

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
PUNJAB

(10th May—15th May, 1965)



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EDUCATION COMMISSION
GOVERNMENT OF INDIA
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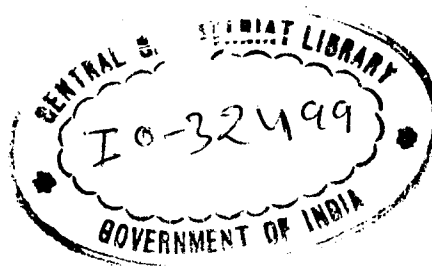
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C O N T E N T S

INTRODUCTION	1
<u>PART I - SUMMARY OF DISCUSSIONS HELD</u> AT CHANDIGARH (MAY 13, 14 & 15, 1965)	
1. Discussion with Principals and teachers of schools and representatives of Teachers' Associations	7
2. Discussion with Principals of Engineering Colleges, Polytechnics, Junior Technical Schools and ITIs	11
3. Discussion with representatives of Teachers Associations	14
4. Discussion with Educationists	17
5. Discussion with Principals and Lecturers of Colleges and representatives of Lecturers' Association	20
6. Discussion with Teacher Educators	23
7. Discussion with Vice-Chancellors of Universities in Punjab	28
8. Discussion with the Education Minister, Punjab	31
9. Discussion with officers of the State Education Department	34
10. Discussion with Education Commissioner, Punjab	37
11. Discussion with representatives of Women's Education	41
12. Discussion with Heads of Departments of Education, Finance, Planning, Technical Education etc.	44
<u>PART II - SUMMARY OF STUDY, OBSERVATIONS AND</u> DISCUSSIONS WITH STATE DEPARTMENT OFFICERS AND OFFICERS OF THE PUNJAB UNIVERSITY	
1. Discussion with officers of the State - Education Department	48
2. Visit to the Office of the University of Punjab	53
3. Discussion with Officers of the State Education Department	59

PART III - SUMMARY OF OBSERVATIONS MADE DURING VISITS TO INSTITUTIONS AND OF THE DISCUSSIONS WITH HEADS OF INSTITUTIONS AT THE DIFFERENT CENTRES

A GROUP I. SIMLA

- | | |
|--|----|
| 1. Visit to Bishop Cotton School and discussion with the Principal | 65 |
| 2. Visit to Rana Padam Chandra S.D.Bhargava College | 67 |
| 3. Discussion with Principals and Headmasters of Schools and Colleges at the Government Training College, Simla | 69 |
| 4. Discussion with the Principals and the Staff of Government Training College, Simla | 71 |
| 5. Discussion with the Principal and the staff of S.D.Bhargava College, Simla and Punjab University Evening College. | 74 |

B. GROUP II- PATIALA, KURUKSHETRA, KARNAL AND AMBALA

- | | |
|--|----|
| 1. Observation on visits to institutions | 76 |
| 2. Discussion with heads of institutions at Patiala | 78 |
| 3. Discussion at the Punjabi University, Patiala | 80 |
| 4. Discussion at the Kurukshetra University | 80 |
| 5. Discussion with the Principals and Staff of the College of Education, Kurukshetra | 82 |
| 6. Discussion with Teacher Educators and Headmasters, Kurukshetra | 84 |
| 7. Discussion with Heads of Schools and Education Officers at Karnal | 86 |
| 8. Observations during visits and discussion with officers of the Education Department at Ambala | 88 |
| 9. Discussion with heads of schools and Principals of Colleges, Ambala | 90 |

C. GROUP III- JULLUNDUR, AMRITSAR AND LUDHIANA

- | | |
|--|----|
| 1. Observations on visits to institutions | 91 |
| 2. Discussion with headmasters and principals of higher secondary schools, Jullundur | 93 |

3. Discussion with Principal and staff of the Randhir College, Kapurthala	93
4. Discussion with Principals of Higher Secondary Schools, Amritsar	95
5. Discussion with Dean and Heads of Depart- ments of Agricultural University, Ludhiana	97
6. Discussion with Principal and staff of the Government College, Ludhiana	99
7. Discussion with Principals and Headmasters of High & Higher Secondary School, Ludhiana	100
<u>D. GROUP IV - CHANDIGARH</u>	
1. Visit to Government Model School, Sector 16,	103
2. Visit to Government Girls Higher Secondary School Sector 18	105
3. Visit to Government Boys Higher Secondary School, Sector 23	106
4. Visit to State Institute of English and discussion with staff	109
5. Discussion with the faculty of the Post- graduate Basic Training College	110
6. Visit to Government College for Men	113
7. Visit to the Home Science College and discussion with Faculty	115
8. Visit to D.A.V. Higher Secondary School and attached Junior Model School	116
9. Visit to the State Institute of Education	118
10. Discussion with the Vice-Chancellor and members of the Academic Council of the Punjab University	120
11. Discussion with the Faculty of the Punjab University	122
12. Discussion with representatives of the students of the University	124
 <u>PART IV - LIST AND SUMMARY OF MEMORANDA SUBMITTED TO THE EDUCATION COMMISSION IN PUNJAB</u>	
1. List of Memoranda	128
2. Summaries of Memoranda	129

PART V SPECIAL NOTES

- | | |
|--|-----|
| 1. Note on Model Schools in the Punjab | 169 |
| 2. Punjab Government Scholarship Scheme | 172 |
| 3. A review of the free education policy
in the Punjab | 180 |
| 4. National Cadet Corps in the Punjab | 186 |
| 5. Progress of the Craftsmen - Training
scheme during the First three Plans
in the Punjab State | 193 |
| 6. Summary of discussions of educationists
held at Chandigarh on February 19 and
February 20, 1965 | 200 |

PART VI ANNEXURES

- | | |
|---|-----|
| 1. Programme of the Education Commission's
visit to the Punjab | 215 |
| 2. List of persons who met the Commission
in the Punjab | 221 |

INTRODUCTION

The Education Commission visited the Punjab State from May 10 to May 15, 1965. As usual the Commission divided itself into groups and visited institutions in various parts of the State. One group visited institutions at Patiala, Kuruskhetra, Ambala and Karnal; the second visited institutions at Jullundur, Amritsar and Ludhiana; the third visited institutions at Simla and the fourth visited institutions at Chandigarh. During the first three days at Chandigarh the Member-Secretary made a detailed study of the educational structure, progress and problems of the State, the administrative organisation of the State Department and made a case study of the organisation and functions of the University of Punjab.

On the last three days the Education Commission as a body had discussions with various representative groups of educationists at various levels, such as headmasters and headmistresses, representatives of teachers' associations, principals of engineering colleges, polytechnics, ITIs and JTSs, educationists, State Department officials, principals of government and non-government colleges, presidents of lecturers' associations, teacher educators, Vice-Chancellors, representatives of women's education, heads of various departments connected with education, Education Minister and the Chief Minister. On the final day the Commission held a Press Conference. At each of the various centres the members had discussions with groups of teacher and teacher educators. Institutions visited covered primary schools, secondary schools, junior and senior model schools, teacher training institutions at the primary and secondary levels, and universities.

A detailed record of the discussions that took place and the observations that were made at the various visits is given in the following pages.

The study made during this week brought out the following salient features of the progress, highlights and problems of the educational system in the Punjab State.

(1) Taken as a whole the progress of education in Punjab compares very favourably with the progress of education in any other part of the country. People have become not only education conscious but also quality conscious. They are willing to pay fees which shows that people want good education.

(2) The State ranks fifth or the sixth compared with other States and can be called one of the educationally advanced States. Taking boys alone the State can be categorised as very advanced. But the progress of girls' education brings it down.

(3) Expansion is noticed at all levels particularly in respect of boys. Girls education has to make some leeway particularly in certain backward pockets. Social inhibition stands in the way of quicker progress of girls education in these areas. The State Government is aware of the problem and has taken some measures to counter it.

(4) One striking feature of the Punjab educational system is the fact that the entire system of education is under Government. Two factors have contributed to this situation; the provincialisation of local body schools in 1957 and the nationalisation of private schools in 1961. As a result of these measures more schools are under government control than in the private sector particularly at the primary and middle school levels. This situation has its advantages and disadvantages. On the credit side it should be stated that as a result of this measure teachers have better security of service, are not being subjected to victimisation by local politics and a certain amount of minimum efficiency is also being ensured. On the debit side

these two measures have brought a heavy liability on the Government. Many sub-standard institutions were taken over by the Government and within the limited resources available it has not been possible to bring about the necessary improvement in most of these schools. A large number of institutions are inadequately housed, and have very little equipment. On the basis of a survey recently made it is estimated that an amount of Rs. 25 to Rs. 50 crores would be required if all these institutions were to be brought up to the minimum standard.

(5) The State has placed great emphasis on industrial, technological and agricultural education. One-fifth of the whole technical out-put of the country is in Punjab. The allocation of funds for technical education in the Fourth Plan is also comparatively high. This reflects the general trend in the State to lay stress on technical education, small scale industries etc. Unemployment is also low.

(6) The primary teacher training system has certain special features. Prior to 1957 this was a one year course but subsequently it was made a two year course, the first year being given to content and the second year to methods. Out of 425 JETs only 20 are full-fledged institutions and all the rest are units in high or higher secondary schools. This is a historical development in the State and the State seems to have got used to the idea. But it cannot be gainsaid that the accommodation, facilities, staffing pattern and the standard of training and instruction in them are below standard. Many of them are run by private enterprise, often on a commercial basis. That no grant from the Government is given to these institutions also contributes to their being sub-standard. The Government is aware of this fact and has a proposal to gradually upgrade these units into full-fledged

institutions, but again financial resources come in the way. The content programme in these institutions also needs revision and upgrading. At present it is hardly equal to the content in the high school and holds no challenge to the trainee.

(7) The State is very conscious of the need to provide quality education and as an effort in this direction certain model schools are being run by the Government. These institutions are characterised by the fact that they levy higher rates of fee, start English from Class I, have better staff and better facilities than other schools. There is a certain element of unavoidable class distinction in these institutions which goes against the concept of equal opportunities in a democratic society. A certain modification in the programme to make these opportunities available to less well-to-do students through provision of liberal scholarships would off-set this drawback.

(8) This is the only State where there seems to be a positive desire in some quarters to reconvert higher secondary schools to high schools, but this is stated to be mainly because the high schools would attract a higher enrolment and therefore bring a bigger fee income. However, the general opinion seems to be that the higher secondary system has not succeeded too well.

(9) The grant-in-aid system in the State is outdated and no revision has been introduced for the last several decades. Many private institutions get no grant-in-aid at all and a ceiling of Rs. 6,000 has been placed for others, irrespective of deficit. This policy cripples private enterprise and puts a block in their efforts to reach quality. It is, however, understood that the grant-in-aid rules are under revision. But it is quite likely that the limited financial resources

will again stand in the way of a liberalised grant-in-aid system.

(10) The place of craft in schools and the craft training given in the teacher training institutions are not suitably linked. Craft education has no place up to the middle stage but is given the position of a subject for external examination at the higher secondary school where however it is taught by craft teachers. The trainees passing out of the JBT or the PGBT colleges do not therefore find a functional purpose for the craft training that they receive, and still 25% of the trainee's time is devoted to craft. This inconsistency needs to be reconciled.

(11) Government and non-government schools follow different fee policies. In Government institutions education is free up to Class VIII and beyond that stage nearly 90% of children get full or half fee remission. But private institutions in the same locality levy fees. This creates a very anomalous situation. The purpose of this fee remission is also not clear particularly when the financial resources of the State Department are limited and the money that is lost by way of fee remission, could easily be invted in improving quality.

PART I - SUMMARY OF DISCUSSIONS HELD
AT CHANDIGARH
(MAY 13 to 15, 1965)

I. DISCUSSION WITH PRINCIPALS AND TEACHERS OF SCHOOLS AND REPRESENTATIVES OF TEACHERS' ASSOCIATIONS ON MAY 13, 1965

On the morning of May 13, 1965, the Education Commission met a group of Principals and teachers of schools and representatives of Teachers' Associations, and discussed the major problems of school education in the State. A summary of the discussion that took place is given below:

1. Pupils should remain in school for two years longer in order to gain maturity. Parents are often eager to push their children through the educational course too fast, but this has to be resisted in the interest of the children.

2. Under the existing circumstances, the 11- year school pattern has not proved satisfactory. A school education of 12 years should be aimed at with the first stage marked off at the end of Class X. This first stage of 10 years will provide general education without any diversification.

3. The location of the second stage of two years (Class XI and XII) should be left to the discretion of the State. This will depend upon the capacity of the schools to take the two additional years. At present in Punjab, nearly 50% of the schools suffer from inadequate physical facilities. The two years may be either in the college as an extended P.U.C. **programme** or in the school as a **Higher Secondary** course or in separate Junior or Intermediate college.

4. If the two years are to be in the school, the teachers in charge of the additional classes should be adequately qualified so that the standards in these classes may be on a par with those of the pre-university course.

5. The M.A. and M.Sc. lecturers working in the higher secondary schools in the Punjab are at a disadvantage as compared with those who work in the colleges as they have longer hours

of work, shorter vacations, heavier load and fewer facilities.

6. The higher secondary school course at present is lighter than the P.U.C. course. The two courses should be identical, if the proposed higher secondary classes in the school (Classes XI and XII) are to attract good students.

7. The proposed school pattern of 10+2 with specialisation after 10 years of general education, and examinations at the end of Class X and Class XII was acceptable. In the new set-up many of the existing 11-year schools which do not have adequate educational facilities will have to be downgraded.

Fee Policy in the Schools of Punjab

1. The existing disparity in the policies regarding the payment of tuition fees as between Government and non-Government schools in the State creates considerable confusion in the mind of the public.

2. With regard to the payment of fees by pupils, opinion was divided in the group; one section held the view that all schools, government or non-government should either charge fees or be made free, and the dual policy should be abandoned. Another section expressed the view that those who could afford to pay fees should be made to pay, and an extensive and comprehensive scheme of scholarships for poor and deserving children should be implemented.

3. The importance of mobilizing community resources in building up the physical facilities in schools was emphasised.

Compulsory Middle School Examination

1. Opinion in the group appeared to be divided with regard to the value of the examination at the end of the middle school stage. It was agreed that this examination helped in maintaining standards. Some members, however,

pointed out that the practice followed in the Punjab of permitting pupils who had failed in English and mathematics at the examination, to continue in the next class, (Class IX) and complete the course in these two subjects along with their other studies brought down educational standards at the secondary stage.

2. At present a high school student had to offer 12 to 13 papers, each of three hours' duration for the high school examination which was spread over several days. It was desirable to reduce either the number of papers or the duration of the examination in each subject.

Curriculum

1. There was a general feeling that practising teachers were not consulted sufficiently in curriculum making and that teachers' associations should be involved in a greater measure in this important task. It was also the responsibility of teachers' associations themselves to contribute their thinking on academic matters and bring their views to the notice of the department.

2. The curriculum today did not stretch the pupil's power to the maximum and the standards were not high enough to bring out the best from him. The emphasis was on knowledge rather than on experience. The same process continued in the training colleges also.

3. Teachers joining school after training complained that they were unable to try new methods because of the existing demands of the examination system. But in answer, it should be pointed out that since the external examination came only at the end of the school stage, it should not be difficult to use new methods in the lower classes.

4. Too many subjects were being added to the curriculum was another factor that contributed to the lowering of standards.

Languages

1. One section felt strongly that languages especially English should be introduced as early as possible in the primary school. It was pointed out, however, that most primary schools were in the rural areas where the teachers were not properly trained and English was not generally spoken outside the classroom. It was, therefore, unrealistic to introduce English in Class III in these circumstances.

2. If the learning of one language was made thorough and efficient, the learning of other languages became easier. The stress on English should be intensified in Classes XI and XII in order to prepare pupils adequately for university courses.

3. A good working principle would be that the total period of language study should not exceed 40% of the total school time.

Crafts

It was observed that there was practically no craft teaching in the middle schools nor in the high schools of the Punjab. But in the higher secondary schools, craft was a compulsory subject in Classes IX to XI and was examined externally. The place of craft education thus seemed somewhat lopsided and without foundation and purpose.

Nationalised Textbooks

1. The State Department had nationalised textbooks up to Class VIII and the general opinion was that the system worked satisfactorily, that the books were an improvement on the old books, and were available at reasonable prices.

2. As regards textbooks for high and higher secondary classes, the University recommended a set of several titles in each subject out of which the school could make its choice.

But according to a circular recently issued by the Department, each school had to set up a sub-committee of five members to scrutinise these recommended books and to select the one for the school. This required five sets of specimen copies of the books to be supplied to each school, which the publishers were unwilling to do. Therefore, no book was available to the pupils during the school session.

Physical Facilities

Many schools suffered from lack of adequate accommodation in the State. This was particularly observed in the case of primary schools.

2. DISCUSSION WITH PRINCIPALS OF ENGINEERING COLLEGES POLYTECHNICS, ITIs AND JTSs ON MAY 13, 1965

Summary of the discussion that took place is given below:

1. Small and medium scale industries were expanding rapidly in the State and required skilled workmen. To provide this group of workmen it was desirable to syphon off pupils after Class VIII or at the age of 14. This will provide them with the necessary generation education. The minimum qualification for this diversion should be the eighth standard and the maximum the tenth standard. As far as ITIs are concerned, the basic minimum should be matriculation standard of general education.

2. At the primary stage a certain degree of technical bias should be given not as formal training but in the shape of a technical environment. This should be possible in urban areas. Suitable literature should be produced for use by pupils as well as by teachers.

3. At present there are 49 ITIs in the State. It is proposed to add 11 more in the Fourth Plan. The Junior Technical schools have not been a success. They are a blind alley and do not equip the students for transfer to any other type of institutions such as the polytechnic or

further general education. Besides, those students who join the polytechnics are unable to cope with the standard of English and have to leave their studies after a certain period. This could be obviated by adopting the regional language as the medium of instruction in the polytechnics using international terminology. It is proposed to revise the Junior Technical School curriculum from the next year so that after the first two years the students can take the matriculation examination like any other high school student. At the end of the third year he will take the Junior Technical School examination and the curriculum will be so aligned that he can go to the polytechnic or ITI.

4. Regarding the apprenticeship scheme the progress was reported to be slow. This because of the lack of cooperation from industry.

5. Whenever polytechnics are located in an industrial complex, cooperative training programmes should be organised. It should also be possible to start some kind of production centres in polytechnics at these places.

6. Many polytechnics have been started without due consideration of need or the suitability of location. They are often the result of factors other than educational. The standards of these institutions is, therefore, very low. A further reason for sub-standard polytechnics is that competent teachers are not forthcoming and the salary scales of trained instructors are lower than in I.T.Is. The better type of teachers go to engineering colleges. Those who come to polytechnics also lack practical experience.

7. The products of polytechnics are not even fit for industry as they do not have sufficient practical training. The curriculum of the polytechnics requires revision with less emphasis on theory and a greater stress on practical training.

8. The deficiency in the teachers' competence can be made up if facilities are provided for them to work in an industrial factory and gain practical experience. However, there is the possibility that the teacher who gets a foothold in industry may not like to come back to teaching.

9. Students who come from higher secondary schools or from pre-engineering course are not found adequately prepared in science for admission to engineering colleges. It would be desirable to locate the one year pre-engineering course in the engineering colleges themselves, making it a five year integrated course for first degree in Engineering.

10. An adequate programme of general education should be included in the curriculum for technical education. At present the element of general education is very low.

11. At present NCC is compulsory even for students in ITIs, and Polytechnics. The general opinion does not seem to be in favour of so much time being taken away by this programme.

3. DISCUSSION WITH THE DIFFERENT TEACHERS' ASSOCIATION ON MAY 13, 1965

The representatives of Teachers Associations which met the Commission in the morning again met it in the afternoon and placed their problems before it.

1. About the recent agitation of teachers in the State, the representatives explained their respective view points. It was stated on behalf of the different associations that they had put forward different grades of pay scales in their demands. One association demanded that the grade of J.B.T. Teachers should be raised from Rs. 60 to Rs. 100. Another association had demanded that the grade should be raised from Rs. 60 to Rs. 150. The representative of the classical and vernacular Teachers' union had demanded that their grade should start from Rs. 200 plus dearness allowance.

2. It was further brought to the notice of the Commission that there was only one association of an All India character and the others were of a provincial character. On enquiry as to why there could not be one common association of all the teachers, it was stated that these Unions came into existence because of the peculiar circumstances in the State such as integration of Pepsu with Punjab and the provincialisation of local body schools. The representatives tried to explain the origin of these associations and their objects and demands in detail but could not make much headway as the things stated by representative of one association were contradicted by the representatives of other associations.

3. On behalf of the Commission it was stated that there should be at least a Joint Council at the State level for academic purposes. The representatives of the teachers

submitted that this could only be done if there was initiative from the State Government.

4. Facilities to teachers for improving qualifications

It was represented to the Commission that Government was not giving any encouragement or facility to the teachers who were desirous of improving their qualifications. At present if any teacher wanted to take any examination he had to get leave on half-pay. One view was that Government should give one months' leave on full pay to enable them to appear in the examination. The other view was that the leave taken for appearing in the examinations should be allowed to be commuted as was permitted in the case of leave on medical grounds.

5. Untrained teachers. The representatives of the teachers also stated that there were about 500 untrained teachers in the State who had put in more than 10 years' service but they were still unadjusted and had not been given any increment etc. This caused great unrest and frustration among them. They requested that these teachers should be adjusted after giving them some sort of training either through postal correspondence or for reduced period.

6. Appointment of Lecturers' in the Higher Secondary Schools. The representatives of the higher secondary schools brought to the notice of the Commission that great unrest and frustration prevailed among the headmasters and masters of the higher secondary schools because the newly appointed lecturers in such schools would be receiving higher pay scale and therefore would be senior to the headmasters and masters who had put in many years of service. Because of this injustice the masters were resigning to find some other vocations. Government should reconsider this anomalous position.

7. Frequent transfers of Women Teachers. One section of the representatives also brought to the notice of the Commission that women teachers posted with the men teachers in the rural areas did not stay there for long and got themselves transferred after five or six months to some other place. These frequent transfers should not be encouraged as they adversely affect the studies of the pupils.

The other section was of the view that since most of the women teachers were unmarried and there was no proper security in the rural areas, they should either be posted in their home towns or to some roadside stations from where they could easily go to their homes. Therefore, no restriction should be placed on their transfers.

4. DISCUSSION WITH EDUCATIONISTS
ON MAY 13, 1965

On the afternoon of the 13th the Education Commission met the following educationists of the State:

Shri Ram Chandra, Retd. I.C.S.,
Forest Hill, Simla-E

Shri I.M. Verma, Retd. Director of Public Instruction,
Sector 7, Chandigarh

Shri S.L. Chopra, M.L.C., Chandigarh

Shri Ram Chandra made the following points:

(1) There has been a great decline in the standards of education. The people at the top - about 10% - are as good as anywhere at any time, but knowledge of English and Political Science has declined. Students of today do not know how to use the library. Even teachers do not make use of the library adequately. The number of students at the lower end of achievement is increasing.

(2) There is too much rush to colleges and a large proportion of colleges are sub-standards. There is need for better selection of students. Once admissions are made, student must be helped to satisfy minimum standards. Selection should be not merely on examination results but on cumulative records.

(3) Regarding the use of regional language as the medium of instruction, unless textbooks in the regional languages are provided, the standards will decline if regional language is used as medium. At the same time, textbooks in the regional languages will not improve if the regional language is not used as the medium of instruction. In course of time good books in the regional languages will be developed.

(4) The expenditure incurred on NCC has not been proportionate to its results. Scouting should also be assisted financially.

Shri S.L.Chopra

1. The main difficulty is the lack of the right type of teachers as also the lack of equipment, Attention should be concentrated on consolidation and not merely on expansion.

2. The higher secondary system was ill-planned because it did not anticipate the preparation of the proper type of teacher to implement it successfully.

3. The scales of the primary school teacher should certainly be better than that of an L.D.C.

4. The appointment of masters to the posts of lecturers has given rise to several anomalies, for example, an M.A. degree holder working under a headmaster in the grade of Rs. 250-350 can get promotion as a lecturer in the grade of Rs. 250-500

5. Instead of embarking on new schemes it would be desirable to spend more on the improvement of teachers' salaries at all levels.

6. For the junior basic training schools, a scale of Rs. 130-250 is recommended.

7. Placing persons from the administrative service in charge of supervision of educational work is not a very satisfactory arrangement for educational progress. Administrators lack many educational requisites and are not in a position to guide the schools in an educational sense. Where educationists are found lacking in administrative know-how, suitable training course may be organised.

Shri I.M. Verma

1. English should be made compulsory from a very early age, even from Class IV. Even now children know quite a bit of English without being aware of the fact, at least in the bigger towns. It is not necessary that there should be formal reading or writing. Simple conversation may be used. This provision for English is necessary from both

educational and political points of view.

2. Entrance qualifications of the teacher should be raised so that he deserves the increase in salary. The period of training should also be longer.

3. Higher start may be given to women teachers at least until more women take to the teaching profession. The quarters put up for women teachers are most often unsuitably located so that they may be unoccupied.

4. The present multiplicity of patterns should be replaced by a uniform pattern. An eleven-year higher secondary pattern is recommended but if schools cannot provide the eleven-year course, the colleges should provide it.

5. Basic education should be declared to be the failure that it has proved to be. Basic education should be disassociated from Gandhiji and should be assessed objectively.

6. Any educational policy should be studied carefully by educationists before it is implemented.

5. DISCUSSION WITH PRINCIPALS OF GOVERNMENT AND NON-GOVERNMENT COLLEGES AND PRESIDENTS OF LECTURERS' ASSOCIATION ON MAY 14, 1965

(1) The Principal should be given more freedom in administration. He should also be associated in transfers, appointments etc. particularly in the case of temporary teachers.

(2) In the case of private colleges management committees are at present the sole authority. There are no representatives of either the university or the Government on the management committees. University and/or Government should be represented on the management committees. Other eminent educationists should also be associated with the committees.

(3) There should be managing committee both in Government and non-Government colleges on the Delhi pattern.

(4) The U.G.C. grant which is being given on a matching basis for the improvement of salaries should be continued and the Government should come forward with the matching grant and treat this as committed expenditure. Further grants given by the U.G.C. should be subject to the condition that colleges agree to continue to pay the improved salary scales.

(5) Since the scales of pay for college faculty are more attractive in the neighbouring States many of the talented people go out of the State. In order to retain them within the State, college scales of pay should be uniform in all the States.

(6) Colleges in rural areas are often uneconomic, poorly staffed, badly housed and ill-equipped. These institutions bring down the general standard of higher education. It is, therefore, suggested that colleges with strength less than 100 should be converted into good higher secondary schools. Promising students who wish to pursue university education should be given 100% scholarships.

(7) Research facilities should be provided for the

(8) Principals of private colleges should also do a limited amount of teaching work in addition to administration. This is already being done in Government colleges.

(9) Elections in the university take away much of faculty time and energy. The elective element in university organisation should be reduced and the number of Fellows brought down to 40 from 90. This would eliminate to some extent the participation of teachers in university elections and would also help in improving the standard of education.

(10) Higher education should be brought on the concurrent list.

(11) There is a great dearth of science teachers in the universities and very often the teaching of science subjects is entrusted to demonstrators, etc., which ultimately contributes to the lowering of standards.

(12) The grades of lecturers in the university and colleges should be comparable.

(13) Grants given for various purposes should be released in time, so that they can be utilised properly.

(14) The general opinion was that the higher secondary system had not worked well in Punjab. It was suggested that the year which had been taken away from the college should be restored to it and in future if any year is to be added, it should be to the college.

(15) The syllabus is overcrowded especially at the primary stage and efforts should be made to make it lighter.

(16) There should be a common script for all Indian languages. For the humanities group in the colleges, the regional language should be compulsory and the second language optional. This would enable students to express

themselves clearly. Another view held that because of the shift in the language policy, students were not able to gain competence in any of the languages, either Indian or foreign. It should be ensured that the student gains competence in the language which he selects as the medium of expression in the examination.

(17) The post of Principal in private colleges should be selective, only men of high calibre being brought to the posts. At present the university or the Government has very little voice in filling up these posts. This should be rectified.

6. DISCUSSION WITH TEACHER EDUCATORS
ON MAY 14, 1965

1. J.B.T.C. Programme: It was explained by the Assistant Director in charge of Primary Teacher Training that the duration of the course was increased from one year to two years, to include content courses, especially in subjects such as the second language, social studies, general science and mathematics in which proper standards had not been reached at the school stage. At that time, the students came for training without having studied social studies and general science at the school stage and there were a special need for teaching these subjects. It was seen that, in pursuance of this policy, the course in the first year consisted mainly of content courses in the optional subject with the addition of English, principles of Education and health and recreation activities. It was stated that the content courses tended to be only repetitive of the work done at the high school stage and there was very little to challenge the students. Unless an enrichment of the curriculum was attempted and the content course related to practice teaching and to the implications of the school course, they would not meet the needs of practice teaching.

2. It was generally felt that the kind of students who came to the J.B.T.C. courses, the majority of whom were second division or third division matriculates, might not be capable of teaching English even if they studied the method of teaching of English and had a general course in English during the J.B.T.C. training. It was felt that, if the teaching of English was made optional, and only those students who were properly qualified in English were to take this course, good work in the teaching of English could

A point was made by some members that the quality of the entrants had gone down with the result that deterioration had come about in the course. Men students in particular did not apply for admission to the J.B.T.C. class because of the longer duration of training. The duration of practice teaching at present was considered to be too inadequate. The State Government realised that the J.B.T.Cs attached to higher secondary schools did not provide the right kind of atmosphere for teacher training. It was also realised that gradually, independent primary training institutions should be built up. The State Government had intended to have a programme for the establishment of these institutions in the Fourth Five Year Plan but on account of the cut in the Plan outlay, this scheme had to be given up.

3. Integration of the B.Ed. and B.T. courses at the Punjab University:

A committee was recently appointed by the Punjab University to consider whether it was desirable to allow B.Ts and B.Eds to be continued on parallel lines. This committee, after going through the course had decided that the practical work included in the B.Ed. and the theory included in the B.T. course should be retained to form an integrated course. In this course, a major and a minor craft would be included and it was expected that following the practice of B.Ed. training colleges, twelve periods per week or 25% of the total time available would be devoted to learning the major and the minor crafts. It was not clear with what purpose the two crafts were proposed to be introduced requiring one-fourth of the total time available. If the object was to develop positive attitudes towards working with the hands and also develop some rudimentary skills in manual work, minor crafts such as cardboard modelling, leather

work, domestic craft would serve the purpose. If the objective was not to train teachers who would be teaching crafts in schools, 12 periods would not be required during the training course. If the duration of the training course was only to be one year, the time released from craft could be utilised most profitably with the other aspects of the course.

4. Integrated course in General and Professional Education at the Kurukshetra University: This University offers an integrated general education and professional course of four years after matriculation. In the first year, besides two periods per week devoted to a general discussion of the educational problems, the rest of the work was concerned mainly with the academic side. From the second year, the education courses were introduced gradually and demonstration lessons were included in the third year of the course and regular teaching was provided in the fourth year. From the last year, it was seen that the course which the students of the College of Education follow in Humanities and Sciences were identical to that followed by students in the Art and Science colleges. The Kurukshetra University has no college of its own that imparts B.Ed. or B.T. training but care was taken to see that the Education courses of the College of Education would be generally equivalent to the B.Ed. or B.T. course elsewhere. Those completing the four years course after matriculation would qualify for both the B.Sc. and B.Ed. or B.T. degrees.

It was unfortunate that the other universities did not recognise these graduates for admission to the post-graduate courses in sciences. Last year, provision was made for holding a departmental examination for qualifying for admission to the M.Sc. Physics course. It was seen that, out of the 7

candidates who applied for this examination, only three appeared and only one passed the test.

6. Out of the first batch of 94 persons, 14 had proceeded for M.A. or M.Sc. or M.Ed. and about 10 were not keen on taking up teaching jobs. The remaining 70 or so applied for jobs but because of the usual procedure for selection of teachers, none of them were absorbed as masters. Most of them have been working as temporary teachers in Government schools and they claim that schools welcome them.

7. It is true that the number of applicants having the necessary qualifications has gone down from the year 1960 to the year 1964 in the following manner:

1960	- 100 seats	- 600 applications
1961	- 100 seats	- 450 applications
1962	- 100 seats	- 235 applications
1963	- 100 seats	- 160 applications
1964	- 100 seats	- 75 applications

The result is that in the year 1964-65 there were only 53 candidates in the first year class though accommodation was available for 100 candidates.

The working hours in the College of Education are much longer than those in the College of Science, in as much as there are 10 additional periods for science students during the week, and practice-teaching which begins in the 3rd year, takes up additional time outside the timetable.

The Kurukshetra pattern of teacher education was discussed at great length and the general view was that the time for its extension had not yet come. It was true that a four-year integrated course led to building up of

professional attitudes and a sound knowledge of the subject, but it was felt that more experience would be necessary before this pattern could be recommended for being adopted in general.

8. In-service training work was discussed. It was felt that the provision for in-service training at the primary level was totally inadequate and needed to be increased immediately. In the case of secondary teachers it was felt that the impact of the extension service work was not sufficiently deep. There were too many seminars of a short duration without any systematic follow-up. More continuous courses such as Summer Institutes of Education would be desirable. There was also need for coordination in the work of the different extension service centres in the State. It was felt that the publication programme should be restricted to publishing contributions which would add to the knowledge of the teachers as regards subject matter or methods.

7. DISCUSSION WITH VICE-CHANCELLORS OF UNIVERSITIES
IN THE PUNJAB ON MAY 14, 1965

On the forenoon of May 14, 1965, the Education Commission met the Vice-Chancellors of the universities in Punjab. A summary of the discussion is recorded below:

(1) Dr. A.C. Joshi, Vice-Chancellor, Punjab University, said that the objective of education should be the development of intellectual, technological and spiritual resources of the country and the whole educational effort should be focussed on how to realise these objectives. He said further that the spinning and weaving as a craft should be given up and greater technical bias should be given to craft education. This should not be difficult since every villager in Punjab is familiar with the bicycle and instruction in technically biased education could commence from this point. In the high schools, training should be given in the use of the machine, lathe, drill etc. This is particularly necessary for science students. Such a technologically biased instruction would also achieve many of the objects of basic education. Science should not be only doing in the laboratory but it should include doing in the workshop also.

(2) The question of the place of English was discussed at some length. It was generally agreed that English should start in the first year of the upper elementary school which may be Class V or Class VI as the case may be, and any deficiency made up in the PUC. Starting English earlier than Class V would not be feasible due to lack of adequately trained teachers. Besides, there would be considerable wastage in the early stages and it would not be worthwhile spending more money and time on the teaching of English at this stage.

In the Punjab State, opinion seems to be more in favour of English medium. At present science instruction is given in English. It has been found by experience that teaching and answering in the regional language in science are not so good. Besides there are not enough books in the regional languages. The solution to this malady is not to continue English permanently but to undertake a big project of writing textbooks in the regional languages. A well staffed translation department is necessary. A deliberate and clearly enunciated policy of production of literature in the regional languages is important, and as in Russia, a person who produces a first-rate textbook should be considered as important as a research worker. As regards the teaching of English, if suitable methods are adopted, it should be possible to attain a high standard of proficiency in a period of five to six years.

(3) Shri Thapar made the point that the standard had not really dropped as regards the top level of student population. Institutions are today able to produce the same quality of top level students as before but the large expansion in university education has drawn students from different backgrounds and it is this category that lags behind. These students should be helped to come up to the standard, but no section should be denied higher education. There is a tremendous urge for higher education and no section is really unfit to profit by it.

(4) The trimester system had yielded appreciable results.

(5) Consolidation and expansion should go together at the university level.

(6) New colleges have great enthusiasm and should be encouraged to come up to standard in five to ten years.

(7) New universities should be allowed to create the post of more than one professor.

(3) Shri Narang Vice-Chancellor of the Punjabi University proposed that an experiment should be carried out at the post-graduate level to introduce a four-page comprehensive record in respect of each student which will give information about the student, the number of seminars attended, prepared etc. Such a record would ensure continuous assessment.

Average Humanities student hardly reads two courses of his work, and this is responsible for the low standard. Each student must read 40 to 60 books. Students should also be encouraged to read books. The Government should bear the cost of books purchased.

8. DISCUSSION WITH THE EDUCATION MINISTER
ON MAY 14, 1965

The members of the Education Commission had an interview with Shri Prabodh Chandra, Education Minister, on the afternoon of the 14th May. The overall problems of education in the State with particular reference to the rapid quantitative expansion of education and the limited financial resources were discussed. A summary of the points made by the Education Minister is given below:

(1) Free education is provided at present to over 2½ million children in the State. A large proportion of these could easily afford to pay. The policy of free education would seem to require rethinking. At present it constitutes a heavy strain on the limited resources of the State and also deprives other sectors of necessary help. A possible arrangement would be to give free education to all those whose parents' income is less than Rs. 1200 per annum and then formulate a suitable slab upwards.

(2) There should be some check after the secondary school to see that not every pupil that passes higher secondary goes to the university.

(3) The quantitative expansion of education has been so great that the teacher-pupil ratio, in some cases, is as high as 80 or 100 pupils to one teacher. More than 90% of schools do not have adequate buildings.

(4) The curriculum should include a stress on moral values. To a certain extent co-education has been responsible for deterioration of moral standards.

(5) The ceiling of Rs. 6000 as grant-in-aid to school does not meet even the basic requirements of institutions; but

within the limited financial resources a greater scale of grant-in-aid has not been possible. While the percentage of allocation for general education has gone up from 10% to 12% at the All India level, in the case of Punjab it has gone down from 7.5% to 7.1%. If a State is not able to find resources for education because of certain situations beyond its control, the Centre should come to its assistance.

(6) The security of teachers in private institutions should be ensured. In order to do so a suitable educational code should be evolved. A representative of the department should serve on the managing committee of private institutions to safeguard the interests of the teachers. It is, however, recognised that victimisation is due to some extent to the limited grant-in-aid which compels the management to take resort to such measures.

(7) At least Rs. 25 crores will be required to bring the existing primary schools to the minimum standard. But this amount is far beyond the reach of the State budget.

(8) The location of Government schools is governed by the local resources which are offered by the community. Priority is given to those places where the local community comes forward with voluntary contribution. An amount of Rs. 8,000 is required to convert a primary school to a middle school and Rs. 28,000 to upgrade a middle school into a high school.

(9) As regards JBT units it would no doubt be desirable to convert them into full-fledged institutions but funds are limited and the State would rather spend the resources available on private managements which get no assistance at present.

(10) Discussing the disparity that exists between

Government and non-Government schools in fee policy, it was pointed out that the State Government was unable to reimburse the loss of fee income. At present even the reimbursement of loss of fee income due to harijan concessions was becoming a heavy burden.

The disparity between Government and private colleges pay scales will have to be removed one day. The possibility of getting assistance from the Centre may be examined.

(12) Starting polytechnics in rural areas where there is no possibility of industry being developed is not very desirable. At the same time it was pointed out that very often industry prefers an apprentice who does not have high educational qualification.

(13) The curriculum all over the country should have certain elements of commonness and the Centre should take steps in this regard. Similarly good books on general education should be prepared on an All-India basis.

(14) For the present English medium should be continued in the universities.

(15) Good standard books should be produced at the all India level particularly in science education.

(16) Centre should conduct correspondence courses at all levels.

(17) Higher education should be a concurrent subject.

9 DISCUSSION WITH THE OFFICERS OF THE STATE DEPARTMENT OF EDUCATION ON MAY 14, 1965

The Education Commission met the officers of the State Department of Education headed by Shri J.D. Sharma, Director of Public Instruction and discussed the major problems of educational development in the State. A summary of the discussion is recorded below:

(1) The size of the Fourth Plan has been drastically reduced to less than half the size of the Third Plan. This has made quality improvement impossible in the Fourth Plan, but certain very vital programmes should be implemented if the present quantitative expansion is to be balanced by quality improvement.- such as the revision of pay scales, upgrading of JBT units, and provision of science blocks. All this will be seriously affected under the present Plan allocation. The State allocation for education is 7.1% in the Fourth Plan ^{as} against 7.7% in the Third Plan and this is much lower when compared with the All India figure which has increased from 10% to 12% in the Fourth Plan.

(2) It is not possible to cut down targets of expansion in order to save money for quality mainly because compulsion has worked in the State without legal enforcement and the pressures of expansion at the primary stage will show up at the next higher stages during the Fourth Plan. The targets for the age groups 11-14 and 14-17 were achieved even during the first three years of the Third Plan.

(3) The wastage in primary education is considerable and stemming this wastage would be one way of utilising the slender resources of the State. Efforts should also be made to bring back the drop-outs.

(4) The Government of India's share in the Plan allocation for the Fourth Plan is Rs. 220 crores out of a total budget of Rs. 500 crores. This is lower than the share in the Third Plan which was Rs. 131 crores out of Rs. 231 crores. This is another factor that is likely to contribute to the fall in quality.

(5) Regarding the fee policy of the State, more than 90% of pupils do not pay fees at present and it would be better to totally abolish the system of fee levy.

(6) Regarding the ceiling of grant-in-aid of Rs. 6,000 to private schools, the State Department has under consideration a proposal under which a grant of Rs. 12,000 will be given to higher secondary schools and Rs. 9,000 to high schools and the grant-in-aid would be raised from 75% to 90%. This should be possible within the State resources.

(7) Provincialisation has not necessarily helped in improving the quality of old schools. However in the case of new schools that are taken over the Department has laid down conditions in respect of accommodation etc.

(8) Small sized high schools cannot be helped since they are located in difficult areas and have to be within the easy reach of children.

(9) The inadequate accommodation of schools is a major problem of the State which is a legacy of taking over local body schools. The Department is now thinking of setting up norms which schools must satisfy before they are upgraded.

(10) Local resources are forthcoming on a voluntary basis in rural areas particularly for the putting up of halls, libraries equipment, ceiling fans etc. As regards those schools which totally depend on Government for help, the Government is considering the putting up of cheap constructions. The AVM has evolved a pattern of cheap construction of building costing

Rs. 1200 per shed measuring 18 x 22' ft. as against Rs. 8,000 of pucca construction.

(11) In schools which run in double shifts there is need for additional clerical assistance. This issue requires to be taken up again.

(12) Many sub-standard institutions are coming up, even on the Government side. Under these circumstances it will be difficult to enforce conditions in private schools. The conditions should be satisfied by Government schools as strictly as is expected from private schools.

(13) The general opinion is in favour of the middle school examination at the end of Class VIII. A pass in five subjects is necessary for a certificate, and four subjects are compulsory. If a pupil fails in any two subjects, he can offer them again in the supplementary examination but at the same time he can pursue his studies in the next higher class. The summer vacation is expected to give him the required time to make up his deficiency.

(14) Opinion was divided on the value of NCC. One view held that the quality of the NCC training had gone down because of the element of compulsion. Discipline was conspicuous by its absence. A two-month intensive training in summer camps would serve a better purpose. This view also held that NCC had killed out games and physical education, and the expenditure was not commensurate with the result. Another view which was strongly supported by the Director of Public Instruction held that compulsory NCC was a desirable thing and would be good for the country in the years to come. Two hours per day for two days in the week would certainly not kill sports.

(15) The loan scholarships given at present are not sufficient to meet the full cost of poor children. The amount should be raised.

(16) The quality of persons coming into the Education Department at all points is going down since the best talented youth go into other avocations. This is a matter for concern.

10. DISCUSSION WITH THE EDUCATION COMMISSIONER,
PUNJAB ON MAY 15, 1965

The Education Commission had a discussion with the Education Commissioner, Punjab, on the major problems in the educational development of the State. A summary of the discussions is recorded hereunder.

1. The question as to how far political influence interferes with educational development was discussed at length. The Education Commissioner was of the opinion that the politician is generally interested in the development of education in his area, and the expansion of education which is inevitable in the context of the growing demand for education by the public, has necessarily to involve the politician. Generally, political opinion does not affect the quality of education excepting in some cases where its baneful influence may be considered as marginal. The trouble arises only when the teacher gets involved in political issues.

2. There are 13,000 elementary schools spread over all the State at present. The department proposes to open more "branch" schools around each of the elementary schools in order to accommodate additional enrolment. Only two conditions will govern the opening of these 'branch' schools: (a) the local community should give necessary accommodation; and (b) the minimum enrolment should be thirty.

3. Provincialisation of local body schools has practically broken the backbone of the educational development in the State. It has resulted in the department taking over heavy liabilities. At the same time it has to a large extent remedied two main defects for the sake of which the step was taken, namely, (a) that the local body schools were

not giving satisfactory salary scales to the teachers, and (b) the teachers were being victimised. These two difficulties have been eliminated to a considerable degree. The scale of the primary school teacher in the State compares very favourably with the corresponding scale elsewhere in the country. The teacher is also free from political influence of a local character. But it has resulted in a tremendous increase in administrative work in dealing with over 62,000 J.B.T. teachers.

Mr. Naik suggested whether the load of administrative work could be decentralised by the creation of autonomous District Boards of Education under the overall supervision of the State Department to carry on the administrative day-to-day routine work. The District Education Officer would be the Secretary and would have sufficient executive powers. The Board would consist of 10 to 12 nominated educationists who would take an enlightened interest in the education in the district.

The Education Commissioner was, however, not in favour of this arrangement since he felt that this would not draw community interest in the development of education. A statutory body would not be able to achieve close contact with the local community. An Advisory Body attached to the District Education Officer would be a better arrangement.

The Education Commissioner informed that the teachers in provincialised or State schools were already in district cadre and to this extent the administration has been decentralised.

4. The Education Commissioner was of the opinion that Parent-Teacher associations should not only be encouraged but should even be made compulsory for each school. These associations would take greater interest in the school

development and would be able to contribute to its growth in many small ways.

The administration should be decentralised and the District administration should be strengthened if necessary by providing one or two Deputy Education Officers purely for administration. He was in favour of separate sets of officers dealing with administration, inspection and supervision, although he felt that this would be an expensive arrangement. However, the officers dealing with administration and with inspection and supervision would be in the same cadre and would be mutually inter-changeable.

5. The programme of higher secondary schools was discussed in detail.

The Education Commissioner was of the opinion that this scheme had not succeeded at all. Out of 399 higher secondary schools offering two streams, only 100 had been provided with science blocks and even by the end of the Fourth Plan all the remaining schools were not likely to be provided with science blocks. As regards personnel, 227 Masters' degree posts were advertised against which only 21 were available, only one being a woman. The other posts were still lying vacant. M.As in English were not available even for colleges. Teachers in science and agriculture were also not available. Many schools particularly the private institutions were anxious to revert to the high school pattern mainly because the enrolment in the higher secondary schools had fallen resulting in fall in income. Since, however, grants had been given for the upgrading and it involved a change in policy, the State Department was not able to permit this downgrading of higher secondary schools into high schools.

Reorganisation of Junior Higher Secondary schools of two years followed by Senior Higher Secondary School of one year,

however, convenient it may be administrative, would not achieve the objective of integration with which the higher secondary programme was introduced.

6. The Commissioner urged that before a new system was introduced it should be ensured that financial resources and personnel would be available to support it.

7. The grant-in-aid system in the State was outdated and did not suit the present conditions. The Department had under consideration the liberalising of the grant-in-aid rules. Under this, institutions would get a higher scale of grant-in-aid. But again the limitation of resources came in the way of extending this liberalised scheme of grant-in-aid to all the schools in the State.

8. The Education Commissioner was of the view that the nationalisation of private schools was not very desirable in the long run. It would be better to liberalise the grant-in-aid rather ^{than} take over the entire liability of a school and its administration.

9. The Panchayat Samitis and Zila-Parishads are still in their early stages of development and have to stabilise themselves. At this juncture to hand over the schools to the Zila Parishads and Panchayat Samitis would not be in the interest of the schools and the teachers.

10. Regarding the emphasis on quality in the Fourth Plan, the Education Commissioner informed that the State Department had a proposal to start centralised colleges and schools for brilliant students providing them with free tuition & residence.

11. If the higher secondary system is to continue, the system of pre-medical and pre-engineering classes should be discontinued. This programme leads to large wastage. It is better to keep these pre-professional courses in the professional institutions themselves.

11 DISCUSSION WITH REPRESENTATIVES OF WOMEN'S
EDUCATION IN THE PUNJAB ON MAY 15, 1965

At this meeting no member of the State Council of Women's Education was present. It appeared that invitations to attend the meeting had been sent to the Chairman of the Council and the Secretary, but neither was in a position to attend.

1. The discussions started with the Member-Secretary interpreting the statistics given in the State Memorandum and showing that the rate of dropout and wastage was considerably greater in the case of girls than that of boys. So much so that at the middle stage there was only one girl for every four boys in these classes. This proportion increased at the college level to one girl for every three boys. Education in the middle and secondary stages proved to be the bottleneck in the case of girls.

2. It was explained that with the organisation and administration that took place in Punjab in 1961 there was no separate Inspectorate for Girls schools and the separate cadres for men and women were amalgamated along with the functions of the officers in the cadres.

3. The policy of the Punjab Government of allowing a woman teacher the right to say where she would work has led to increase in women's recruitment to the teaching profession. It has, however, created a peculiar situation. In the urban areas there are very few men teachers and in the villages there are very few women teachers. Even those women who work in road-side villages do not reside in the villages, but come back to the nearest town. Thus the villages lose the advantage of a women teacher who would be in permanent contact with the villagers. The Government's policy of starting J.B.C. Centres in rural areas and enrolling women from the area as far

as possible was desirable and could be expected to lead to the recruitment of women from the areas to work in the schools in the villages.

4. It was pointed out that in spite of the amalgamation of the cadres for men and women all girls' schools at the primary stage were in charge of lady Deputy D.E.Os. There was no distinction between men and women at the B.E.O. level.

5. The scheme of providing women teachers with quarters had not proved to be successful in attracting women teachers to rural areas. As many as 300 quarters for women teachers have been constructed, but most of them are lying vacant. It was, therefore, proposed to start hostels for clusters of villages for women teachers and other village level workers. The scheme of women teachers boarding with a local family had also been tried, but in many cases it led to unexpected complications.

6. A suggestion was made that the curriculum in the middle schools should be oriented to crafts and to home science in particular. At the Industrial Craft Training Institutions there was a diploma course for teachers where 200 girls were trained in tailoring and one other elective craft such as embroidery, toy making, cookery and house craft. Out of the 200 girls about 50% join schools.

7. There were no arrangements for in-service programmes or retraining programmes in the case of primary teachers, except arrangements for six weeks refresher courses in basic education. About 5000 teachers have received training in these courses.

8. The Principal of the Women's College in Chandigarh explained that the high proportion of women students at the college level was due to girls from Delhi coming into the college.

9. It was pointed out that in some cases girls were unwilling to study sciences because of the harder work and greater preparation that the study of science required. The staff in the middle classes was not capable of developing interest in science and most parents felt that private coaching would be necessary if their wards opted for science. It was pointed out that in a city like Amritsar it was not possible to get adequate number of girls for science because of this difficulty. In Chandigarh, however, there was a demand for science courses. An opinion was expressed that matriculates who concentrated on a few subjects in pre-university course and for the high school examination fitted in better for the science courses than girls from the higher secondary schools.

12 DISCUSSION WITH HEADS OF DEPARTMENTS OF FINANCE EDUCATION
PLANNING, TECHNICAL EDUCATION ETC. ON MAY 15, 1965

On the afternoon of the 15th of May, the Education Commission met the heads of various State departments who were connected in one way or another with education at various points. A summary of the discussions is given below:

Outlay for Education in the Fourth Plan

1. The Chairman brought to the notice of the group that the allocation for education in the Punjab State during the Fourth Plan was proportionately less than in the Third Plan and this would mean that no programme of quality could be undertaken. In discussing this issue the officers of the Finance Department pointed out that the position in Punjab was peculiar. The State had to depend on hydro-electric power to such an extent that during the Second and Third Plans the Bhakra Nangal was the centre of the whole planning. Nearly 42% of the State budget goes for irrigation and power. The second aspect which takes away much of the financial resources is to find employment for the unemployed. These two schemes take away a large part of the budget so that social services suffer.

2. Within the education budget, the emphasis is on technical education. The State Government had increased the number of seats in technical institutions from 5000 to 10000 during the Third Plan even though Government of India assistance was not forthcoming for the entire number.

3. It was pointed out that education should be treated as an investment and quality of education should be raised. It should also be agriculture oriented. At the same time more money alone would not improve quality. Avoidance of waste

was of importance as the effective enrolment was much less than apparent enrolment.

The officers dealing with technical education pointed out that specific requirements should be worked out on the scientific manpower reforms. This should be done by some expert body so that suitable planning could be done ahead.

4. There was an urgent need for increasing the output of M.Sc. Two types of M.Sc. were needed; one for carrying out research in universities and the other for teaching in the affiliated colleges or in higher secondary schools. The present output was hardly enough even for the colleges and industry. Taking the requirement of Class XI alone of the higher secondary schools, over 1000 M.Sc.s would be required, at the rate of two teacher per school for the existing higher secondary schools. But this did not take care of improving science education in Class IX and Class X.

5. A section of opinion in the Punjab State seemed to favour the downgrading of the higher secondary to high schools. The Director of Public Instruction, however, pointed out that in principle and in theory the higher secondary system was certainly better than the high school and perhaps the fault in the past lay in the fact that we went too fast and without pre-planning. Upgrading should be real in science and mathematics commencing from Class IX. The quality of first division was going down and unless we begin our improvement from Class IX and Class X quality cannot be reached.

6. The need for a proper linking between the pre-professional courses and the professional courses was emphasised. The general opinion seemed to favour making the professional courses a part of the engineering or medical colleges

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7. Air Vice Marshal Harjinder Singh made a plea that a **technical** bias should be given to education and should be started long before Class X. He explained the experiment which he was carrying out in this area. One hundred teachers have already been trained in certain essential technical skills in a one year course. It is doubtless an expensive scheme but it will pay in the long run. The experiment with cheap type buildings was particularly interesting.

8. The relationship between finance and education departments was discussed at some length. It was agreed that whatever scrutiny was to be done on estimates and costs it should be at the pre-planning stage, and once the budget is approved the department should have a free hand to operate within the approved budget. The officers pointed out that requirements should be carefully anticipated and included in the proposals and not come up piecemeal. The importance of inter-departmental communication was stressed. The finance department and the respective departments should work in close coordination.

9. In considering the difficult position as regards education, the question was raised whether the policy of fee remission was yielding commensurate results. Was this fee remission making any impact or was it a mere form? Parents were willing to pay for education and this concession hardly made any impression. It was also a point for consideration as to how much of the allocation for education goes on buildings, equipment etc. and how much for real education. At present 80% of the education budget comes on payments etc. and only 20% for all other services. It is very important to bring down the cost of buildings. A change in our thinking on buildings is essential.

PART II SUMMARY OF STUDY, OBSERVATIONS AND
DISCUSSIONS OF MEMBER-SECRETARY WITH
STATE DEPARTMENT OFFICIALS AND OFFICERS
OF THE PUNJAB UNIVERSITY

DISCUSSION WITH OFFICERS OF THE STATE
EDUCATION DEPARTMENT ON MAY 10, 1965

Shri J.P. Naik, Member-Secretary, had a discussion with some of the officers of the State Department of Education, on May 10, 1965, on the progress of education in the State and some of the significant problems in educational development. A summary of the discussion is recorded below:

(1) During the last seventeen years education at all levels has expanded several times although the increase at the middle stage is not proportionate to the increase at the other levels.

(2) Higher secondary schools constitute about 33% of the secondary schools in the State. Attempt is being made to provide humanities and science in all the higher secondary schools that are being newly opened.

(3) It is expected that 100% enrolment in the age group 6-11 will be reached by the end of the Fifth Plan, 75% at the middle stage and 30% at the secondary stage at the end of the same period.

(4) In the whole State there are more Government controlled institutions than institutions run by voluntary organisations. All schools run by local bodies were provincialised in 1957 but were not passed on to the Panchayat Samitis and Zila Parishads. In 1961 Government nationalised private schools which were not being run efficiently. These measures have caused a rise in the educational budget by 50%.

(5) Textbooks have been nationalised up to the middle stage.

(6) The three language formula operates in the State in the following manner: In the Hindi region, Hindi is the first language, Punjabi is the second language and English begins from Class VI. In the Punjabi region the first language is Punjabi, the second language is Hindi and English

commences from Class VI. In the Pepsu region second language commences in Class III and in Punjabi region it begins from Class IV.

(7) There is a shortage of science teachers as also in the areas of technology, commerce and agriculture.

(8) The duration of the primary teachers training was raised from one year to two years in 1957.

(9) A discussion was held on what steps should be taken during the next 15 years or 20 years to rebuild education in the State. The following were some of the suggestions made:

(a) Certain fundamental reforms should be implemented. The major measures of improvement may be listed as follows:

(i) A revision in teaching methods to eliminate the unthinking type of education where memorising takes importance over all other creative self-education.

(ii) Improvement of teachers' calibre.

(iii) Improvement of the examination system;

(iv) Improvement in the curriculum, gearing it to the country's needs;

(v) Residential facilities for teachers;

(vi) Restriction of admission to colleges and universities;

(vii) Better pay for teachers;

(viii) More careful selection of heads of institutions

(b) Elimination of wastage in education should take top priority in our educational efforts. The saving that will accrue from eliminating or reducing wastage can be invested in other efforts.

(c) Emphasis on quality should receive greater attention. This may be done by adopting a selective approach, by organising special institutions, or by providing an elastic

curriculum for the cultivation of talent.

(d) A productivity -oriented approach is important at every stage suited to the level and capacity of students. This has an even greater importance at the college level. This will result in economy on buildings etc.

(e) Improvement of the quality of teacher training is necessary particularly in view of the fact that it is the faculty of teacher training institutions that later become educators and educational leaders.

(f) Colleges should organise large scale activities and services which will provide training for the students also. Till now the thinkers and workers in our society have been polarised. This will have to be eliminated. Earning while learning is important but earning and learning cannot be taken too far.

(g) A thoroughly renovated programme of teacher education is needed. The one year B.Ed. programme is out of all proportion to the previous four years of education. The training course is unsubstantial and even the increase in the duration of training from one year to two years has not brought about improvement in the content. It should be possible to reduce pedagogy and give greater depth in the content knowledge.

(h) Political interference in educational administration, such as in the posting of teachers, opening of new institutions etc. should be reduced to the minimum. At the same time it is to be recognised that political maturity is not easily achieved and one has to live with certain problems in an infant democracy, but in course of time the force of other reforms will improve the situation.

(i) The advantages and disadvantages in amalgamating the post of Director of Public Instruction and Secretary, were

discussed. The Director of Public Instruction is essentially an academician and if he has to discharge both functions, one or the other will suffer. The administrator's special responsibility is to relate policies to other departments. The administrative department should concern itself with matters of policy and leave the details of implementation to the Directorate. By and large, combining the two posts together will not work in most of the States in India which are large sized. The two are separate in almost all the States. Also if the idea of combination of these two functions applies to the Education Department, it should be equally practicable to all other departments, a step which, carried to its logical conclusion, will liquidate the general administrative services. The real object of the whole machinery of administration is the unit - the school - to see that it functions efficiently. If this is kept in focus, then decentralisation of powers and functions to the extent necessary should be effected, and this will place all other aspects in the correct perspective.

(j) As regards girls education, except for a couple of districts where girls have objection to being taught by men teachers, generally there is no problem.

(k) As regards fees, the university had laid down norms for fees but Pepsu colleges adopt lower rates of fees, which is the legacy of the past. Besides, 10% of students get full fee concessions and 10% half fee concessions. But in Punjab region only 10% of the students get half fee concession.

(l) Government's control of colleges had the advantage that at least a minimum of quality was ensured. At the same time the University Education Commission had recommended that Government should not conduct colleges. If teachers in

Government colleges should receive the same scales of pay for identical qualifications and duties as those in university, this would clash with the scales of pay for similar posts in other departments. The remedy would, therefore, appear to be to delink the three classes of posts in the colleges, (Professors, Readers & Lecturers) from the corresponding posts in the departments. This could be done if government colleges were handed over to the universities. Private colleges should be insisted upon to adopt the same scales. An autonomous body may be set up in each State to manage Government colleges. The officer in charge of college education would be the secretary of this body and the members would consist of Vice-Chancellors and educationists. The main responsibility of this body would be to see that colleges improve and maintain standards.

(m) As the Education Department is organised and functions today, there is very little time for academic and educational thinking. On the contrary, the main function of the Directorate should be inspection, evaluation guidance and counselling etc. Shri J.P. Naik suggested that the creation of an autonomous body at the district level to take care of institutions might relieve the departments of much of its administrative load.

Visit to the Office of the Punjab University, Chandigarh
on May 10, 1965

A case study was made of the organisation and functioning of this University. The main points that emerged out of the study are given below:

1. The University was started in 1955 at Solan and was shifted to Chandigarh, to its present campus, in 1956. The major construction was completed in 1958 and the administrative block came up in 1961.

2. The campus is located in Sector 14 on a site of 306 acres and was purchased from the Government on preferential basis at the rate of Rs. 1000 per acre. An additional site of 102 acres has recently been acquired in the adjoining Sector 25 for expansion purposes. The price of this land has not yet been fixed but will be done shortly at a no loss-no profit basis.

3. The total investment so far on the buildings of the university campus is Rs. 4.79 crores. The facilities provided on the campus are administrative buildings, library, open-air theatre, auditorium to all the blocks, six boys' hostels, each for 330 students, and three hostels for girls, two for 200 and one for 250, residential facilities, science block and arts block. It has total residential facilities for 3000 students. The total strength of the staff is about 1000 out of whom quarters have been provided for 700 (70%)

4. Sources of Income: Sources of income to the university have been: grants from the State Government, grants from the University Grants Commission, grants from Central Government and the university contribution.

5. The university provides only post-graduate courses except in science where it provides under-graduate courses also. Science honours courses are provided only by the

university. The Khalsa College, Amritsar, is the one other college which provides science courses; but even here the college offers only the first two years' course and students come to the university for the third year.

6. The pre-medical, pre-engineering and B.Sc. part I, students are admitted to the honours courses. Engineering course is four years after pre-engineering course and medical is five years after pre-medical. The pre-professional courses are provided in the colleges and not in the professional colleges. The honours students are given one year's exemption in the Masters course but the pass students have to do two more years. As far as arts subjects are concerned, the university undertakes only post-graduate courses. Two papers are offered at the end of the second year and two at the end of the third year.

7. Admission to M.Sc is either honours in that subject or second class in B.A. There are no classes awarded for honours.

8. The University gets a revenue of Rs. 30 lakhs each year from examinations. On an average Rs. 38 are collected from each student out of which 50% is spent on the conduct of the examinations and 50% constitutes the saving for the university. This saving has made a reserve fund which is being utilised for expanding the campus.

At present, however, all the reserve fund has been used up and unless other sources are found the university budget is running at a deficit of Rs. 14 lakhs.

9. There is a proposal to set up an autonomous body for secondary school examinations. If this is done the university will lose another Rs. 20 to Rs. 30 lakhs; but the State Government has promised to make good the loss as a block grant.

10. The hostels provide single bedded rooms, each student having a balcony.

11. The recurring budget of the university is Rs. 2.36 crores of which one crore is spent on examinations and the rest on teaching. There are four evening colleges for those who are working. They run between 5 and 8.30 or 9 P.M.

12. The teaching expenditure is the biggest item in the university's budget. Income on science courses is low particularly because the teacher-student ratio is low - one to eight or one to ten.

13. There is a health centre on the campus. Health services are provided for students and teachers. The students pay Rs. 6/- as medical fee per year but no charges are collected from the staff.

14. There is a market, within the campus, rented by the university and this gives an annual income of Rs. 2 lakhs.

15. The immediate need of the university is a Convocation Hall which is estimated to cost Rs. 30 lakhs.

16. This is the only affiliating university in the State having about 144 colleges affiliated to it of which 100 are general education colleges. The total enrolment is 54,000, but there is an annual increase of 10,000. In the first years after the three year degree course was introduced there was a drop in enrolment.

17. The standard unit as fixed by the University Grants Commission is 1000 student but occasionally as in D.A.V. College, Amritsar, two units have been permitted.

18. Most of the colleges are big although a few have small enrolment. This is because they are newly started or they are girls' colleges or research institutes. Enrolment is fixed only in respect of training colleges and professional colleges.

19. In respect of the affiliated colleges the main problem is one of finance. Fees have remained at the same rates as they were many years ago although expenditure has gone up. The university fixes the rates of fees only as a suggestive measure. There is no further compulsion. Generally, the rates of fees are Rs. 12 p.m. for undergraduates and Rs. 15 p.m. for three year course students for 12 months plus other fees. In some of the Princely states like Kapurthala and Faridkot the rates of fees are stated to be even lower.

20. Affiliated colleges get hardly 20 to 25% of their deficit reimbursed. However, they have been getting grants for the three-year course and for improving teachers salaries. But these two grants will soon stop and the colleges will be faced with the problem of finding money to meet the continuing expenditure on these two items.

21. The suggestions made for meeting this financial difficulty:

(a) raising of fees,

(b) making available government loans and scholarships for poor meritorious students.

22. The three-year degree course has resulted in a loss but the U.G.C. gave a grant of Rs. 2.7 lakhs for upgrading inter-science colleges to the B.Sc. level. But now these colleges have **neither** enough enrolment nor adequate teachers.

23. Security of teachers: This is being ensured by provision for appeal to the University Tribunal. The verdict of the Tribunal will be final. But this provision applies only to confirmed teachers. It is also being proposed that a teacher will be automatically confirmed if he has been in a post without a break. For new colleges.

the university has laid down a constitution of management committees on which will be represented public opinion, the university and teachers representatives. In the old colleges the management committee is expected to have two representatives of the teachers' body. The appointment of new teachers is in the hands of the management committee. The University only lays down minimum qualifications. It cannot interfere any further.

24. Recruitment of suitable teachers is a serious problem particularly in science, where competition between universities is high and the salaries offered are low.

25. There has not been serious cases of student indiscipline in the university. Formerly there were students unions elected by the students body. These were more representative of student opinion and were recognised by the colleges. But now the university has laid down the constitution of central students organisation, in which continuation of membership depends upon the academic progress of the students, for example, when the student fails in the sessional examinations, he is thrown off the membership. This has made the central students organisation a lifeless body. The election is only nominal and the enthusiasm of students to participate in their own government is very low. This was noticed sharply at the time of the recent Chinese invasion when the response among the students was not as high as expected.

25. The opening of new colleges has kept a somewhat even pace over the last three Plans, about three to four each year. A more rapid opening of colleges has been restricted by the conditions which the university now lays down in the form of endowment etc. Most of the new colleges

are Government colleges. Proportion of girls is about one to three and this is going up year by year. On the Arts side girls outnumber boys.

27. The following suggestions are made for the future:

(a) The duration of the university course for the first degree should be increased to 15 years. This will require some more teachers but such an extension is important.

(b) More funds are needed for the university.

(c) The difficulty in getting teachers for science and English should be overcome.

DISCUSSION WITH THE DEPARTMENTAL OFFICERS
ON MAY 11, 1965

The following points were discussed with reference to the memorandum submitted by the State Education Department:

Adult Education

(1) An expenditure of Rs. 5 lakhs on 6000 trainees seems to be on the high side. This is, however, partially explained by the fact that the expenditure includes that on establishment of staff etc.

(2). The centres are kept for five hours a day. If different batches come during these hours then the output should be greater; if not, the time does not appear to be fully utilised.

(3). Four circle social education officers take care of 20 districts. The vigilance and guidance by an officer with five districts are not adequate. The Department has a proposal to give the responsibility to the district level officer.

(4) Mrs. Butt's experiment. Mrs. Butt follows the word method in teaching Hindi to adults, using words used by the farmer. There is more stress on writing and dictation. It was found that the adults who have been trained under this programme are able to write much better than the adults who have gone through the usual literacy programme. She uses a rich variety of charts and graphs. The Department has a proposal for training a group of teachers and preparing literature under her guidance. This programme will consist of 15 days training and six months intensive work under her guidance.

(5) Since adults are part-time learners, it is worthwhile considering whether we can have part-time or bonus

workers involved in this programme. Shri Naik made the suggestion that these workers could be absorbed as primary school teachers who will take care of adult education as part-time work and a bonus can be paid to them. The Director of Public Instruction stated that the whole scheme was being re-examined and it was likely that the work would be assigned to the Deputy Education Officers in addition to their duties. Shri Verma explained that the scheme had been successful particularly in the backward areas. Women were motivated through crafts but they had not been quite successful in motivating men in an equal measure.

Teacher Training

(6) There are at present 325 JBT units each with an intake of 40. Of these 203 are private and 122 Government. In addition there are 20 full-fledged training institutions. Altogether there is an output of 11,000 trained teachers annually. But the annual requirement including replacement is only about 8000 to 9000. The output is therefore more than the demand. At present many teachers go out into the neighbouring States like Rajasthan, Himachal Pradesh and Delhi. It is, therefore, necessary to restrict the intake and link it with employment potential. The raising of the retirement age to 58 has also decreased the employment potential. Taking all this into consideration, the Department has a proposal to reduce the number of units.

Content of the Training Courses

(7) The content provided in the first year of the training course is only equal to that of the matriculation and in some cases even less. This is a repetition and does not really enthuse the students. Historically this situation has

arisen from the fact that when the two year course was introduced in 1957, high schools at that time had no second language - social studies or science - and therefore these subjects were introduced in the training course. But since they have all been introduced in the high schools since then, there is now rethinking on this issue and there is a proposal to raise the standard of English, Mathematics and first language in the training course to that of the higher secondary school examination. In social studies, a course on the History of Indian Freedom Movement is being added. The courses provided should not be the same for every body but should be remedial and improvement courses.

(8) A closely related problem to the introduction of content in the JBT programme is the quality of teacher educator who is to handle the course. Just as in the higher secondary school, Masters' degree holders are expected to handle these subjects, in the JBTs also, the teacher who handles these subjects should hold a Master's degree. Other facilities should also be of the same standard. The Principal of the JBT should be on a par with the Principal of an inter-college.

(9) Shri Naik suggested that an experiment may be made in organising teaching practice. Instead of having one complete year in the training school the student may after the first year in the training institution, be appointed in a school and paid salary for the purpose. After completing one year of teaching, he will come back to training school to get his certificate. This may be tried in one of the full-fledged institutions. This arrangement will have the advantage of maintaining close contact between the teacher, trainee and the school.

The Language Formula

(10) In the Punjabi area, the first language is Punjabi, second is Hindi. But a parent can exercise his option for Punjabi or Hindi and the school will have to make the provision if the students asking for it are more than 10. But in Chandigarh the first language is Punjabi or Hindi. In that sense Chandigarh is bilingual and other areas are unilingual. Because of this need to provide both Punjabi and Hindi no other Indian language can be taught under the three language formula in the State, which, therefore, consists of Punjabi, Hindi and English.

Nationalised Textbooks

(11) So far 197 titles have been brought out under the nationalised scheme. The scheme covers primary and middle stages. A profit of about Rs. 30 to Rs. 40 lakhs is made annually through this programme. It was suggested that an autonomous body may be set up as a registered society; and the profit used to form a revolving fund for maintaining its activities. Such an arrangement would enable several academic programmes to be undertaken in the area of textbook production.

Higher Secondary Schools

(12) It was observed that only 20 schools offer one group. It would be desirable to upgrade these 20 also to have more than one group within a specified time limit.

Pattern of Education

(13) The idea that every school should be upgraded to 12 years will not be practicable. The programme will ultimately mean that the existing 11 year schools should either lose one year and become 10 year schools, or add one year and become 12 year institutions.

(14) The grant-in-aid rules of the Department are under revision and it is likely that proportion of reimbursement to institutions will be raised from 75% to 90%.

(15) Closer coordination should be established between the teacher training programme and the English method adopted in the school.

(16) There should be better articulation between the various stages of education. The major handicap in the way of developing articulation and providing effective supervision at present is the centralised system of administration and the magnitude of numbers. If this administration could be broken up into smaller units in which a cluster of primary schools will be attached to high school or a middle school and similarly a group of high schools attached to a college, this will provide continuous academic guidance and supervision to the institutions in that complex. The headmasters of this complex will have to be provided some assistance in managing this extra load.

In Punjab an experiment is being carried out to place a group of primary schools under the guidance of a middle school for purposes of examination.

(17) The possibility of declaring the teaching profession as a non-vacation department was also discussed. If the schools were kept open and the teachers were on duty, children could come during vacations to work on special projects in the library, laboratory etc.

PART III

SUMMARY OF OBSERVATIONS MADE
DURING VISITS TO INSTITUTIONS AND
OF DISCUSSIONS WITH HEADS AND
FACULTY OF INSTITUTIONS AT THE
DIFFERENT CENTRES

A. GROUP I- SIMLA

1. Visit to the Bishop Cotton School, Simla -
Discussion with Principal on May 10, 1965

The Principal explained that the Bishop Cotton School, Simla, is the oldest Public School in India having been founded in 1859. It celebrated its centenary in 1959. At present it happens to be the cheapest Public School in the country. The basic annual fee charged is Rs. 1,650/- only. Proposals are under consideration to raise it to about Rs. 1,800/- per year in view of the increase in prices of foodstuffs.

Principal Goldstein maintained that the Public School system has a very important role to play in the future development of the country. He believed that the Public School system should not be divorced from the regular stream of Government grants.

Most of the students in the school are from fairly well-to-do families. The parents of the students are usually in the Armed forces, Civil Services, Foreign Service or in business. There are some students whose parents are working in the field of education. Six boys who have won merit scholarships for studies in Public Schools are at present studying in Bishop Cotton School. Principal Goldstein's view was that within a very short period, the scholarship-holders also get fitted into the normal academic and extra-curricular activities of the school.

The school is divided into three sections - the Pre-primary, Primary and Secondary. The students are admitted at the Pre-Primary or Primary stage. No student is admitted directly to the post-primary stage.

The school places due emphasis on the teaching of Hindi. One day in the week is observed as 'Hindi Day'. All the

members of the staff and students of the school are expected to speak only in Hindi on that day.

Principal Goldstein mentioned that apart from finance, the most important problem facing the public schools is recruitment of the right type of teachers. The Public Schools look for people who have done well not only on the academic front but who have distinguished themselves in games, dramatics, and other extra-curricular activities so that these teachers may be able to develop the various faculties of students under their charge. He, therefore, proposed that there should be a special Training College for imparting training to those who would wish to become teachers in Public Schools, Sainik Schools and other residential schools. The programme of training in this college should be for a period of two years after graduation. The training programme should not only give to these trainees the methodology of teaching but should also place special emphasis on practical teaching and handling of extra-curricular activities of various kinds. This is specially important in view of the fact that virtually two-thirds of the life and work of Public School boys is outside the class-room proper.

Commenting upon the desirability of more than one grade for teachers in Public Schools, Principal Goldstein observed that within the existing system, some teachers are selected to become housemasters. He thought that besides this no further gradation was immediately called for. He, however, felt that those teachers who do really well in a particular Public School should be encouraged to move out to other Public Schools as Headmasters.

Principal Goldstein believed that as things stand at present in the country, the students join the university at a rather early age. He, therefore, desired that the age of entry to the universities should be increased by at least one year. This would be possible by adding one more year to the existing school system, i.e. by making it a 12-year school system.

2. Visit to Rana Padam Chandra Sanatana Dharma Bhargava College, Simla on May 10, 1965

The College was originally founded in 1945 in memory of Shri Rana Padam Chandra of Jubbal. It has been a degree college from the very beginning. In December, 1957, the Bhargava Municipal College was merged with this College and the newly integrated College was renamed as Rana Padam Chandra Sanatana Dharma Bhargava College. The College is under the management of Shri Santana Dharma Pratinidhi Sabha, Panjab.

The College provides for studies for the Pre-university examination in Humanities, Science, Pre-Engineering and Pre-Medical groups and for the three-year B.A. and B.Sc. courses. On the science side, it offers Physics, Chemistry and Mathematics.

During the course of the discussion with the Principal and members of staff, the following points were mentioned:

(i) The need for having the same grade of pay for teachers with similar qualifications and doing similar work in the universities, Government colleges and private affiliated colleges: At present the university grade is different. At the Lecturers' level, the grades in the Government colleges and private affiliated colleges are the same.

While the university has the right to prescribe grades for its private affiliated colleges, in practice the grades on the basis of which the Government Education Department sanctions its grants, are in operation. Therefore, the university usually recommends the grades which are acceptable to the State Education Department. On being questioned as to why, the University bodies which have a right to prescribe grades for private affiliated colleges and which have due representation of private affiliated colleges, are not recommending better grades for the private affiliated colleges, it was mentioned that there are vested interests in university bodies which do not favour higher grades.

(ii) The Principal of the College desired that grant-in-aid rules as are prevalent in Delhi Administration, should be applied in the Punjab also. The existing grant-in-aid rules place a great deal of strain on the managements which find it very difficult to raise funds for running the institutions.

(iii) Further, it was emphasised that not only the salaries and grades should be the same in private colleges and Government colleges but other facilities like pension, etc., should also be the same.

(iv) It was suggested that every affiliated college should have a research and guidance centre. This centre should help the undergraduate students in getting acquainted with the use of the library, preparation of bibliographies, etc., and should help the teachers in getting up-to-date information regarding research methodology, etc.

Discussion was resumed on May 11, 1965. Please see page 74.

3. Discussion with Principals and Headmasters
of Schools and Colleges at Government Training
College, Simla on May 10, 1965

During the course of the discussion, the following points emerged:

(1) The introduction of the higher secondary scheme has not been a success.

(2) There is very heavy load in the 11th class of the higher secondary schools specially as compared to the P.U.C. class in the university. If this arrangement is to continue, proper co-ordination has to be brought about between the contents of the final examination of higher secondary course and the P.U.C. examination.

(3) The Indian School Certificate examination has also undergone frequent changes in order to have a syllabus that would satisfy the various universities in India for purposes of recognition. It would be desirable to avoid such frequent changes.

(4) It was generally agreed that it would be better to have 12 years' schooling before a student proceeds to the university for a three-year degree course.

(5) It would be highly desirable to have a more or less uniform pattern of high school, higher secondary or intermediate examination set up in the whole country.

(6) There should be a body on the lines of the University Grants Commission for giving grants to higher secondary institutions.

(7) The grants-in-aid system of the Government of Punjab was not regarded as satisfactory. It was desired that the Delhi system of grants-in-aid should be adopted.

(8) On account of the lack of finances, private institutions are more or less compelled to admit a large number of students in each class to augment their income from fees.

(9) Care should be taken to ensure proper co-ordination, while starting new secondary schools. It was pointed out that there were two girls schools very near to each other, both having classes in Humanities and Sciences and both having a very limited number of students. It would be better either to have only one such school or to permit only one stream (humanities or sciences) in each of the two schools.

(10) The public examination conducted by the Education Department at the end of the eighth class was not regarded as very satisfactory. Some of the headmasters felt that this examination enabled some weak students also to pass the examination; had they been free to determine promotions, such weak students would have been detained. Further this public examination gives promotion even to those students also who fail in two subjects like English and Mathematics.

(11) It was emphasised that unless better grades are provided, it would be difficult to attract and retain good teachers and improve the quality of education.

4 . Discussion with the Principal and the staff
of Government Training College, Simla on
May 11, 1965

The Government Training College, Simla was purely a girls' college until two years ago. During the past two years, it has been working as a co-educational institution though it continues to be a predominantly girls' college, both in the composition of the teaching staff and the trainees.

The college has about 50% of its students body from Simla and the rest from other parts of the Punjab and from Delhi.

(1) About 30 to 40% of the girls who receive their training do not join the teaching profession at all. Out of the rest who are willing to join the teaching profession, a majority desires to secure appointments in Simla or in other urban centres.

(2) Very few girls are prepared to take up appointments in rural areas. This is mainly on account of the fact that they do not feel secure in the villages. As most of them are unmarried, they find it extremely difficult to adjust themselves to the social conditions prevailing in the villages. It has been found in quite a few cases that even the village people have been asked to provide residential accommodation to the lady teachers, such accommodation has been made available in rather lonely spots at considerable distance from the village habitation. The behaviour of the Block officials and Panchayat office bearers also leaves much to be desired. It was mentioned that while the behaviour of the village people in the hilly areas towards women teachers is much better, the women teachers find it difficult to stay there also on account of lack of facilities

of transport, medical help etc. The members of the staff felt that until the disparity between the ways of life in towns and the villages gets narrowed down, one should not expect women teachers to move to the villages in considerable numbers.

(3) It was, however, suggested that girls would find it more convenient to go to teach in the villages if certain respectable families in the villages decide to keep these lady teachers as their foster daughters.

(4) It was recognised that the existing one year's B.T. course is not quite sufficient. Effort should be made to give more of practical experience to the trainees before they get their degree. This may be possible either by having them as untrained teachers for a year or two and then send them on to the training colleges at the expense of the State or school management or by insisting on one year's practical teaching experience before the degree is awarded to a student.

(5) The experiment that is going on at present in the Kurukshetra University regarding an integrated B.A.-cum-B.Ed. degree course was welcomed.

(6) It was desired that the existing distinction between the B.T. degree and B.Ed. degree should be removed and only one degree should be awarded for the training course to be conducted by the universities or the Government.

(7) The group felt that if the duration of the B.T. course is to be extended to two years, it would be necessary to provide stipends or regular salaries to the trainees. Otherwise, they will find it extremely difficult to meet the expenses of this course.

(8) The group was not quite sure if two years' B.T. course for preparing teachers for public schools would be a success.

(9) It was emphasised that the existing salary grades for school teachers in the Punjab were very low and the teachers found it extremely difficult to make both ends meet.

(10) Shri C.L. Kapur, Senior Lecturer in the College presented a memorandum in which he advocated the teaching of Sanskrit to be made compulsory at all stages of school education. He desired this for developing the knowledge of Sanskrit among all students especially science students so that in future they could help in developing proper terminology in regional languages. Sanskrit being the mother of almost all Indian languages, its knowledge would help in developing scientific terminology.

On the basis of the discussion that followed, Shri Kapur did recognise that with the addition of the Sanskrit also as a compulsory subject, there would be a very heavy language load in the total curriculum for the students.

5. Discussion with the Principal and the staff of S.D. Bhargava College, Simla and Punjab University Evening College, Simla on May 11, 1965

In the resumed discussions with the members of the staff of S.D. Bhargava College, Simla, the Principal and members of the teaching staff of the Punjab University Evening College also joined. The following points were emphasised during the course of the discussion:

(1) The usual lecture method of instruction should be supplemented by guided library readings, written work in tutorials, etc.

(2) Students should be encouraged to make full use of the library and they should be instructed in making use of encyclopaedias, bibliographies, etc.

(3) College teachers should be provided better facilities for undertaking research work.

(4) On account of peculiar weather conditions in hilly areas, the active academic session is shorter than that in the plains. It would be much better if arrangements could be made for special academic session for the hill region which might yield the same number of working days as are available in the plains.

(5) The methods of teaching both at the school stage and in the field of higher education should be such as would encourage independent thinking and creative work.

(6) The college students specially those in the Faculty of Arts should be kept more busy so as to minimise the problems of student indiscipline. This should be possible by increased tutorial work and library readings.

(7) The system of providing the Instructor on a permanent basis in the university evening colleges needs reconsideration. It is not in tune with the recommendations of the U.G.C. for the institution of Instructorship.

(8) As the resources which the Government is able to provide to the affiliated colleges are very limited, these colleges admit large numbers of students to augment their fee income. This leads to deterioration of standards.

(9) It is necessary to diversify the courses as early as possible so that students might go into channels which suit their background and intellectual equipment.

(10) Moral education should have an important place in our educational set-up.

(11) Recreation centres for students are very much needed especially in hilly areas.

(12) The University Evening College staff is not given the Simla Compensatory allowance which is available to Government employees at Simla.

(13) Teachers should be encouraged to build up their own libraries by means of a matching grant for purchase of books.

(14) It is of importance to arrive at a firm decision about the medium of instruction for higher education in the very near future.

(15) There is urgent need for providing additional finance to improve the salary grades of college teachers.

B. GROUP II - PATIALA, KURUKSHETRA, KARNAL AND AMBALA

1. Observations of visits to institutions at Patiala

The following points were raised and noticed during the visits to the various institutions:

(1) The scheme of Model Higher Secondary Schools (there appeared to be 12 such schools in the whole State) seems to be working very well. In these schools the pupil-teacher ratio is controlled and not more than 30 students per teacher are admitted. Teachers working in these schools have some initiative in developing their own programmes. In these schools, the majority of the teachers take up worthwhile projects. In one of the schools, the library was used to very good purpose.

(2) It was seen that the working hours of schools in the Punjab are - in winter from 9.30 a.m. to 4.45 p.m., 45 minutes being allowed for games, with half an hour's recess; and in summer from 7 am to 11 am with a recess of 15 minutes. It is seen thus that the working hours in the schools in the Punjab viz. 6 clock hours per day for class work are of a longer duration than in most of the States and with these hours, it is possible to give greater time and attention to the subjects included in the curriculum.

(3) The College of Education, Patiala, admits 280 students for the B.Ed. course and about 160 students for the J.B.T.C. course. This college, for this reason, is 'comprehensive' and has the size recommended by the Association of Teachers Colleges at the 7th Conference.

This year the College tried successfully an internship programme for practice teaching of its students. In this programme, the school cooperated actively with the college and selected teachers from the schools helped in the supervision and guidance of lessons.

(4) In the discussion with the members of the staff, it appeared that this scheme of internship provided the right kind of atmosphere for practice teaching and secured the active cooperation of the schools. Certain suggestions were made for the improvement of the programme such as (a) need for financial assistance to the schools for the purchase of audio-visual aids, (b) need for a proper orientation course for cooperating teachers, (c) a more active participation and involvement of the school of the staff in the programme etc. It was also suggested that, if some recognition in the form of an added qualification is given to the cooperating teachers, they will have greater motivation for taking part in the programme. Internship programmes would be successful only if they are preceded by demonstration lessons given by selected teachers and members of the college staff, two discussion lessons per student and a week's short-term practice. The students under training require definite preparation and orientation before they can carry out the work assigned to them in an internship programme.

(5) It was agreed by the majority of the members of the staff that there should be only internal assessment for practice teaching and the practical work done during the year. This assessment should be continuous and should not come only towards the end of the year.

(6) As regards the question of recruitment to the teaching profession and to the training college, it was recommended by the majority of the members that the best plan would be to select and recruit persons as teachers and provide them with a pre-training experience for three months after recruitment with a view to acquainting them with the real school situation.

(7) At the College of Physical Education, it was seen that the teachers were being trained for physical education at three different levels. The programme is very comprehensive and gives adequate training for the teachers. A follow-up of the students under training is maintained through an active Old Students Association. The Principal has a scheme in view of developing Honours courses in Physiology and Hygiene so that people completing the course may be considered for employment in institutions such as medical colleges for teaching Physiology and Hygiene. The Principal has also a scheme for introducing Exercise Therapy as an important course at the honours level. He considers that there are good potentialities for employment of people with this training in hospitals and clinics.

2. Discussion with Headmasters in Patiala

During the discussion with the Principals of secondary schools, the following points emerged:

(1) Teachers' organisations in the State do not deal with a tangible programme of improvement in education and devote their attention only to the improvement of service conditions of teachers.

(2) It was the opinion of the Headmasters that, unless better emoluments are offered, it will not be possible to

attract better talent to the profession. As long as the emoluments of the medical and legal professions continue to be much higher than those of the teaching profession, it is not likely that good students from Arts and Science colleges would be attracted to the teaching profession.

(3) The high rate of wastage in primary education on account of the drop-outs at the early stage and wastage of different kinds at the secondary stage where many students were found to be unsuitable was due to the system of education being unwieldy, it was maintained.

(4) The nature of the examinations and the methods used in teaching consequentially emphasised cramming and did not encourage the capacity to think for oneself or to apply the knowledge gained to a practical situation.

(5) There appeared to be absolute lack of articulation among the different levels of education and between the objectives and curricula.

(6) A reasonable teacher-pupil ratio is essential if the teacher is to work effectively.

(7) The curriculum at present is too heavy and is another factor responsible for the use of mechanical methods of learning and teaching.

(8) Multipurpose schools have not fulfilled the expectations or the objectives with which they were started.

(9) The Group generally appeared to be in favour of an organisational pattern of 7 or 8 plus 3 or 2 plus 2. They were of the opinion that a good general education for the first ten years would be desirable and it is only at the end of this stage that proper diversification would be possible.

3 Discussion at the Punjabi University

In the discussion with the Vice-Chancellor and members of the Syndicate and Heads of Departments of the Punjabi University, the following questions were raised:

(1) The language policy and the stage at which the different languages should be used along with the objectives and the standards of attainment for each language.

(2) The basis of selection of students who would prove to 'college worthy' was discussed. It was agreed that some investigation was necessary to find out how the college worthiness should be decided.

(3) The role of the universities in developing the Indian languages was considered.

4. Discussion at the Kurukshetra University

The following points emerged in the discussion with the Vice-Chancellor and Heads of Departments of the Kurukshetra University:

(1) Universities of the type of Kurukshetra are facing the problem of finance. It was stated that the income realised from fees cover only 5% of the expenditure in a university of this type. The members present considered that, for developmental programmes, the U.G.C. grants should be given on a cent per cent basis. There was a very strong case for modifying the present scheme which required matching grants from the University or the State Government.

(2) The laboratories and the accommodation of the science department are inadequate even for the purpose of admitting all first-class graduates who seek admission. It was suggested that the science departments might consider the possibility of staggering the hours of work in the

laboratory so that more students could be admitted.

(3) The scheme for priming up college lecturers that the Punjab Government has recently introduced was considered. It was seen that this scheme, which consisted of training for a period of one month, was entirely in charge of the Colleges of Education and the University and the Heads of Departments were not associated in the organization of the scheme or in participation in the programme. A scheme like this is not likely to yield any good results unless the Universities with their Post-graduate Departments and the Arts and Science Colleges cooperate actively with the Colleges of Education.

5. Discussion with the Principal and staff of the College of Education, Kurukshetra

In the discussion with the Principal and members of staff of the College of Education, Kurukshetra University, the following points emerged:

(1) The four-year integrated programme of general education and teacher education was discussed in great detail. It was pointed out that the first batch of students who passed the examination in 1964 have not yet been absorbed as permanent teachers by Government. This led to a great deal of dis-satisfaction among the students who are now in the college. Out of the batch of 94 that completed the course, it was seen that 15 have joined the M.A. course and another 15-20 are not keen on working as teachers in schools. The fact that the present degree of B.A. or B.Sc. (Education) has not been granted recognition by the universities even in the Punjab has led to some frustration on the part of the students. An attempt was made this year to make the B.A. or B.Sc. course equal to the normal B.A. or B.Sc. course in all respects and to make the education course equal to the B.Ed. course of other universities in all respects. A proposal has been made that the degree given to such candidates who satisfied the requirements of general education and professional education should be B.A., B.Ed. or B.Sc., B.Ed., a double degree

(2) The recent experiment of the comparison of the students of the Kurukshetra College of Education with those of Jullundur and Chandigarh has shown that the top students of the Kurukshetra University are in no way inferior to the top students of other universities who have had four years of general education for their first degree followed by one year's professional education. It was agreed that the experiment was only of a pilot type of experiment and it needs to be followed up by a more scientific and comprehensive investigation. It was, however, considered to be a distinct advantage to the college education and its students that the faculty should consist of specialists in the science and different subjects of humanities along with specialists in Education. This enabled the college to achieve a much better coordination between knowledge of subject matter and professional skills.

6. Discussion with Teacher-Educators and Headmasters, Kurukshetra

At the meeting with the teacher educators and Headmasters in Kurukshetra, the following points were discussed:

(1) Large failures in the Matriculation examination due to (a) stress on quantity of education or expansion of education at the cost of its quality, (b) temporary appointments for periods of 3-6 months of persons, who naturally take very little interest in the work of the school, (c) large numbers of teachers interested in improving their qualifications by taking higher degrees which led to neglect of their regular work, and (d) concessions being granted for admission to Standard IX to students who do not pass in important subjects such as Mathematics, English and General Science in the public examination at the end of the 8th standard. These concessions required the students who had failed in these subjects to study them in the 9th standard since promotion to the tenth standard is not given unless these subjects are cleared.

(2) It was considered that the public examination at the end of the elementary stage which had been eliminated in 1951 and revived again in 1958, served a very useful purpose. It made teachers of the middle

classes work with greater sense of purpose and more earnestness and application.

(3) It was pointed out that many sub-standard institutions were being established in rural areas and in some cases even in bigger towns. It was considered that this led to a scattering of resources and consequent lowering of standards. The rules that the Punjab Government has framed for encouraging the establishment of such schools in rural areas has led to the growth of mushroom schools which cannot maintain standards of teaching and learning. It was suggested that it was an imperative necessity to have a survey of the secondary schools made from the point of view of their needs and their efficiency. It was felt that about 25% of the present secondary schools were below the average and served no useful purpose at all.

(4) The scheme of upgrading schools, which lacked proper equipment and which were understaffed, led to a deterioration of standards.

7 Discussion with Heads of Schools and Education Officers at Karnal

In the discussion with the officers of the Education Department and Heads of schools at Karnal, the following points emerged:

(1) It was pointed out that the targets for enrolment fixed for the third Five Year Plan for the different stages of education had been exceeded at every level. This meant that emphasis was on quantity at the cost of quality. Where admissions needed to be selective as in the case of colleges, actually no selection was exercised.

(2) The scheme of model schools was discussed in detail. It was agreed that model schools, because of their advantages, had a role to play, even though their advantages were confined only to such children whose parents could afford to pay higher fees. To remove this disadvantage, it was felt that a reservation for a certain number of seats for candidates selected on the basis of merit would be desirable provided that the schools were compensated for the loss of fees from these students. It was suggested that private management fulfilling the necessary conditions should also be permitted to establish such model schools.

(2) It was stated that, after the reorganisation of the Education Department, the system of inspections has improved very much. It was, however, felt that the Circle Education Officer or the D.E.O. had to do a considerable amount of administrative work and spend about 25% of their time on enquiries. It was the general view

that the disbursement of salaries and much of the routine work should be the responsibility of some other officer and the D.E.O. should be left free to supervise and guide the work in schools. It was also felt that a separate inquiry officer would be desirable, considering the number of inquiries.

(3) The heads of schools pointed out that they needed to be relieved of much of their clerical work such as routine administration, filling up of statistical returns, maintenance of accounts etc. either by having a senior clerk or an Administrative Officer in schools which have an enrolment of 800-1000

(4) It was considered that the existence of two types of schools high and higher secondary has led to a great deal of confusion. The constant changes in the programme of examinations has added to this confusion. Teachers have very little representation in the school Boards. There are only 4 Headmasters in the Punjab University School Board which consists of 29 members with the result that they have no effective say in the matter of improvement of examinations etc.

(5) The teachers' workload varies from 36 periods of 40-45 minutes per week to 39 periods. This is very heavy. It was suggested that, if there was a Federation of Teachers which could have the power to represent the teachers, the problems, could be solved. The members present thought that the time was not yet ripe for such a Federation.

(6) The members showed no enthusiasm for the establishment of parent-teacher associations by schools though one or two heads reported that they got excellent support from the parents associated with their schools.

(7) It was considered that the teachers trained in the J.B.T.C. course, where matriculation is the qualification for admission, are not able to do full justice to the subjects in the curriculum at the middle school stage. It was, therefore, proposed that there should be a third level of training, requiring higher academic qualification and of a longer duration.

8. Observations during visits and discussion with officers of the Education Department at Ambala

On the 12th May, 1965, the following visits were made:

- (1) Circle Education Office, Ambala
- (2) S.D. Girls Higher Secondary School and the J.B.T.C. attached to it.
- (3) Government Higher Secondary School for Boys and the J.B.T.C. Unit attached to it.

2. The administrative set-up of the office of the Circle Education Officer and the DEOs was discussed. With the reorganisation of the administrative set-up in 1961, the Block Education Officer has 50 primary schools to guide and inspect every year. He is also responsible for the disbursement of salaries. The number of schools to be inspected appears to be reasonable but with the work of the disbursement of salaries the time that could be devoted to the schools does not appear to be enough.

3. The scheme of Model Secondary schools was discussed. The opinion of the officers was that in achievements, their pupils were better than those of the other schools by about 10%, though the expenditure in these schools is three times what it is on ordinary schools. This is partly balanced by the fees which are charged in these schools.

4. J.B.T.C. Units. It was in 1964 that the J.B.T.C. Unit was attached to the S.D. Girls Higher Secondary School. Admission were made in November 1964. The Unit charges tuition fees of Rs. 8 per month. It has employed two B.A., B.Eds and one teacher for Craft and Home Science, for the J.B.T.C. Class. The two teachers between them take 25 periods, the rest of their time being taken up with work in the higher classes. Since the Unit was

started only seven months ago and since the Principal does not seem to have a clear idea of the requirements of such Unit, its equipment and programme the work done appears to be quite inadequate. The major craft of Home Science had not properly commenced work and the part-time teacher employed for the purpose was not qualified to teach Home Science.

5. The J.B.T.C. Unit attached to the Sohan Lal Training College appeared to be doing good work. They have 40 men and 52 women in the two units. Since the units are located in the B.Ed. Training College, the equipment is available and proper provision has been made for the teaching of crafts. One feature worth recommending is that for co-curricular activities, two J.B.T.C. Units and B.Ed. classes are amalgamated and function as one general body. The students Council consists of elected students from the B Ed. class as well as J.B.T.C. Units. While discussing the course for J.B.T.Cs the Principal pointed out that the content courses in various subjects were generally of the Matriculation level. So the first year, except for the two papers on the History of the National Movement and Principles of Education was practically wasted.

9. Discussion with Heads of Schools and Principals of Colleges, Ambala

At the meeting with the Headmasters and the Principals of the Colleges held in the office of the Circle Education Officer, the following points were discussed:

(1) The shortage of science teachers especially with the qualifications of M.Sc. It was stated by the Principal of a Teachers College, who was present, that the students who offer B.Sc. for their degree is dwindling fast. The following measures were suggested for meeting the situation:

- (a) Summer Institutes should be started either to take up M.Sc. work or to take up condensed courses especially to cater to the needs of the teaching of Science in Higher Secondary Schools.
- (b) Teachers with B.Sc. working in Higher Secondary Schools should be allowed to complete the M.Sc. course by attending a University during the vacations, especially the summer vacations. In order that the M.Sc.s were not lost to the teaching profession on acquiring the qualification, it was desirable if teachers on completing the course were given a special kind of a diploma or a certificate.
- (c) B.Sc. teachers at the moment felt frustrated because they had no facilities for acquiring the Master's qualification without being compelled to go on two years leave and thus be eligible for the higher grade of lecturers or the posts of Principals. Many of the B.Sc. students actually changed the subject and appeared for M.A. in some subject in order to improve their qualifications, and thus good science teachers in science are lost to the schools.

6. Organisational Pattern: The Group generally was in favour of the organised pattern of school education of 5 plus 3 plus 2. It was suggested that, at the middle school stage, a study should be made of the attitudes of pupils so that that they could be got properly trained when the stage of diversification comes. If the stage of diversification was to come only after ten years of schooling, then the study of interests and aptitudes will have to be pursued further during the three years of high school education. There was no general agreement in the Group as to whether the revival of the middle school examination has led to improvement. One person actually made a statement that it has been the case of deterioration. During the discussion, however, it transpired that he was not opposed to the examination itself but to the special concessions granted for students who pass in five subjects but fail in Mathematics & English to clear these subjects in the ninth standard while they are continuing in the 9th. The general feeling was that the examination did help in raising standards by bringing in seriousness of purpose on the part of the teachers and the pupils.

C. GROUP III - JULLUNDUR, AMRITSAR, LUDHIANA

1. Observations on visits to Institutions

The Education Commission visited the following institutions at these three centres:

1. Pre-primary school, Jullundur
2. Government Girls Multipurpose Higher Secondary School, Nehru Garden, Jullundur
3. Government Training College for Teachers, Jullundur
4. Government Randhir College, Kapurthala
5. State School-cum-College of Sports, Jullundur
6. D.A.V. Higher Secondary School, Amritsar
7. Government Girls Higher Secondary School, Mohan Gate, Amritsar.
8. Government Higher Secondary School, Town Hall, Amritsar
9. Government Girls Higher Secondary School, Nawankot, Amritsar
10. Government Higher Secondary School for Girls, Mall Road, Amritsar
11. Khalsa College, Amritsar
12. Agricultural University, Ludhiana
13. Government College, Ludhiana
14. Jain Higher Secondary School, Ludhiana

General Observations:

1. In the higher secondary schools which run in two shifts, the Principal looks after both the shifts and there is only one clerk for the whole day. This is too heavy a burden on a single clerk. There is urgent need for more clerical assistance.

2. There are only three posts of lecturers sanctioned for each higher secondary school, and 2nd class Masters' degree holders are appointed to these posts. Many of the other teachers are

also M.As but they are in a lower scale of pay. This causes considerable resentment among the teachers.

3. The State School-cum-College of Sports, Jullundur, is the only one of its kind in Asia. It is a regular school-cum-college with emphasis on sports. It is fully residential and provides free boarding. Course of studies includes humanities and science. The college is affiliated to the Punjab University.

4. The D.A.V. Higher Secondary School, Amritsar, offers a diversified programme with four streams. Class strength varies from 60-70 in the middle school and 50-60 at the higher secondary. About 66% of the students opt for science stream and 33% for humanities. The fine arts students of the school find good job opportunities in the local textile industry. A daily library period for every class and the research project which the school has taken up on the reading habits of children are the special features of the school.

5. Physical facilities are very sub-standard in some of the institutions as for example, in the Government Girls Higher Secondary School, Mohan Gate, Amritsar, Government Girls Higher Secondary School, Nawankot, Amritsar. A large number of schools are held in the open, under trees and on the terrace without any protection from the rain and sun.

6. Mathematics is optional for girls in the middle school and those who have not taken Mathematics find it difficult to take the science stream.

7. The junior division of the NCC which is on a purely voluntary basis, is popular.

2. Discussion with Headmasters and Principals of Higher Secondary Schools, Jullundur, on 10th May, 1965

1. Any experiment in education should be given a fair trial before changes are made.

2. The higher secondary system was introduced without adequate preparation.

3. Secondary education cannot improve without a corresponding improvement in the teacher training programme. Teaching practice is the most important aspect of the entire programme.

4. Training colleges should be equipped and staffed adequately.

5. There should be emphasis on the building up of personality and integrity of character.

6. Study of languages is very fundamental for upgrading standards.

7. A spirit of cooperation in education should be encouraged rather than the spirit of competition.

8. Facilities for training of technical teachers should be enlarged in view of the anticipated expansion in the programme of vocational education.

3. Discussion with Principal and staff of Randhir College, Kapurthala, on 10th May, 1965

1. If education is to be improved, it has to start at the primary stage.

2. Education should not be exposed to the vagaries of politicians but should remain in the custody of teachers.

3. Teachers should maintain high ideals and status.

4. Lowering of standards will be inevitable on account of mass education. But a common minimum content and minimum quality should be provided for.

5. There should be screening of students at the elementary and higher secondary levels.

6. The Higher Secondary system has not been successful; but reversal at this stage would be a retrograde step and unworkable. We should on the contrary, improve the existing schools through supply of equipment, provision of better teachers etc. The proposed system of 12 years would be an improvement on both the old and the present system.

7. Classes XI and XII should be located in a separate institution or should be a separate unit in a higher secondary school.

8. There should be one medium of instruction at the school stage. Opinion was divided on what this should be. A small group was of the opinion that it should be English but it was obvious that from educational and psychological point of view English cannot be the medium of school language because it would strangle all creative activity. For the purpose of national integration and preservation of the unity of the country there should be one common link language at the university stage and this language could be Hindi if proper efforts were made to develop it and also if the South can come up to the standard. Steps should be taken to see that Hindi becomes the effective vehicle for scientific and literary communications. Till the development of this link language, English should continue as the medium of instruction.

9. There should be selective admissions at the university.

10. It was suggested that Government should ensure that over-qualification should be avoided as much as under qualification and B.As and M.As should not be allowed to apply for junior posts. Those who are unable to secure admissions into colleges should be provided opportunities to pursue higher education through correspondence courses and vocational courses.

11. Voluntary agencies have a role to play in the expansion of secondary and higher education. Government should assist these agencies to the extent they deserve..

12. The teacher is the pivot of the educational system and improvement in his economic conditions and status is indispensable for the educational system.

13. The N.C.C. has been a complete failure especially after it has been made compulsory. It has undermined discipline in the colleges and affected studies adversely. Games have also suffered because of N.C.C.

4. Discussion with Principals of Higher Secondary Schools, Amritsar, on 11th May, 1965

1. Secondary education should be for four years, 9-11. This may be split up into two parts of two years each.

2. Education should be compulsory and free up to Class VIII.

3. There are many students who are not for high or higher secondary education and these should

be diverted to education in craft and different types of technical, mechanical and other careers. These vocational courses cannot be provided in the academic schools.

4. Selected higher secondary schools may be converted to a 12-year course and at the same time colleges may also provide the 12-year course..

5. Where the community is willing to assist in the development and expansion of schools, Government should give all possible encouragement in opening and upgrading schools.

6. Criteria should be laid down for the selection of higher secondary schools to be converted to the 12-year pattern. These criteria once laid down, should be strictly adhered to.

7. Teachers working in Intermediate colleges or higher secondary schools should have working conditions comparable to those of the lecturers in colleges. This will apply to salaries, workload, vacations etc.

8. A Secondary Education Commission similar to the University Education Commission should be established to render financial assistance to higher secondary schools. This will attract teachers with better qualifications.

9. At present there is disparity between the curriculum of the higher secondary school and the pre-university course; in the pre-university course a student offers only four elective subjects whereas in the higher secondary school he has to offer three optional subjects, two languages and a craft. Also, there seems to be no purpose in making

students who have taken science elective to offer a paper in general science also.

10. There should be a uniform policy in regard to the curricula at the school level. Some States have examinations in core subjects while others do not.

11. Since there is a multiplicity of patterns and difference in the standards of attainment at the secondary stage in the different States, it is essential for the maintenance of standards throughout the country to have a national standard of attainment at least at the end of Class X. This national standard should be arrived at after making an assessment of the present standards of high and higher secondary schools in the different States.

5. Discussion with the Dean and Heads of Departments of Agricultural University, Ludhiana, on 12th May, 1965.

1. This University was established in 1962. It provides instruction in agriculture, agricultural engineering and veterinary science at two campuses - Ludhiana and Hissar. All responsibility in the matter of teaching, research and extension education in agriculture rests with the University.

2. At the school level, students are not adequately prepared in basic sciences and humanities and thus they come to the university with a poor knowledge of Physics, Chemistry, Mathematics and English.

3. To enable poor but deserving students who are unable to proceed beyond the middle or high school, the University conducts an agricultural

a stipend of Rs. 30 p.m. This course is very popular.

4. During the Fourth Plan, the University proposes to start a number of vocational agricultural schools for students who fail at the middle school or high school and who are unable to continue with their studies. They will be trained in agriculture so that they can go back to the farm.

5. Unless attractive job opportunities are provided for agricultural graduates as compared with science engineering or medical graduates, the boys would be reluctant to go to agricultural education.

6. Cooperation between research and extension is being established by providing a number of subject matter specialists working at the district and block levels and maintaining liaison with the University.

7. The curriculum in agriculture should be drastically modified in the higher secondary school if it is to be terminal.

8. Villager should have a basic knowledge of agricultural practices. Students who go back to the farm after graduation will make better farmers and extension workers in their own psychological and sociological conditions.

9. Frequent changes in the system of education are not desirable. The present structure should not be changed but should be improved upon.

10. The education of the top-most five students in every school should be supported by the State so that really good students are given an opportunity to proceed to the University.

11. Regarding M.C.C., the consensus of opinion was that it had contributed to the discipline of the students. It gave a sense of responsibility to the students. If it is made optional, only those who

are interested will take it and the standard will certainly be higher.

12. The study of English should be introduced at an early age, preferably from Class III, if not from the beginning. For the sake of inter-change of ideas, uniformity and homogeneity, English should be the medium of instruction at the university level.

6. Discussion with Principal and Staff of the Government College, Ludhiana on 12th May, 1965

1. The higher secondary system has not improved standards but on the contrary has resulted in deterioration. Students are unfit for the kind of work they are required to do at the colleges.

2. Educational opportunity should not depend upon the status of a person in society but on his aptitude.

3. The policy of taking higher education to the villages is not sound. Good students always come to the towns for higher education. Only selective admissions should be allowed. Students who cannot afford higher education and talented students should be assisted by the State.

4. Certain minimum standards should be ensured in all the colleges.

5. Separate science classes in colleges should not be opened for girls if facilities exist in boys colleges to avoid duplication and conserve resources.

6. Public schools should be improved but admissions into them should be based on the basis of talent but not on wealth.

7. Several factors have contributed to fall in

standards. One of them is that teachers were not trained for the various changes that have been introduced.

8. As regards the medium of instruction, an average graduate of today cannot express himself either in English or in Hindi or in Punjabi. Thus there is really no medium of instruction at the higher secondary level but only the medium of examination. The third reason is that inexperienced M.Sc. teachers are allowed to teach degree classes.

9. The curriculum at the higher secondary stage is over-loaded with subjects and subject matter. The number of subjects should be reduced.

10. Regarding N.C.C., the group was of the opinion that when it was implemented on a voluntary basis, students were eager to take the training but now students wished to avoid it. Regular army officers do not come to the parade. Attendance is erratic and the training unsystematic. N.C.C. certainly gives a good bearing and methods of work but the results are not commensurate with the time and expense spent on the programme. It also interferes with standards of education particularly with the science classes and sports activities.

11. The element of election in the university should be reduced to the minimum possible. The number of Felloww should be drastically cut down. University Act should be reviewed.

7. Discussion with Principals and Headmasters of High and Higher Secondary Schools, Ludhiana, on 12th May, 1965

1. Students passing from the PUC are better than the higher secondary candidates.

2. The higher secondary syllabus is over-loaded to the extent of 40% over and above the PUC.
3. Accommodation for many large-sized higher secondary schools is far below standard.
4. The pattern of 10+2+3 may overcome the shortcomings of the present system to some extent.
5. There are too many examinations at present - Matriculation, Higher Secondary Part I, Higher Secondary Part II and pre-University. The first two should be amalgamated as also the last two.
6. Examination should be abolished altogether and instead only completion of education certificates should be given. There may be entrance examination to university services, etc.
7. The training provided in training colleges is not linked to the day to day work in schools.
8. Much of the difficulties of the higher secondary education arise because it is controlled by the university. If a Board of Higher Secondary Education is set up, it will improve matters and also relieve the university of the responsibility for holding examinations.
9. There is general lack of interest and devotion to duty by teachers. There is scope for improvement in the human element of the teaching profession.
10. Disparities in pay scales should be removed as for example in the teachers of science and the teachers of agriculture.
11. Competent and inspiring teachers should be provided for the primary stage by paying equal salaries for the same qualifications in whichever class the teacher may work.

12. There is a great rush of pupils to government schools because the education is free. This handicaps these institutions from providing quality education. On the other hand, private institutions get those pupils who can afford to pay for it. Education should be either free in all schools or all schools should levy fees.

D. GROUP IV - CHANDIGARH

1. Visit to Government Senior (High) Model School, Sector 16, on May 11, 1965

This is one of the 10 institutions developed as model schools by the State Department as an experimental measure*. The special features of these schools are :

- (i) English commences from Class I.
- (ii) Fairly high fees are levied ranging from Rs.10/- to Rs.15/- per month.
- (iii) Better equipment and other physical facilities are provided.
- (iv) A good faculty is provided.
- (v) A certain degree of flexibility is permitted in the curriculum.

2. This school is the only one among the 10 model schools established by the State Department where the medium of instruction is English. The school provides classes from kindergarten to class X. Total enrolment has increased over the last 11 years from 250 to 900. There is a heavy rush of applicants each year because of the quality ensured.

3. The teacher-pupil ratio is one to 30. Scales of pay of the faculty are the same as in other institutions. Attempts are made to provide first class or second class graduate trained teachers. The Department is trying to draw up a pool of first or second class graduate teachers for being posted to such schools. A large number of teachers are Masters' degree holders and all except two teachers are graduate teachers. Three posts of lecturers have been sanctioned. The results of the school are uniformly high, being 95% in the last Matriculation Examination.

*Please see Part V item 1 for a detailed account of this programme.

4. The curriculum is drawn up jointly for the 10 model schools. The three languages, namely, English, the first language and the second language start simultaneously in Class I. The standard of spoken English is very good. There is an N.C.C. Unit in the school of 50 Naval Cadets. Physical facilities in the form of laboratories and libraries are fair. The annual fee income is about Rs.80,000 and the expenditure on teachers' salaries is about Rs.1.20 lakhs.

5. Although flexibility is permitted before Class X, all the children take the same Matriculation examination; thus the challenge is absent after Class VIII.

6. It would also seem desirable to introduce a more democratic element in these institutions so that the poor but meritorious children are not excluded from the benefits of such a quality institution. The concept of developing such quality schools is, however, a sound one and worth developing further. A greater amount of provision for options and richer programmes for the gifted children to proceed further would be worth attempting.

2. Visit to Government Girls Higher
Secondary School (Sector 18) on
May 11, 1965

1. The school is located on a spacious campus with a building worth about Rs.7 to Rs.8 lakhs. The school runs in two shifts, the first shift from 6.30 a.m. to 12.30 p.m. and the second from 12.40 to 6.40 p.m. The first shift takes in classes IX, X and XI and the second shift classes VI, VII and VIII. Total enrolment is 2,300. Number of teachers is 75.

2. The school provides four diversified courses, humanities, science, home science and fine arts. Each secondary school is allocated 3 posts of Lecturers in the grade of Rs.200-500. There are altogether 768 such posts in the State. The school gets the best result in Chandigarh, next to the D.A.V. School, in the higher secondary examination. The school has good science laboratories and a fair sized library; a hostel has been put up which has not yet been occupied. In spite of the fairly spacious building, accommodation is not enough for the enrolment. Number of science teachers is also inadequate since over 320 students offer science.

3. In the middle school girls have home science as a compulsory craft. A fair sized and well equipped home science room is available.

4. An N.C.C. army unit of 50 girls is functioning in the school.

5. The craft programme includes leather work and needle work. Music is offered as part of fine arts programme and includes vocal and instrumental

3. Visit to Government Boys Higher Secondary School, Sector 23, on May 11, 1965

This school has a total enrolment of over 2000, and 72 teachers. It offers humanities and science. It works in two shifts in the same way as the Government Girls Higher Secondary School. The laboratories are better fitted and equipped than the girls school. Two NCC Units of 100 cadets are functioning in the school. The result during the last year was 85% in the middle school and 57% in the higher secondary school examination. In spite of having 24 class rooms, the school is still short of accommodation. It is also short of furniture especially in the laboratories. A boundary wall is needed for the compound. The school specialises in physical education and scouting activities.

General observation:

The State Department has prescribed 245 working days for secondary schools which includes 220 teaching days and 25 examination and other days. The distribution of holidays is as follows:

Summer vacation	6 weeks
Winter break	1 week
Spring holidays	1 week
Total	8 weeks
Sundays	45
Other holidays	20

Total 120 days.

The MLA Advisory Committee on Education, set up by the State Department under the chairmanship of the Education Minister and with the Education Commissioner, D.P.I. and Joint Directors as members, also considered this question and agreed with the recommendation made by the C.A.B.E.

at the Pachmarhi Conference, that the number of teaching days should be not less than 220 and the number of working hours 1200. The distribution of time in the school is as follows :

Classes VI to VIII.

1. Compulsory subjects - 6 (Three languages, Mathematics, social studies and general science).

A seventh compulsory subject of craft has been prescribed by the Department but is very rarely observed. Therefore, there is practically no craft teaching in the middle classes.

2. Optional Subjects: Any one out of Sanskrit, Drawing, Agriculture and Needle work. This school offers only Drawing and Sanskrit.

3. Total number of periods in the week is 48, 8 periods a day, each period 40 minutes long during the week days and 30 minutes on Saturdays. There are thus 30 teaching hours in the week.

The distribution of hours is as follows :

Classes VI to VIII - English 9, First language 8, Second language 3, Mathematics 6, Science 5, Social Studies 6, Optional 5 and physical education and other activities 6.

Class IX: English 12, First Language 7, Second Language 3, Mathematics 9, Science 4, Social Studies 7, Craft 2, Physical Education 3 and Class meeting 1.

Electives do not start until Class X.

Class X: Science Group Electives - three subjects, each having five periods, total 15.

Core Subjects: Mathematics 8, English 7, First Language 6, Second language 2, Social Studies 5, General Science 3, Craft 1 and Class meeting 1.

In the case of Humanities group, the same distribution is followed as above except for the fact that the first language gets three periods and general science six periods. It may be observed that no time is provided for physical education within the time-table.

<u>Class XI:</u>	Electives (3)	30
	English	10
	1st Language	2
	2nd Language	3
	Crafts	2
	Class Meeting	1.

Observation:

Without a foundation of craft in the middle schools the provision of craft in higher classes seems without much purpose. There is no theory examination in craft. The practical part is examined by the university but it is nominal. The distribution of time between the subjects does not seem to follow any basic principle but is mainly geared to prepare the pupils for the examination.

Staff:

Principal	1
Lecturers	3
Under-Graduate Teachers	28
Graduate Trained Masters	40

A graduate teacher when he starts his career gets about Rs.200 and a master's degree holder with first or second class will get about Rs.250/- and when he gets his maximum he will receive about Rs.400/-. At Chandigarh several allowances are given such as the Chandigarh City Allowance, D.A., Temporary Allowance, House

4. Visit to State Institute of English and discussion with staff on May 11, 1965

1. This Institute was started in September 1963. So far its activities have been confined to the training of secondary school teachers. In view of the magnitude of work involved, 40 schools have been selected by the State Department where the structural method will be tried out. Teachers from these schools are trained by the Institute and are expected to be posted back in these schools. Four courses, each of four months' duration, have been completed so far and over 120 teachers trained.

2. In these 40 schools books written on the structural method and developed by the Institute of English, Allahabad, have been introduced. This is the second year of the scheme; the programme having been introduced in Class VI and Class VII.

3. A proposal has been made for a crash programme of training 2000 teachers a year in four week course based on the 'Snow-ball' scheme of Madras.

4. One of the problems seems to be the lack of coordination between the training of the teachers and their placement in the selected schools. There is need for rationalising the transfers of these teachers.

5. As regards production of literature, notes on the teaching of English have been circulated to the teachers.

6. At present the B.A. students take English compulsory in their three-year degree course and offer one paper each year for three years. This is all the background that the student has in English. But all these students are expected to teach English

in the secondary schools. This background seems to be inadequate to make a good job of English teaching.

7. It would appear necessary to re-examine the training programme to see whether it could be tied up more closely with a new method of teaching English in these schools. With the proposed programme of introducing English in class IV, the problem of teacher supply would take on more acute proportions.

5. Discussion with the Faculty of the Post-Graduate Basic Training College on
May 11, 1965

The Course in English Methods

1. The point raised in the State Institute of English that the syllabus on the methods of teaching English in the training colleges was not linked with the new methods of teaching required in the classroom, was discussed. The Principal pointed out that the only lacuna in the training college syllabus was the absence of structural approach, but the lecturer had been trained in that method and he acquainted the students with it in the process of his teaching.

There was no provision, however, for teaching phonetics but lectures were organised unofficially. It was also pointed out that the teaching of phonetics was very difficult at this stage and in such a short time, when the pronunciation of students had already been set. A further problem was that when teachers went back into the schools, the structural method was not followed. The training college, therefore, tried to introduce the students to the various methods of teaching English leaving it to his resourcefulness to select the most appropriate method in the classroom situation. The

nationalised textbooks in English followed no particular method at present. However, the Department had set up a committee recently which examined the textbooks produced elsewhere such as Allahabad, to see whether they could be adapted.

Out of 212 students, 135 take methods of teaching English but there is only one Lecturer to handle this big group.

Craft Teaching

2. The question of the function and purpose of teaching of craft in the training college was discussed. At present there is little or no craft teaching in the middle schools. In the higher secondary schools there is only a nominal provision for craft. It is also doubtful whether the training given in the training college is sufficient to give them the necessary skill to handle craft at the higher secondary school. The general opinion was that they needed further training. In this context, it was a point for consideration whether devoting nearly 25% of the trainee's time to the learning of craft was worthwhile. Did he use that skill at all? Did craft need a specialised teacher or could it be taught by other teachers? If it could be taught by other teachers, why did we have special craft teachers in schools? If it was to be taught only by specialised teachers, why did we impart this training to every trainee?

If it was a matter of cultivating attitudes to work, students at this age were too old for new attitudes to be developed. It was also pointed out that most students took craft as a burden because it had no purpose. A programme related to

other subjects such as workshop skills for science teachers, etc., would have a greater functional value.

Vitalising the Teacher Training Programme

3. The question was raised as to how the training programme can be kept vital. What is 'vitality' in a training programme? The following suggestions were made :

- (a) Skills which are useful and related to a need should be introduced, such as, workshop skills, carpentry and masonry.
- (b) Students and faculty should take greater part in maintaining the college premises and depend less upon servants.
- (c) Selection of teacher educators has to be carefully made. People with insight into life and with a capacity to make an impact on education should be selected for these posts.
- (d) Scientific criteria should be developed for selection and admission of candidates to training institutions.
- (e) A system of recruiting teachers before they are trained might make them take the training programme more seriously.
- (f) Greater emphasis should be laid on practical work, and demonstration lessons.
- (g) Schools are not too enthusiastic about students coming to them for block practice. This could be improved if the teacher educator makes greater effort to enthuse the students and the schools in this co-operative task. He must associate himself very closely with the practising schools.

(h) Teacher training has not been given the recognition of a technical institution. The professional importance of teacher training should be recognised and scales of pay should be on a par with technical colleges.

Training Programme for Teachers of the Mentally Retarded

4. The training college has a programme for training teachers of the mentally retarded. So far 27 teachers have been trained in this subject. A laboratory school for the mentally retarded is available on the campus. It is a point to be examined whether teachers who are trained through this course will find situations in which their training would be used. There is need for relating the training programme to the employment potential in this special area.

6. Visit to the Government College for Men and Discussion with Principal and Faculty on May 12, 1965

1. There are 880 students on the rolls and the staff has 54 members. The college offers undergraduate courses in science and arts. The enrolment in science is slightly more than that in arts.

2. The major part of the discussion was on whether the scales of pay of affiliated colleges should be the same as that of the university. How is work-load defined? Is it only by the number of teaching hours? Equality in scales of pay based on the same qualifications, and teaching the same class for the same number of hours, may still elude the factor of efficiency. Equalisation should be considered in the total context of the teaching profession rather

than for specific groups. Also the system of remuneration should be such that the incentive to reach up will always be present.

3. A suitable machinery should be evolved to evaluate affiliated colleges and help them to grow. When institutions come up to standard they may be declared autonomous or treated as constituent colleges and given university scales of pay.
4. It would also be worthwhile to consider the idea that no professor in a university should continue for more than five years unless his performance justifies it.
5. The University Education Commission recommended that Government colleges should be handed over to the universities. But this suggestion did not succeed in a State like Mysore where the Government colleges became subservient to the affiliated colleges and finally the Government had to take them back. That the State Department should not take on the load of running Government colleges is correct but to hand them over to the University does not appear to solve the problem. Perhaps the alternative solution would be to create an autonomous body for Government colleges with funds from the State Department and the University Grants Commission. This would help to delink the scales of pay of Government colleges from the rest of the pay system. Such an autonomous organisation would provide more academic freedom to the faculty for research, experimentation, etc.
6. There is no coordination between higher secondary and the university curricula at present. It would be desirable if model syllabii for all stages could be prepared by the Centre.

Medium of Instruction

7. A large section of the Faculty was of the opinion that English should continue as a medium of instruction in the colleges and that Hindi or the regional language should be introduced only when their literary status was raised sufficiently high. The general feeling was that although theoretically the highest education should be available in the regional language, the ideal conditions necessary for that step do not exist, and we are not yet ripe for the change over.

Another body of thought felt that sufficient attention had not been given to developing the regional languages. Also, there is a close relationship between the language of instruction and the language of employment in determining the medium of instruction.

In the B.A. courses in the Punjab University there is no scope for a student to study any of the regional languages. This is another handicap in developing the local language.

7. Visit to the Home Science College and
Discussion with Faculty on May 12, 1965

1. This college was started in 1961. It offers a three-year course in Home Science for students who come after higher secondary or P.U.C. or Indian School Certificate Examination. The total enrolment is 158 with 80 students in the first year, 49 in the second and 29 in the third year. The college is located in premises designed for a higher secondary school. In the opinion of the Faculty, the accommodation is not enough to provide for the variety of practical courses and the many groups into which the students have to be divided.

2. The staff also seem to feel that the scales of pay are not attractive enough to draw Master's degree holders in Home Science. The college is being taken up by the Ludhiana Agricultural University when the faculty will get university scales of pay and the problem would be solved. When a doctor is appointed on the college faculty it would be desirable to treat her on the cadre of the medical department, lent to the college on deputation basis.
3. There is a proposal for starting the M.Sc. course but this can fructify only when more staff is available.

8. Visit to D.A.V. Higher Secondary School and attached Junior Model School on 12th May, 1965

1. This institution was started in 1886 in Lahore and was shifted to Chandigarh after Partition. Its total enrolment is 2,500 including the junior model school. It has a staff of 72. The school runs in one shift from 7 A.M. to 1 P.M. The junior model school has classes I to V, and the higher secondary school from classes VI to XI. Fees are levied at the following rates :

Class I to Class V	Rs.11/-
Class VI	Rs.3.50
Class VII & VIII	Rs.5/-
Class IX	Rs.8/-
Class X	Rs.9/-
Class XI	Rs.10/-.

The Department has permitted the school to levy 50 paise more than the accepted rates in the middle school classes and Re.1 extra in the higher secondary classes. This is because the school gets very little grant-in-aid from the Department and has to make up its deficit from fee income.

2. English is started from Class I, Hindi from Class I, and Punjabi in Class IV. When these students come up to middle school they are put in separate sections with advanced English; otherwise the advantage of having a special programme in Classes I to V is not made use of very much in the higher classes. However, the performance of these students in English is better than other students.

3. The school has a consistent record of the best results in the State in the higher secondary examination for the last several years. In the higher classes the medium of instruction is English in the sciences. The school building has been put up at a cost of Rs.4 lakhs. Physical facilities have been very well utilised, but accommodation is inadequate for the enrolment. Several classes are held in the verandah and three classes are held under the trees with a very ingenious arrangement of cement seats and writing desks. A special room has been set apart for social studies where every inch of wall and ceiling space has been used for illustrating various aspects of historical and geographical phenomena. The Library has a fair collection of books. One period is set aside for each class per week for library work. The teacher pupil ratio is 1 to 35. Annual expenditure is Rs.1.67 lakhs. There is a hostel for boarding 60 students.

4. The curriculum differs from other higher secondary schools in the following features :

(a) Four languages are taught in Class VI and VII - English, Punjabi, Hindi and Sanskrit.

(b) Elective subjects start from Class IX and the time allocated for electives increases in classes X and XI.

(c) Ved path is taken up by all students, whatever denomination they may belong to.

(d) In Class VII, Sanskrit is the alternative to Drawing.

5. A bulletin board is put up in every class in which are displayed the photographs of the most regular boys of the month, the best essay writer, the best poem writer, etc.

6. The school has a system of minus marking under which a boy loses marks for certain lapses like irregular attendance, etc. and gets plus marks for certain positive qualities like honesty, etc. One clerk is in charge of all the 2400 pupils and makes the entries as they reach him from the headmaster. When a boy gets minus marks his parents are informed either to withdraw the pupil or to help him to make good.

9. Visit to the State Institute of Education on May 12, 1965

1. The members of the Commission met the faculty of the State Institute of Education and the Junior Basic School as well as the teacher educators and block education officers who were attending a four week training course in the Institute. The following two points were discussed :

- (a) How the inspecting officer can devote time to academic work in the course of his inspection and supervision?
- (b) Whether greater coordination can be achieved through a system of school complex.

2. It was observed that at present the block education officers are able to give about six to seven hours to each school in a year spread over one inspection and two visits. Out of this only a small proportion goes to academic work. Besides, the B.E.O. is to attend to many other administrative duties also. A view was expressed that a school with three teachers should be visited once a month and five hours should be devoted. But this arrangement would need a very much larger number of officers which might not be feasible.

3. The alternative would, therefore, be to decentralise the supervisory functions and make headmasters of high schools or middle schools responsible for the guidance and supervision of a cluster of schools around them. This assumes that the high school selected as the centre of such a complex should have good facilities, should have at least four trained graduates, and that the headmaster should be relieved of other duties to enable him to devote time to this work. A suggestion was made that if the headmaster-supervisor also maintained the C.Rs. of the teachers of the schools in that complex, his supervision would have greater weight. The headmaster-supervisor should be given special training for this task. He should not have to supervise a group of more than 30 to 40 teachers in 10 to 12 schools located within a radius of 4-5 miles.

4. At the district level, there would be one officer who would discharge both administrative and supervisory functions. Under him there would be two officers, one taking care of the administrative work and the other of the supervisory work.

10. Discussion with Vice-Chancellor and Members of the Academic Council of the Punjab University on 12th May, 1965.

1. Dr. A.C. Joshi, Vice Chancellor, explained in brief the special features of the university organisation. The honours school system for science students was the only one of its kind in the whole country. The standard of the theory course of the honours school is on a par with M.Sc. of other universities.

2. The Master's degree course had till now, been purely by research but from the current year two theory papers were also introduced. But there would be no regular instruction but only guided reading and discussion. The university also proposed to introduce inter-disciplinary courses such as bio-chemistry, bio-physics and micro-biology.

3. The out-put of M.Sc.s is so limited that the university cannot supply Masters' degree holders to affiliated colleges. Given additional facilities it might be possible to increase the output in the course of the next five years.

4. Every new university should be principally concerned with improving the academic standard. A purely affiliating university has no effect on standards but it only conducts examinations. All teaching universities in the State should join hands so that the benefit of all of them would go to all the affiliated colleges. This would be better than one university projecting itself on all the colleges.

5. The benefit of a teaching-cum-affiliating university comes through curriculum framing. The

Board of **Studies** of the Punjab University has a good representation of the affiliated colleges. The university professors are ex-officio members.

6. As regards evening colleges, the university has laid down that the members and instructors of these colleges should work during the day at research and improve their own qualifications and qualify themselves for full lecturer's posts. This provides an incentive for the members and instructors to maintain professional growth.

7. As regards pay scales, the university lays down scales of pay for the non-Government colleges and the Department of Education does so in respect of the Government colleges. The discrepancy in the scales of pay no doubt agitates the mind of the affiliated college faculty. However, the Government grades are linked with other departmental scales. However, there should not be too big a gap between university scales and affiliated college scales.

8. In order to raise the quality of affiliated colleges, the university is thinking of setting up regional centres with staff from the university. Three centres are likely to be set up in the Fourth Plan at Simla, Rohtak and Jullundur.

9. As regards the medium of instruction, the Vice-Chancellor was of the opinion that whenever a university changed to the regional language, provision for English medium should be provided at the same time. At the post-graduate level he was of the opinion that there should be only one medium, namely, English today and Hindi when it comes. English should begin after primary

stage, and whatever deficiency exists should be made good in the pre-university course which should be a remedial stage.

10. Regarding the proposal of the State Government of setting up of an autonomous board for secondary school examination, it was pointed out that the conduct of these examinations was giving an annually increasing income to the university and this allowed a certain degree of freedom and flexibility. The State should now give a block grant to compensate for this loss plus a 5% annual increase so that the university can look ahead and plan accordingly. It was suggested that the grant should be made on the basis of the estimated committed expenditure for five years, and in addition a developmental grant should also be given which can be fixed every five years.

11. A Committee of Vice-Chancellors for each State with one of the Vice-Chancellors as Chairman in rotation, might help in co-ordinating and maintaining standards. This will not be a grant giving body.

11. Discussion with the Faculty of the Punjab University, on 12th May, 1965.

1. The examination system and the relationship between external and internal examiners was discussed at some length. It was pointed out that the papers are set by the internal examiner in the sciences but the external examiner evaluates the papers first, and then the papers are evaluated again by the internal examiner and differences are reconciled by correspondence. Wherever the two do not agree, the Chairman of the Board of

Examiners makes the final decision. In the Arts subjects, however, the papers are set by the external examiner. This practice was introduced because of certain malpractices in the past. However, the Faculty seemed dissatisfied with this arrangement since they had no scope to moderate the papers or to modify it in any other way. Some day we shall have to think of abolishing examinations. The question was at what point do we begin? The post-graduate departments seem ideally suited for such an experimentation and the introduction of sessional evaluation. In the science honours scheme the internal examiner is consulted at every stage and therefore this weight to sessional work is achieved in a large measure. In the arts side also it would be desirable to follow it.

2. A suggestion was made whether a pre-Ph.D. course could be introduced in order to provide an intermediate research degree. Opinion was, however, divided on the advantages of such a degree.

3. Prof. Mathur raised the question as to how a language lecturer can be induced to teach and how he should be trained and made a truly university professor. A suggestion was made that a short orientation course of three to six months would be helpful during the first summer vacation after he joins. Some of the advanced centres may serve as the orientation centres and these may be according to rates fixed by the U.G.C. These centres may also organise continued refresher courses for university faculty.

4. There is considerable wastage among the undergraduate students in the form of failures. This will have to be checked by better methods of selection through carefully organised interviews. At present those who are not fit for honours course are sent to the pass course by December but such a safety procedure is not available for arts students. Increased facilities for students, good teachers and a good atmosphere will contribute to the reduction of wastage.

12. Discussion with Representatives of Students of the University on 12th May, 1965

1. In the engineering college, the emphasis on practical work is not sufficient, and instruction is largely theoretical. The staff themselves do not possess sufficient practical training, and need to be given orientation and training in practical work.

2. Examination system is not a very good indicator of ability. Many students with limited knowledge get first class which really does not indicate quality of attainment.

3. There is too much specialisation in the M.Sc. The syllabus looks all right but the testing is limited. There is no internal assessment. Students should be tested for aptitude and not for knowledge only.

4. Regarding failures in English, the students were of the opinion that this was largely because many students came from villages. They were of the opinion that a clear policy should be followed as regards English as medium of instruction.

5. Admission to public schools should be on competitive basis and not merely on the basis of first-come-first served.
6. In the medical colleges it is important to have good proficiency in English.
7. The adjustment to university after higher secondary is very difficult and therefore the earlier the students go to the university the better.
8. Regarding the papers set for the examination, the students stated that very often they were not in proportion to the emphasis given in the syllabus. They were of the opinion that papers should be set by those who teach the classes.
9. At present research students in the M.Sc. course proceeded by the trial and error method. A six month course in research methodology at the beginning of the course would help them considerably in getting on to their research work with confidence. Research work is largely dictated by the guide. There is little free choice left to the students. Research students also felt the need for having more knowledge on applied sciences.
10. There should be more scope for self-study and library work.
11. The students felt the lack of a common forum for students to get together.
12. As regards the utilisation of vacations,

arranged by colleges; during the first part of the vacation, students who were in hostels would like to spend the time at home, but during the second part they would like to go out on for hikes, visit holidays homes, etc. But this would be possible in most cases only if they get part-time jobs to finance these tours.

The students were also of the opinion that there were too many holidays at present, and that a total three months of holidays distributed throughout the year would be enough.

PART IV - LIST AND SUMMARY
OF MEMORANDA SUBMITTED
TO THE EDUCATION COMMISSION
IN PUNJAB

1. LIST OF MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION IN PUNJAB.

<u>Sl. No.</u>	<u>Name and address</u>	<u>Brief subjects</u>
1.	Prof. V.S. Mathur, Principal, State Institute of Education, Patiala	1. The Language Problem 2. Primary Education 3. Teachers 4. Teachers
2.	Shri S.D. Vashist, Principal, Technological Institute of Textiles, Bhiwani	5. Uniform Language Policy
3.	Shri P.L. Gupta, Convenor, Ferozepore Unit, Punjab	6. Aims of Secondary Education
4.	Dr. Jaswant Singh Bedi, Chandigarh	7. Elementary Education Junior High School Secondary Education
5.	Dr. Mulk Raj Anand, Department of Fine Arts, University of Punjab, Chandigarh	8. Place of Hindustani as a link language
6.	Shri Mangat Rai Agarwal	9. Language Issue
7.	Shri Samuels, Principal, St. Paul's Higher Secondary School, Palampur	10. Elementary Education
8.	Shri H.L. Seth, Chandigarh	11. Our Education
9.	Shri G.L. Bakshi, Chandigarh	12. Wastage and Stagnation
10.	Dr. Nazar Singh, Reader in Organic Chemistry, Punjabi University, Patiala	13. Chemical Education
11.	Punjabi University, Patiala	14. University Education
12.	Principal & staff of Randhir Government College, Kapurthala	15. Secondary Education
13.	Principals of Higher Secondary Schools, Amritsar	16. a) Concept of the Multipurpose School b) Examination and Evaluation

<u>Sl. No.</u>	<u>Name and address</u>	<u>Brief subjects</u>
		c) Improvement of Teaching Personnel
		d) Improvement in methods of Teaching
14.	Punjab State.(Government) Library Association	17. Importance of Libraries in Education
15.	Shri Ramprakash Sharma, Principal, Government Multipurpose Higher Secondary School, Patiala	18. Multipurpose Education
16.	Shri C.L. Kapur, Senior Lecturer, Government Training College, Simla	19. Place of Sanskrit in School Education
17.	Punjab Educational Forum	20. a) Student Welfare b) Student Welfare Association c) Duration of educational stages
18.	Bibi Amtus Salam, Chairman, Kasturba Rural Institute of Higher Education, Rajpura, Patiala	21. Fundamentals of Education 22. General

2. SUMMARIES OF MEMORANDA RECEIVED FROM EDUCATIONISTS IN PUNJAB STATE.

Memoranda submitted by Prof. V.S. Mathur, Principal, State Institute of Education, Patiala.

1 - The Language Problem

1. A link language is essential for India. Till now English has served this role. But now we have to think of adopting one of the Indian languages as a link language.
2. English can continue as a language of inter-provincial communication and as a medium of instruction for higher education.
3. If necessary the question of which Indian language is to be the link language can be reopened and examined objectively. But once it is decided upon, firm steps should be taken to adopt it.
4. Instead of strengthening Indian languages we have taken steps to improve the teaching of English. This is not a happy trend. Indian children should know more of Indian languages and English can remain only the third language.
5. The teaching of the mother-tongue should be started from Class I, the national language from Class III and the third language (English) from Class VI or even Class VII. Students whose mother tongue is the national language should study another Indian language.
6. Medium of instruction at the school should be the mother-tongue. English should not be permitted anywhere.
7. A common script should be evolved for Indian languages. Together with a common standardised vocabulary for official and technical terms it will

languages.

8. All higher learning should be through a link language which at present is English, but later will be the Indian link language. The change-over should be completed within a specified period, latest by 1980.

2 - Primary Education

1. Two basic problems have not been given sufficient attention in the educational development of the country:

- (a) The development of primary education; and
- (b) Developing teaching as a profession of prestige.

2. Secondary education has been given more attention and primary education has been most neglected.

3. Primary education must be dealt with as a national emergency and primary schools should be provided with better physical facilities, if necessary by saving from other schemes.

4. For the next 10 years, three-fourths of educational expenditure should be on primary education.

3 - Teachers

1. Teaching must be made a well-paid and prestige profession. There should be no difference in grades of pay between elementary school teachers and secondary school teachers. A running grade of Rs. 200-600 is recommended.

2. Salaries of all workers having similar qualifications should be the same whatever be the profession.

3. If teachers are given greater respect, brighter people would prefer to join the profession even at lower emoluments.

4. A new slogan should be given to the country, namely, "one son to the army" and "one child to the teaching profession."

4 - Teachers

1. Values have so changed that talent goes to professions where salaries are higher and not to those where work is more rewarding. Aptitudes are totally disregarded.

2. The Indian teacher is neither well-paid nor is he held in high esteem.

3. Teacher should be given academic freedom, and a greater say in educational development.

4. Teachers should be paid according to qualifications and not according to the type of institutions they work in.

5. There should be only one running grade for headmasters: Rs. 450-1000. Promotions to headmasters' grade should be automatic, based on seniority and good work.

6. Most of the higher grade posts in education are on the administrative side. The teaching line, therefore, loses its best people when they earn their promotions. This has to be remedied. Only those who desire to go to administration should be sent there. Others should be given their promotions wherever they are.

7. Personal and professional growth of teacher is important and should be treated as a career-long process.

8. The system of sabbatical leave with pay, should be introduced for teachers for travel, study and other personal and professional growth.
9. System of summer schools helps professional growth.
10. Teachers participation in professional conferences should be encouraged.
11. Personal libraries of teachers should be encouraged through ad hoc grants to beginning teachers to purchase books on a matching basis. This should be repeated every five years.
12. Professional organisations in India are small in number and function more as trade unions.
13. Education Departments should call meetings of representatives of teachers associations along with educationists and help them in revitalising and orientating their efforts to educational progress.
14. Any extra expenditure involved on the above proposals could be met by cutting down wastage and by rationalising the fee structure in schools and colleges. Fees should be charged according to the income of the parents.
15. Teachers' remuneration can be increased only if the pupil-teacher ratio is raised. Teachers should be trained to deal with large classes through group techniques, programme learning etc.

5. Uniform Language Policy

Shri S.D. Vashist, Principal, The
Technological Institute of Textiles,
Bhiwani.

1. It has been wrong policy to have divided the country on linguistic considerations. It should have been divided by straight lines into various zones, for administrative convenience and not language considerations.
2. The language of administration throughout India should be Hindustani in Devanagri script.
3. Later, commonly used words from other Indian languages should be incorporated into Hindustani.
4. Till Hindustani is developed, English should remain as associate official language at the centre and in the zones for another 10 years.
5. To adopt a foreign language as an official language indicates slave mentality. All Indian languages should be given facilities to encourage their literature.
6. Hindustani should be common medium of instruction all over the country in primary and secondary stages.
7. Education should be free or made inexpensive up to secondary stage throughout India.
8. After secondary education, students should enter various professions and only those with aptitude should go to universities.
9. The medium of instruction in universities should also be Hindustani all over India. English should be an additional compulsory subject.
10. In technical and other professional colleges medium of instruction should be Hindustani. Until it is fully developed with suitable words on technical subjects, English should be the medium.

11. Professional institutions should be distributed equitably all over India, backward regions receiving due attention.

12. All India Service of Education is a good idea provided persons of one region do not monopolise the services.

6. Aims of Secondary Education

Shri P.L. Gupta, Convener,
Ferozepore Unit, Punjab.

1. On the completion of 11 years of schooling an Indian boy should be able to earn Rs. 150.00 and maintain his family.

2. Up to Class VI, the boy should study the mother-tongue, Hindi or English and Mathematics.

3. The remaining five years should be spent in a polytechnic type of school for a certificate.

4. These polytechnic style of institutions will provide various areas, such as agriculture, commerce and technology, and in coastal areas, courses in fisheries.

7.(a) Elementary Education

Dr. Jaswant Singh Bedi,
Coordinator, Post Graduate
Basic Training College,
Chandigarh

1. Elementary education should be dealt with on a war emergency basis.
2. It should be made a concurrent subject.
3. An Education Act similar to the 1944 Act of Education in England should be introduced to bring about uniformity in the States.
4. Liberal grants should be given to encourage "good education".
5. Primary teachers should be better equipped and this can be done by the Junior Basic Training Course being extended by another year to make a 3-year course leading to a B.Ed. degree.
6. Ideally, all primary teachers should be B.Ed. but in the meanwhile at least a B.Ed. teacher should be in charge of a primary school.
7. Special courses should be started for teachers of science.
8. Special attention should be paid to elementary school buildings.
9. Big-sized model primary school should be established one in each block to illustrate modern techniques of teaching.
10. Mid-day meals and medical check-up should be introduced.
11. Primary school teachers should be given summer reorientation courses.

(b) Junior High Schools

This is a weak link in our education. Pupils of this age group should be given rich experiences through workshops and arts and crafts.

(c) Secondary Education

1. Higher secondary schools have not been a success mainly because they offer only one or two groups, mainly humanities and science.
2. Existing schools should be consolidated into large sized schools with a number of groups.
3. Co-education should be introduced in the higher classes, especially in science groups where science laboratories are needed.
4. Secondary stage should be terminal for most students. One year may be added to give a 4-year education.
5. Students passing out of this programme should be able to join a profession.
6. A multipurpose school should be started in each district by the Union Education Ministry.
7. Guidance services and placement bureaus are needed.
8. Summer seminars should be organised for weak students and teachers.
9. Research methods should be introduced as one of the courses in B.Ed. or B.T., to help teachers to solve their day-to-day problems.
10. Training colleges for secondary schools should offer four-year programmes of liberal-cum-professional education.

8. Place of Hindustani as a Link Language

Dr. Mulk Raj Anand, Department of
Fine Arts, University of Punjab,
Chandigarh.

1. The language issue is to be tackled with caution. The constitution may have to be changed to make Hindustani rather than Hindi and the link language of India.
2. The Roman script should be adopted as complimentary of Devanagari.
3. Basic Hindustani should be popularised with more words taken from science and technology.

9. The Language Issue

Shri Mangat Rai Agarwal

1. Dedicated and capable personnel are essential for a sound and well planned system of education.
2. A crash programme of training new teachers and improving the quality of existing teachers should be started. Radio and correspondence should be used for giving lessons, supplemented by practical field work.
3. Definite standards of knowledge should be prescribed for different types of teachers within a fixed time limit. These should be examined at the end of this period and classified according to their fitness to teach different grades.
4. Uniform syllabi, textbooks, examinations should be adopted for the country for various stages of education.
5. Duration of B.T. and B.Ed. course should be two years and for others one year.
6. Emphasis in training should be on acquisition of knowledge and cultivation of discipline and the sound knowledge of teaching technique.
7. One model training college should be opened in each State, each for 200 teachers, and staffed with the best personnel.
8. One Residential University should be developed in each State by the Central Government to produce the best men in each field.
9. Education should be on the concurrent list.
10. An educational cess on a graduated scale should be levied.
11. Moral and ethical education should be imparted.

12. Education should be nationalised with uniform scales of pay etc.

13. After higher secondary stage, students should be allotted to specialization according to their taste and capacity, and national needs.

14. A close liaison should be maintained between the requirements of Industry and Government, and the man-power produced by colleges and schools.

15. Study of Sanskrit should be made compulsory from Class V.

16. Hindi should be the link language and should be compulsory to higher secondary. All Government servants should learn Hindi within a time limit of 10 years. No one not knowing Hindi should be recruited after this date.

17. There should be one script for all Indian languages.

18. Study of the third Indian language (a South Indian language for North Indians) should be arranged.

19. Education up to the degree level should be in the regional language.

20. Arrangements should be made for the study of modern Asian and European languages.

10. Elementary Education

Shri Samuels, Principal, St. Paul's
Higher Secondary School, Palampur

1. Elementary school curriculum needs to be overhauled in the light of three long-term objectives:
 - (i) It should help the child to understand his environment.
 - (ii) It should lead him to accept ideals of conduct of a democratic society.
 - (iii) It must assist him to master skills essential for living in a modern society.
2. Size of school: Minimum size of a school should be sufficient to provide one teacher to a class. Research should be carried out on the optimum, minimum and maximum size of elementary size units.
3. Number of working days in the year should be determined by the objectives to be realised.
4. Time-schedule should be standardised in the different parts of the country.
5. Age of entrance to school, articulation between classes, organisation of instruction, classification of pupils, promotion period, all these require scientific investigation.
6. The sequence of subjects in the daily programme should follow certain principles.
7. Time allotment should be based on research and on experimental data.
8. Salary scales should be fixed according to certain formula depending on teachers' experience and qualifications. The scale should be such that a teacher will reach his maximum in ten years. Salaries should reflect the fluctuations in the cost of living.

9. Curricula for Teacher Training: The type of training programme required, its purpose and objectives, period for training should be determined.
10. Systematic appraisal of elementary school textbooks should be carried out. The present books do not take into consideration basic vocabulary, format, children's interest and difficulty of material.
11. Criteria should be laid down for evaluation of supervisory programme. Supervision should be a cooperative enterprise between supervisor and teacher.
12. In-service training should be provided.
13. Rating of teacher's work should be stopped because its validity is open to question and it reduces teacher's freedom.

11. Our Education

Shri H.L. Seth, Chandigarh

1. The object of basic education has been totally defeated. It can be achieved only if education is made simple, light and classified according to individuals.
2. Textbooks should be written according to the capacity of the students and should be sincerely and honestly scrutinised before selection.
3. Character of students should be upgraded and they should be taught how to behave with their fellow beings.
4. There should be one uniform scheme of education throughout the country.
5. Education should be classified for five categories of students: (i) for those who are to become skilled manual workers or Class IV servants, (ii) for those who are to work as daftries, postmen, telephone attendants, etc., (iii) for those who are to be

prepared for clerkship, (iv) for those who can proceed for higher education, and (v) for those who are absolutely dull but physically fit for manual jobs.

The author proceeds to describe the courses and the duration of study for each of these five categories: Category (i) is to have eight years of education and training in skills during Classes VI, VII and VIII; Category (ii) will have education up to Class IX and will enter Junior Service; Category (iii) will have education up to Class X and will enter, what the author calls, "Senior Service"; Category (iv) will go on up to Class XI and will pursue academic studies; and Category (v) will have no such thing as promotion but will be awarded certificates at the end of Class V.

6. Results should be declared as only pass or fail and there should be no divisions and other distinctions.

7. There should be no reservation of seats for any group of people either in school or in employment.

8. Selection, admissions and promotions should be only on merit.

12. Wastage and Stagnation in Higher Education

Shri G.L. Bakshi, Chandigarh

This paper deals with the wastage at universities.

The following points have been made:

1. At present there is a great deal of wastage in the university classes from the first year to the final year. This results in wastage of public funds.
2. The challenge of educational expansion can be met by reducing failures and with present resources.
3. Failures also postpone the earning stage of the young people, and constitutes national loss.
4. Failures cause damage to the emotional and spiritual health of youth.
5. Factors responsible for wastage are students, teachers and teaching methods, educational plant, education system, social economic and political climate.
6. The present open door policy for admission to universities and parental ambitions bring students without an aptitude for college education to the universities. This adds to the number of failures.
7. Students do not put in regular and serious attendance throughout the year. There should be a built-in mechanism to ensure regular work by students - through written assignments, seminars and work papers, supervised study and periodical tests.
8. Student strikes and agitations steal considerable amount of time from their studies.
9. Teachers should be carefully selected. Methods of teaching should also be made more interesting.

11. Teachers should set an example of scholarship and seriousness. Research and constant study should be maintained by the teacher to keep himself fresh.
12. Residential accommodation should be provided for teachers at the campus.
13. Arts students should be given a programme of work and a curriculum which needs at least as much work as is put in by Science students. The programme for Arts students is too soft.
14. Teachers and students should put in hard work, and avoid slow and lethargic attitudes.
15. Reform in examination should be carried out urgently and this reform should combine the good points of external examination and internal assessment.
16. Priority should be laid down in respect of educational plant so that the limited funds available could be best utilised. We should have two models, an ideal one and a workable one, the workable one being ensured at all places and constant efforts being made to upgrade the workable model to the ideal one.
17. Poverty and social disabilities should not be permitted to stand in the way of education.
18. Hostel facilities should be provided for students to draw them away from unauthorised and unhealthy lodgings.
19. Political agitations should be kept out of educational institutions.
20. All unauthorised lodgings should be converted into authorised ones conforming to certain standards.
21. Day hostels should be provided for students coming from overcrowded homes or in the alternative some classrooms may be kept for study after college hours.
22. Poor but gifted young persons should be released from financial anxieties through scholarships and stipends.

13. Chemical Education in India and the Model Draft Syllabi

Dr. Nazar Singh Ph.D., Reader in Organic Chemistry, Punjabi University, Patiala

Observations have been made on the teaching of chemistry in the school and the university, and a few suggestions given for the improvement of the courses in India.

2. Instruction in chemistry is done in four stages -

(i) General School Chemistry

(ii) Pre-University

(iii) 1st degree course

(iv) Post-graduate

3. In most countries the school curriculum tapers from a base of 7 or 8 subjects to a narrow platform of 5 or 6 subjects in the last two grades (age group 15 and 16) and becomes specialised except in India and U.S.S.R. where it is 7 or 8 subjects even in upper grades. The standard of attainment is better at this stage in the U.K., Germany and the U.S.S.R. than in U.S.A. where energetic steps are being taken to improve the standard. In India the standard attained remains poor.

4. Pre-University Stage: This stage is for 2 or 3 years and is complete at the age of 18. In U.K. this stage is the 6th Form. Those who wish to enter universities take the G.E.C. Examination at the 'A' level. Instruction in chemistry is in the form of three disciplines - Inorganic, Physical and Organic Chemistry. These are presented as unified syllabi for two years. In India the old Intermediate (11 & 12th grades) has been split into two parts, one year going to the school and the other to the degree course which now becomes a

3-year course. This move has been made without keeping in mind the standard acquired for entry to the degree course, and has led to lowering of standards. Grade 13 represents the unfinished stage of the pre-university course and it cannot be integrated with a 2-year degree course. The courses for grades 11 and 12 should remain together as an integrated one and retained in the college. Placing inorganic chemistry in the 11th grade (school) and organic chemistry in 12th grade (college) or even half of each in the two grades is not conducive to efficiency.

5. First-degree course in science and the M.Sc. degree in Chemistry.

The span of undergraduate course is two years. In advanced countries it varies from 3 to 5 years. The basic chemistry course in India does not include some advanced topics that other countries have in their course e.g. study of alkaloids, steroids, terpenoids etc. in Organic Chemistry; quantum mechanics, statistical thermodynamics etc., in Physical Chemistry, and actinides and lanthanides in Inorganic Chemistry. Organic Chemistry does not include modern physico-chemical fundamental concepts developed since 1930. Atomic structure and valence are not included in Inorganic Chemistry. There is thus no firm foundation at the first degree level.

6. Even the Chemistry Review Committee constituted by the U.G.C. has not included these concepts in the model syllabi they have drafted.

7. The drafting of the syllabus in Chemistry may be entrusted to a sub-committee of the Indian Chemical Society.

8. A draft syllabi in the three disciplines (branches of Chemistry) has been proposed for the

undergraduate and post-graduate courses. The syllabi for Organic Chemistry have already been adapted for Punjabi University, Patiala. The draft has been made on the basis of 36 hours per week of teaching and 25 effective working weeks or 150 working days in a year, two hours and a half each day for theory and the rest for practical. In B.Sc. (Parts II and III) each of the three disciplines takes 50 lectures each year and in M.Sc. course each discipline takes 4 hours per paper each week or a total of 100 hours per paper. In the B.Sc. degree course, new concepts are introduced and out-dated and unimportant facts are omitted. Emphasis has been shifted from cramming to intelligent understanding. Intense refresher courses to college teachers in the new concepts are suggested. The teachers should be supplied with booklets and text material written by Indian authors. U.G.C. should sponsor a project of publication of modern books by Indian authors.

9. M.Sc. degree course in Chemistry: At present the 1st year of the M.Sc. course is a composite one where instruction in all three disciplines are given, i.e. Inorganic, Physical and Organic. In the second year some universities follow a specialisation in either of these three disciplines while others follow partial specialisation (50% time to major discipline and the balance to other two disciplines). Fundamental concepts should lay the foundation in I year and lead on to specialisation in the II year in one. Draft syllabi in the three disciplines are presented. The syllabus in Organic Chemistry already implemented in Punjabi University, presents a radical departure from the current practice in Indian universities.

14. University Education

Punjabi University
Patiala

We in this University feel that the University Grants Commission owes some more detailed attention to new universities. In these new universities, standards have to be set and traditions established for which purpose the University Grants Commission should give positive guidance. Perhaps, the U.G.C. could set up some kind of a standing committee, called an Academic Council, which will keep a close liaison with all academic and administrative activities of the new universities for the first five years. This Standing Committee, for instance, should scrutinize in detail the proposed legislation, statutes, etc., preparatory to the establishment of a new university and further keep a watchful eye on the various ordinances and statutes framed during the first few years.

There is usually one post of professor in a university teaching department so that there is very little chance of advancement for teachers in lower cadres. Besides smothering incentive for work, this situation more or less compels bright people to quit their jobs, seeking advancement elsewhere. This talent drain assumes several forms; sometimes people just leave for foreign countries which offer better prospects and rapid promotion; more often than not, the developing universities suffer greatly by losing talent to the universities already established and having the advantage of a larger number of senior posts; not infrequently talent migrates to non-teaching professions which involves, apart from immediate loss

to the cause of teaching, social waste.

There is another compelling reason for having several senior positions in a department. A department with more than one professor and several readers encourages dialogue and free exchange of views, and, as such, functions more productively than one which is pyramidal in structure. Because of a sense of scholarly emulation and friendly competition, such a department should not merely step up its scholarly output, but also improve its research quality.

In order for our universities to make the above plan a reality, the following measures are recommended:

(a) There should be a standing panel for every subject to which applications could be sent directly by candidates for assessment of their academic work, in the light of which the panel should make its recommendations to the employing universities for promotion. This panel, comprising of eminent experts in respective disciplines, will have an all-India basis and would, therefore, be in a position to ensure uniformity of standards.

To overcome the financial problem involved in conversion of lower-cadre jobs into senior positions recommended by the panel, the University Grants Commission could make available the necessary funds.

(b) Likewise, the work of lecturers and instructors in the post-graduate departments should also be scrutinized at the end of three years by a committee of experts. This committee may comprise professors of the universities in the region. The assessment made by the committee could lead to confirmation or replacement of the teacher. In certain cases, however, the tenure may be extended.

The Examination System

3. The Radhakrishnan Report (1948-49) observed that the system of examinations as prevalent was "one of the worst features of Indian education". Pointing out the magnitude of the problem, it noted that : "Examinations have become the aim and end of education; all instruction is subordinated to them; they kill all initiative in the teacher and student; they are capricious, invalid, unsociable and inadequate; they tend to corrupt the moral standards of university life". The Commission expressed its alarm at the pernicious domination of examinations over the whole system of education. Emphasising the dire need of reform, the Report stated: "We are convinced that if we are to suggest one single reform it should be that of the examination".

A better analysis of the deficiencies and harmful consequences of this most pervasive evil in our system of education has never been given. Yet nothing constructive by way of reform has been done so far.

The present examination system makes for tremendous wastage which can be checked only by introducing a drastic reform.

New thinking on the subject is obviously needed. Introduction of internal assessment will be one sure way to reform. At present, in most of the universities no credit is given for classwork of the pupil. The Punjabi University at Patiala has recently introduced internal assessment to the extent of 20% of the total marks. These 20% marks in a subject of examination are at the disposal of the class-teacher. The award is made on the basis of a student's day-to-day work, tests, etc. The remaining 80% are at the disposal of

the external examiner, but passing in internal assessment as well as external examination separately is compulsory. A candidate who fails to secure the requisite percentage of marks in internal assessment is not eligible for the university examination. This little, but fundamental, reform has made a tremendous difference. It has become possible to spread the academic work uniformly over the whole year. The usual practice of neglecting work earlier in the term and then sweating at high pressure during the last few months is giving place to regular effort throughout the session. It has toned up discipline in the colleges. To restore to the teacher the initiative and to make teaching an effective process, it is essential to make our examinations internal as far as possible.

4. Adequate library facilities and laboratory equipment are the basic pre-requisites for the effective functioning of a university. Special grants should be given to new universities for setting up laboratories and libraries. Since the amounts initially required for these purposes are large, the matching grant system (50-50 sharing of costs by the U.G.C. and the State Government or University) imposes a limitation. The University Grants Commission should provide the bulk of initial finances in such cases. Special provision should be made for the purchase of back sets of journals.

5. Apart from finances, there is the question of physical availability of equipment. Many essential items of equipment are in short supply either because they are being imported or because they are being manufactured by firms with limited capacity. In such cases, the University Grants Commission should itself obtain a quota of supplies and make these available to

the new universities on a priority basis.

6. Admission to M.A. course should be open only to those who have done their honours course and not to those who have done only their pass course. The honours course as followed in Delhi at present seems to be a good model for other universities to adopt, though it must be added that so far Delhi has not insisted upon all entrants to M.A. coming through honours course except in the case of science subjects. This is a lacuna which needs to be filled up.

There is a good deal of gap between the standard attained at the M.A. level and the standard expected of those who prepare for their Ph.D. This gap can best be filled by instituting an intermediate research degree.

Both these steps are vital for the raising of standards and for enlisting talent for teaching and research.

7. Special admission tests should be prescribed for students entering universities. This is the only way to ensure improvement in standards. Some kind of screening preparatory to admission to universities is done in all advanced countries such as the United States of America and the U.S.S.R.

8. Certificates for the school final examination should be awarded not on the basis of a candidate passing in the whole examination but on the basis of the subject of the examination that he may have passed. For admission to a university, the condition of passing in certain number of subjects with at least 50 per cent marks, for the various courses, could be prescribed.

15. Memorandum by Principal and staff of
Randhir Government College, Kapurthala

1. Pattern: The Higher Secondary system has led to the fall in standards, and the upgraded schools have not come up to expected educational standards. The student who has passed the higher secondary is inferior to the pre-University class in the College. It would be desirable to revert to the old Matriculation pattern.
2. Medium of Instruction: At the primary stage, the medium should be the regional language. Beyond this stage, it should be the link language throughout the country. Until such a common link language is brought about by common consent, the use of English will have to be continued in the interest of national unity. The question of link language should be decided by educational experts.
3. Examination system: Needs improvement to make it a real test of student ability and achievement. Internal assessment should constitute an important part of the system. Examination should test the mind and not the memory. Syllabuses should be so framed that students are able to read books other than textbooks. Paper setters should be selected on the basis of experience and merit. Paper-setters should be given sufficient time to set the papers. Vice-Chancellor should be authorised to nominate members on the Boards of Studies from different colleges in rotation. Elections do not bring the best talent to the Boards. Mass copying in examinations should be eradicated by strict vigilance.
4. Student indiscipline can best be solved by building up an image of integrity, understanding and sincerity

by the faculty. Teachers of dedication and talent should be drawn to the profession by attractive conditions of service.

5. At the same time, parents should also play their part in checking the baneful influence on students of films and obscene literature. Parent-Teacher Associations should be set up to discuss these matters.

6. Moral, ethical and social education should be provided for the welfare of the students. A code of values acceptable to all communities should be evolved.

7. Financial assistance and other amenities should be provided more extensively to needy and deserving students to complete higher education.

8. Education should be reoriented to conform to the national aspirations and objectives.

16.(a) Concept of the Multipurpose School, its functioning at present and suggestions for its improvement

By

Shri Bhagat Ram, Principal, D.A.V.
Multipurpose Hr. Sec. School, Amritsar.

Shri Paran Nath, Principal, P.B.N. Higher
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Miss Hans Rani, Principal, Government
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Shri Lachman Dass Sharma, Principal,
Government Hr. Sec. School, Taran Taran.

1. The Multipurpose School was set up with three objectives:

- (1) To provide general education for all;
- (2) To provide elective programme for those who wish to use their skill after schooling;
- (3) To provide for those who can handle advanced academic subjects.

2. The multipurpose school has not achieved these objects. The basic weakness is that the curriculum of the multipurpose school is still academic and biased in favour of the university education rather than for

equipping the students for gainful employment.

3. Lack of equipment, qualified staff and trained counsellors have been contributory factors.
4. The courses should be revised to make them terminal for a majority of students.
5. Liberal grants should be given for equipping the schools.
6. Teaching personnel from polytechnics and industry should be made available during the interim period. Suitable books should be published.
7. The curriculum should be revised to make it less crowded and heavy.
8. To make secondary education really terminal, the duration should be extended by one year.
9. Instead of setting up separate junior technical schools, it would be better to provide these facilities in the multipurpose school itself. The science teachers of the multipurpose school will be available and many other facilities which will make for economy. Also such a school will provide a meeting ground for children of all types.

(b) The Problem of Examinations and Evaluation

1. Examinations are not conducted on the basis of attainment. Standards of question papers vary in their validity, predictability and reliability.
2. Paper-setters have often no experience of teaching to the candidates sitting for that particular examination. Papers are often beyond the standard expected.
3. Teachers and headmasters who actually handle the pupils should not be ignored in the paper-setting task.

4. Question papers should include essay type, objective type and short questions. Oral and practical work should form a part of the external examination.
5. External examinations will continue and they must be reformed by those working in secondary education and not by outside persons like college teachers.
6. In addition to external examination, the pupil's day-to-day performance in the class and in the school community should also have a place in his success or failure.
7. Question papers should be projective rather than subjective.
8. Subject matter should be cut up into units and tests administered on each unit with 20% recapitulation of the previous portions. The results of these class tests should be taken into account in deciding the promotion of the student at the school, university or departmental level.
9. School certificate should be in the form of cumulative records and will serve for purposes of employment, etc.
10. Intelligence tests are needed for giving an idea of the educable capacity of the pupils.
11. Failures may be reduced by understanding the value of subjects taught, giving special attention to the subjects of importance, and teaching subjects on projective rather than on subjective lines.

(c) Improvement of teaching personnel:

Present defects:

1. The teaching profession does not attract persons of capability because other professions offer wider opportunities.

2. The shortage of teachers is so acute that almost anyone can join the profession provided he satisfies the minimum qualifications.
3. The training period is too short.
4. There is no selectivity in admissions.

Steps to be taken:

- (1) The period of training should be two years.
- (2) Special teaching scholarships should be given to talented students who are willing to serve as teachers.
- (3) Students selected for the training should have studied Educational Psychology in their Degree course.
- (4) Persons suffering from serious physical defects should not be admitted to the profession.
- (5) Persons with poor health, maladjusted personalities and low intelligence should have no place in the Education Department.
- (6) Subject knowledge is important for teachers.
- (7) An integrated teacher education programme on the pattern of the regional colleges of education should be introduced at the same time.
- (8) Professional training should be supplemented by in-service training through specially organised agencies.

Conditions of Service:

1. Salary and service conditions should be improved.
2. Disparity in teachers' pay scales working in different categories of institutions should be removed.
3. Teachers in private schools should be treated on the same basis as those in Government schools.
4. Private schools should be encouraged through liberal grants.

5. Teachers should be remunerated for a planned coaching programme to help the bright, mediocre and backward pupils.
6. Extra allowances should be given for special work after school hours.
7. Number of pupils in a class should be within certain limits.
8. Teaching load should be such as to leave the teacher sufficient time for studying his subject.
9. In respect of teachers in private schools applying for government posts, age-limits should be waived so that exploitation of elder teachers may be avoided.
10. Inspections should be on a friendly basis, and the head of the institution should be taken into confidence.

(d) Improvement in the Methods of Teaching

1. The Teaching Methods taught in Training Colleges have little relationship to the actual practice in the secondary school.
2. The training period is too short, there is no incentive to the new teacher to try progressive methods, the educational system is examination oriented and teachers' service conditions are not satisfactory.
3. Educational and Vocational Guidance should be a compulsory subject in the training colleges. Guidance Centres should be provided at District level to help teachers, students and parents.
4. Better Library service should be provided through grants, giving compulsory training to every teacher in library service and giving suitable remuneration to those who help in libraries.

5. Supervised study period should be provided for in the time-table.
6. Class and subject libraries should be set up and pupils reading books rewarded.
7. Government should give liberal grants to schools carrying out experimental projects.
8. Experimental schools should be free from departmental rules and regulations.
9. Class strength should not exceed 40 students.

17. Importance of Libraries in Education

by

Punjab State Government Library Association

1. Libraries are important for the spread of education and follow up work. Real education is attained after formal schooling is over but this is dependent upon the provision of a suitable agency which will give facilities for education.
2. Due to lack of public libraries which are the only agencies for continuing mass education, many neo-literates lapse into illiteracy resulting in tremendous wastage.
3. About 60% of primary education goes to waste because of the lack of library facilities. The Governments of Madras and Andhra Pradesh provide free public libraries which are tax-supported as provided by Library Acts.
4. A minimum of 6½% of the annual budget for education should be provided for public libraries.
5. The library service can be successful only if adequate buildings and qualified library staff can be provided. This can be achieved if adequate funds are made available, attractive scales of pay are offered

6. A librarian has a very responsible role to play in education.

7. Students must be encouraged to form reading habits at the school stage. Trained and qualified librarians must be appointed in every secondary school to maintain library service. Books may be purchased by a panel of teachers of the school.

18. Multipurpose Education

By Shri Ramprakash Sharma, Principal,
Government Hr. Sec. School, Patiala.

1. As defined by the educational planners, a multipurpose school should be one where terminal education is imparted for a majority of students and where the programme has a definite vocational bias which would serve as a preparation for vocational work later.

2. The multipurpose school has not fulfilled these purposes. It is stated that one reason for this is the lack of trained counselling service. But no parent will take the advice of the counsellor. He has his ambitions for his ward. No persuasion will rectify this situation, only legislation can do it.

3. This vocational type of education should be as follows:

(a) A sound general education up to the 7th or the 8th class.

(b) This should include languages, mathematics, social studies, general science.

(c) This stage should be followed by two years in which will be taught English, General Knowledge and vocational subjects. The vocational subjects will include carpentry, blacksmithy,

turning, sheetmetal work, elementary electrical technology, caning of chairs, gardening, vegetable growing, bee-keeping, radio repairs, etc.

(d) Half the time will be devoted to English and General Knowledge, and the other half will be given to vocational subjects. The first year will be free; during the second year students will be expected to turn out certain finished products, and a ceiling of say, Rs.40 per annum fixed per student by way of sale proceeds.

This will be deposited into the boys' fund.

(e) The next one or two years will be pre-university or pre-vocational. Admission qualifications will be specified for each. The pre-vocational course will correspond to the I.T.Is. These students should be paid adequate stipend or apprenticeship allowance. After the completion of the course, the students should be guaranteed employment in industry or elsewhere.

19. Place of Sanskrit in School Education

By Shri C.L. Kapur, Senior Lecturer,
Government Training College, Simla.

The Questionnaire of the Education Commission has overlooked the cultural aspect of education. No mention has been made of the place of Sanskrit in the curriculum. Sanskrit is the fountain of several modern Indian languages and a source of rich vocabulary for the Dravidian languages. One day the Universities will teach the sciences in the national language or the mother-tongue and books would have to be written. A study of Sanskrit should be made compulsory at all stages so that scientists and doctors and engineers would be able to write books for the future generation and also be able to have access to the ancient Indian

20. Memorandum submitted by the Punjab Educational Forum, Jullundur City

(a) Scope of Student Welfare

1. While planning for student welfare, the following points should be kept in view :

- (i) The welfare scheme should cover all the students all over the country.
- (ii) Economically and socially backward sectors should receive greater emphasis. This will help to remove disparities in caste, sex, community or wealth in the shortest time possible.
- (iii) The limited resources at our disposal should not be frittered away on costly experiments, but the work should be so planned that the greatest benefit can accrue from the minimum expenditure.
- (iv) The administrative machinery should be so decentralised that the full support of the masses may be mobilised.
- (v) Factors standing in the way of national integration should be eliminated.

2. Parents should be associated with welfare activities as much as possible.

3. The specific needs of students should be clearly assessed so that appropriate programmes may be organised, e.g., financial aid, help to the backward child, programmes for the talented, etc.

4. Financial aid is the biggest need. This should be met by a large number of scholarships and monetary concessions. Transport facilities for primary school children, mid-day meals, book banks and school cooperative stores will all help.

5. Guidance and counselling should be provided for the students who are weak in their studies. This is important to discourage unhealthy practices like tuitions, copying in examinations, bribing the examiners or teachers, etc.

6. Individual students should be helped in their health and personal matters so that they may not become anti-social and frustrated.

7. Scope should be provided for self-expression.

8. Guidance should be available regarding vocational opportunities and future careers.

9. Community living and social discipline should become an integral part of the students' character.

10. Emotional integration is another important need and can be achieved by extra-curricular activities.

11. Student welfare work can be divided into two categories: (a) group activities by students, teachers during and outside the classroom; and (b) welfare services organised by the State and educational institutions. The services include financial aids including scholarships, monetary concessions, book banks, transport facilities, and facilities for earning while learning; health services including mid-day meals; guidance and counselling; and residential facilities including hostels, students' centres, day-boarding houses and day boarding facilities.

(b) Student Welfare Associations

(1) A sense of direction is needed for student unions in the post-independence age.

(2) Experiments in self-government should be carefully tried out. It should consist of a general assembly of all students. All activities should be

be organised and managed by students through circles, houses, camps or groups. Teachers should function as advisers. Students should be trusted. The teachers should be suitably oriented to their role as also the managing committee.

(3) Such a well organised system of self-government is essential to implement the recommendations of the Kunzru Committee in an integrated programme of physical education.

(4) Special scarfs and badges and honour rolls and, when we can afford, uniforms, would help in instilling a sense of pride.

(c) Duration of Educational Stages

1. India inherited a heterogeneous system of education from the British days, and the recommendations of the University Commission and the Secondary Education Commission indicate unhappy compromises. Lack of boldness in implementation further created chaos.

2. The main responsibility for establishing creches and kindergartens should be that of private enterprise for at least another decade.

3. Age of admission should be fixed. It should be above 5 but not more than six.

4. The elementary school should consist of seven grades, divided into 5+2. In places where the school going population is small, the upper primary grades may be located in central places. Promotion from class to class up to Class VII should be automatic. Wastage and stagnation should be completely eliminated at this stage. For children whose progress is backward, teachers should be trained in welfare activities.

5. Secondary education should consist of 3 years and should have a variety of vocational and terminal courses.

6. University education should consist of 5 years for the first degree. All these five years should be in the college because for many years to come India cannot afford to make college education available to all. The 5 years may be divided into 2+3, the first two years being called the Junior College stage.

21. Memorandum from Bibi Amtus Salam, Working Chairman, Kasturba Rural Institute of Higher Education, Rajpura (Patiala)
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Fundamentals of Post-Basic Education

Basic education upto the senior Basic level is a programme of education for self-sufficiency and is Craft centered whereas Post-Basic education is education through self-sufficiency when the child is entering the adolescence period. Post-Basic education is meant for imparting the right type of training in the art of living. It stands for liberal democracy leading to a "Freedom from want and fear".

2. Post-Basic education provides opportunities for the student to become "what he has in himself to be" and is shaped to meet the national needs.

3. Post-Basic education prepares the adolescent for wise parenthood and creative citizenship by inculcating in him a set of new values without which the desired change in the present day society may not be possible.

4. Post-Basic education treats the school as a centre of community life where all the needs must be met by the cooperative effort of the whole school community. Co-education at the Post-Basic stage is necessary as the students should learn to work together.

22. Memorandum from Bibi Amtus Salam Sahiba,
Working Chairman, Kasturba Rural Institute
of Higher Education, Rajpura (Patiala)

The Basic schools at Rajpura and Faridabad were started by the Hindustani Talimi Sangh at the express desire of the late Prime Minister, Shri Jawaharlal Nehru to evolve out a system of education advocated by Mahatma Gandhi. These schools functioned very well for about 8 years and were then taken over by the State Government which granted them recognition as "middle schools".

The schools are functioning on revolutionary methods of teaching and do not have a system of examinations and punishment and fines as in other routine schools. Instead an effective tutorial system has been evolved to ensure better contacts between the students and teachers. This also leads to a better sense of discipline among the students. The aim is to educate the students in the art of living and not merely to make them pass examinations. The whole life in the schools is planned in such a way that all responsibility is shouldered by the students and the teachers are there only to guide their activities. The race for degrees and diplomas which serves no useful purpose has been abolished and instead the emphasis is on equipping men and women to go to the villages and bring about a changed outlook in Rural society.

The medium of instruction is Hindustani at all levels and the students are given option in regard to the script which may be Devnagri, Gurumukhi or Urdu.

The management of the schools believes that

education should remain in the hands of the private sector, in the sense that the people should be allowed to decide themselves on what lines they wish to run the schools meant for their children. The State should merely help financially. The aim of all schools, however, should be self-sufficiency. For this "Earn and Learn" facilities should be provided to all age-groups in the schools. The experience gained by these schools has proved that manual work by the students does not adversely effect their academic attainments but on the contrary such students have fared well in the public examinations also.

The management feels that an experiment of "Labour Banks" wherein everyone in the school works for a period of 1 to 4 hours daily should be started in all such schools. The produce from such work to be shared equally among the participants of such Banks.

There is also great need to start short-term courses in Agriculture, Animal Husbandry, small scale industries, etc. where job training should be given for a duration of 3 to 9 months. The management feels that the possibilities of folk schools and correspondence courses should be examined in this context.

PART V. SPECIAL NOTES

A NOTE ON MODEL SCHOOLS IN THE STATE

1. At present there are 10 Government Model Schools in the State, 7 Government Junior Model Schools (upto the middle standard), 2 Government Model Higher Secondary Schools, and 1 Government Senior Model School (a High School).

All these schools are co-educational and have classes beginning with Lower K.G. Some schools have Nursery classes also attached to them.

Medium of Instruction: Except in the case of Government Senior Model School, Chandigarh, where English is the medium of instruction, from Lower K.G. to the 10th class, other schools have Hindi and/or Punjabi as medium of instruction. In all the schools English is taught as a compulsory second language.

Subjects of Study: The Model high and higher secondary schools are affiliated to the Punjab University and follow the prescribed courses. The Junior Model Schools are independent with respect to curriculum and adoption of textbooks. Most of the schools are exempted from the Middle School Examination conducted by the Department of Education.

With effect from last year, a Committee of Experts in consultation with the Heads of Model Schools, decides matters concerning curriculum and textbooks up to the Middle School level. Efforts are being made to have some uniformity of curriculum and textbooks in the Model Schools up to the middle school level at the same time retaining a measure of freedom. Affiliation of the High and Higher Secondary Model Schools to the Central Board of Secondary Education is being examined.

Objectives: The Model Schools were started with a view to provide better education to boys and girls by giving

good staff, good educational facilities and a low teacher-pupil ratio. The aim was to enable the children develop all healthy aspects of their personality and grow into children with originality, initiative, drive and understanding, so that they are trained as leaders.

Staff: The Model Schools are provided with the best possible staff, mostly trained graduates or post-graduates, who have shown promise, initiative and research-mindedness. The following criteria are taken into account while selecting staff for these schools:

- (a) training experience of five years;
- (b) obtained 50% marks, in the subject he/she is teaching, in their Degree Examination;
- (c) Examination results should have been at least 10% above the University/Departmental pass percentage.

Equipment: Efforts are made to give the required equipment including furniture, latest Audio-Visual aids, good libraries and laboratories, sports material etc.

Co-curricular Activities: Emphasis in these schools is on education rather than on instruction. Arrangements are made for teaching additional subjects like Music, Dancing and Crafts of different media etc. Dramatics, games, excursions, debates, declamations, hobbies, parent-teacher associations, guidance services, educational research and experimentation, are some of the programmes in these schools.

Recently, the structural approach of teaching English has been introduced in these schools. This was done as a result of an experiment conducted in the local Senior Model School with financial assistance from the Government of India.

Rates of Fees and Funds: Education in the Government Schools except Model Schools is free up to the 8th

class, and very liberal fee concessions are available in higher classes. The Model Schools cater to only those children whose parents are in a position to pay higher rates of fees. The rates of fees charged in Model Schools vary from school to school - ranging from Rs.5/- to Rs.10/- per month. In case of local Senior Model School, Rs.15/- are charged from children reading in classes VIII to X. In addition to fees, the following funds are also charged :

- (a) Amalgamation Fund - Rs.2/- p.m.
- (b) Library Fund - Rs.0/50 p.m.
- (c) Excursion Fund - Rs.5/- per annum
- (d) Medical Fund - Rs.0/50 p.m.
- (e) Magazine Fund - Rs.3/- p.a. (in certain schools)
- (f) Red Cross Fund - Rs.0/12 p.m.
- (g) Stationery Fund - Re.1/- p.m.

Income & Expenditure: Originally these schools were started on a no profit- no loss basis. But in actual practice expenditure far exceeds income, as will be seen from the following figures for the year 1963-64 :

Income	Rs.2,74,008
Expenditure	Rs.4,25,738.

Enrolment: The number of students reading in the Model Schools is 3631. Boys constitute about 70 per cent.

Pupil Attainment: The achievements of Model Schools in the public examinations are usually good. Most schools show cent per cent pass percentage. Students joining the colleges from these schools also fare well in academic as well as in non-academic spheres.

Annual Conferences: The Heads of Model Schools meet annually to take stock of the work done during the previous year as also to formulate programmes for the coming year. An officer of the Directorate of Education is entrusted with the assignment of looking after the problems of Model Schools and dealing their cases individually. The Inspecting Officers also take an added care of these schools.

2. PUNJAB GOVERNMENT SCHOLARSHIPS SCHEMES

(1) Middle School Scholarships

These are merit scholarships and are awarded on the results of Primary School Scholarships Examination districtwise.

		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of scholarships available		805	279	1084
(ii) Value		Rs.4/- p.m.		
(iii) Tenure		3 years		
(iv) Cost :	1961-62	Rs.4,59,670		
	1962-63	Rs.3,07,210		
	1963-64	Rs.3,07,210		
	1964-65	Rs.3,07,210		
	1965-66	Rs.1,94,730.		

(2) Merit Scholarships to Poor Brilliant Students:

These scholarships are awarded districtwise on the result of Middle School Examination to the students whose parents' annual income does not exceed Rs.3600/-.

		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of Scholarships available		69	31	100
(ii) Value		Rs.25/- p.m.		
(iii) Tenure		3 years		
(iv) Cost :	1961-62	- Rs.85,000		
	1962-63	- Rs.85,000		
	1963-64	- Rs.85,000		
	1964-65	- Rs.85,000		
	1965-66	- Rs.85,000.		

(3) High School Merit Scholarships:

These are awarded districtwise on the result of Middle School Examination to students who fail to get the Poor Brilliant Scholarships and whose parents' income is below Rs.5,000/- per annum.

		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of scholarships available		383	143	526
(ii) Value		Boys	Rs.6/- p.m.	
		Girls	Rs.8/- p.m.	
(iii) Tenure		2 years		
(iv) Cost :	1961-62	- Rs.1,77,460		
	1962-63	- Rs.1,77,460		
	1963-64	- Rs.1,77,460		
	1964-65	- Rs.1,77,460		
	1965-66	- Rs.1,77,460.		

(4) Merit Scholarships in Higher Secondary Schools

These scholarships are awarded to the students on the result of Higher Secondary (Core Subjects) Examination to the students whose parents' income is below Rs.5,000/- per annum.

		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) No. of scholarships available	1961-62	12	8	20
	1962-63	12	8	20
	1963-64	16	12	28
	1964-65	22	15	37
	1965-66	To be ascertained after declaration of the result.		
(ii) Value	Rs. 22/-p.m.			
(iii) Tenure	1 year			
(iv) Cost	1961-62	Rs.5,280		
	1962-63	Rs.5,280		
	1963-64	Rs.7,392		
	1964-65	Rs.9,768		
	1965-66			

(5) Scholarships to Post-Matric, Clerical and Commercial Classes students:

These scholarships are awarded on merit-cum-poverty basis to students who join the Post-Matric Clerical and Commercial classes in the recognised institutions :

(i) No. of scholarships available	5
(ii) Value	Rs.10/- p.m.
(iii) Tenure	1 year
(iv) Cost	1961-62 Rs.600
	1962-63 Rs.600
	1963-64 Rs.600
	1964-65 Rs.600
	1965-66 Rs.600.

(6) Scholarships to Students Belonging to Kothi Kohd and Kothi Sodar

These scholarships are awarded on merit-cum-poverty basis on the result of Middle School Examination to the students belonging to Kothi Kohd and Kothi Sodar in District Kangra.

(i) No. of Scholarships available	10
(ii) Value	Rs.35/- p.m.
(iii) Tenure	2 years in High Schools 3 years in Higher Secondary Schools
(iv) Cost :	1963-64 Rs. 4,200
	1964-65 Rs. 8,400
	1965-66 Rs.12,600.

(7) Punjab Government scholarships to Punjabi students studying in Sainik Schools

These scholarships are sanctioned on income criterion by Punjab Government to Punjabi students studying in Sainik Schools throughout the country.

(i) No. of scholarships available No limit fixed

(ii) Value :

Income Group	Rate of Scholarships & clothing allowance	Amount of scholarship and clothing allowance in Sainik Schools	Pb. Public School Nabha
1. Upto Rs.200/- p.m.	Full scholarships & clothing allowance	Rs.1900/- p.a. plus clothing allowance @ Rs.300 in the first year and Rs.150 in subsequent years	Rs.1500 P.A. plus clothing allowance @ Rs.100 P.A.
2. From Rs.201 to Rs.400/- p.m.	3/4 Scholarship and clothing allowance	Rs.1425 P.A. plus clothing allowance of Rs.300/- in the first yr. and Rs.150/- in subsequent years	Rs.1125/- P.A. plus clothing allowance @ Rs.100/-P.A.
3. From Rs.401/- to Rs.600/-p.m.	1/2 Scholarship	Rs.950/-P.A.	Rs.750/-P.A.
4. From Rs.601/- to Rs.1000/-pm.	1/4 Scholarship	Rs.475/-P.A.	Rs.375/-P.A.

(iii) Tenure 8 years (full course)

(iv) Cost

Year	Cost	No. of beneficiaries
1961-62	Rs. 6,56,325	415
1962-63	Rs.10,00,000	1181
1963-64	Rs.17,35,054	2242
1964-65	Rs.18,49,324	2303
1965-66	Rs.10,00,000	

(8) Merit Scholarships in Public Schools of erstwhile PEPSU

One scholarship is awarded under this scheme to the students for the completion of the studies at the Yadvindra Public School, Patiala.

(i) No. of Scholarships available	1
(ii) Value	Rs.150/-p.m.
(iii) Tenure	8 years
(iv) Cost	1961-62 Rs.3,600
	1962-63 Rs.3,600
	1963-64 Rs.1,800
	1964-65 Rs.1,800
	1965-66 Rs.1,800

One scholar completed his studies.

(9) State Harijan Welfare Scheme

Scheduled Castes, Scheduled Tribes and Socially Backward Classes' students were allowed following educational concessions under the State Harijan (Educational) Welfare Scheme, subject to the prescribed income limits :

(i) Exemption from payment of tuition-fees from 6th class to M.A./M.Sc. classes (including teachers training courses);

(ii) Award of stipends from 9th class onwards;

(iii) Refund of Public Examination-fees.

2. Such students of Kulu Sub-Division were allowed stipends at the primary and Middle stage and at enhanced rate in High/Higher Secondary classes. The rates of stipends paid to them are as under :-

Primary : Rs.2/- p.m.

Middle : Rs.4/- p.m.

High/Higher
Secondary: Rs.7/- p.m.

3. Besides, the 'Socially Backward Classes' students were given stipend of the value of Rs.25/- p.m. in addition to full freeship and refund of University Examination fees to enable them to prosecute technical studies (including Medicine and Agriculture etc.).

4. The following table will show the budget provision for each year and the progress of expenditure and also targets achieved during the third plan period till 31.3.65 :

Year	BUDGET PROVISION			EXPENDITURE INCURRED					
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Tui. fee	Ex. fee	Stipend
1961-62	30.64	23.00	53.64	30.64	23.00	53.64	56136	23279	37089
1962-63	26.86	31.15	58.01	27.30	31.15	58.45	56374	11036	40894
1963-64	23.75	42.20	65.95	23.75	42.20	65.95	56378	15774	40243
1964-65	32.34	32.20	64.54 (+ 18.80)	32.34	32.20 (+18.80)	83.34	51022	19845	21251
1965-66	37.31	30.04	67.35	-	-	-	-	-	-

(10) Welfare of Vimukat Jatis - Award of Stipend:

The De-notified tribes commonly known as Vimukat Jatis such as Sansi, Buaria, etc. are granted stipend right from the 1st primary class to M.A./M.Sc. classes at the following monthly rates :

<u>S.No.</u>	<u>Category</u>	<u>Non-Boarders</u>	<u>Boarders</u>
1.	Primary	Rs. 2/-	Rs. 17/-
2.	Middle	Rs. 5/-	Rs. 25/-
3.	High/Higher Sec. Classes	Rs. 8/-	Rs. 30/-
4.	J.B.T. course/ Clerical and Commercial Courses	Rs. 40/-	Rs. 40/-
5.	F.A./F.Sc.	Rs. 10/-, Rs. 12/-	Rs. 38/-, Rs. 40/-
6.	B.A./B.Sc./B.Com.	Rs. 15/-, 20/-, 30/-	Rs. 50/-, 55/-, 65/-
7.	Polytechnic	Rs. 20/-	Rs. 55/-
8.	Law/B.T./B.Ed.	Rs. 45/-	Rs. 80/-
9.	M.A./M.Sc.	Rs. 25/-	Rs. 60/-
10.	Medical/Engineering	Rs. 40/-, Rs. 60/-	Rs. 75/-, Rs. 95/-

They are governed by the following conditions :

(i) The students whose parents/guardians income is below Rs.5,000/- per annum and who do not pay more than Rs.1,000 per annum as land revenue are only entitled to stipends under this scheme.

(ii) Plucked students are not eligible for stipends under this scheme in the same class.

The allotment provided for award of stipends to De-notified tribes (Vimukat Jatis) during the third plan period was utilized in full as per details below :

<u>Year</u>	<u>Budget Provision</u>		<u>Expenditure Incurred</u>	
	<u>Amount</u>	<u>Amount</u>	<u>Amount</u>	<u>Beneficiaries</u>
1961-62	1.03 lakhs	78,736	2571	
1962-63	1.29 lakhs	1,29,873	2896	
1963-64	1.26 lakhs	1,24,212	2908	
1964-65	1.32 lakhs	1,32,000	3153	
1965-66	1.32 lakhs	-	-	

(11) Educational Facilities to the Children/
Dependents of Gold Smiths

The following educational facilities were given to the children/dependents of goldsmiths (during 1964-65) who at least one year prior to 10th January, 1963, depended for their livelihood purely on the manufacture of gold ornaments/articles and whose monthly income was less than Rs.100/-:-

- (i) Reimbursement of tuition fee in schools upto Higher Secondary classes and J.B.T. classes.
- (ii) Provision of Textbooks: All the students covered by the scheme upto Higher Secondary and J.B.T. were to be provided textbooks free of cost. They were to be given the actual cost of books already purchased by them or at the following maximum prescribed scale whichever is less :
- | | |
|----------------------|---------|
| (a) Primary | Rs.6.25 |
| (b) Middle | 13.50 |
| (c) Matric | 56.00 |
| (d) Higher Secondary | 70.00 |
| (e) J.B.T. | 50.00. |
- (iii) Stipends: Poor and brilliant students were given stipends upto Higher Secondary stage at the following rates :
- | | |
|------------------------------|--------------|
| (a) Primary | Rs.4.00 p.m. |
| (b) Middle | 5.00 p.m. |
| (c) Matric (IX & X) | 6.00 p.m. |
| (d) Higher Secondary
(XI) | 8.00 p.m. |

A sum of Rs.5,66,998.29 was sanctioned to 9642 students during the year 1964-65.

A sum of Rs.7,80,000 has been sanctioned for giving educational facilities to the children/dependents of goldsmiths during the year 1965-66. The necessary proposal to spend this amount during the current year has already been sent to Government and the claim will be sanctioned as soon as the proposal is accepted by Government.

Government of India Scholarships Scheme

(a) School Stage:

(1) Government of India Merit Scholarships for Study of Sanskrit in High & Higher Secondary Classes:

These scholarships are awarded Districtwise on the result of Middle School Scholarships Examination to the students who secure Merit position in Sanskrit and at least 45% marks in the aggregate. In addition they must study Sanskrit as an elective subject in their High and Higher Secondary classes.

	Boys	Girls
(i) No. of scholarships available	30	20
(ii) Tenure	2 years in High School 3 years in Higher Secondary School	
(iii) Value	Rs.10/- p.m.	
(iv) Cost	1963-64	Rs.6,000
	1964-65	Rs.12,000
	1965-66	Rs.13,440.

(b) College Stage

(2) Government of India Scheme of Post-Matric Scholarships for Scheduled Castes, Scheduled Tribes and other economically Backward Classes Students

Scholarships are awarded according to the regulations prescribed by the Government of India. The expenditure on scholarships is reimbursed by the Government of India on cent per cent basis. The State Government bears the expenditure on the establishment and other contingent charges at Headquarters required for the implementation of the scheme.

(i) No. of scholarships available No limit.

(ii) Tenure Complete Course of studies

(iii) Value:

Course of Study	Monthly Rate for those Residing in Hostels	Monthly Rate for Day Scholars
Preparatory/Pre-University, I.Sc. I.A., I.Com., I.Sc.(Agr.), B.Sc. B.A., B.Com., Corresponding Oriental Language/Fine Arts Courses	Rs. 40	Rs. 27
M.Sc., M.A., M.Com., LL.B. and Third Year class in Hons. Courses,	50	35
Corresponding Oriental Language/ D.Sc., D.Litt., Ph.D.	60	45
Diploma/Certificate course in Agriculture, Veterinary Science, Hygiene and Public Health Course, Sanitary Inspector's course, Pre-Engineering, Pre-Medical Course	40	27
Diploma and Degree courses in Indian Medicine	40	27
Teachers' Training and Physical Education:		
(a) Undergraduate course	40	27
(b) Postgraduate course	50	35
B.Sc.(Agr.), B.V.Sc., Diploma courses in Rural Services/ Civil and Rural Engineering	50	35
Post-graduate courses in Agriculture, Post-Diploma courses in Cooperation/ Community Development	60	45
Bachelor of Nursing and Bachelor of Pharmacy	65	50
Diploma/Certificate Courses in Engineering, Technology, Architecture, Medicine and Courses for Overseas, Draftsmen, Surveyor, Electrician, Tool Maker and Wireless Operator	65	50
Degree Courses in Engineering, Technology, Architecture, Medicine and B.A., M.& S or other similar courses	65 75	50 60
Master of Pharmacy		
Trade Courses, e.g. Telegraphy, Book-Keeping, Shorthand, Tailoring, Tanning and Leather Goods Manufacture, etc.		Ad hoc financial assistance at the rate of Rs.20 p.m. (inclusive of fees).

(iv) Cost

		<u>No. of beneficiaries</u>
1961-62	Rs 15,86,500	3787
1962-63	Rs 17,86,492	4547
1963-64	Rs 18,16,500	4439
1964-65	Rs 18,36,500	4350
1965-66	Rs 18,36,500	

3. FREE EDUCATION POLICY - A REVIEW

1. In 1957, the State Government took a decision to adopt a phased programme of introducing free education in Government schools up to the matriculation standard and declared education free up to the 5th class in Government schools with effect from 1.10.1957. All the local body schools in the State were also provincialised from the same date.

2. The free education policy was to be implemented according to the following phased programme :-

1957	Free education upto 5th class in all Govt. schools
1958	-do- 6th class -do-
1959	-do- 7th class -do-
1960	-do- 8th class -do-
1961-62	-do- 9th & 10th classes -do-.

3. Before the introduction of free education, the following areas were already enjoying special concessions:

(a) Free education up to matriculation standard in Government schools -

(i) for girls in Pepsu areas;

(ii) Flood affected areas of Amritsar, Gurdaspur and Kapurthala Districts and Tehsil Zira of Ferozepur District;

(iii) Kandaghat Tehsil of Simla District.

(b) Free education up to the Middle Standard in Government Schools -

Kangra and Mohindergarh District, Morni Hills areas in Ambala District and Loharu Sub-Tehsil of Hissar District.

4. The free education policy, though it was primarily adopted as a step towards the goal envisaged in Article 45 of the Constitution of India, led to one important side effect. It diverted a large percentage of students from schools run by private organisations to Government schools and created a situation where a large number of managements approached Government for

taking over their schools. The whole situation was reviewed by Government in March 1959 and it was decided that taking advantage of this situation and for the purpose of liquidating communalism, Government should take over institutions of denominational character. It was also decided at the same time that other institutions should be kept in a running condition by financing them through ad hoc grants. In pursuance of these decisions, 84 privately managed schools were taken over by Government and ad hoc grants of Rs.12 lakhs were distributed during 1958 to 1961-62 among the privately managed schools where finances had been adversely affected by the policy of free education in Government schools.

5. The payment of ad hoc grants to such schools discontinued from 1962-63 owing to the National Emergency. It is also relevant to mention here that the extension of concessions to 9th and 10th classes was to involve a loss of revenue amounting to Rs.150.00 lakhs during the 3rd Five Year Plan.

6. The free education policy was fully implemented up to 1960-61 when education was made free up to the 8th class in Government schools. In 1961-62 it was decided that education in the 9th class of Government schools should be made free for girls and boys should pay half fee provided the income of their parents/guardians did not exceed Rs.100/- per month. This concession was further extended to the 10th class during 1962-63.

7. When the national emergency was proclaimed, it was found necessary by Government not only to prune expenditure on non-essential schemes but also to explore and tap new sources of revenue. The idea of levying an education cess was commended by the Government of India

in this context and while this was being examined, the State Government decided to re-impose fees in Government Secondary Schools and Junior Basic Training Institutions with the objective that fees would fetch an income of Rs.73.00 lakhs per year. In pursuance of this decision tuition fees at the rates given below were imposed with effect from 1.4.1963 in secondary classes of Government schools and in training institutions:

(a) <u>Middle Schools</u>	<u>Boys</u>	<u>Girls</u>
VI Class	Rs.3.00	Rs.1.50
VII & VIII Classes	Rs.4.50	Rs.2.25
<u>High Schools</u>		
IX & X Classes	Rs.6.00	Rs.3.00
<u>Higher Secondary Classes</u>		
IX Class	Rs.7.00	Rs.4.00
X Class	Rs.8.00	Rs.5.00
XI Class	Rs.9.00	Rs.6.00
<u>Training Institutions</u>		
J.B.T. Class	Rs.8.00	Rs.4.00

(b) Manner of Levy

(i) No tuition fee would be charged from the children of serving Defence Personnel and from the children of Defence Personnel who may have been killed or disabled during the current national emergency in secondary classes viz. VI to XI.

(ii) The following concessions which should be withdrawn for serious mis-conduct, idleness or irregularity of attendance will be granted to pupils of ability in secondary classes whose parents are too poor to pay the prescribed tuition fees :-

(a) Complete exemption from the payment of fees up to a limit of 25% of the number of pupils on the rolls on the 1st May last inclusive of such

exemption to the children of defence personnel who may have been killed or disabled during the current national emergency; and

(b) Half rates up to a limit of 35% of the number of pupils in secondary classes on the rolls on the above mentioned date.

Explanation:

(i) Concessions mentioned at No.(i) and (ii) of (b) will include the total number of concessions under the Punjab Education Code viz. 10% half poverty concessions, brother-sister concessions, teachers' son/daughter concessions and concessions available to dependents of Armed Forces Personnel.

(2) The Harijan (Educational) Welfare Scheme will continue to operate as heretofore.

(3) Girls attending the schools for boys will be liable to pay fees prescribed for girls and boys attending schools for girls will be liable to pay fees prescribed for boys.

8. Against the re-imposition of fees, a large number of representations from different parts of the State specially from flood-affected and backward areas, individuals and organisations etc. etc. were received. Keeping in view the various representations, the whole question of free education was reviewed by Government in June 1963 and it was decided that with effect from 1.7.1963 the free-education policy of the Government should be implemented in the following manner :

(a) There should be free-education for boys and girls up to the 8th class in all Government schools as it was previously.

(b) In the 9th and 10th classes of Government High Schools and 9th to 11th classes of Higher Secondary

Schools and in Government JBT Classes the position will be as follows :-

(i) Education will continue to be free in case of students belonging to Harijans whose parents'/guardians' income is less than Rs.1800/- p.a. The term Harijan includes Scheduled Castes and Scheduled Tribes and other backward classes already covered by the Harijan (Educational) Welfare Scheme.

(ii) There should be free education for backward classes as already defined by Government. The backward classes mentioned above have been defined as all the residents of Punjab State whose income is less than Rs.1000/- per annum irrespective of the fact as to which caste, community, or class they belong and what profession they follow.

(c) There should also be free education for girls the income of whose parents/guardians is between Rs.1800/- to Rs.3000/- per annum in the case of Harijans as defined in sub-para (i) and Rs.1001/- to Rs.3000/- in the case of other classes i.e. backward classes referred to in sub-para (ii) above and non-backward classes. The boys coming under these categories are to be charged fees at half the rates.

(d) The boys whose parents/guardians' income exceeds Rs.3000/- per annum are to be charged fee at full rates. Girls falling under this category are to be charged fee at half rates.

(e) No tuition fee is to be levied from the children of serving personnel and on children of defence personnel who may have been killed or disabled during the current national emergency. But after the national emergency is over, no fees should be charged from the children of Defence personnel who may have been killed or disabled during the currency of the national emergency.

9. Fees are to be charged at the rates defined in the previous paras. The fees imply tuition fees only. These orders are not applicable to special or Model schools where higher rates of fees have been prescribed.

10. It will be seen that the concessions already available are very liberal and there is little justification for going beyond it for the present.

4. NATIONAL CADET CORPS IN PUNJAB

Since its inception in 1948, the National Cadet Corps in Punjab has taken rapid strides on the path of progress. Starting with only 3 Battalions and 1 Independent Company besides 2 Independent Companies in erstwhile PEPSU area, the present position is as under:-

(a) SENIOR DIVISION

- (i) Infantry Battalions - 32 (260 Coys of 200 Cadets each)
- (ii) Army Squadrons - 2 (200 Cadets each)
- (iii) Artillery Battery - 1 (200 Cadets)
- (iv) Engineer Regiments - 2 (400 Cadets each)
- (v) Signal Coy - 1 (200 Cadets)
- (vi) EME Units - 3 (1 Unit of 400 Cadets & 2 Coys of 200 Cadets each)
- (vii) Medical Units - 2 (8 Coys of 200 Cadets each)
- (viii) Naval Units - 2 (200 Cadets each unit)
- (ix) Air Squadrons - 7 (200 Cadets each)
- (x) Officer Training Unit - 1 (176 Cadets)

(b) JUNIOR DIVISION

- (i) Army Wing - 397 troops (including 10 troops in KG, Public & Central schools & 19 in Sainik Schools)
- (ii) Naval Wing - 23 troops (including 2 in KG & Public Schools)
- (iii) Air Wing - 47 troops (including 5 in KG & Public Schools).

(c) GIRLS DIVISION

- (i) Senior Wing - 6 Battalions (42 Coys of 200 Cadets each)
- (ii) Junior Wing - 40 troops (50 Cadets each).

2. The State Government has already been asked by the Education Directorate to provide extra funds to the extent of Rs. 5,48,400/- required to double the strength of Junior Division Troops of Army, Naval and Air Wings from 50 to 100 Cadets per troop, as proposed by the Government of India.

3. GROWTH OF THE ORGANISATION: The following table indicates the rapid growth of the Organisation since 1949:-

Year	1949	1954	1959	1964
(i) Number of Units	8	14	25	59
(ii) Number of Officers	218	295	499	682
(iii) Number of Cadets	6628	10552	26071	86650

4. Present strength of the Organisation is as under:-

	<u>NCC Offrs</u>	<u>Cadets</u>	<u>Regular/ Re-emplo- yed/TA Officers</u>	<u>Whole- time NCC Offrs</u>	<u>JCOs</u>	<u>UOs</u>	<u>NCOs/ OR</u>	<u>Sgt Majors</u>
<u>SENIOR DIV</u>								
Army Wing	280	51044						
Naval Wing	4	285						
Air Wing	6	908	78	30	334	10	711	24
<u>JUNIOR DIV</u>								
Army Wing	325	17468						
Naval Wing	33	1000						
Air Wing	18	2029						
<u>GIRLS DIV</u>								
Senior Wing	36	7228						
Junior Wing	31	1816						

5. COMPULSORY MILITARY TRAINING: Introduction of Compulsory Military Training for all able-bodied male under-graduate students in July, 1963, is an important landmark in the annals of the Corps. The scheme has been implemented purely through academic means and is the result of a genuine keenness on the part of the educationists to make our youth defence-conscious. The Universities of Punjab, namely, Punjab University, Kurukshetra University, Punjabi University and Agricultural University have made it compulsory for all under-graduate male students to attend at least 75% parades every year, and two Annual Training Camps in three years, in order to be eligible for the University examinations. They have also evolved a system of grading the students on the basis of attendance and general performance in the NCC, and the grade achieved is recorded on their University Degrees.

6. WHOLE-TIME NCC OFFICERS: In order to fulfil the heavy commitment of expansion and to fill the gap created by the withdrawal of Regular Army Officers, seventy-seven NCC Officers from this State have been employed on whole-time basis for Command/Adm/Staff jobs. Thirty of these officers have been posted in Punjab and the rest in other States. Similarly a number of Cadet Under-Officers and Sergeant-Majors have also been employed as whole-time instructors to make up the shortage of JCOs and NCOs. At present 10 UOs and 24 Sgt Majors are employed in Punjab State.

7. RE-ORGANISATION OF NCC/NCCR: NCC-Rifles was introduced in 1960 with a view to imparting training at comparatively lesser cost and cover a

larger number of students. Four years of its existence have fully proved the fulfilment of this objective. However, after the introduction of Compulsory Military Training, the distinction between NCC and NCCR had become rather anomalous and it was decided to merge them together and re-organise them on the pattern of NCCR Coys. This re-organisation came into effect in July, 1964, when the present 8 Company Battalions were created. The re-organised NCC is a happy cohesion of good points of both NCC and NCCR. The old disparity with regard to the honorarium of NCC Officers, and Refreshment allowance in respect of Cadets, has been removed. The overlapping of jurisdiction, which was unavoidable in the old pattern has now been eliminated and an institution has now to deal with only one Unit Commander. This has been a very welcome and popular change.

8. TRAINING: Due to the standardisation and simplification of training syllabus, as a result of the re-organisation, the benefit achieved during the last training year is comparatively of greater value. The inclusion of the Out-door exercises in the training syllabus has been welcomed by the students who have exhibited a marked degree of keenness, enthusiasm and efficiency.

9. The attendance on parades is about 80%. In camps also a considerable improvement in attendance has been witnessed and since the Universities have made two NCC Camps in three years compulsory for all under-graduate students, the attendance will further improve. As a measure of further improvement, this Directorate have suggested the Universities to evolve some system

of making the Cadets available for Camps during Summer Vacation after the examinations are over.

10. During the last training year, every unit held its annual training camp for Senior and Junior Division Cadets. Besides annual training camps the following camps were held by this Directorates:

- (i) All India Summer Training Camp (Boys)
- (ii) All India Summer Training Camp (Girls)
- (iii) Advanced Leadership Course for 120 Cadets.

11. Out of 69 short ranges allotted, 51 short ranges have been constructed by various colleges from the funds provided by University Grants Commission. The construction of the ranges has been appreciated by the heads of the institutions. Four long ranges and 22 miniature ranges have also been allotted for construction. In addition to these, Army/Police ranges in various cantonments/District towns have been made available to the Cadets for firing.

12. During these camps the keenness, enthusiasm and devotion to duty were noticed to a considerable degree. These camps created a healthy team-spirit and a considerable emotional integration had taken place.

13. In addition to above camps, a special Adventure course in Mountaineering and Rock Climbing was held at HMI MANALI from 15th December, 1954 to 4th January, 1965. This camp was held during the coldest period of the year and the cadets derived maximum benefit out of it. The course was popular with them and they showed great keenness, enthusiasm, determination, love for team-work and exhibited self-confidence and traits of leadership.

14. With a view to creating enthusiasm and healthy competitive spirit, following inter-unit group competitions were held:

(a) Senior Division(Boys)

(i) Shooting Competition

(ii) Bayonet Fighting Competition

(b) Senior Division Girls

(i) Shooting Competition

(c) Junior Division (Boys & Girls)

(i) Shooting Competitions

15. NCC Group Headquarters

To cope with the increased work and to decentralise and facilitate Command and control, the whole area of Punjab has been divided into seven group headquarters commanded by Lt.Cols. Upto the end of March, 1965, the group headquarters commanders besides controlling and coordinating the activities of about seven NCC units each in their jurisdiction, also commanded an NCC Unit. As a result of experience in the functioning of the NCC Group headquarters, it has been decided to reorganise them as separate offices, each to command a group of 10 NCC Units. The proposed Group headquarters in this State after reorganisation are:-

- i) NCC Group Headquarters, Amritsar
- ii) NCC Group Headquarters, Chandigarh
- iii) NCC Group Headquarters, Jullundur
- iv) NCC Group Headquarters, Ludhiana
- v) NCC Group Headquarters, Patiala
- vi) NCC Group Headquarters, Rohtak

16. Each group headquarters Commander will be responsible for the successful functioning and efficient training of the 10 units under his command.

Finance

17. Budget allotment for the year 1965-66 has not so far been made by the State Government. However, budget allocations made by the Punjab Government during the last 15 years are summarised below:

1949	Rs. 11,16,700
1954	Rs. 13,63,540
1959	Rs. 16,11,920
1962-63	Rs. 30,05,324
1963-64	Rs. 53,22,550
1964-65	Rs. 66,15,580

Future Planning 1965-66

- 18. Senior Division - 20 coys (2 battalions)
- Junior Division - (strength expected to be doubled)
- Girls Division - 5 coys (1 battalion)
(senior wing)

General

19. All the Cadets are now properly clothed. Position regarding Arms and equipment and other training aids has also considerably improved. There is no shortage of permanent Instructional staff. Re-employed JCOs/NCOs are gradually being replaced with regular army personnel.

5. Progress of Craftsmen Training Scheme during the first three Five Year Plans in the Punjab State

Introduction

The Craftsmen Training Programme in the country started as a war-time measure to meet the rising demand of technicians and skilled labour to man the defence industries. When the war came to an end, the scheme was modified and adopted for resettlement of ex-servicemen in technical avocations. It was gradually realised that such a training programme was essential to meet the requirements of industry as a whole without any particular reference to defence production or resettlement of ex-servicemen. Government of India, accordingly, appointed a special committee to study the future pattern of craftsmen training programme and make recommendations for its reorganisation. On the basis of the recommendations of this committee popularly known as the Shiva Rao Committee, Government of India, reorganised the Craftsmen Training Programme and transferred the administrative control of the scheme to the State Government in 1956. The entire expenditure on this training programme is shared between the Government of India and the State Government, in the ratio of 60:40. The syllabus and the scheme of work are laid down by the Government of India on the advice of the National Council for Training in Vocational Trades of which the Central Minister for Labour is the Chairman. Examinations are also conducted by the Government of India through the agency of State Department of Industrial Training. Certificate, called the National Trade Certificate, instituted by the Government of India, is awarded to successful trainees. At the State level, there is a State Council for Training in Vocational

Trades of which the Minister Incharge Industries/Industrial Training is the Chairman and concerned Government Departments, Industries and Labour, are given representation on it.

Scheme for Training in Institutes

In the Industrial Training Institutes, training is imparted in engineering and non-engineering trades. The duration of training for engineering trades is 1½ years in the Institutes followed by six months implant training. As against this, training in non-engineering vocational trades is imparted for a total period of 12 months. There is no tuition fee. Handtools are supplied two to three times a year, free. Hostel facilities (where provided) to trainees are free of cost. The workshop clothing (overall) are also supplied free. One-third of the total number of trainees is awarded scholarship at the rate of Rs. 25/- per trainee per month. However, with effect from 1st August, 1963, it has been decided that commensurate with the conditions prevailing in this State, the amount of stipend has been raised to Rs. 40/- per month per trainee, and the coverage has been raised to 60% of the trainees. Admission to engineering trades takes place every nine months and there are two sessions which each trainee has to attend, each lasting nine months. Admission to vocational trades takes place once in every 12 months. The syllabus is broadly divided into three parts, namely, syllabus for the main trade, for allied trades and syllabus of subjects common to a number of main trades such as Fitter, Carpenter, Turner, Mechanists etc. For the training of Instructors, Government of India have set up 5 Central Training Institutes for Instructors in the country

One of these has been set up at Ludhiana with total cost of about a crore of rupees and the training capacity of 250 Instructors at a time.

Progress made during the Second Plan

At the end of the Second Plan in the whole country, there were 166 Institutes where craftsmen training was imparted to a total of 42142 trainees. As against these in the Punjab the total number of institutes was 15 with a capacity of 4698 seats for trainees. In the Punjab thus 8 new institutes with additional capacity for 3376 were opened during the second Plan period.

Progress made during the Third Plan

The target and the size of the programme envisaged in the Third Plan was considerably larger, involving a financial outlay of Rs. 327.50 lakhs with the aim of creating additional training facilities for 4,492. However, during the 1st year of the Third Plan itself, it was realised that the targets fixed by the Planning Commission for this programme needed to be substantially augmented. Accordingly, a special scheme for the creation of 10,000 additional seats by expanding existing institutes and by setting up 20 new institutes was formulated, entirely on the non-Plan side. Simultaneously, efforts were made with the Government of India for inclusion of this scheme on the Plan side, and for augmentation of the financial ceiling correspondingly. Government of India agreed to the inclusion of 6000 out of 10000 seats in the Plan. The balance 4,000 seats were retained on the non-Plan side. The monetary targets on the Plan side were consequently enhanced to Rs. 724.68 lakhs and under the non-Plan portion of the scheme a provision of Rs. 370.83 lakhs. was made for the Third Plan period, making a total

of Rs. 1,095.51 lakhs. The overall position of physical capacity under the Craftsman training Programme at the end of the Third plan would be 19,190 and the number of the institutes would be 49. The targets and the size of the programme set by the Punjab Government were at one time considered ambitious, but with the onset of emergency and consequent demand for craftsmen the size of the Programme has been more than fully justified and it can be confidently said that in the matter of Craftsman Training Punjab is ahead of nearly all other States in the country. In fact, during the Emergency, the Department launched an intensive short-term training programme for 3,000 trainees for Defence service by introducing a third shift in the existing institutions. According to the phasing of the physical targets during the Plan period 4,540 additional seats were to be created by the end of 1963-64. Actual number of seats created is however 5084. Significant progress has also been made in the matter of construction of new institutes and purchase of equipment for them. Special steps were taken by the Department for coordinating the Plan for construction programme with the result that all the building are nearly complete including the work of sanitary fittings and electrification. A high level special Purchase Committee was constituted by the Government for the purchase of machinery and equipment worth crores have been purchased. A provision of Rs. 185 lakhs was made for the year 1964-65 for the Plan portion and Rs. 100 lakhs for the non-Plan portion of craftsmen Training programme with physical target of 7744 seats during the year 1964-65.

Out of these 6628 seats have been introduced upto 31st. March, 1965. Thus by the end of 1964-65, 16504 seats have been introduced in the 47 existing Industrial Training institutes/centres. On the monetary side, against the Plan provision of Rs. 185 lakhs for Plan and Rs. 100 lakhs for non-Plan, an amount of Rs. 168 lakhs and Rs. 72 lakhs have been spent respectively by the end of the year 1964-65 (figures of actual expenditure from the P.W.D. are still awaited).

During the year 1965-66, it is proposed to incur an amount of Rs. 184.34 lakhs, out of which Rs. 79.28, ;, 37.52 lakhs and Rs. 67.54 lakhs will be incurred on the pay of staff, stipends, tools and equipment and purchase of land and construction of building etc. respectively. On the non-Plan side, an amount of Rs. 69.35 lakhs is estimated to be incurred on pay of staff, stipends, tools and equipments and purchase of land and construction of buildings etc. This also includes a sum of Rs. 10 lakhs to be incurred on advance action for the Fourth Five Year Plan. During the year 1965-66, it is proposed to open two new Industrial Training Institutes at Gurdaspur and Faridabad and to add 2660 new seats and the seating capacity will be raised to 19,190 seats by the end of Third Five Year Plan.

Apprenticeship Training

With the passing of the Apprenticeship Act by Parliament in 1961, the department of industrial training formulated a programme for placing apprentices in factories under the provisions of the Act. Simultaneously, the Department formulated a scheme for deputing Punjabi boys for apprenticeship training in factories situated outside the State. This became necessary in view of the fact that training facilities

in factories in the Industrial technology and the dearth of skilled manpower was standing in the way of industrial development of the State. Under the scheme for deputing apprentices to other States 437 apprentices were placed with leading factories at Bombay, Calcutta, Baroda, Kanpur, Lakheri etc. upto the end of year 1964-65. Total target in the Plan period under this scheme is 2,000. The achievement of this target, however, depends upon the response from the factories situated outside the State, as their efforts are entirely voluntary. A special feature of the scheme is that in addition to the stipends payable to the apprentices by the Industrial establishments under the provisions of the Apprentices Act, an additional stipend at the rate of Rs. 50/- per month per apprentice is given for the period of the Apprenticeship training which usually lasts three years.

2. There are 4485 registered factories in the Punjab. This Department has conducted a survey of 455 factories. As a result of the survey, it has been revealed that facilities for apprenticeship training are available in 258 factories. In 180 factories the apprentices have been engaged under the Apprentices Act, 1961. The total number of apprentices is 1259 who have been selected and placed in the factories by the end of the year 1964-65 and steps are being taken and will be intensified during the year 1965-66 to place large number of apprentices in factories found suitable for apprenticeship training.

3. This department has also chalked out a programme under the Placement Cell Scheme for the

absorption of Industrial Training Institute's passed out trainees in the various factories inside as well as outside the State. It is gratifying to note that a total number of 2039 passed out trainees have been deputed in various public sectors and undertakings by the end of 1964-65. The names of the recruited Government undertakings is as under:

- 1) Hindustan Aeronautics Ltd. Kanpur
- 2) Heavy Engineering Corporation, Ranchi
- 3) Hindustan Machine Tools, Pinjor
- 4) Heavy Electricals, Bhopal
- 5) Orissa Foundry, Orissa,
- 6) Western Railway.

It is expected that sufficient number of trainees will be deputed by the end of the Third Five Year Plan.

4. Besides the above 10 girls who had been deputed for training during November, 1962, had completed their training in the early part of the year 1964. To give further facilities to Watch Making Industries in the Punjab, 10 boys were also deputed to Bangalore for training in the Watch Making Industry during the year 1963-64 and they have completed their training in 1964-65 (September, 1964)

Industrial Schools:

During the IIIrd Plan, the Department envisages the opening of 19 new and expansion in the existing Industrial Schools for Girls with a seating capacity of 960 seats. Out of this, 14 Schools have already been opened. 15 Home Craft Centres which were previously run by the Community Project Areas, and 3 Industrial Schools for Girls under the administrative control of Education Department have been taken over by the Department on 1.4.1964 and their standard has been raised to that of regular schools. Accordingly the number of schools and seating capacity in all the Government Industrial Schools for Girls has been raised to 58 and 3420 respectively.

The Department has also undertaken the work of bringing these schools on the D.G.E.I's Pattern. The seating capacity of Government Schools for Boys rose from 472 at the end of the 2nd Plan to 697 by the end of 1964-65. Department in addition to these boys schools is also running 13 Economic Uplift Training Centres for Scheduled Castes, Backward Classes and Vimukta Jaties.

Government Polytechnic for women was started by the Department at Chandigarh during the year 1962-63, and the same is functioning successfully. By the end of the year 1964-65, the number of schools/institutes which was 54 by the end of 2nd Plan has been risen to 85 and their seating capacity from 3675 to 5307 students.

A sum of Rs. 27.54 lacs was provided for these schemes in the year 1964-65. An amount of Rs. 27.96 lacs has been provided in the Annual Plan 1965-66.

Programme for the Fourth Five Year Plan:

During the Fourth Five Year Plan, it is proposed to open tentatively 11 new Industrial Training Institutes/Centres with 11,000 seats, with a financial outlay of Rs. 1500 lakhs. It is also proposed to open one Pottery and Ceramics Institute, one Institute for Woollen Textiles and two Polytechnics for Women during the Fourth Plan. The matter regarding location of the new Institutes is under consideration of the State Government.

6. DISCUSSIONS AT CONFERENCE OF EDUCATIONISTS,
HELD AT CHANDIGARH FROM FEBRUARY 19 & 20, 1965,
BY SHRI S. VENKATESH.

At the request of the Education Commission, the State Institute of Education, Chandigarh, arranged a Conference of educationists on February 18 to 20, 1965.

The following papers were presented at the Conference:-

1. "Educational Planning and Finance" by Dr. Goverdhan Lal.
2. "Future of Education in India" by Dr. N.L. Desajh.
3. "Emotional Problems of Education of the Mentally Handicapped and the Bright Children" by Dr. Vidya Sagar.
4. "Home Science Education" by Miss S. Dpongaji.
5. "Secondary Teacher Education" by Principal V.S. Mathur
6. "Role of Montessorie Methods of Teaching in Pre-Primary Education" by Mrs. H. Singh.
7. "University Education" by Shri M.L. Khosla.
8. "Elementary Education" by Shri Jagdish Raj.
9. "Education of Character" by Shri Suraj Bhan.
10. "Education for International Understanding" by Dr. Prem Nath.
11. "The need for rethinking on Basic Education" by Prof. Udey Shanker.
12. "Library Training in India" by Dr. Jagdish Sharma.

The following points were made during the discussions on the papers presented to the Conference:-

Teacher Training

1. There is nothing vitally wrong with our system of education but the problem is that we do not have a sufficient number of satisfied, enthusiastic and properly trained teachers. Reservation of seats in the Training Colleges on considerations other than merit is not a happy proposition.

Students who obtain degrees by parts should not be encouraged to join the Training College. Similarly, students with degree in indifferent subjects should also not be entertained. To avoid wastage in the Training Colleges, it is necessary to recruit the teachers first and, after about three or four months of service in the school, they should be sent to the Training Colleges. This avoids wastage both during and after the training course.

2. Training College should not admit persons who are not keen to follow teaching profession.

3. Teacher Training must be handled by Central Government, and not left to the States. This can be introduced according to a phased programme.

4. Comprehensive training colleges with courses in B.Ed., M.Ed., and J.B.T. classes should be developed where staff need not be earmarked for any particular course. There should be uniform scales among all these teachers who should be able to teach all classes.

5. Emoluments of training college staff should be raised.

6. M.A. or M.Ed is essential in the elementary and secondary training colleges.

7. There should be a separate cadre for training college staff.

8. Duration of B.T./B.Ed. courses is not long enough. Emphasis should not be on content only.

9. In punjab the number of working days of training colleges is 240 per year. This may be increased by reducing the vacations to six weeks only.

10. In the Training College at Patiala, though the regular course starts from 1st week of August, the trainees are admitted in the middle of July and given an orientation course. This has produced good results and could be tried at other institutions also.

11. There is scope for increasing the working hours per day also. For this purpose, adequate hostel accommodation both for staff and students would be necessary.

12. History of education should be taught in the training colleges to all the students. The students should be given a few compulsory lectures on Guidance, Curriculum, etc. for the first three months of their course.

13. Trainees should work as full-time members of the staff of the school for long duration.

14. The Kurukshetra experiment of admitting matriculates for a four-year course and B.A./B.Ed. in Education has not been a success. Even the Kurukshetra University itself has not recognised this Degree.

15. Arts Colleges should be attached to training colleges. This Training College atmosphere will induce a larger number of students to take to teaching profession. This experiment is being tried in the training college at Patiala from July next.

16. Correspondence courses in Teacher Education are of doubtful utility. A student may pass his theory examination but cannot get the training by post.

17. In-Service education for training college staff is also equally necessary. Universities should run summer courses to training college staff.

Exchange of professors would also facilitate necessary re-orientation of this teaching staff.

18. In-Service education has not made any impact on teachers for want of adequate incentives. Increments should be given only after in-service education and after the teachers have proved that they are growing professionally.

19. To bridge the wide gap between theory and practice in the training colleges, a few schools should be attached to each training college where the different training techniques could actually be practised.

20. Registration of teachers (just as in the case of as medical practitioners) should be carried out and the licences of only those coming up to the mark should be renewed.

21. There should be no difference in the training imparted to elementary school teacher or the secondary school teacher. Training Colleges are of no use if good students are not attracted. Sufficient incentives are to be provided for this purpose.

22. In the schools only those subjects which are of practical value in life should be taught as in Japan.

Education of Mentally Handicapped and Bright Children.

1. Mentally handicapped children should be trained in special schools. Their inferiority complex would be aggravated if they are taught with brighter boys.

2. For the training of the mentally handicapped children, women teachers should be preferred, and they should be given one year practical training. Their interests such as promotions, etc. should be safeguarded.
3. In each school, there should be a woman social worker.
4. The education for handicapped children should make greater use of audio-visual aids, drawings, toys, etc.
5. Emphasis should be on learning by doing. Care should be taken to ensure that the lessons do not go above the head of the students.
6. Class-rooms should be attractive and curriculum carefully drawn up.
7. Teachers should meet the parents periodically and ascertain the emotional problems of the children.
8. Teachers of average intelligence and with high emotions should be preferred for handling the classes of mentally handicapped children. They should have a special accomplishment in singing, dancing etc.
9. Among the brighter children it is necessary to inculcate a faith that their intelligence is for the service of their unfortunate fellow students.
10. Snobbery should be discouraged by the teachers setting a proper example.
11. Late developers are to be given special attention.
12. Creativity is the key of solution of many of the problems of the handicapped children.

Education for International Understanding.

1. Foundations of international understanding must be laid in primary education during the child's

highly impressionable and formative period.

2. Fear, hatred and jealousy are some of the most destructive emotions and it is highly desirable that children should be educated to protect themselves against these and to cultivate self-confidence and good-will.

3. Care should be taken to ensure that the teacher has a good knowledge of pupils' cultural background and of the conditions obtaining in the family.

4. Emotional health should be the concern of the community. In a case study, it was found that the pupils studying under teachers in good mental health showed greater emotional stability than their counterparts receiving instruction from teachers in poor mental health.

5. Well-graded discussion forums and Science Clubs should be arranged to impart right and complete information.

6. All available media, such as books, pamphlets, papers, posters, news reels, films, radio, etc. for giving correct information should be freely made use of.

7. Students should be encouraged to benefit from programmes like "U.N. calling you" "U.N. calling on the peoples of the world" etc. Students should form panels to consider these broadcasts and publications and comment on them.

8. History and Geography need a good deal of orientation. Facts and events should be presented in the larger perspective of mankind in preference to original and sectional framework.

9. The practice of International school at Geneva should be followed as far as practicable.
10. Students should be given lessons in the economic interdependence of countries. Similarly, the necessity of healthy cooperative effort for the growth of science or for any other aspect of knowledge should be stressed.
11. History of Science should be presented in its cultural perspective highlighting the cooperative effort and the common aspiration of mankind to live in harmony and peace.
12. Studies of other cultures should figure prominently in our educational programme. A start should be made with the neighbouring cultures.
13. The study of foreign languages is another medium through which the countries can be brought closer together.
14. Organisation of UNESCO Clubs in all educational institutions should be increased. This would be the first step to popularise the teaching about U.N. and its associated agencies.
15. To the extent possible there should be an exchange of teachers and students between different countries. Various art gifts, books and other reading material could also be exchanged.
16. Institutions of higher learning, particularly universities have a special responsibility in promoting international understanding. Besides lectures, seminars and discussion groups, international evenings to cover such programmes as music, dance and drama should be organised. Arts and music are very powerful media in forming correct

emotions and attitudes.

17. International understanding should find a reasonable place in the curriculum of the Teachers Training Colleges.

Education of Character.

1. The word 'secular' in our Constitution has been mis-understood. It should only mean that Government should not take sides in religious disputes. There is, however, nothing to prevent religious instruction in schools and colleges.

2. Pursuit of excellence should be inculcated in the minds of the students from the very beginning.

University Education.

1. Overcrowding in colleges is mainly because there are no suitable alternative openings. This can be avoided by selective admissions and by relating them to resources available as recommended by Lord Robbins in his Report.

2. Performance in matric should not be the only consideration for admission to the colleges. Due consideration should be given to extra-curricular activities as well. Internal assessment of the students should be resorted to in greater measure.

3. While autonomy of the institutions is desirable, absolute autonomy is not suited to our country. Some control by Central Government is necessary for maintaining unity of the country.

4. Lessons should be learnt from the Chinese educational reform. Scholars well-conversed in literature in East and West should be encouraged.

5. Standards of students in schools should be raised if Science/Technology is to improve in the country.

6. In the field of post-graduate teaching, regional post-graduate centres for higher learning should be established.
7. Selected colleges should also be allowed to undertake post-graduate teaching.
8. Post-graduate teachers should be better paid.
9. Research grants should be given to centres of higher learning.
10. Standards of instruction should be raised, so that our degrees conform to international standards. This can be achieved only by keeping students busy and by increasing the working hours per day.
11. Hard work on the part of the teachers is equally essential.
12. Teachers should be given a social prestige.
13. One view expressed was that internal assessment has absolutely no link with the performance in the final examination and to that extent it is a failure. Teachers who want this internal assessment are only to wield punitive powers and to control the classes.

Future of Education in India.

- (1) The basic system of education will undergo a good deal of change in the next 15 years and there is bound to be a phenomenal increase in Junior Basic Schools.
- (2) In Basic Schools, besides the crafts that are now being taught, some more modern crafts - as, radio-mechanics, machine tools, etc. - are to be included.

- (3) Higher Secondary scheme has come to stay, But, some suitable modifications in the curriculum are necessary to give it a vocational bias and thus make this course a terminal stage to enter life.
- (4) In the field of medium of instruction, a "Trilingual Formula" is necessary. Each student will have to study at least 3 languages - Mother tongue in the initial stages, Hindi a little later as a National Language and a third Language at the post-primary stage. This 3rd Language may be the language of another State (other than Hindi) or English.

Role of Montessori Methods of teaching children:

- (1) Children should start in the nursery school at three and the change from Nursery to Primary should be made at six.
- (2) The older children are interested to watch the young ones work. This revision is valuable for them and, if sometimes they are asked to help, they can do just as well as the adult teacher. This helps to develop their character and opportunities should be provided for such visits.

Educational Planning and Finance.

- (1) National integration calls for the revision of text-books so as to emphasise national unity and love of the country. A National Unit for the production of text-books is necessary. This Unit will produce books in all subjects including Science and Mathematics.

- (2) In view of the rapid technological inventions, a correct appraisal of the manpower requirements for the next 15 to 20 years would almost be impossible. Possibility of overcoming this problem by adopting the example of some country at any particular period of its development as the model for attainment in the next 20 years may be considered. This can be Japan of today and some Scandinavian countries.
- (3) Possibilities of raising additional funds for increasing the investments of education are well worth-considering. These could take, if necessary, the form of new taxes.
- (4) A good deal of educational expenditure is wasted at present because of drop-outs, large percentage of failures at examinations. A poor country like India cannot afford such a luxury.
- (5) It is worth-considering if we can effect economy by setting up centres for higher education affiliated to the present universities instead of adding full-fledged universities. In these centres, there will be no economy on teachers, laboratories and libraries.
- (6) Effective administrative machinery is necessary to make any scheme a success. The growth of administrative organisation has a bearing on the size and nature of the development plan.
- (7) Suggestion to have an intensive special programme for the development of genius in the country should be seriously taken up, because in the final analysis the progress of a nation

depends upon its gifted citizens. One single Newton or Edison can accelerate tremendously the pace of progress. The talented children should be a special responsibility of the nation and given all facilities.

A beginning can be made by starting one such special institution in each State.

- (8) A good school is characterised by good teachers, good equipment and good buildings. Of these three, the teachers should be the first charge on our resources. It is of utmost importance to revise the emoluments of teachers.
- (9) It may be better to have more of in-service training as compared to pre-service training. The desirability of merging Training Colleges with Arts Colleges to save on buildings, libraries, equipment, etc. may be considered.
- (10) The content and character of teachers training prevalent today need radical changes.
- (11) Productive work should be introduced at all levels of education from the primary to the university.
- (12) Dignity of labour should be taught so as to provide a corrective to the present days snobbish and white-collar mentality.
- (13) The general approach of educational planning today is to spread the poor available resources on all types of programmes. Instead, we should concentrate on a few selected programmes.
- (14) Educational planning has to contend with some special problems, such as large population, multiplicity of languages, limited resources,

absence of necessary statistical data, etc.

Educational planning should not be limited to higher levels of administration only but should involve as largely as possible parents, teachers at lower levels and supervisors.

- (15) It is necessary to prepare three types of plans:-
- (i) A perspective plan for 15 to 20 years.
 - (ii) A short-term plan (say 3 years), co-extensive with the life of the literature.
 - (iii) An annual plan co-extensive with the budgetary year of a State.
- (16) The District Education Officer today is so over-worked that he hardly gets sufficient time from his multifarious duties to look into real educational problems of his district.
- (17) For a proper evaluation of the qualitative objectives of any plan, it is necessary to have a research and evaluation unit. This unit can take up some related important studies, such as studies in educational finances, manpower requirements, teaching of languages, etc.
- (18) A large number of stipends and scholarships should be instituted.
- (19) The educational plan should cast its weight in favour of educationally backward sections. Regular surveys should be undertaken before new institutions or libraries are added. Fulfilment of prescribed norms should always be insisted.

- (20) Physical education and Military training should receive proper emphasis.

LIBRARY TRAINING IN INDIA

According to a recent survey, there are about 23 institutions which offer training in library science at different levels.

In addition to the universities, there are some non-university courses which are run by the Delhi Library Association. Some Library Associations like U.P. Library Association and governmental agencies like Department of Public Relations, Punjab run short-term certificate courses in library science.

- (2) In India, there is no standard so far set for teaching library science in universities, library associations and other organisations.
- (3) The suggestions made by the Committee set up recently by the U.G.C. to consider the question of improving and co-ordinating the standards of teaching and research in the Departments of Library Science in the Indian Universities are very valuable in this regard.

PART VI - ANNEXURES

PROGRAMME OF THE VISIT OF EDUCATION
COMMISSION TO PUNJAB STATE

The Education Commission visited the State of Punjab from May 10 to 15, 1965. During the first three days it divided itself into four groups, Group I visited Simla, Group II visited Patiala, Kurukshetra, Karnal and Ambala, Group III visited Jullundur, Amritsar and Ludhiana and Group IV visited institutions at Chandigarh. On the last three days, the members gathered together at Chandigarh and held discussions with various groups of educators. The detailed programme is given below:

GROUP I: Member: Prof. M.V. Mathur

May 10, 1965

1. Visit to Bishop Cotton School, Simla
2. Visit to S.D. Bhargava College, Simla
3. Discussion with Heads of Local Institutions at Government Training College, Simla

May 11, 1965

1. Discussion with Principal and Staff of Government Training College, Simla
2. Meeting with the Principals and the staff of S.D. Bhargava College, Simla, and Punjab University Evening College, Simla

GROUP II Member: Miss S. Panandikar

May 10, 1965

1. Visit to Government College of Physical Education Patiala
2. Senior Model Higher Secondary School, Pheel Khanna, Patiala
3. State College of Education, Patiala
4. Visit to the Punjabi University, Patiala
5. Discussion with heads of local higher secondary schools

May 11, 1965

1. Visit to Kurukshetra University and discussion with heads of Departments.
2. Visit to College of Education, Kurukshetra, and discussion with members of staff.
3. Discussion with Principals and headmasters of schools at the Government Higher Secondary School, Karnal.

May 1, 1965

1. S.D. Higher Secondary School, Ambala
2. Government Higher Secondary School for Girls, Ambala
3. Sohan Lal Training College, Ambala
4. Discussion with Principals and Headmasters of colleges and schools at the office of the Circle Education Officer, Ambala

GROUP III Member: Shri A.R. Dawood

May 10, 1965

1. Visit to Model Pre-Primary School, Jullundur
2. Visit to Government Girls Higher Secondary School (Nehru Garden School) Jullundur
3. Visit to Government Training College for Teachers, Jullundur
4. Visit to Government Model Higher Secondary School, Jullundur
5. Visit to Government Model Co-educational Higher Secondary School, Jullundur
6. Visit to State School-cum-College of Sports, Jullundur
7. Visit to Government Randhir College and discussion with Principal and staff, Kapurthala
8. Discussion with Principals of Colleges and Higher Secondary Schools

May 11, 1965

1. Visit to D.A.V. Higher Secondary School, Amritsar
2. Visit to Government Girls Higher Secondary School, Mohan Gate, Amritsar
3. Visit to Government Girls Higher Secondary School, Nawankot, Amritsar

4. Visit to Government High Secondary School,
Town Hall, Amritsar
5. Visit to Government Girls Higher Secondary
School, Mall Road, Amritsar
6. Visit to the Khalsa College, Amritsar

May 12, 1965

1. Visit to Agricultural University, Ludhiana
and discussion with Deans and Heads of
Departments.
2. Visit to S.A.N. Jain Higher Secondary
School, Ludhiana
3. Visit to Government College, Ludhiana and
discussion with the Principal and Members
of the staff.
4. Visit to Government Multipurpose Higher
Secondary School, Ludhiana
5. Discussion with Principals and Headmasters
of High & Higher Secondary Schools at Ludhiana

GROUP IV Member: Shri J.P. Naik

May 10, 1965

1. Discussion with State Department officers
2. Visit to the Punjab University and discussion
with Registrar and his officers.
3. Informal discussion with State Department
officers

May 11, 1965

1. Visit to Government Senior Model School,
Sector 16, Chandigarh
2. Visit to Government Girls Higher Secondary
School, Sector 18, Chandigarh
3. Visit to Government Higher Secondary School,
Sector 23, Chandigarh
4. Visit to State Institute of English, Chandigarh
5. Visit to Post-graduate Basic Training
College including the Basic Junior Training
School
6. Discussion with Director of Public
Instruction, Chandigarh

May 12, 1965

1. Visit to Government College for Men, Chandigarh
2. Visit to Home Science College, Chandigarh
3. Visit D.A.V. Higher Secondary School, Chandigarh
4. Visit D.A.V. Model School, Chandigarh
5. Visit to State Institute of Education
6. Visit Punjab University and discussion with Vice-Chancellor & Executive Council of the Syndicate
7. Discussion with Faculty
8. Discussion with Student representatives

PROGRAMME OF THE EDUCATION COMMISSION
AS A WHOLE AT CHANDIGARH

May 13, 1965

1. Call on the Governor
2. Discussion with Headmasters and Headmistresses and representatives of Teachers' Associations
3. Discussion with Principals of Engineering Colleges, Polytechnics, ITIs & JTSS from Punjab
4. Discussion with Teachers' Association Representatives
5. Interview with educationists
6. Tea with State Department Officers

May 14, 1965

1. Visit to University campus
2. Discussion with Principals of Government and non-Government colleges and Presidents of Lecturers' Associations
3. Discussion with Teacher Educators
4. Discussion with Vice-Chancellors
5. Meeting with Education Minister
6. Discussion with officers of the State Education Department.
7. Tea with Vice-Chancellor
8. State Dinner

May 15, 1965

1. Meeting with Education Commissioner.
2. Discussion with representatives of Women's Education
3. Meeting with Chief Secretary, Planning Secretary, Finance Secretary, Health Secretary, Director of Industries, Director of Technical Education, Education Secretary, Director of Public Instruction, Director, National Cadet Corps and Commissioner Hill Areas
4. Meeting with Chief Minister
5. Press Conference
6. Dinner by the Governor

ANNEXURE 2 LIST OF PERSONS PARTICIPATED
IN DISCUSSION GROUP AND WHO
INTERVIEWED THE COMMISSION

ANNEXURE II

LIST OF PERSONS PARTICIPATED IN DISCUSSION
GROUP AND WHOM THE COMMISSION INTERVIEWED

I. The following Headmasters and Headmistresses met
the Education Commission on May 13, 1965, at Chandigarh

1. Miss Hoffmeister, Principal,
Ewing Christian School, Mission Compound, Ludhiana
2. Mrs. Prem Swift, Bungalow No.18, Sector 8, Chandigarh
3. Mr. R.K.V. Goldstein, Headmaster, Bishop Cotton
School, Simla
4. Mrs. I. Chitamber, 1/6 Sector 24-A, Chandigarh
5. Shri R.S. Dutt, Principal, Government Higher
Secondary School, Sector 19, Chandigarh
6. Pt. Nand Lal, Headmaster, S.D. Higher Secondary
School, Ambala Cantt.
7. Shri Samuel, Saint Paul School, Palampur
8. Mrs. Azad, Principal, Sports College for
Women, Kurukshetra

II. The following Principals of Engineering Colleges,
Polytechnics, ITIs, & JTs met the Education
Commission on May 13, 1965 at Chandigarh

1. Shri H.R. Bhatia,
Principal, Thapar Engineering College, Patiala
2. T.K. Vaidyanathan, Principal,
Central Polytechnic, Chandigarh
3. Shri A.N. Sud, Principal,
J.R. Government Polytechnic, Hoshiarpur
4. Shri Gurbax Singh,
Principal Government Punjab Polytechnic, Chandigarh
5. Shri Y.R. Batra, Principal,
Junior Technical School, Kapurthala
6. Shri Hem Raj,
Government Junior Technical School, Kangar
7. Shri Gurbachan Singh,
Principal, Govt. Junior Technical School, Gurgaon
8. Shri Chanchal Das, Principal,
Industrial Training Institute, Jullundur
9. Shri Hardyal Singh, Principal,
Industrial Training Institute, Rohtak
10. Shri R.D. Jain,
Principal, Industrial Training Institute,
Patiala

III The following representatives of Teachers' Associations met the Education Commission on May 13, 1965 at Chandigarh

1. Shrimati Darshan Kaur, President, Classical & Vernacular Teachers' Union c/o Government Girls Higher Secondary School, Ambala city
2. Shri Prem Gupta, Pepsu Government Teachers Union, 1558 Press Road, Patiala
3. Shri Joginder Singh, President, Government Primary Teachers Federation, 470 Arya Samaj Road, Nawan Shahr Doaba (Jullundur)
4. Shri Chander Parkash, President, S.E.S.A.V. Teachers Union, Government Higher Secondary Patlandar (Kangar)
5. Shri Mohinder Singh Toor, President, Government Teachers' Union, Punjab, V & P.O. Sowaddi, District Ludhiana
6. Shri O.P. Parashar, General Secretary, S.E.S.A.V. Teachers Union
7. Shri Babu Ram
8. Shri Bahadur Singh, Ludhiana

IV List of educationists who met the Commission on May 13, 1965 at Chandigarh

1. Shri Ram Chandra, Retd. I.C.S., Forest Hill, Simla-E
2. Shri I.M. Verma, Retd. Director of Public Instruction, Sector 7, Chandigarh
3. Shri S.L. Chopra, M.L.C., Chandigarh

V List of Principals of Colleges and Presidents of Lecturers' Association who met the Commission on May 14, 1965

1. Shri G.D. Khanna, Retd. Principal, Sector 18, Chandigarh
2. Miss A. Das Gupta, Principal, Government College for Women, Rohtak
3. Mrs. E.N. Shahani, Principal, Government College for Women, Ludhiana
4. Shri A.S. Thapar, Principal, Government College, Ludhiana

5. Shri Triloki Nath,
Principal, D.A.V. College, Chandigarh
6. Shri Inderjit Paul, President,
Government College Teachers' Union, Rupar
7. President, Punjab College Teachers Union,
Ferozepore
8. Shri O.P. Mohan,
Principal, C.R. Arya College, Sonapat

VI. List of Teacher Educators who met the Education Commission on May 14, 1965, at Chandigarh

1. Shri Uday Shankar, Principal,
Government Training College, Faridkot
2. Mrs. P.J.R.D. Ahuja,
Assistant Director (Teachers Education)
3. Shri V.B. Taneja, Principal College of
Education, Kurukshetra
4. Shri L.D. Gupta, Principal Institute of
Education, Chandigarh
5. Shri J.M. Dhand, Headmaster, Government Normal
School, Karnal
6. Shri N.L. Dosajh, Principal, Government Training
College, Dharmasala
7. Shri V.R. Taneja, Principal, Government Training
College, Chandigarh
8. Mrs. B. Tulsi, Headmistress, Government Basic
Training School, Chandigarh
9. Shri Inder Singh Grewal, Headmaster,
Government Basic Training School, Jagraon.
10. Shri K.B.L. Bhatnagar, Headmaster, Government
Basic Training School, Dholbaha, (Hoshiarpur)
11. Miss P. Dutt, Assistant Director Colleges (Women)
12. Shri V.S. Mathur, Principal, State College of
Education, Patiala
13. Shri Jagdish Raj, Deputy Director (Primary Education)
14. Dr. D.D. Jyoti, Principal,
Institute of English, Chandigarh

VII. Vice-Chancellors of Punjab Universities who met the Commission on May 14, 1965

1. Dr. A.C. Joshi,
Vice-Chancellor, Punjab University, Chandigarh
2. Shri Suraj Bhan, Vice-Chancellor, Kurukshetra
University, Kurukshetra
3. Shri K.S. Narang, Vice-Chancellor,
Punjabi University, Patiala
4. Shri P.N. Thapar, Vice-Chancellor,
Agricultural University, Sector 4, Chandigarh
5. Dr. Jodh Singh, ex-Vice-Chancellor,
Punjabi University, Patiala

VIII. List of Departmental Officers who met the
Education Commission on May 14, 1965 at Chandigarh

1. Shri J.D. Sharma, Director of Public Instruction,
Punjab, Chandigarh
2. Shri Balwant Singh, Joint Director of Public
Instructor, (Schools)
3. Shri K.N. Dutt, Joint Director of Public
Instruction (Colleges)
4. Shri Harbans Singh, Deputy Director of Public
Instructor (General Administration)
5. Shri R.L. Verma, Deputy Director of Public
Instruction (School Administration)
6. Shri Inder Singh, Deputy Director of Public
Instruction, Planning
7. Shri R.S. Chaudhary, Deputy Director of Public
Instruction, Secondary Education
8. Shri Jagdish Raj, Deputy Director of Public
Instruction, Primary Education
9. Shri H.K. Nijhawani, Assistant Director
(Examinations)
10. Shri H.V. Bherpute, Assistant Director (Evaluation)
11. Shri Uttam Singh, Assistant Director (Books)
12. Shri A.S. Shanti, Circle Education Officer
(Patiala)
13. Shrimati H.M. Dhillon, Circle Education Officer
(Jullundur)
14. Shri B.S. Verma, Circle Education Officer (Ambala)
15. Shri Kulwant Singh, Director of Sports
16. Brig. M.S. Grewal, Director, NCC

IX Representatives of Womens' Education
who met the Commission on May 15, 1965
at Chandigarh

1. Mrs. Perminder Bär, Vice-Principal, Government
Girls Higher Secondary School, Sector 18,
Chandigarh
2. Mrs. Baljit Tulsii, Headmistress, G.B.T. School,
Chandigarh
3. Mrs. Raj Dulari, Lady Superintendent, Government
Junior Model School, Chandigarh
4. Miss Avinash Kapur, Government Girls Higher Se-
condary School, Sector 21, Chandigarh
5. Miss K. Sahgal, Assistant Director, School Adminis-
tration, Chandigarh
6. Mrs. P.J.R.D. Ahuja, Assistant Director Teachers'
Training, Chandigarh
7. Miss V. Prabhdyal, Youth Welfare Officer,
Chandigarh
8. Miss P. Dutt, Assistant Director, Colleges
9. Mrs. P.K. Banker, Deputy Director of Industrial
Training.
10. Mrs P.P. Azad, Principal, Government Sports College
for Women, Kurukshetra
11. Miss B.K. Dhillon, Principal, Government College
for Women, Chandigarh
12. Mrs. B. Bawa, Headmistress, Government Higher
Secondary School, Mohan Singh Gate, Amritsar
13. Mrs. A. Karam Singh, Superintendent, Government
Senior Model School, Chandigarh
14. Shri Vasudev Chhabra, Deputy Director, Kasturba
Rural Institute of Higher Education

X. Heads and officers of the Department of
the State Government who met the Commission
on May 15, 1965 at Chandigarh

1. Shri A.S. Narang, Finance Secretary
2. Shri C.D. Kapur, Education Commissioner
3. Shri Sapuran Singh, Secretary PWD.
4. Shri J.D. Sharma, Director of Public Instruction
5. Shri Kewal Krishna, Director Technical Edu. Punjab
6. Shri Prakash Chandra Puri, Deputy Secretary, Tech.
Education
7. Shri Saroop Krishan, Finance Commissioner,
Planning Punjab
8. Brig. M.S. Grewal, Director NCC Punjab & H.P.
9. Shri R.N. Chopra, Hill Commissioner & Additional
Chief Secretary
10. Shri Paramjit Singh, Director Industries
& Industrial Training.

XI Principal and staff of the Rana Padam Chandra Sanatana Dharma Bhargava College, Simla who met the Commission on May 10, 1965

1. Shri R.K. Mehrotra, Principal
2. Shri K.K. Malhotra, Vice-Principal
3. Prof. Kuljas Ras
4. Prof. Lakhan Pal
5. Prof. Ranvir Sharma-
6. Prof O.P. Vaid
7. Prof. R.A. Dhawan
8. Prof. Satish Vinayak
9. Prof. P.P. Syal
10. Prof. J.M.L. Bhatnagar
11. Prof. Ved Prakash
12. Prof. K.R.Sud
13. Dr. V.P. Khanna

XII Principals and Headmasters who met the Commission at Simla on 11th May, 1965

1. Shri Bakshish Singh, Principal, Panjab University Evening College, Simla
2. Shri R.K. Mehrotra, Principal, S.D.B. College, Simla
3. Shri S. Prakash, Principal, D.A.V. Higher Secondary School, Simla
4. Shri H.R. Balhotra, Principal, Government Higher Secondary School, Simla
5. Shri Triloki Nath, Teacher, S.D. Higher Secondary School, Simla
6. Br. F.J. Steinmayer, Principal, St. Edward's School, Simla
7. M. Victorine, Principal, Loreto Convent, Tara Hall, Simla
8. M. Peter Claver, Principal, St. Bede's College, Simla
9. Miss N. Sharma, Principal, Lady Irwin Higher Secondary School, Simla
10. Miss A.F. Atkins, Principal, Auckland House School, Simla
11. Shri R.P. Malik, Lecturer Government Training College, Simla

XIII Principal and the staff of the Government Training College, Simla who met the Commission at Simla on May 11, 1965

1. Miss K. Pasricha, Principal
2. Miss B. Kaku Singh
3. Shri C.L. Kapur
4. Mrs. P. Goswami
5. Mr. R.P. Malik
6. Mrs. Mohinder Kaur
7. Miss Rajinder Kaur
8. Miss S. Kalsy
9. Miss Kamla Joshi
10. Mrs. Kamal Gulati
11. Mrs. Tajinder Malhotra
12. Mrs. Harmohan Bhatnagar
13. Mrs. Sarla Vaid
14. Miss Santosh Khanna
15. Mrs. Saroj Malhotra
16. Miss S. Mahajan
17. Miss Amarjit Kaur

XIV Principal and Staff of the Punjab University Evening College, Simla who met the Commission on May 11, 1965 at Simla

1. Shri Harcharan Singh
2. Shri G.S. Amar
3. Shri D.P. Sarin
4. Shri Autar Singh
5. Shri R.D. Shaili
6. Shri O.P. Gautama
7. Shri V.P. Sharma
8. Shri Bakshish Singh
9. Shri K. Pasricha, Principal, Government Training College.

XV Principal and staff of the State College
of Education, Patiala who met the Education
Commission at Patiala on May 10, 1965

1. Mrs. M.S. Singh
2. Mr. Raj Kumar Behal
3. Mr. Amir Singh
4. Mr. J.S. Jawanda
5. Mr. B.S. Gill
6. Mr. D.R. Vij
7. Mr. P.S. Channa
8. Mr. Karmjit Singh
9. Mr. H.S. Brar
10. Mr. Niranjana Singh
11. Mr. O.P. Sharma
12. Mrs. M. Sodhi
13. Mr. S.R. Mehta
14. Mr. Gurnam Singh
15. Mr. R.C. Sehgal
16. Mr. N.S. Sandhu
17. Mr. R.P. Goyal
18. Mr. O.P. Khosla
19. Mrs. Gurcharn Kaur
20. Mrs. Pritam Kaur
21. Mr. Gopal Dass Chawala
22. Mr. R.P. Sriwastva
23. Mr. S.C. Vashista
24. Mr. C.L. Naran
25. Mr. Satnam Singh
26. Miss Parkash Mathur
27. Miss Surinder Chauhan
28. Mrs. Manjeet Kaur
29. Mr. Amrik Singh
30. Major Gurpal Singh, D.E.O.

XVI Vice-Chancellor and Heads of Departments of Kurukshetra University who met the Education Commission on May 11, 1965 at Kurukshetra

1. Shri Suraj Bhan, Vice-Chancellor
2. Dr. V.B. Tanjea, Principal, College of Education
3. Shri D.R. Vij, Professor of Education, State College of Education, Patiala
4. Dr. S.M. Mukherji, Head of the Department of Chemistry
5. Dr. V.M. Sharma, Head of the Department of Hindi
6. Dr. S.D. Chopra, Head of the Department of Mathematics
7. Shri B.N. Chopra, Offg. Registrar
8. Shri K.L. Malhotra, Principal, University College
9. Dr. Buiha Prakash, Director of Institute of India Studies.

XVII Educationists who met the Commission at Kurukshetra on May 11, 1965

1. Shri Dina Nath Batra, Principal, Gita High School
2. Shri C.D. Shastri, Senior Lecturer, College of Education
3. Shri P.P. Mehta, Senior Lecturer "
4. Shri Kishori Lal, " "
5. Shri L.C. Rajput, Assistant Master, Arya High School, Thanewar
6. Shri R.L. Ahuja, Department of Education, Kurukshetra University
7. Shrimati Taneja, Headmistress, Government Girls High School, Thanewar
8. Mrs. M. Jammu, Headmistress, Government Girls Higher Secondary School, Pehowa
9. Shri B.N. Dewan, College of Education.
10. Shri K.K. Malhotra, Government Higher Secondary School, Shahabad (Karnal)
11. Shri P.K. Kaushik, Government High School, Pehowa
12. Shri Milkka Singh, Government H.S. School, Pehowa
13. Shri Jagan Nath, Headmaster, Govt. H.S. School, Ladwa
14. Shri Manohar Lal, Headmaster, " Kaithal
15. Shri Jagdish Prasad Sharma, Headmaster, Arya High School, Thanewar

XVIII Headmasters and Headmistresses of Secondary Schools who met the Commission on May 11, 1965 at Karnal

1. Shri S.S. Bhalla, Principal, Government H.S. Karnal
2. Shri Santlal, D.A.W. Higher Secondary School, Karnal
3. Shri Devi Shankar Prabhakar, Karnal
4. Shri I.N. Kal, Principal, S.D. College, Karnal
5. Shri Chunni Lal Ahii, Government High School,
Prem Nagar, Karnal
6. Shri M. Jogi, Government High School, Karnal
7. Miss P. Bahl, Headmistress, Government Girls Higher
Secondary School, Panipat
8. Shrimati Sharanjit Kaur, Government Girls High
School, M.T. Karnal
9. Shrimati G.K. Minocha, Guru Nanak Girls High
School, Sheikhpura, Karnal
10. Shrimati Shanti Devi, R.D. Arya Girls High School, Karnal
11. Shri Jagat Suri, H.S. School, Karnal
12. Shri Manohar Lal, Government H.S. School, Kaithal
13. Shri J.M. Dhand, Government Normal School, Karnal
14. Shri Mela Ram Barq, Manager, Dayand Model High
School, Karnal

XIX Educationists who met the Commission at Ambala on May 12, 1965

1. Shri P.V. Duggal, Lecturer, Sohan Lal Training College
2. Shri A.G. Sharma, Headmaster, B.D. High School
3. Shri Bagwan Singh, Deputy Education Officer
4. Mrs. R.K. Jaswant Singh, Headmistress, G.G.H.S. School
5. Shri C.L. Dogra, Assistant Counsellor.
6. Shri Gopal Das Kapur, S.D. College
7. Shri Nand Lal, S.D.H.S. School
8. Shri P.C. Bhatia, C.B. High School
9. Shri J.S. Thapar, Headmaster, Farooka Khalsa, H.S. School
10. Shri Satya Pal, Lecturer, S.L. Training College
11. Shri A.R. Sharma, Principal "
12. Shri N.D. Sharma, A.S.H.S. School
13. Shri G.S. Joshi, Assistant Education Officer, Ambala

XX Educationists who met the Commission at
Kapurthala on May 10, 1965

1. Shri Balwant Singh, M.L.A.
2. Shri P. Shaida, Journalist
3. Shri Raj Kumar Retired Secretary Education, Pepsu
4. Shri D.K. Das, I.A.S. Deputy Commissioner, Kapurthala
5. Commander O.P. Sharma, Principal, Sainik School,
Kapurthala
6. Shri S.C. Pandit
7. Shri A.C. Kapur, Principal, Randhir Government College
8. Shri Sohan Lal, Senior Lecturer, Government College
9. Shri Satya Pal Sharma "
10. Shri Kailash Chandra "
11. Shri Rajinder Singh Bakshi "
12. Shri D.S. Mittal "
13. Shri Iqbal Singh "
14. Shri Sharat Sharma "
15. Shri Kalyan Singh D.P.R.O.
16. Shri J.R. Verma, Senior Lecturer, Govt. College.
17. Shri Raj Kumar, Lecturer, Randhir College, Kapurthala
18. Col. Nand Kishore, Principal, UDSD Higher Secondary
School, Kapurthala
19. Mrs. R. Kapur, D.E.O. Kapurthala

XXI Principals who met the Commission at Jullundur
on May 10, 1965

1. Shri Bhagwant Singh, Principal, Government Model Higher
Secondary School, Jullundur
2. Shri R.N. Safaye, Professor of Education, Government
Training College, Jullundur
3. Shri Mohan Lal, District Education Officer, Jullundur
4. Shri Som Nath, Principal, State College of Sports,
Jullundur
5. Shri B.C. Kapur, Principal, Doaba College, Jullundur
6. Shri Chanchal Das, Principal, Mehr Chand Technical
School, Jullundur
7. Shri B.S. Bahl, D.A.V. College, Jullundur

8. Shri Prem Chand, D.S.S.D. Higher Secondary, Jullundur
9. Shri Ram Singh, Lyallpur Khalsa College, Jullundur
10. Shri Amar Singh, Principal Ramgarha College, Phagwara
11. Shri Y.P. Mayer, Principal Mehr Chand Polytechnic
Jullundur
12. Shri M.R. Mittal, Secretary, Punjab Education Forum
563, Model Town, Jullundur
13. Shri Hari Singh, Chairman Punjab Education Forum
14. Shri M.R. Jain, Deputy Education Officer, Jullundur
15. Shri P.L. Verma, Circle Social Education Officer, Jullundur
16. Shri H.L. Vohra, Principal, Dayanand Model School
17. Shri K.V. Ghose, Principal, Government Girls Higher
Secondary School, Jullundur
18. Shri S.L. Mann, Principal, Govt. Model Co-educational
Higher Secondary School, Jullundur
19. Shri H.K. Mongia, Deputy Education Officer, Jullundur
20. Mrs. K. Batt, Headmistress, Government Girls High
School, Jullundur
21. Shri Kalwant Singh, Lecturer, Training College, Jullundur
22. Shri S.S. Awasthi, Department of Music, Government Train-
ing College, Jullundur
23. Shri M. Agnihotri, Lecturer in Philosophy, Government
Training College, Jullundur
24. Shri V.P. Bansal, Coordinator
25. Shri S.B. Kakkar, Senior Lecturer, Govt. Training College,
Jullundur
26. Shri O.P. Dheman, Lecturer in Education, M.G.N.
Basic Training College, Jullundur

XXII Principals and Headmasters/Headmistresses who met
the Commission at Amritsar on May 11, 1965

1. Shri Nehar Singh Grewal, Headmaster, Government
Higher Secondary School, Amritsar
2. Shri Sawaran Singh, Principal S.S.S.S.Kh. Higher
Secondary School, Amritsar
3. Shri Pran Nath, Principal, P.B.N. Multipurpose School
Amritsar
4. Shri Des Raj, Principal, Government Higher Secondary
School, Dain Ganj, Amritsar

5. Shri Bhagat Ram, Principal, D.A.V. High School, Amritsar
6. Shri Sohan Lal, Principal, H.S. Higher Secondary School, Amritsar
7. Shri Kewal Krishan Sahdev, Principal, Gyan Ashram Higher School, Amritsar
8. Shri C.R. Beotra, Headmaster, Gandhi Memorial High School, Amritsar
9. Mrs. Raj Dulari, Headmistress, B.K.E&I Girls High School, Amritsar
10. Shri L.D. Sharma, Headmaster, Government Higher Secondary School, Tarn Taran
11. Shri H.R. Uppal, Headmaster, A.N. High School, Amritsar
12. Shri H.K. Kapur, " B.B.K. High School, Amritsar
13. Shri Gurbax Singh, Headmaster, S.G.R.D. Khalsa Higher Secondary School, Amritsar
14. Shri V.K. Kohli, Vice-Principal, Khalsa Training College, Amritsar
15. Shri T.R. Khanna, Headmaster, Parkash Ashram, Higher Secondary School, Amritsar
16. Shri P.R. Sareen, Prem Ashram High School, Amritsar
17. Shri K.V. Bedi, Headmaster, P.G.H. Sec. School, Amritsar
18. Mrs. I.K. Bedi, Headmaster, S.G.R.D. Girls H/Sec. School
19. Miss Rajwans Kaur, Headmistress, Government Girls Higher Secondary School, The Mall, Amritsar
20. Miss K. Arora, Headmistress Govt. Girls Higher Secondary School, Katra Karam Singh, Amritsar
21. Mrs. Hans Rani, Headmistress, Government Girls Higher Secondary School, M.S. Road, Amritsar
22. Headmistress, Girls Higher Secondary School, Nawankot, Amritsar
23. Shri S. Sushil, Deputy Education Officer, Amritsar
24. Shri Satya A. Singh, Deputy Education Officer, Amritsar
25. Mrs. Phulan Rani, Headmistress, New Modern High School, Amritsar.
26. Mrs. B. Bawa, Headmistress, Government Girls Higher Secondary School, Mohan Gate, Amritsar
27. Shri Sukhmandar Singh, Deputy Educator Officer, Amritsar
28. Shri Lakhan Singh, Deputy Education Officer, Amritsar
29. Shri J.P. Sunder Lal, Deputy Education Officer, Amritsar

XXIII Principals and Headmasters/Headmistresses
who met the Commission at Ludhiana on
May 12, 1965

1. Shri Surjan Singh, Headmaster, Sargodha Khalsa High School, Ludhiana
2. Shri Sher Singh, Principal, Malwa Training College, Ludhiana
3. Shri Indar Singh, Headmaster, P.S.Kh.N.High School, Ludhiana
4. Shri Jamna Das Bhargava, Assistant Headmaster, Arya High School, Ludhiana
5. Shri Sham Lal, Assistant Education Officer, Ludhiana
6. Shri Ranjit Singh, Deputy Education Officer, Ludhiana
7. Shri Gurdial Verma, Deputy D.E.O. Ludhiana
8. Vice-Principal, S.D.P. Higher Secondary School, Ludhiana
9. Shri K.L. Shoree, Headmaster, N.M.Jain Model High School, Ludhiana
10. Shri J.S. Dhaliwal, Principal, Malwa Higher Secondary School, Ludhiana
11. Shri Hardit Singh Grewal, Government Higher Secondary School, Ludhiana
12. Shri Jaswant Singh Grewal, " "
13. Shri V. Dhingra, Principal, Government Girls Higher Secondary School, Ludhiana
14. Shrimati Pritam Kaur, Principal, Khalsa Girls Higher Secondary School, Civil Lines, Ludhiana
15. Deputy Education Officer, Ludhiana
16. Shri S.L. Uppa, Principal, S.A.N. Jain, Higher Secondary School, Ludhiana
17. Shri M.L. Grover, Principal, New Higher Secondary School, Ludhiana
18. Shrimati Kailash Devi Verna, Incharge Evening Shift Higher Secondary School, Ludhiana
19. Shri Gurbaksh Singh, Headmaster, G.N.Kh. High School, Model Town, Ludhiana
20. Shri Labh Singh, Government High School, Tanli Sahib
21. Shri Shankar Sud, Principal, Government High Secondary School, Ludhiana
22. Shri Jagmohan Singh, Government Higher Secondary School, Ludhiana

23. Mrs. Krishna Verma, Jain Girls Higher Secondary School, Ludhiana
24. Shri Gurmeet Singh, Government Higher Secondary School, Ludhiana
25. Shri Ram Rattan Sharma, Government Higher Secondary Ludhiana
26. Shrimati Yash Vati, Headmistress, Arya Girls Higher Secondary School, Ludhiana
27. Shrimati V. Suri, Arya Girls Higher Secondary School, Ludhiana
28. Headmistress, Government Girls Higher Secondary School, Ludhiana

XXIV Officers of the Directorate of Education who met the Commission at Chandigarh on May 11, 1965

1. Shri J.D. Sharma, Director of Public Instruction
2. Dr. K.N. Dutt, Joint Director of Public Instruction
3. Shri Jagdish Raj, Deputy Director of Public Instruction
4. Shri H.K. Nijhawan, Assistant Director (Examinations)
5. Miss S. Arora, Administrative Officer
6. Shri J. Rishi, Assistant Director, Cadet Corps
7. Shri Roshan Lal Verma, Deputy Director (School Administration)
8. Shri D.R. Sharma, Assistant Director (Sec. Education)
9. Shri Uttam Singh
10. Shri R.S. Chaudhury, Deputy Director Secondary Education
11. Shri Inder Singh, D.O (Planning)
12. Shri Harbans Singh, Deputy Director (G.A.)
13. Shri Balwant Singh, Joint Director of Public Instruction
14. Mrs. Ahuja, A.D.I.

XXV Principal, Staff & Trainees of the State Institute of Education, Chandigarh, who met the Commission on May 11, 1965

1. Shri L.D. Gupta, Principal
2. Mrs. Santosh Khurana, B.E.O. Hissar
3. Shrimati A. Kaur, Govt. J.B.T. School, Faridabad
4. Shrimati Santosh Sehgal, J.B.T. Ludhiana
5. Shrimati Kamlesh Gupta, Montgomery G.N. Basic Training School, Kapurthala
6. Shri Balwant Singh Bedi, J.B.T. School, Dera Baba Nanak, Gurdaspur
7. Shri Jagjit Singh, Government Higher Secondary School, Karnal
8. Shri B.L. Sudhir, S.I.E. Chandigarh
9. Shri N.S. Thakar, Government Basic Training School
10. Shri Makhan Lal Gupta, Government Higher Secondary School, Klind
11. Shri Ishwar Chandra Gupta, " " Charkni Dadri
12. Shri Jaswant Singh Rao, B.E.O.
13. Shri Baldev Aggarwal, Government Basic Training School, Jugraon
14. Shri Dhan Swaroop Sharma, Higher Secondary School, Narnaul
15. Shrimati Sharda Devi, B.E.O. Rewari
16. Shrimati Krishna Sardana, Government Girls Higher Secondary School, Chandigarh
17. Shri S.P. Gupta, B.E.O.
18. Shri Ram Dhan, Government High School, Chhara
19. Shri Narendra Nath Gupta, Teacher Educator, Chachrauli
20. Shri Mohinder Singh Uppal, Government Higher Secondary School, Maler Kotla
21. Shri Gurnam Singh Sindhu, B.E.O.
22. Shri Kharaiti Lal, B.E.O.
23. Shri J.R. Nagpal, B.E.O.
24. Mrs. S.P. Gupta, Coordinator, State Institute of Education
25. Shri R.B. Mehta, Superintendent, S.I.E.
26. Shri K.C. Mittal, Librarian, S.I.E.
27. Shri M.L. Sharma, Lecturer, State Institute of Education

228. Shri J.S. Gandhi, Government Basic Training College,
Chandigarh
229. Shri Narendra Kumar, Science Consultant
230. Shri Ram Swarup Sharma, S.I.E. Chandigarh.
231. Shri R.L. Bhatia, S.I.E. Chandigarh.
232. Shri Tirath Ram, B.E.O.
233. Shrimati Kanti Chandra, B.E.O. Nahar
234. Shri Surjit Singh, Teacher Educator, B.A.S.A.
235. Shri Ram Singh
236. Shri P.L. Garg, Teacher Educator, Mullana
237. Shrimat Parkash Kaur
238. Shri Hardip Parmar, Teacher Educator
239. Shri Amarjit Roy, Teacher Educator
240. Shri Gurdip Singh, Teacher Educator
241. Shri Jagdish Singh, Teacher Educator
242. Shrimati Gyan Kaur
243. Shrimati Pushpa Dutta

XXVI. Staff of the Home Science College, Chandigarh
who met the Commission at Chandigarh on
May 12, 1965

1. Miss P. Bhatnagar
2. Mrs. G. Inder Singh
3. Mrs. Y. Marrih
4. Mr. R.C. Viathel
5. Mrs. S. Khanna
6. Shri Paul.

XXVII Vice-Chancellor & Heads of Departments of the
Punjab University who met the Education Commission
at Chandigarh on May 12, 1965

1. Dr. A.C. Joshi, Vice-Chancellor
2. Dr. G.P. Sharma, Head of Zoology Department
3. Dr. P.N. Mehra, Head of Botony Department
4. Dr. R.C. Paul, Head of Chemistry Department

XXVIII Faculty Members of the Punjab University who met the Commission at Chandigarh on May 12, 1965

1. Shri R.R. Sethi, Head of the History Department
2. Shri H. Gupta, Head of the Mathematics Department
3. Shri P.N. Mehra, Head of Botany Department
4. Shri D.B. Rangnekar, Head of Department of Economics
5. Shri G.P. Sharma, Head of Zoology Department
6. Shri B. Ghosh, Head of Chemical Engineering & Technology
7. Shri B.M. Anand, Physics Department
8. Shri B.S. Khanna, Public Administration Department
9. Shri Raj Kumar, Professor of English
10. Shri B.L. Gupta, Head of the Department of Physical Education
11. Shri Inder Nath, Head of Hindi Department
12. Head of the Chemistry Department

XXIX University students who met the Commission at Chandigarh on May 12, 1965

1. Miss Saroj Kwatra, Zoology Department
2. Miss Swadesh Sharma, "
3. Shri Parmeshwar Lal, Hindi Department
4. Shri Darshan Datta, History Department
5. Shri Ramesh Kumar, Chemical Engineering & Technology
6. Shri Parminder Singh Gill, Chemistry
7. Shri Ashok Dayal Chand, Pre-Medical
8. Shri Vinod Khanna, B.A.(Arts)
9. Shri Ramesh Chandra, B.A.(Arts)
10. Shri Santosh Jain M.A.Part I(English)
11. Miss Kiranjit Phoolka, Government College for Women
12. Miss R.Dutt, Government College for Women