 1926 under the inspiration of Dr. Annie Besant, Dr. James H. Coasins, and other eminent educationists.)

#### Women's Education

1. Highest priority should be given to schemes relating to women's education and the existing gap between the education of men and women should be bridged in the shortest possible time.
2. (i) The scale of Government grants-in-aid for private institutions particularly in the field of girls education should be made sufficiently liberal and should be uniform in all the States. Departmental control on them should be as light as possible and the procedure for their release should be less complicated.  
(ii) Building and furniture grants to private institutions functioning properly should be paid more freely and without delay.  
(iii) Grants for Science teaching should be made particularly generous.  
(iv) The private-aided institutions should be allowed to collect fees from the students, if they can, but the amount so collected should not be deducted from the grants-in-aid to them.  
(v) Private institutions functioning properly should not be allowed to suffer unreasonably. A system of check and control should be devised to distinguish between well administered institution and those not working well.

6. Shri H.L. Gupta, Principal, Model Academy,  
Jammu

Memo. 1

I. Deterioration of Standards - Causes for

The following are main factors that have contributed to the gradual deterioration in educational standards in schools.

- (1) Exploitation by political parties
- (2) Sudden and heavy diversification at higher secondary stage.
- (3) Poor economic and social position of teachers
- (4) Varying standards in different parts of the country to which the language difficulty also contributes.
- (5) Indiscipline at Home and at School.
- (6) Distracting influences, e.g. cinema, obscene literature, changing fashions, etc.
- (7) Unprofitable use of leisure.
- (8) Lack of vocational and educational guidance.
- (9) Lack of graded textbooks and other literature for circulation of sound recording habits.
- (10) Lack of parent-teacher and teacher-principal cooperation; and
- (11) Recruitment of misfit or the unfit as teachers as the profession has no attraction to offer.

with consolidation.  
Vast expansion which has not kept pace  
Lack of proper buildings and equipment.  
Out-of-date methods of teaching.  
\*\* (12)  
(13)  
(14)

II. School Education

- (i) Primary education and secondary education should be of 8 years' and 4 years' duration respectively, that is, the high school should be of 10 years' duration and the higher secondary of 12 years.
- (ii) Excepting regional language, the content of secondary education should be uniform throughout the country. There should be three language subjects viz (a) Hindi, (b) English, and (c) Regional language and three other subjects viz. Mathematics, (b) General Science and (c) one craft. The specialisation of subjects should start only after the tenth class.

- (iii) The examinations should be bi-annual to reduce wastage and over-crowding. This should also take into account the work done by the students during the academic years. The examination of some subjects may be conducted by the Board and of the subjects like craft Hindi, Social Studies by the school itself.

### III. Teacher Training

- (1) In addition to the latest techniques and methodology, the students in the training colleges, should acquire an all-round knowledge of the compact subject, e.g. Social Studies, General Science etc. and not merely one or two branches of the same.
- (2) Every training college must have: a test school; an extension service department; an audio-visual unit and a vocational guidance bureau.
- (3) Duration of training should be increased from 3 to 6 months, out of which 3 months should be spent in practice teaching.
- (4) After completion of training, the teachers must keep touch with the training college for solution of their genuine difficulties and for exchange of information and ideas.

### 7. Shri H.L.Gupta, Principal, Model Academy, Jammu

#### Memo - 2

#### 1. Role of Private Enterprise in Education:

##### Priority

1. Commercial institutions developing modern outlook and sectarian ideology should be discouraged while institutions developing scientific knowledge, technical bias and international understanding should receive top priority in the next three plans.

##### Grant-in-Aid Rules

2. The existing grant-in-aid rules in the J & K State which came into force on 1.4.1959, suffer from many defects. The following four suggestions are made to improve the system:
  - (a) Institutions may be graded as class A, B & C according to accommodation, staff, equipment and performance in examination; and grants be given, not on the basis of number of students, but on the basis of each class @ Rs. 20,000/- per class for A Grade schools, Rs. 10,000/- for B Grade and Rs. 5,000/- for C Grade.

- (b) Grant-in-aid Boards, with final authority to decide grant-in-aid cases should be established in the State. It should not take more than 3 months in any case to decide. The Board should also ensure that the grants are utilised for the specific purpose laid down and within the specified period.
- (c) Conditions of service have to be improved. Institutions employing retired teachers beyond the age of 60 should not be allowed grants for such teachers.
- (d) Institutions requiring sufficient number of teachers should get more, provided the performance of such an institution is that of Class I.

Role of Central Government:

Education should be made a central subject, and only primary schools should be entrusted to each State. With education under central control, the staff of aided institutions should get more benefits and better facilities of work than hitherto.

8. Shri S.L. Tikku, Ex-Principal, H.P. High School, Srinagar

Arts & Crafts Classes in Higher Secondary Schools

Present Position

The present position of Art and Craft subjects and the technical streams in Higher Secondary Schools is not satisfactory, firstly, these subjects are looked down upon as cumbersome and useless additions to school studies; and secondly, their teaching and examination has become a farce.

Suggestions for improvement:

To achieve the desired results, as envisaged in the scheme, the following points need urgent attention:-

(i) Suitability of each school for introduction of particular Art and Craft subject or a technical stream.

(ii) Accommodation, workshop facilities, equipment and raw-materials for the subject introduced.

(iii) Provision of suitably qualified staff for the subject taught.

(iv) Revision of existing syllabi for crafts etc. in the light of the results achieved.

(v) Revision of manuscripts of Arts and crafts Text-books;

(vi) Constant supervision of the teaching of Arts and Crafts subjects in the schools.

(vii) Provision of information services to schools through occasional seminars, discussions etc., of the problems involved in teaching arts and crafts in schools.

9. State Council for Women's Education (J & K)

The J & K State Council for women education was set up in 1962 to accelerate the progress of girls' education in the State. The Council's activities during the last three years have covered recommendations and implementation of such schemes as (a) appointment of School Mothers in rural areas; (b) construction of staff quarters for women teachers (c) Attendance Scholarship (d) Free supply of Text-books (e) Mixed Schools

(f) Strengthening of Inspectorate Agencies;  
(g) Co-operation of Local People; (h) Condensed courses; (i) concessional transport passes; (j) Mahila Mandals; (k) Women Polytechnics, etc etc.

During the IV Plan, besides expansion of existing schemes, it is proposed:

(i) to start admitting girls in the existing boys' Primary schools;

(ii) to have more middle schools;

(iii) to persuade lady teachers to stay on in towns and mofussil areas by providing facilities; to give special allowance where such facilities do not exist or cannot be provided; to provide hostel-type quarters for lady-teachers and to take over existing house of P.W.D. or Social Welfare Department or any other Department not in use;

(iv) To provide mid-day meals, hostels, and arrangements for medical check-up for students;

(v) To organise more Mahila Mandals, Parent-Teacher Associations and more Refresher Courses; and

(vi) To increase seating capacity in existing T.T. Colleges and T.T. Schools for women and start new such colleges and schools.

However, when financial implications are worked out much that is essential cannot be provided because of limited resources.

ANNEXURE - I

Programme of visit of the Education Commission to  
Jammu & Kashmir State

The Commission divided itself into two groups for this visit to the State of Jammu & Kashmir. One group visited Jammu from 24th to 26th May and the other visited Srinagar from the 24th to 27th. The Commission as a whole was then at Srinagar from the 27th to 29th May.

Group I - Jammu

Member - Prof. M.V. Mathur

The programme is given below:-

24.5.'65:

Forenoon: Visit to Higher Secondary school for Girls

Afternoon:

3 P.M. to 5 P.M. Visit to University Campus and discussion with Pro-Vice Chancellor and Heads of Departments.

5 P.M. to 6 P.M. Discussion with Students' Representatives.

25.5.'65

Forenoon

10 A.M. to 11.30 A.M. (A) Visit to Secondary Teachers' Training College and discussion with Principal and staff.

(B) Visit to Elementary Teacher Training Institution and discussion with Principal and staff.

11.30 A.M. to 1.00 P.M. Group discussion with educational administrators (Deputy Director, Inspector/Inspectress in service and retired)

Afternoon:

3 P.M. to 4.30 P.M. Group discussion with Principals and Headmasters and Teachers of Secondary Schools.

4.30 P.M. to 6.00 P.M. Interviews with educationists.



26.5.1965

Forenoon

9 A.M. to 11.00 A.M. Visit to Government Polytechnic

11.45 A.M. Departure for Srinagar.

Group II - Srinagar

Members -

1. Dr. K.G. Saayidain
2. Dr. V.S. Jha
3. Prof H.L. Elvin
4. Dr. Amir Ali.

24.5.1965

Afternoon

3 P.M. to 5 P.M. Visit to J & K University campus and discussion with Vice-Chancellor, Pro-Vice Chancellor, Registrar and Heads of Departments.

5 P.M. to 6 P.M. Discussion with University Students' Representatives

25.5.1965

Forenoon Visit to and discussion with Principal and staff of:

10 A.M. to 11.30 A.M. S.P. College

11.30 A.M. to 1 P.M. Women's College

Afternoon

3 P.M. to 4.30 P.M. Group discussion with Principals of Arts & Science Colleges and the Director, Research and Libraries.

4.30 P.M. to 6 P.M. Interviews with Educationists.

26.5.1965

Forenoon Visit to and discussion with Principals and staff of:

10 A.M. to 11.30 A.M. Multi-purpose Higher Secondary School for Boys, Baghi-di-lawar Khan

11.30 A.M. to 1 P.M. Government Higher Secondary School for Girls, Nawakadal.

Government Women's College, Nawakadal.

contd.

Members who joined from Jammu & Delhi

1. Prof M.V. Mathur
2. Miss S. Panandikar
3. Shri A.R. Dawood

Afternoon Group discussion with:

- 3 P.M. to (A) Headmasters and Teachers of  
4.30 P.M. Secondary Schools.
- 3 P.M. to (B) Principals of Elementary Teacher  
4.30 P.M. Training Institutions and Teacher  
Educators.
- 4.30 P.M. Representatives of Teachers and  
to 6 P.M. Teachers' Associations.

27.5. '65

Forenoon

- 10 A.M. to (A) Discussion with Representatives  
11.30 A.M. of Managements.
- 10 A.M. to (B) Visit to and discussion with Prin-  
11.30 A.M. cipal and staff of Teachers  
Training College.

PROGRAMME OF THE COMMISSION AS A WHOLE

- Members:
- |                        |                  |
|------------------------|------------------|
| 1. Dr. D.S. Kothari -  | Chairman         |
| 2. Shri J.P. Naik      | Member-Secretary |
| 3. Shri P.N. Kirpal    |                  |
| 4. Dr. K.G. Saiyidain  |                  |
| 5. Dr. V.S. Jha        |                  |
| 6. Shri A.R. Dawood    |                  |
| 7. Prof H.L. Elvin     |                  |
| 8. Prof S.A. Shumovsky |                  |
| 9. Prof M.V. Mathur    |                  |
| 10. Miss S. Panandikar |                  |
| 11. Dr. Amir Ali.      |                  |

27.5.1965

- 11.30 A.M. (A) State Council for Women's Education  
to 1 P.M. and Women's Group.
- 11.30 A.M. (B) Visit to and discussion with  
to 1 P.M. Principal and staff of Government  
Polytechnic.

Afternoon

- 3 P.M. to Interview with prominent  
6 P.M. educationists
- 8.15 P.M. Dinner by the Vice-Chancellor of  
J & K University.

contd..

28.5.'65

Forenoon

10 A.M. to 11.30 A.M. Discussion with Vice-Chancellor and Pro-Vice Chancellor.

12 Noon Call on Governor

Afternoon

1 P.M. Lunch with Governor

3 P.M. to 5 P.M. Discussion with Educational Adviser and Director of Technical Education, Director of Education, Officer on Special Duty, Director of Health Services and Deputy Directors of Education.

29.5.'65

Forenoon

10 A.M. to 11.30 A.M. Discussion with Planning Secretary, Education Secretary and Finance Secretary.

11.30 A.M. to 1 P.M. Discussion with Chief and Education Minister.

Afternoon

3 P.M. Press Conference.

5 P.M. At Home - Chief Minister.

ANNEXURE- II

List of persons with whom discussions were held by the Education Commission during the visit to Jammu & Kashmir State.

(24th to 29th May, 1965)

A - J A M M U

I. Principal and staff of Government Girls Higher Secondary School

1. Mrs P.N. Thusu, Principal.
2. Miss Kamlesh Gupta, , Teacher of English & Economics
3. Mrs Sudesh Khullar, Teacher of English & Hindi
4. Mrs. Sudesh Malhotra, Teacher of English & Hindi
5. Mrs Santosh Sharma, Teacher of English, Arithmetic & H.H. Accounts.
6. Mrs Pushp Lata Abrol, Teacher of English & Civics.
7. Mrs. Krishna Janwal, Teacher of English, Hindi and Social Studies.
8. Mrs H. Kaur Chhalra, Librarian.
9. Mrs Janak Sharma, Teacher of Music & English
10. Mrs Sayeda Begum, Teacher of Urdu & Persian.
11. Smt Dwarika Devi, Teacher of Hindi & Sanskrit.
12. Smt. Mela Devi, Teacher of Hindi & Music.
13. Smt Brij Mohini Gandotra, Teacher of Art & Painting.
14. Smt, Khalida Khanam, Teacher of Home Science.
15. Smt Adeline Ruhi, Teacher of English
16. Smt. Raj Dulari Zutshi, Teacher of Hindi & Arithmetic
17. Smt. Sukh Devi Gupta, Teacher of Hindi & Arithmetic.
18. Smt. Avtar Kaur, Teacher of Punjabi.
19. Smt Lela Devi, Teacher of Sewing.
20. Smt. Achhri Devi, Teacher of Hindi & Science.
21. Smt. Sansar Devi, Teacher of General Knowledge

contd..

22. Smt. Ishro Devi, Teacher of Hindi & Arithmetic.
23. Smt. Vidya Wati, Teacher of Clay Model
24. Smt. Pushpa Khajuria, Teacher of Botany, Zoology, Chemistry & General Science.
25. Smt. Idra Wati, Teacher of Arithmetic & General Science.
26. Smt. Kaushaliya Kesar, Teacher of Sewing & Hindi.

II. Pro-Vice Chancellor and Heads of Departments of J & K University Campus at Jammu.

1. Dr. J.N. Bhan, Pro-Vice Chancellor.
2. Shri S.K. Bhattacharya, Prof. of Chemistry.
3. Shri S.N. Wakhloo, Head, Department of Geology.
4. Dr. Mohd. Yasin, Post-graduate History Deptt.
5. Shri Inderjit Singh, Head of the Post-graduate Department of Economics & Commerce.
6. Shri K.K. Gupta, Jt. Registrar.
7. Shri B.K. Megokri, Director, Physical Education.
8. Shri Shambu Nath Sharma, Postgraduate Department of Sanskrit
9. Shri G.S. Chabrah, Lecturer in History.
10. Shri T.R. Sharma, Reader in Geology.

III. Students' Representatives of J & K University Campus, Jammu

1. Miss Madhu Mahajan, Student of Economics(previous)
2. Shri Amarjit Mahajan, Student of Economics(Final)
3. Shri Kulbir Masoo, Student of Commerce(Previous)
4. Shri Maharaj Kishan Kaul, Student of Sanskrit
5. Miss Santosh Verma, Student of Sanskrit(Final)
6. Shri Abdul Qaiyum Rafiqi, Student of History (Final)
7. Shri Surrindra Nath Hale, Student of Geology(Final)
8. Shri Dershan Kumar Jain, Student of Chemistry (Final)
9. Shri Harish Chander Kapoor, M.Sc. Chemistry (Previous)

IV. Principal, Heads of Departments and staff of Teacher Training Institutions.

1. Shri Mohinder Singh, Principal, T.T.College
2. Shri Devi Das Sharma, Headmaster do
3. Shri Bhakta Ram, Sharma do
4. Shri S.K. Shah, Lecturer. do
5. Shri M.L. Raina, Lecturer do
6. Shri A.K. Kaul, Lecturer do
7. Shri O.P. Basu, Lecturer do
8. Shri Brahm Sharma, Lecturer do
9. Shri H.C. Rattanpal, Coordinator do
10. Shri Sudarshan Kumar Malhotra, Lecturer do
11. Shri Harbajan Singh, Physical Instructor do
12. Shri Nihal Singh do
13. Shri Sansar Chand Gupta, Lecturer do
14. Shri Shansher Singh Johar, Lecturer do
15. Smt. Pushpa Gupta, T.T. College for Women
16. Smt. Chandra Kanta Gupta, Headmistress  
Teacher Training School for Women.
17. Mrs S. Munshi, Lecturer
18. Mrs K. Parimoo, Prof. of Education
19. Smt. Daya Wanti, Teacher.

V. Educational Administrators

1. Shri R.L. Basur, Deputy Director of Education,  
Jammu.
2. Shri Mulkh Raj Gupta, Betired Inspector of  
Schools, Jammu.
3. Mrs. Santosh Gupta, Inspectress of Schools,  
R.S. Pura, Jammu.
4. Mrs Satvant Chopra, Inspectress of Schools,  
Jammu.
5. Shri Padam Nabh Sharma, Officer in charge,  
Middle Standard Examination, Jammu.
6. Shri Jagdish Datt Mishra, Supervisor,  
Basic Education, Jammu.
7. Shri A.S. Hakim, D.I. Schools, Udhampur.

8. Shri Indra Prakash, D.I. Schools, Jammu.
9. Shri P.N. Raina, District Inspector of Schools,  
Kathua.
10. Shri Vidya Rattan Gupta, Tehsil Education  
Officer, Jammu.
11. Begum M. Gureshi, Deputy Inspectress of Schools,  
Jammu
12. Shri L.D. Suri, Ex-Deputy Director of  
Education, Jammu.
13. Shri K.G. Bhandari, Principal-cum-Adviser,  
Government Agricultural College, R.S.Pura, Jammu.
14. Shri Ishwar Sharma, Principal, Government  
College, Kathua.
15. Shri Rameshwar, Principal, Government College,  
Udhampur.
16. Shri Ghanashyam, Principal,  
G.G.M. Science College, Jammu

VI. Principals, Headmasters and Teachers of  
Secondary Schools.

1. Shri Amolak Ram Chawla, Principal,  
S.D.S.H.S. School, Jammu.
2. Shri Dev Dutt Mengi, Principal,  
S.R.M.P. Hr. Sec. School, Jammu.
3. Shri Dwarika Das Sawhney, Headmaster,  
Govt. High School, Jammu Cantt
4. Shri Gobind Ram, Headmaster, Government  
Central High School, Jammu.
5. Shri Suraj Ram Khajuria, Vice-Principal,  
U.L.H.S., School, Jammu.
6. Shri Chuni Lal Raina, Sr. Teacher,  
S.R. U.H.S.S. Jammu.
7. Shri Ram Lal, 2nd Master,  
Harisingh High School, Jammu.
8. Shri Jagdish Datt Mishra, Supervisor,  
Basic Education, Jammu.
9. Shri Hiralal Kaul, Teacher,  
S.R. I.P. Hr. Sec. School, Jammu.
10. Shri S.L. Madan, Headmaster,  
Khalsa High School, Jammu.
11. Shri H.L. Gupta, Principal, Model Academy  
Hr. Sec. School & Research Institute, Jammu.
12. Shri Jagdish Chander, S.D.Sabha Hr. Sec. School,  
Jammu.

13. Shri Narinjan Das Suri, S.D. Sabha  
Higher Secondary School, Jammu.
14. Shri Bachittar Singh, Principal,  
Arya Kanya Pathshala, Jammu.
15. Shri Tej Ram Khajuria,  
Government High School, Jammu.
16. Shrimati Vimla Malhotra, Headmistress,  
Girls High School, Kacchichhowni, Jammu.
17. Smt. Lalitha Khosla, Government High  
School for Girls, Kachi Chhowni, Jammu.
18. Shri Dina Nath Parimoo, Principal,  
Higher Secondary School, R.S. Pura, Jammu.

VII Educationists

1. Shri R.C. Mehdiratta, Retired Principal,  
Jammu.
2. Shri Hem Raj Jandial, Deputy Speaker,  
Legislative Assembly.
3. Shri Dewan Singh, President,  
Rajput Sabha, Purani Mandi, Jammu.
4. Shri Chet Ram Chopra,  
Retired Governor, Kachi Chhowni, Jammu.

VIII Staff of Government Polytechnic, Jammu

1. Shri Manjit Singh Ghambir,  
Head of the Department in Electrical  
Engineering.
2. Shri M.L. Bargotra, Officiating Head of  
Department in Mechanical Engineering.
3. Shri Davinder Sharma, Lecturer in  
Mechanical Engineering.
4. Shri R.S. Pandey, Workshop Superintendent.
5. Shri Kazan Singh Madan, Senior Drawing Instructor
6. Shri Pran Nath Arora, Lecturer in Mathematics
7. Shri Bansi Lal Fotedar, Lecturer in English
8. Shri B.N. Bhan, Lecturer in Physics
9. Shri A.K. Vali, Demonstrator in  
Civil Engineering.
- 10- Shri Krishen Chand,  
Demonstrator in Electrical Engineering.



11. Shri K.G. Gupta, Demonstrator in Mechanical Engineering.
12. Shri R.P. Sahabraj, Demonstrator in Chemistry.
13. Shri Yogeshwar Sharma, Drawing Instructor, D.E.E.
14. Shri D.L. Dhar, Drawing Instructor, Three Years' Diploma.
15. Shri J.R. Abrol, Drawing Instructor, D.E.E.
16. Shri O.P. Sabharwal, Workshop Instructor in Pattern Making.
17. Shri R.N. Sharma, Workshop Instructor in Machine-Shop.
18. Shri O.P. Salaria, Workshop Instructor in Smithy and Rivetting.
19. Shri S.P. Gupta, Workshop Instructor in Welding.
20. Shri Hardev Singh, Workshop Instructor in Plumbing and Fitting.
21. Shri Omkar Singh, Instrument Repairer.
22. Shri Vijay Kumar Bucha, Office Draftsman.
23. Shri J.R. Tulli, Drawing Instructor.

B - SRINAGAR

- IX Jammu & Kashmir University, Srinagar
1. Shri T.M. Advani, Vice Chancellor
  2. Shri G.H. Mukhtar, Pro Vice Chancellor
  3. Shri M.S. Waup, Head of Department of English
  4. Prof H.R. Puri, Head of Department of Mathematics.
  5. Prof H.D. Sarwari, Head of Department of Urdu & Persian.
  6. Prof J.N. Tiwari, Head of Department of Hindi.
  7. Dr. N.N. Raina, Head of Department of Physics.
  8. Dr. V. Kaul, Head of Department of Botany.
  9. Dr. S.M. Dass, Head of Department of Zoology.
  10. Shri Satya Bushan, Head of Department of Political Science.
- X. Principal and Staff of Government S.P. College.
1. Shri Saif-Ud-Din, Principal
  2. Prof R.N. Koul, English Department
  3. Prof M.N. Dulloo, English Department
  4. Prof M.S. Wani do
  5. Prof M.K. Koul, do
  6. Prof Zaffer Yehaya, do
  7. Prof G.N. Firaq, do
  8. Prof Mohd. Yousuf, do
  9. Prof Ch. Hussan do
  10. Prof Khazir Mohd. Department of Mathematics.
  11. Prof .S. Ashai, do
  12. Prof M.S. Sad do
  13. Prof Syed Abdul Hajeed, Political Science Department
  14. Prof M.K. Teng. do

15. Prof S.M. Iqbal, History Department,
16. Prof L.N. Dhar, do
17. Prof M.A. Panoo, Economics Department
18. Prof G.M. Bhat do
19. Prof Gh. Hassan do
20. Prof Assadullah, Philosophy Department
21. Prof Abdul Aziz, Persian Department
22. Prof Mohd. Shafi do
23. Prof M. Ibrahim, Urdu Department
24. Prof Gh. Ali do
25. Prof K.N. Dhar, Sanskrit and Hindi Deptt.
26. Prof L.N. Sapru, do
27. Prof C L. Sapru do
28. Prof Sewa Singh, Punjabi Department.
29. Prof G.J. Nehvi, Geography Department.
30. Prof S.N. Tikku, Botany Department.
31. Prof T.H. Dhar do
32. Prof Q.M. Ahmed do
33. Prof D.P. Zutshi do
34. Prof M.K. Wali do
35. Prof G.M. Rather do
36. Prof M. Bashir do
37. Prof M.S. Padery do
38. Prof A.U. Khan do
39. Prof C.L. Raina do
40. Prof J.M. Vattal, Zoology Department
41. Prof. M.K. Unshi do
42. Prof M.S. Nahvi, do
43. Prof B.A. Subla do
44. Prof M.Y. Qadiri do
45. Prof. G.M. Anwar do
46. Prof G.M. Zaza do
47. Prof H.G. Ahmed do

48. Prof Mohd Yusuf, Department of Physics.
49. Prof F.M. Ganjoo do
50. Prof M.N. Manx do
51. Prof M.S. Kocha do
52. Prof S.M. Koul do
53. Prof D.P. Khazanchi do
54. Prof Kaka Ji Chaku do
55. Prof S.N. Kaw do
56. Prof Hira Lal Bhan do
57. Prof D.K. Moza do
58. Prof B.N. Koul do
59. Prof Nazir Ahmed Lankru do
60. Prof N L Wazir, Chemistry Department
61. Prof V.L. Vishin do
62. Prof G.M. Mir do
63. Prof Sarwar Hussain do
64. Prof M.M. Jan do
65. Prof G.K. Moqash do
66. Prof M.M. Shah do
67. Prof M.L. Koul do
68. Prof H.L. Raina do
69. Prof M.L. Ganjoo do
70. Prof C.L. Kotha do
71. Prof A.K. Dhar do
72. Prof Mohan Lal Raina do
73. Prof G.K. M za do
74. Shri Jawahir Lal Raina, Physical Instructor
75. , , Abdul Rashid do

**XI.**      Principals of Colleges

1. Miss Mahmooda Ahmed Ali Shah, Principal,  
Women's College, Srinagar.
2. Mr Sai-Ud Din, Principal,  
S.P. College, Srinagar
3. Mr Mufti Jalal-ud-Din, Officiating Principal,  
A.S. College, Srinagar.
4. Mrs Sakina Hassan, Principal,  
Nawakadal, Srinagar.
5. Mr S M. Thussu, Principal, Islamia College,  
Srinagar.
6. Mr Mattoo, Principal,  
Gandhi Memorial College, Srinagar.
7. Mr A.S. Dar, Principal,  
Government College, Sopore.
8. Mr S.L. Sadhu, Principal,  
Government College, Baramulla.

**XII.**      Educationists

1. Justice J.N. Wazir, Ex-Vice-Chancellor,  
J & K University.
2. Prof J.L. Koul, Retired Principal, S.P.  
College, at present Secretary, Arts &  
Languages and Culture Academy, Srinagar.
3. Dr O.N. Koul, I/C Ratna Rani Hospital,  
Srinagar.
4. Shri P.N. Razdan, Teacher,  
Central High School, Gatekadal.
5. Shri Sona Koul, retired Headmaster,  
at present working in Gandhi Memorial  
College, Srinagar.
6. Shri J.L. Kaul, Retired Headmaster.
7. Prof S.L. Panditta, Retired Principal,  
S.P. College, Srinagar.
8. Prof P.M. Qazi, Retired Principal,  
S.P. College, Srinagar.
9. Prof S.L. Raina, Retired Principal,  
S.P. College, Srinagar.

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XIII. Principal and staff of Government  
H.P. Higher Secondary School, Srinagar

1. Shri H.S. Siddiqi, Principal.

Teachers

2. , , Lok Nath,
3. , , T.H. Sultan,
4. , , Hamid Ullah Qadiri,
5. , , Hassan Wanth,
6. , , S.D. Dhar,
7. , , Chaman Lal Koul,
8. , , Bannerji Misri,
9. , , Muzafar-ud-din,
10. , , Jagor Nath,
11. , , Trubawan Krishen,
12. , , Ghulam Nabi,
13. , , Girdhari Lal,
14. , , Janki Nath,
15. , , Janki Nath Watal,
16. , , Narajan Joo Raina,
17. , , Mohan Lal Pir,
18. , , Zanardan Nath Gigoo,
19. , , Makhan Lal Raina,
20. , , Piyari Lal Razdan,
21. , , Rajnath Thussoo,
22. , , Gh. Mohd. Parra,
23. , , Jagor Nath Dhar,
24. , , Janki Nath Bazaz,
25. , , Mohd. Amin,
26. , , Abdul Hajid,
27. , , Nazir Ahmed Mustaq,
28. , , Gh. Mohd. Hafiz,
29. , , Kashi Nath Revoo,

30. Shri Mohd Amin Jami, Teacher.
31. ,, Syed Mohd Hamdani, Teacher.
32. ,, Jagar Nath, Teacher.
33. ,, Abdul Salam, Teacher.
34. ,, Lachman Joo, Teacher.

**XIV.**      Heads and Teachers of Secondary Schools

1. Shri Shiekh Gh.Ahmed, Principal, HSS, Anantnag.
2. ,, D.N. Hanjura, Principal, HSS Kulgam.
3. ,, G.M. Wadera, Principal, HSS, Handwara.
4. Fr. Byovot, Principal, St. Joseph's HSS, Baramulla.
5. Shri K.N. Koul, Principal, HSS, Nawakadal.
6. ,, G.M. Shaiq, Principal, HSS, Baramulla.
7. ,, R.K. Ganju, Principal, D.A.V. Hss, Srinagar.
8. ,, D.N. Hondu, Principal, D.A.V. HSS, Rainawari.
9. Smt. Oma Razdan, Principal, HSS for Girls,  
Anantnag.
10. Shri S.L. Rangroo, Principal, National H.S.  
Srinagar.
11. ,, P.N. Khoda, Headmaster, Khalsa HS, Srinagar.
12. ,, Omkar Nath, Headmaster, Hindu HS Srinagar.
13. ,, Badri Nath, Teacher, HS, Barzalla.
14. ,, Gh. Mohd Mir, Headmaster, HS Rainawari.
15. ,, J.P. Parimoo, Headmaster, HS, Batamaloo.
16. Pirzada Gh. Mohd, Headmaster, HS, Nowhatta.
17. Shri J.N. Gadoo, Headmaster, HS, Badambagh.
18. Mtr Sidiqa Mahmud, Headmistress,  
Girls H.S. Nowhatta.
19. Smt Vimla Soni, Headmistress, Girls HS, Srinagar.
20. Mtr Qudsia Parveen, Headmistress,  
Girls H.S. Drugjan.
21. Smt Shanta Kaul, Headmistress,  
Girls H.S. Amirakadal.
22. Mtr. Naseem Jan, Headmistress,  
Girls HS. Rainawari.

23. Smt. Prabha Koul, Headmistress, Girls HS,  
Pampore.
24. Mtr. Mumtaz Begum, Headmistress,  
Girls HS, Baramulla.
25. Shri D.N.Dhar, Teacher, S.P.HSS, Srinagar.
26. ,, J.N.Kachroo, Teacher, National HS, Srinagar.
27. ,, S.N.Kachroo, Teacher, D.A.V.HSS, Srinagar.
28. ,, A.N.Mattu, Teacher, GHS HSS, Srinagar.
29. Smt. Jaikishori, Teacher, Girls HSS, Nawakadal,
30. Shri J.N.Sadhu, Teacher HS, Barzalla
31. Mtr. Halima Mufti, Teacher, Girls HSS,  
Nawakadal.
32. Shri J.L.Raina, Teacher, S.P.HSS, Srinagar.
33. ,, M.L.Koul, Teacher, S.P.HSS, Srinagar.
34. Mrs D.N.Koul, Headmistree, Vasanta HS, Srinagar
- XV. Principals of Government Elementary Teachers  
Training Institutions and Teacher Educators
  1. Shri D.N.Mujoo, Headmaster,  
T.T.School for men, Srinagar.
  2. Shri Ansari, Headmaster, T T.School, Sopore.
  3. ,, Assad-ullah Reshi, Headmaster,  
T.T.School, Anantnag.
  4. Shri P.N.Kaul, Teacher, T.T.School, Sopore.
  5. ,, Abdul Ahad Pandit, Teacher,  
T.T.School, Sopore.
  6. Shri Kashi Nath Raina, Teacher,  
T.T.School, Anantnag.
  7. Shri J.N. Naz, Teacher,  
T.T.School for men, Srinagar.
  8. Shri M.L. Misri, Teacher,  
T.T.School, Srinagar.
  9. Smt. Susheel Kaur, Teacher,  
T.T.School for women, Srinagar.
  10. Mtr. Saif- ul-Niza, Teacher,  
T.T.School for women, Srinagar.



XVI. Representatives of Teachers and Teachers' Associations.

1. Mr. M.M. Kazim, Principal, M.L.Higher Secondary School, Bandipur. President, Kashmir Teachers Association
2. Mr Munshi Jaffer, Headmaster, Central School R.N.Mandir, Srinagar, Vice President, Kashmir Teachers' Association
3. Mr. P.N.Bhat, Teacher, M.L.Higher Secondary School, Nawakadal, Srinagar General Secretary, Kashmir Teachers' Association.
4. Shri T.N.Tiku, Teacher, Higher Secondary School, Sopore, Member, Central Executive Kashmir Teachers' Association.
5. Sh. Mohd Afzal, Teacher, Govt. High School, Koilmugam, Bandipur, Accountant, Teachers Association.
6. Mr. Niranjnan Nath Bhat, Teacher, Higher Secondary School, Handwara, Member, Central Executive, Kashmir Teachers' Association.
7. Shri R.N. Zadoo, Teacher, Central School, Sathu, Incharge 'Ustad' the official journal of the Teachers' Association.

XVII. Representatives of Managements of Private Schools

1. Mr Shayam Lal Pandit, Manager, D.A.V.Higher Secondary School, Mirakadal.
2. Shri S.Mohan Singh Nirman, Secretary, Khalsa High School, Srinagar.
3. Shri S.K.Kaul, President, National High School, Srinagar.
4. Shri S.N.Dhar, President, Hindu High School, Srinagar.
5. Mr. I.M. Ray, Secretary, C.M.S. Higher Secondary School, Srinagar.
6. Dr. B.L.Kaw, President, D.A.V.Higher Secondary School, Rainawari, Srinagar.
7. Shri D.N. Daba, Manager, Lal Ded Memorial HSS, Srinagar.

XVIII. State Council for Women's Education and State Social Welfare Board.

1. Shri M.M. Begg, Educational Adviser,  
J & K State. (Vice-Chairman)
2. Shri Noor-ud-Din,  
Director of Education, J & K State.
3. Miss Mahmuda Ahmed Ali Shah, Principal,  
Government College for Women, Srinagar.
4. Dr. Krishna Mohan, Principal,  
Government College for Women, Jammu.
5. Begum Jalal-ud-din, Deputy Directress,  
Women's Education, Kashmir.
6. Smt. Santosh Rampal, Headmistress,  
Girls High School, Satwari, Jammu.
7. Mrs Vimla Soni, Headmistress,  
Girls High School, Srinagar.
8. Smt. Kunti Sahni, C/o Kashmir Diesels,  
Exchange Road, Srinagar.
9. Begum M. Quershi, Deputy Directress,  
Women's Education, Jammu.

XIX. Officers of the Education Department

1. Shri M.M. Begg, Educational Adviser-cum-Director, Technical Education.
2. Shri Noor-ud-din, Director of Education,  
Jammu & Kashmir.
3. Shri Aga Ashraf, Officer on Special Duty,  
Education Secretariat, J & K.
4. Dr. Parihar, Director of Health Services, J & K
5. Shri G R. Dhar, Deputy Director of Education,  
Kashmir Province.
6. Begum Jalal-ud-din, Deputy Directress,  
Women's Education, Kashmir.

XX. Secretaries to the Government of J & K

1. Shri S. Bannerji, Additional Chief Secretary & In-charge, Planning Department.
2. Shri Ghulam Mohammad, Education Secretary.
3. Shri Dwarika Nath, Finance Secretary.

Chief and Education Minister.

Hon'ble G.M. Sadiq.

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List of Memoranda submitted to the Education  
Commission in Jammu & Kashmir

Sl.No.	Name & Address	Brief Subject
1.	Shri S.L. Seru, Principal, Rupa Devi Sharda Peeth, Srinagar.	Secondary Education in India.
2.	Shri J.N. Raina, Principal, M.L.Higher Secondary School, Shalamar, P.O.Harwan	Education We Need in the Country.
3.	Shri Rehana Jalal-ud-din, Jammu & Kashmir	Elementary Education in Jammu & Kashmir State.
4.	Shri J.L. Kaul, Secretary, Jammu & Kashmir Academy of Art, Culture & Languages.	General Suggestions
5.	Shri D.N.Dhar, General Secretary, Women's Welfare Trust, Srinagar.	Women's Education
6.	Shri H.L. Gupta, Principal, Model Academy, Jammu	General School Education Teachers.
7.	do	Grant-in-aid
8.	Shri S.L.Tikku, Ex-Principal, M.P. High School	Arts & Crafts Classes.
9.	National Council for Women's Education & J & K Council for Women's Education.	Women's Education.

