

REPORT

OF

THE VISIT OF THE EDUCATION COMMISSION TO RAJASTHAN

(11-17 January, 1965)

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EDUCATION COMMISSION
GOVERNMENT OF INDIA

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RAJASTHAN

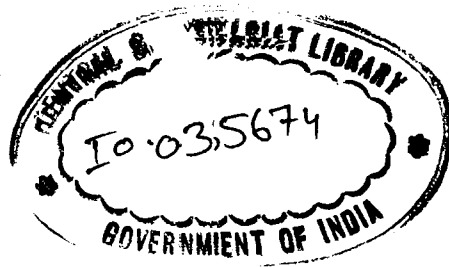
(Monday, 11th January to
Sunday, 17th January, 1965)

Education Commission,
University Grants Commission Building,
Bahadur Shah Zafar Marg,
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C O N T E N T S

A REPORT OF THE DISCUSSIONS HELD AT JAIPUR
DURING THE VISIT OF THE EDUCATION COMMISSION
TO RAJASTHAN (14-17TH JANUARY 1965)

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A REPORT OF THE DISCUSSIONS HELD AT JAIPUR
DURING THE VISIT OF THE EDUCATION
COMMISSION TO RAJASTHAN
(14-17th JANUARY, 1965)

DISCUSSION WITH THE EDUCATION SECRETARY

On the morning of 14th January, 1965, the Education Commission discussed the memorandum of the State Government with the Education Secretary. In his introductory remarks, the Education Secretary made the following points:-

1. Rajasthan had, until recently, two Directors of Education - one for Primary and Secondary and the other for Collegiate. Recently, both the posts have been combined, which is an arrangement for the better. The post of an Additional Director of Education has been added to assist the Director in the discharge of his responsibilities.

2. A separate inspectorial set-up has been created for women's education which is a major problem in Rajasthan.

3. Rajasthan has tried its best to develop education and has accorded it a high priority. The State is now spending 22 per cent of its revenue on education alone. But in spite of this effort, Rajasthan still continues to be a backward State. This is mainly due to the initial handicap with which Rajasthan started in 1949.

4. Primary education was transferred to the control of the Panchayat Samitis in 1959. Rajasthan was the first State to adopt the experiment of democratic decentralisation and to take this step. Its results have been good in some respects and unwelcome in others. The whole experiment has been recently evaluated by a Special Committee whose Report is now under the consideration of the State Government.

5. Rajasthan may be able, with great effort, to reach 100 per cent enrolment for boys at the elementary stage by 1975 or 1981. But the problem of girls is more

difficult, especially because women teachers are not available.

6. The problem of Secondary Education in the State was reviewed by a Special Committee under the chairmanship of Prof. G.C. Chatterja and its recommendations are being implemented by Government. There are about 700 secondary schools in the State, half of which have been converted to the higher secondary pattern. The general policy is to expand girls' schools, and to provide more science courses.

7. Barring one or two very backward districts, every district has a college; and in the bigger districts there is more than one.

8. The State has a liberal system of scholarships at all stages. There is no tuition fee charges from girls at any stage of education. The same concession is given to students of the Scheduled Castes and Scheduled Tribes and the children of Government servants drawing less than Rs. 400 per month and those of teachers. Up to the end of the middle school, there is no fee for anyone. At the higher stages, fees are very low.

9. Technical education is being developed very fast and top priority is given to the development of I.T.Is.

2. Administration of Primary Education by Panchayat

Samitis: After these introductory remarks by the Education Secretary, the different issues raised in the memorandum of the State Government were taken up for discussion. The first to be considered was the administration of primary schools by Panchayat Raj institutions. In the course of the discussion, the following points arose:-

(1) On the credit side, there has been some financial contribution by the Panchayat Samitis and by and large, a general enthusiasm has been created in rural areas for

education. On the debit side, the problem of the appointments and transfers of teachers has not been handled satisfactorily.

(2) The attempt to levy an Educational Cess in the rural areas has now, by and large, succeeded.

(3) Under some Panchayat Samitis, where the leadership is good, excellent results have been obtained. On the other hand, in many areas, the teachers have ~~fully~~ been demoralised, partly because of local pressures and partly because of frequent transfers.

(4) There is a proposal to transfer the administration of primary schools from the block level to the district level. In doing so, it may be necessary to transfer middle schools as well. The entire matter is under the consideration of Government and no decision has been taken.

(5) In the present legislation of Rajasthan, there are some safeguards provided for the teachers. But these are not probably enough. There is need to have closer supervision and to provide better guidance to the Panchayat Samitis. This may be one direction in which reform may be brought about. There is no proposal at the moment to transfer primary education in urban areas to municipalities. In Bikaner, there are a few primary schools under municipal management, but their experience is far from encouraging.

3. Adult Education: The general view of the officers of the Education Department was that a programme of liquidating mass illiteracy in a period of five years would not be feasible; but the task may be attempted in a period of 15 years. There was also a general feeling that the developmental programmes in most quarters were hampered because of mass illiteracy.

4. Financing of Elementary Education: The programme of expanding and improving elementary education in Rajasthan would be very costly and beyond the resources of the State Government. A suitable form of liberal Central assistance would have to be devised if the constitutional directive is to be reached.
5. Education of Girls: Education of girls is the most crucial sector in Rajasthan. It may not be possible to solve this problem in a routine way. What is needed is an imaginative and systematic approach to the problem of training women teachers in large numbers.
6. Textbooks: The programme of nationalised textbooks in Rajasthan covers only classes I - VIII; books for classes IX-XI have not been nationalised. They are produced by the publishers who are registered by the Department. If a publisher brings out any Guides or Notes, he is disqualified from being a publisher of official textbooks.
7. Teaching of Agriculture: There is a distinction between the teaching of craft and science. Wherever the skill is of a mechanical character and requires less of thinking and research, it may be described as a craft. From this point of view, Agriculture will have to be taught as a science rather than as a craft.
8. Teaching of English: At present, teaching of English starts from class VI. There has been some thinking that the teaching of English should begin from class IV. But it has not been possible to implement the decision. In several private schools, the teaching of English begins even earlier.
9. Training of Elementary Teachers: The present proposal is to lengthen the duration of the training course to two years by the end of the fifth Five Year Plan.

This is too long a period and we should try to introduce this reform earlier. Attempts should also be made to improve the efficiency of the existing one-year course. Scales of pay given to Headmasters of Training Schools and their Assistants are on the low side. These should be made comparable with the teachers of Higher Secondary Schools.

10. Pattern of School and College Classes: The total duration of the educational course in Rajasthan to the first degree stage is 14 years. In principle, the State Government would favour its prolongation to 15 years, but the financial implications will be prohibitive. The extra year may be added to the elementary school which may be made to include nine years, but the financial implications of this would be extremely prohibitive. Alternatively, this year may also be added to the secondary stage making the total secondary course of 4 years or by reviving the old system of Intermediate Colleges. Even this would be very costly and beyond the financial resources of the State. A more practical proposal would be to introduce an Honours course of 4 years - the selection for an unbroken Honours course of 3 years being made at the end of the first year of the three-year degree course. Under this arrangement, the pass course would continue to cover a period of 14 years as at present; and the Honours course to which the more brilliant students would be admitted, would cover a total period of 15 years.

11. Examinations at the End of the Secondary Stage: The proposals made by the Board of Secondary Education with regard to the reform of the examinations at the secondary

stage were broadly welcomed. It was, however, suggested that the third language should not be included in the compulsory part and that it should be included in the optional part. It was also agreed that this examination may be planned at two levels - the O-level for all students and the A-level for the more brilliant students. There was also general agreement that the provision for the teaching of European languages other than English (and particularly of Russian) should be made on a much larger scale than at present.

12. Multipurpose Schools and Junior Technical Schools:

The experience in Rajasthan was rather definite that the multipurpose schools idea did not succeed. This was specially so with regard to the Technical Education Course. Rajasthan has also not started any Junior Technical Schools because these are unworkable. There was a general view that specialisation should not be attempted at the school stage. It was agreed, after a discussion, that there is no provision, at present, for bifurcation of students at 14 plus and that attempts should be made to remedy this deficiency in the fourth Plan.

II

A - DISCUSSION WITH UNIVERSITY TEACHERS

In the afternoon, the Commission held discussions with university teachers, Principals of colleges and college and university teachers. The gist of the discussion is given below:-

1. Affiliated colleges provide most of the teaching facilities in higher education. These have been neglected and their standards are going down. Greater emphasis will have to be placed on their improvement in future.

2. In the maffossil colleges, there is no problem of overcrowding; but in big towns, it becomes a very serious problem.

3. The cost of living in hostels attached to colleges should be considerably reduced.

4. Very often, colleges are started in places where they are not needed. The necessary conditions for recognition are not often observed. Not infrequently, Government itself breaks these rules. Some way has to be found out to maintain minimum standards at the institution level. The inclusion of a representative of the U.G.C. in the Inspection Committees would not help in any way. On the other hand, it may create dilatory procedures.

5. The problem of undergraduate and post-graduate education needs closer examination. The purposes of these two stages of education are not very clear at present. It will also not be possible to say that all postgraduate education should be done in universities only and that all

colleges should do only undergraduate education.

6. Our present B.A. degree does not compare favourably with degrees from ^{the} other countries. If a four-year Honours course is introduced, it may be possible to improve standards.

7. We will have to take into consideration the increasing pressure for admissions to universities. Our effort to improve standards will have to be consistent with this.

8. At the collegiate stage, two attempts should be made: (a) a certain minimum standard should be prescribed and every college should be required to conform to it; and (b) the good colleges should be selected and helped to grow to the highest possible level.

9. For improving standards in higher education, lengthening the duration of the course is not the only way. In addition to it, we will have to improve the standard of teachers. The students will also have to be made to work harder by adopting something like the American system where the sessional work is greatly emphasised.

10. An alternative to the four-year Honours course at the B.A. level would be to introduce a three-year M.A. course. It should also be considered.

11. A Central University should be established in each State.

12. The scales of pay of university teachers, which were introduced some time ago, have now become obsolete owing to a high rise in prices. They will have to be upgraded. The scales of pay in Government colleges should be the same as in the Universities. The conditions of

services are very bad in private institutions and will need improvement.

13. The I.E.S. which is proposed to be organised should not be restricted to administrative posts. Academic posts should also be included therein.

B - MEMORANDUM SUBMITTED BY THE RAJASTHAN UNIVERSITY AND COLLEGE TEACHERS' ASSOCIATION

The Rajasthan University and College Teachers' Association then presented its memorandum to the Commission which was briefly discussed. It has been summarised separately.

C - DISCUSSION WITH THE REPRESENTATIVES OF THE RAJASTHAN SIKSHAK SANGH

The Commission then met the representatives of the Rajasthan Sikshak Sangh. The representatives of the Sangh put forward several demands on behalf of the teachers. These were briefly discussed. The representatives then informed the Commission that they would finalise their memorandum and submit it to the Commission in due course. The following is a list of the main demands put forward on this occasion:-

- (1) The remuneration of teachers has to be improved.
- (2) Free health facilities would have to be provided to teachers.
- (3) Housing facilities should be given, especially to women teachers in rural areas.
- (4) Education of the children of teachers should be free.
- (5) The teachers are being harrassed under the Panchayati Raj institutions. Government should resume control of primary schools from the Panchayat Samitis.
- (6) The Triple-Benefit Scheme should be introduced for all teachers in private schools.
- (7) The Teachers' Unions should be recognised by the State and Central Governments.
- (8) Teachers should be taken into confidence in formulating educational policies.

III

INTERVIEWS WITH EDUCATIONISTS

On the 15th of January, 1965 and for some time in the morning of the 16th of January, the Commission recorded the evidence of a number of educationists. The main points made out during this interview have been given below:-

1. Dr. Raghuvanshi

- (1) The existing legislation of the universities is defective. The Government of India should prepare a model and comprehensive Act for universities which should be adopted everywhere.
- (ii) There are many evils which enter into appointments made by universities and in their administration in practice. A careful study of these would have to be made.

2. Shri M.M. Varma

- (1) The problem of moral and spiritual instruction is of very great importance and should be emphasised.
- (ii) Shri Varma gave an account of the experiment that he had tried when he was the Chairman of the Board of Secondary Education in Rajasthan and also presented a copy of his book on moral education.
- (iii) The recommendations made by the Sri Prakasha Committee about the religious education are sound and should be implemented. We should make an attempt to combine science, religion and philosophy.

- (iv) The Boards of Secondary Education should not be merely examining bodies. They should also be the authority to prepare curricula and to produce textbooks. He was largely in agreement with the memorandum submitted by Shri L.L.Joshi.
- (v) In higher education, expansion will have to be checked and admissions would have to be restricted to those who are fit for higher education. Attempts would also have to be made to improve standards.
- (vi) The educated persons do not take an interest in manual work. The students of the Agricultural Colleges do not go back to land. These are unhappy aspects and we shall have to make an attempt to change them.

3. Shri S.S. Saksena

- (i) The external examinations will have to be abolished. Alternatively, we will have to bring about a radical improvement in them.
- (ii) The publication of guide books should be banned. The coaching shops which are now conducted should be stopped through some form of legislation.
- (iii) The standards in secondary schools are going down. Unless these are improved and better teachers provided to secondary schools, higher education will not improve.
- (iv) In every college, a record should be maintained about students. Students recommended by the Principal as having an aptitude for training should be admitted to training institutions. The entire expenditure on higher education should be borne by Government.

- (v) The research degrees are overemphasised in higher education with the result that the quality of teaching is going down.
- (vi) Hostels where students will be required to do some work in order to keep the cost down should be organised. These may be called Swavalambi Hostels.

4. Shri Tewari

- (i) Primary education is of great importance. At present, people are leaving villages and crowding the cities. This is not a happy situation. We must give such education to children in primary schools that they would stay in the villages and improve the rural areas and agriculture.
- (ii) The standard of our primary schools is very poor and it will have to be improved.
- (iii) Every school should have a farm attached to it.

5. Maharani Gyatri Devi

- (i) We will have to make an attempt to instil a sense of discipline amongst students. At the primary level, they should be taught to keep their homes, villages and cities clean. Some other programmes in citizenship can be developed at the higher stages.
- (ii) The school buildings are very inadequate, especially in rural areas. The teachers often need residential accommodation.
- (iii) There should be no separate schools for Harijan children.
- (iv) There should be more technical schools which should prepare boys for some vocation.

- (v) If proper relationship between students and teachers is to be maintained, and good education is to be provided, we will have to spend much more money than we do at present. The teachers will have to be better paid and there will have to be better facilities.
- (vi) There should be adequate facilities for playgrounds in schools for boys as well as for girls.
- (vii) The medium of instruction should be Hindi.
- (viii) Agricultural education should be emphasised.
- (ix) Idle land has to be brought under cultivation and better farm practices have to be introduced. This can only be done through better agricultural education.

Dr. Ram Behari

- (i) By and large, the standards of higher education have gone down mainly due to the expansion.
- (ii) Admissions to higher education should be restricted.
- (iii) There should be an attempt to diversify secondary education so that the pressure on university admissions is reduced.
- (iv) Diversification should be introduced from the IXth class. There may be a bias in secondary education from the IX class in favour of future training; but actual diversification should come only after the higher secondary stage.

(Dr. Ram Behari then gave an account of the scheme of Correspondence Courses which was introduced in the Delhi University.)

7. Mr. Gibson

- (i) The public schools should occupy an important place even in a democracy. They are needed for training leadership and deserve support of the State.
- (ii) The costs of public school education could be reduced to some extent by providing Day Scholars; but the system does not work well.
- (iii) There is no continuity in educational policy. Changes are necessary; but continuity of policy has also to be maintained.
- (iv) There should be two examinations at the end of the secondary stage - an O-level and A-level as in England.

8. Shri P.L. Shrinani

- (i) The objectives of the different stages of education should be specifically defined. These are not very clear at present.
- (ii) There is a great lag between educational theory and practice. We should try to bridge it to the extent possible.
- (iii) We should make an attempt to reduce failures by better teaching. This can be done in two ways:
 - (a) we can evolve techniques of giving individual attention even in large groups; and
 - (b) we can teach children self-study techniques.
- (iv) Expansion of academic secondary and higher education is very rapid and is leading to educated unemployment. Diversification of education at the secondary and higher stages is very essential.

- (v) Education must be built round work and not words only.

9. Dr. Laxmi Narayan

- (i) The teaching of science should be strengthened at the elementary stage. In addition, manual training should also be introduced.
- (ii) Secondary schools should be of two types: General Education Schools which will be like Grammar Schools and give academic education leading to the university; and Technical or Vocational Schools which will prepare for some vocation. The multipurpose schools have not succeeded.
- (iii) Boys must be encouraged to earn and learn.
- (iv) The present duration of the course - 14 years - is too short. We will have to increase it.
- (v) The regional language, Hindi and English should all be allowed simultaneously to develop as media of instruction.
- (vi) Along with N.C.C., we must also have a system of Labour Corps or Social Service Camps.
- (vii) There should be an Honours course of 4 years side by side with the present 3 year pass course.
- (viii) There should be no age bar for admission to professional colleges.
- (ix) There should be greater emphasis on Mathematics and Physics in Engineering Colleges.
- (x) Engineering Education, if not the whole education, should be a Concurrent subject.

10. Shri Janardhan Rai Nagar

- (i) The Rural Institutes have not succeeded. The problem should be examined by the Commission.

- (ii) Education must be related to social and national goals. It must also preserve our traditional and cultural values.
- (iii) Examinations are overemphasised in the present system of education.
- (iv) Primary education must be so improved that it produces good citizens who are able to stand on their own legs.

11. Shri D.S. Durgawat

- (i) Our education is being developed on totalitarian lines although we have accepted the ideal of a democratic society.
- (ii) There should be greater freedom to teachers and institutions in carrying out the programme of education.
- (iii) Teachers should be highly qualified and properly paid. They should have security, quality and efficiency.
- (iv) The external examinations should be abolished.

12. Shri K.L. Bordia

- (i) Health services should be provided for students.
- (ii) A good system of inspection like that of H.M.Is. in England has to be introduced in Rajasthan.
- (iii) We should give education to gifted people.
- (iv) We should lay great emphasis on diversification of education, particularly at the secondary stage.
- (v) Practical training may be given through local craftsmen and technicians. The assistance of local industries should also be sought in developing this programme.

13. Shrimati Pathak

- (i) There are too many textbooks prescribed at present. This burden will have to be reduced.
- (ii) Many of the higher secondary schools which we have started are not at all well equipped.
- (iii) Quarters for teachers are needed.
- (iv) Instead of scholarships, we should have a large programme of helping students to earn and learn.

14. Shri P.K. Chaudhury

- (i) Education must prepare a student for life. Education in academic subjects should, therefore, be restricted to the minimum.
- (ii) The textbooks are not written on proper lines and need considerable improvement.
- (iii) The teaching of science would have to be emphasised from the elementary stage.
- (iv) Educated people are not as conscious of their social responsibilities as they should be. We have to find out why this happens and reconstruct our educational system accordingly.

15. Shrimati Bharatiya

- (i) Undergraduate teaching is generally neglected at present. The best teachers go to universities and only the second rate teachers go to the colleges. This situation will have to be changed.
- (ii) We should have a system under which good teachers may teach in the universities and in the colleges.
- (iii) There is hardly any freedom to the colleges at present. More freedom will have to be given to them in preparing courses.

16. Shri V.N. Kak

- (i) Emphasis should be placed on teaching the history and culture of this country, and the civic responsibilities of every individual.
- (ii) The pressure of studies is too great and there are too many books which children are required to read.
- (iii) The arrangements for the health and recreation of students made in our educational institutions are far from satisfactory.
- (iv) Sports should be encouraged. We should even emphasise yogic exercises.
- (v) Sports do not attract at present because sportsmen do not have a career. We will have to improve this situation if we want sports to develop.
- (vi) N.C.C. is a mere routine and a disturbing factor in education.

17. Shri P.N. Mathur

- (i) We have often decided educational questions on extra-educational grounds. This unhappy policy will have to be abandoned.
(The session had to be adjourned at this stage. The Recording of Further Evidence was done on 16th January 1965).
- (ii) The crucial point is the quality of teachers. Unless this is improved, no educational reform worth the name can be put across. We should make an attempt to select prospective teachers in schools and then give them sufficient training.
- (iii) We should provide an integrated training course for elementary teachers. It should be a 5-year course after class VIII, or at least a 4-year course.

- (iv) The system of national awards for teachers is developing certain weaknesses which need to be examined.
- (v) The political influence of the State on education is increasing continuously. This is undesirable.
- (vi) At present, the Rajasthan Board of Secondary Education is dominated by officials. The constitutions of the Boards of Secondary Education throughout India will have to be examined and they will have to be reconstituted to give due weightage to teachers.
- (vii) There should be adequate opportunities to institutions to conduct experiments.
- (viii) The Secondary Education Board should give good academic guidance to secondary schools. A similar function should be performed by the universities in respect of colleges.
- (ix) The administration of education should be left to educationists rather than to bureaucrats.
- (x) There should be a machinery to assist and evaluate standards.

18. Shrinati Chandrawati

- (i) ~~The~~ folk art and literature of Rajasthan is dying out. Special grants are necessary to preserve them.

19. Shri H.K. Vyas

- (1) High priority should be given to the introduction of compulsory education till the age of 14. The entire curriculum at this stage will have to be re-cast.

- (ii) Secondary education should be treated as preparatory to university.
- (iii) Higher education needs to be re-organised. The courses are highly outmoded. There is no freedom to develop curriculum given to colleges.
- (iv) The social status of the teaching profession has to be improved and their academic guidance elevated. Periodically refresher courses will have to be provided for them. Suitable magazines will have to be published. Research will have to be developed and extension services would have to be organised.
- (v) Vigorous steps would have to be taken to develop a scientific outlook.

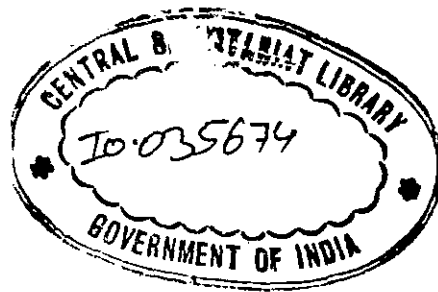
IV-A

DISCUSSION WITH THE CHIEF SECRETARY,
SHRI B.S. MEHTA

Shri B.S. Mehta, Chief Secretary to the Rajasthan State, made the following points in his brief interview:-

- (i) The State must establish model schools for meeting the needs of talented children.
- (ii) The gulf between the towns and the villages is growing and the towns are becoming a caste. Attempt will have to be made to bridge this gap.
- (iii) There are some very expensive schools conducted at present. These will have to be discouraged.
- (iv) The step taken by Rajasthan in transferring primary education to the control of local bodies is sound in principle. If there are any problems met with in implementation, these could be attended to.

Shri Mehta explained that he had just returned from USA and had no time to prepare a memorandum. He promised to submit a memorandum to the Education Commission and also to meet it for a further discussion at New Delhi.



Discussions with Headmasters of Secondary Schools and Teacher Educators.

The Commission met a few Headmasters and Teacher Educators on the afternoon of 16th January, 1965 and again on the forenoon of the following day. The following are the important points made at these discussions:

1) The Training Colleges ^{for the teachers} should be reorganised so as to enable them to establish a functional relationship between their work and the schools. Each such college must have an area of operation, so that the Schools in that area could look to it for improvement of school practices. Further, these teachers' colleges should have the responsibility of running a few schools themselves on model lines. The training would then be realistic.

2) Necessary encouragement and opportunities should be provided in the schools so that the teachers could implement the ideas ~~which~~ they have acquired during their training. Hard work should be recognised and rewarded. Today, with their heavy work-load and their anxiety to cover the syllabus, the school teachers hardly have sufficient time to prepare their lessons on the lines taught at the Training College.

3) Opportunities should be provided in the schools for the untrained teachers to discuss their problems with their trained colleges and the Headmaster. If necessary, evening classes should be conducted for this purpose. The Headmaster and 1 or 2 selected teachers should form an inspection group in the school.

4) Even the trained teachers are frequently on the look out for more lucrative jobs outside the teaching profession. This switchover should be disallowed ^{by the Govt.} so that the teachers take more interest in their work. There is no room to fear that such a step would scare away bright persons from the teaching profession.

5). The textbooks that are taught in the schools are unduly long. Possibilities of cutting them down should be considered so that the teacher could have more time to prepare his lessons carefully.

6) Unless the salary of the teacher is increased, the problem of raising the standard of instruction cannot be solved.

7) At present, our entire education is examination-dominated. Instead of putting in efforts to educate the child, we just burden him with unnecessary details.

8) The practice of keeping together both the experienced teachers and the freshers who come for training to the teachers' colleges has many advantages. While the younger teachers learn the maturity of the elders, the latter develop the zeal for learning from freshers.

9) It is absolutely essential that all the schools should have a very well-equipped laboratory.

10) Greater attention should be paid to consolidation than ^{to} expansion of schools.

11) With the present type of education people from rural areas do not like to go back to their villages. This trend towards urbanisation can be stopped by ^{providing} greater amenities in the villages. Another measure to stop this migration is to modernise our agriculture so as to ensure larger returns from the farms. Our rural schools should be oriented to highlight effectively the different aspects of rural life. A loan scheme should be introduced in rural areas for building suitable residential quarters.

12) The value of any recommendation depends upon its effective implementation. The Commission should, therefore, try to ensure that an adequate machinery is set up for implementing effectively its recommendations

13) High Schools should be limited to a strength of about 600 students. The Headmaster should not be unduly burdened with administrative work which leaves him very little time for teaching.

14) The pupil-teacher ratio is very important. If it is too high, the expenses on teachers go up. A ratio of 40 to 45 pupils appears appropriate. New methods should be devised for dealing with classes of this size.

15) Attached to the elementary education there should be a preparatory stage. Elementary school should be of six-years duration with a prior preparatory class.

16) There is rapid intellectual and physical development in child's life between 3-6 years of its age. Appropriate environments will have to be created during this stage. Pre-primary schools are necessary in rural areas also.

17) English should not be made compulsory at the school stage. It is too much to impose a foreign language on a child who cannot follow it easily.

18) Curriculum with regard to compulsory subjects in schools will have to be carefully recast to avoid duplication.

19) It is not necessary that, everywhere we should have a new school building.

20) A large number of rural institutes of the type of Banasthali Vidyapeeth should be opened in different parts of the country.

21) Possibilities of eliminating the undesirable influence of cinema should be considered. Instead, audio-visual aids like cinema slides, etc. should be adopted in the schools for teaching the various subjects.

22) The students, after their V Standard should be given elementary knowledge of the working of the post office, Panchayat and such other organisations.

23) There should be a separate inspectorate for the private institutions. Liberal grants should be given to these institutions for extending suitable medical facilities to the students.

24) Greater attention should be paid for the instructions in general science.

25) Child guidance should be started in all schools. Students who take social science should not be allowed to take History as an additional subject.

26) Moral education should form part of the curriculum.

REPORT OF THE DISCUSSIONS HELD WITH THE
REPRESENTATIVES OF THE RAJASTHAN STATE
WOMEN'S EDUCATION COUNCIL

In the forenoon of 16.1.65, the Commission met the representatives of the Rajasthan State Women's Council. The following points emerged at the discussions:

1) Considerable difficulty is being experienced in enlisting adequate number of women teachers to serve in villages. One of the measures tried to meet this problem is to offer scholarships to girl students reading in High Schools on an undertaking being obtained from them that they serve in rural areas after their education.

Another step in this direction is to offer condensed courses and training to selected girls of the villages who have an educational background of either 5th or 6th standard. In the 2nd plan, these courses were started in Government Schools. In the 3rd plan, they were entrusted to the Social Welfare Board. The number of girls who have completed such courses, however, is very small.

2) The trainees in the condensed courses are taught elements of hygiene and nursing as well as other school subjects. This training is recognised by the Department and these students are allowed to appear for the High School Examination.

3) Comparatively few women in Rajasthan take up careers. They are reluctant to serve in rural areas. Only those who are economically not well off or are rendered helpless in life agree to become teachers. The recent creation of posts of Deputy Directors for women's education is expected to be of great help in this regard.

4) Rural allowances, residential quarters and stipends during the period of study and training, are the attractions that can be offered to induce more women to become teachers and to go to rural areas. A rural allowance of Rs.15/- p.m. has been proposed but has not yet agreed to by the Department of Finance.

5) Generally, it has been possible to secure residential accommodation for women teachers in villages, either in separate houses or in the school building itself. These teachers, however, prefer to be posted in places where their husbands or near relatives are working. This preference is sought to be accommodated, where possible in order to meet the shortage of women teachers, at least partially.

6) With the transfer of primary education to panchayat Samitis, girls' education appears to have received a set back.

7) One view expressed was that the panchayats which are entrusted with primary education cannot deliver the goods, as the panchas themselves, in most cases, are not adequately educated. The Inspector of schools generally stays far away and is too busy to pay individual attention to the needs of all the schools.

8) Not only in rural areas but in cities, as well, parents are reluctant to send their daughters to co-educational schools. Rajasthan Government has tried a scheme of opening new centres exclusively for girls even where a minimum of 30 girl students are coming forward. But this has not met with success.

9) In the field of adult education, local bodies should be encouraged. Generally speaking, all educational activities with adults should be entrusted to voluntary organisations. The Government should step in only to give financial and other necessary assistance. The less the Government control the more effective would be the education imparted at this stage.

The financial assistance that is at present given to Panchayat Samitis for conducting adult education is far too inadequate.

10) As the children, especially in rural areas, are required to assist their parents in the household duties, it is necessary to hold the classes only during their leisure hours, 3 or 4 hours a day. A scheme to meet this requirement is drawn up by the Rajasthan State Government.

11) At present, many of the girls passing the high school examination go for higher academic studies irrespective of their interests and aptitudes. This situation can be avoided by providing other avenues, such as, women's polytechnics.

12) It is necessary to reserve for girls a certain percentage of seats in Science and Technical Institutions. and to earmark a quota of merit and other scholarships for them. The criterion regarding parents' income to decide the eligibility of the students for these scholarships should be realistically drawn up keeping in view the family obligations and the present cost of living.

13) The Chairman and the members of the Women's Council were requested to prepare a detailed memorandum on how to promote girls' education at all stages in the State of Rajasthan.

IV - D

REPORT OF THE DISCUSSIONS HELD WITH THE
REPRESENTATIVES OF THE PANCHAYAT SAMITIS
AND ZILA PARISHADS
(16th January 1965)

The Commission met some representatives of the Panchayat Samitis and Zila Parishads in Rajasthan for a discussion on 16th January 1965. The main subject of discussion was the transfer of the administration of primary education to Panchayat Samitis. The following points emerged in the course of the discussion:

(1) It is true that teachers are dissatisfied with the transfer of primary education to Panchayat Samitis. But it is not true that this dissatisfaction arises mainly from the administration of the Panchayat Samitis. The real reasons for the dissatisfaction are somewhat different and may be stated as follows:-

- (a) There is closer supervision on the work of the teachers now through the Sarpanchas. Many teachers resent this.
- (b) The teachers cannot remain absent or take frequent leave as in the past.
- (c) The teachers have lost some privileges which they enjoyed as Government servants. It may also be pointed out that it is teachers transferred to the Panchayat Samitis from Government service that are mostly dissatisfied. There is hardly any dissatisfaction amongst new teachers appointed by Panchayat Samitis. Secondly, a good deal of dissatisfaction has now been removed; and, if equality of service conditions could be guaranteed, the teachers would have hardly any reason to complain.

(2) The transfer of primary education to the control of the Panchayat Samitis has been good and there should be no going back on this reform.

(3) It is true that the power of transfers was abused to some extent initially. But now a rule has been made that no teacher should be transferred in a period of 2 years. The proportion of transfers under the Panchayat Samitis is at present in no way worse

than that in Government service.

(4) The primary teachers under the Panchayat Samitis are entitled only for one scale of pay, i.e. for matriculate trained teachers. There are no higher posts and, therefore, teachers who improve their qualifications and become graduates feel disappointed.

(5) It would be necessary to transfer middle schools also to the Panchayat Samitis. There would be no objection if the power to control primary and middle schools is given to the Zilla Parishads instead of to the Panchayat Samitis.

Shri Mohan Raj (Pradhan of the Bali Panchayat Samiti)

then made the following points:-

- (1) It is very difficult to get teachers in the areas where the scheduled tribes live. We must introduce a special allowance for such teachers.
- (2) The social status of teachers has to be improved.
- (3) Teachers are now getting interested in local politics. This is not a happy trend.
- (4) There is no regular cadre of the headmasters of middle schools. This will have to be created.
- (5) The equipment of the middle schools is poor and their grants for contingent expenditure are meagre.
- (6) Agriculture should be taught in all the middle schools in rural areas.
- (7) The scheme of Vigyan Mandirs is not serving any useful purpose.
- (8) The facilities for good secondary and higher education are not available in rural areas.

DISCUSSION WITH VICE-CHANCELLORS

16th January 1965

Of the three Vice-Chancellors in Rajasthan, Dr. G.S. Mahajani could not attend the discussion and it was decided to meet him later at Delhi. The other two Vice-Chancellors, Dr. Mohan Sinha Mehta and Dr. Ram Behari participated in the discussion in which the following points were made:

Dr. Mohan Sinha Mehta

- (1) A few selected centres should be developed on the residential pattern.
- (2) There is a good deal of superficiality in all the talk that goes about education. The issues involved are not very clear. The Commission should give a good lead in clarifying issues and making discussions more fruitful.
- (3) The present approach to educational reform is piece-meal. It should be replaced by an integrated approach.
- (4) University administration has to be improved. The scope for elections, canvassing and all that it implies should be reduced to the minimum.
- (5) Appointments of teachers should be made on a tenure basis, for five years in the first instance to be extended for another period of five years. This reform will, however, need the introduction of much better scales of pay.
- (6) Adult education is of supreme importance but has been neglected so far. Universities have a vital role to play in this sector.

(7) There should be scope for experimentation in education at all stages.

(8) There is too much of bureaucratisation in all sectors of education at present. This will have to be reduced.

Dr. Ram Behari

Several problems of higher education will have to be tackled with special reference to coordinating the work of the different Universities in a State. From this point of view, some of the problems that arise are: (1) the conditions for admission prescribed by the different universities in the same State are very often different; (2) the examination patterns of the universities in a State also vary. For instance, in Jodhpur, there is an examination at the end of every year of the three year degree course while the Rajasthan University has only two examinations in three years; (3) the regulations about taking examinations in compartment also differ. Such problems could be resolved if there is a Coordination Committee at the State level which should function in an informal manner.

2. A minimum age should be prescribed for admission to universities.

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DISCUSSIONS HELD WITH THE STATE GOVERNMENT
OF RAJASTHAN

(16th January 1965)

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In the afternoon of 16th January 1965, the Education Commission met the representatives of the State Government of Rajasthan. On behalf of the State Government, the Chief Minister, the Education Minister, the Planning Minister, the Finance Minister, the Chief Secretary, the Finance Secretary, the Development Secretary and the Education Secretary were present. All Members of the Commission (except Shri R.A. Gopaldaswami, Mr.H.L. Elwin and Professor Roger Revelle) were present. The following is a summary of the statements made at this meeting

Shri Mohan Lal Sukhlal, Chief Minister:

Mr. Chairman and friends: First of all, we are grateful to you for having come to this State and visiting certain areas also. We are supposed to be the most backward State in the whole country. It is not for me to say what we are today: it is a matter for your consideration. But since our independence, we have tried to do whatever was possible in view of our resources. As we are industrially and agriculturally less developed, our resources are also comparatively less and we have suffered greatly on account of this.

I personally feel that this Commission has been set up at the right time to examine our educational system and whatever educational policy is adopted in the following years, we shall have to keep in view the fact that India is principally and predominantly an agricultural country; and even for the next fifty years or so, this situation will continue unchanged. Whatever potentiality in industry, our population is growing at so fast a rate that about 50 per cent of the total population will remain in agriculture. We will, therefore, have to consider this aspect very

seriously and adopt measures which will expand agricultural production. My feeling is that, right from primary to the middle and even higher secondary stage, a boy must be given a scientific orientation. He should have a scientific attitude. At present, agriculture is more or less a way of living rather than a scientific industry. Agriculture should now be given a scientific bias. We are all saying that our agricultural production should go up. We are providing manures, seeds and implements. In spite of all this, we are not able to produce what we want. This is mainly because of the weakness of our manpower. In my view, the time has now come when, right from primary stage, a boy should be given a scientific attitude. Today, a boy passing his higher secondary examination, specially in rural areas, goes for a clerical job or teachers' job; but he does not stick to the soil. If our education cannot help him to remain on the soil and to produce more, we shall certainly not be able to progress. The boy must feel that he should build up his country and that he would serve it better if he sticks to the soil. Education should inculcate such a feeling among the boys.

The main problem is to have the right type of teachers, even at the primary stage, who can inculcate this scientific bias and attitude. The present set of the primary, secondary or even university teachers do not fill the bill. We require science teachers who can teach science. First and foremost, we must increase the facilities for science in our higher secondary schools and universities or colleges and provide first-class laboratories and trained science teachers. Without that, we will have no good technical schools. The laboratories in the colleges and universities should be well equipped.

In university and secondary education, we will have to

keep in view the rapid expansion that we are having at present. In a democratic set-up, there is urge for education. The rural areas were so far neglected; but now they want a school in each and every village. Once primary education is provided, they want facilities for further education also - this cannot be ignored. Our Constitution also has given them the right to education. So expansion is inherent in our situation and necessary. But along with expansion, some standards have also to be maintained. At present, standards go down with expansion, ^{How to balance} quantity and quality is thus the main problem. One way to do this would be this: for a certain population, say a district, we may have some residential or central schools which will have all the facilities - first-class equipment, good teachers and a limited number of students. The admission to such schools should be strictly on the basis of merit, and the boys, who do not have the capacity to pay the fees, should get liberal scholarships from the State so that even a poor boy, who is brilliant, can get the benefit of such a school. These schools should be centrally supported but located in each and every State. There should be no condition like matching grants for such schools because, in case of matching grants, there is always some difficulty. Certain States can find funds and certain States cannot find funds so that there is no uniformity in the different States. These schools should be located in all the States irrespective of availability of funds.

Then comes the question of Universities. My feeling is that in each and every State, there should be one Central University in which very high standards would be maintained. The admission should be strictly on the basis of merit and a limited number of students may be

admitted so that we may not suffer qualitatively. We have three universities in Rajasthan. There is demand for more; but our resources being limited, we cannot have them.

The question which we are facing in Rajasthan, particularly at primary level, is about girls' education. I think this is a matter which is important from many points of view. If the mother is educated, she will also educate her children. We have also a shortage of women teachers. We have the disadvantages of social customs: parents do not generally want to send their girls to schools and some incentives in the form of free clothing or free reading and writing material will have to be given. The timings will also have to be so adjusted that the girls can easily come to school.

At the secondary school stage, we will have to set up some schools with hostel facilities where girls can come. At present, the number of girls is not so large as to have a girls' school in each and every tehsil. We should, therefore, have girls schools at district headquarters with hostel facilities so that girls of that district can come and study there. This again requires funds.

All of you are experts and I would not venture to suggest this; but in view of the shortage of resources and other things, it would be worthwhile that, at the university stage, the professors should teach for longer hours. With the present hours of working, it is difficult to have more students. Besides a good deal of time is lost in examinations and vacations. If we exclude the examination and vacation days, the actual teaching work is done for only half a year. If we can curtail this period of vacations, we will be able to raise standards.

I don't want to go into the controversy of 10 or 11 years of school education to which further consideration should be given. We have been in favour of the eleven years' course which we have adopted here. But I would like to emphasize that education in science and technology must start earlier. Other-

wise, we will not be able to cope up with the need of the hour. From this point of view, the proper type of teachers will have to be trained at all levels.

Shri Hari Bhau Upadhyaya, Education Minister:

(English translation of the speech in Hindi)

The primary object of education is to produce discipline and good citizens. So far, education has mostly spread in urban areas, and ^{time has now come} for raising the standard of rural areas on par with that in urban areas.

In the life of an individual, education plays a very important role. Its object is to teach general knowledge science and good conduct. I would request the Commission to emphasise the building up of character along with the teaching of science. Children should also be so educated that they would love Indian culture and Indian traditions.

We are the patients and can only speak of our troubles. The Commission is the doctor and it is for you to give the prescription and medicine.

Shri Mathur^adas Mathur, Planning Minister:

After the Chief Minister's remarks, I would add a few words, particularly those topics which he has not touched. These are my personal views.

I feel that nursery education has been completely neglected so far. We assist certain private institutions who conduct nursery institutions. The period of child education in the age-group of 3-7 years is very important. Private enterprise has a very limited potential for this type of education. If you leave it to private enterprise only, you will not even touch the problem, to say nothing of its solution! The Commission should, therefore, give thought to this problem which does not find a proper place in the planning of education.

The whole curriculum and approach to education has so far been for a different pattern of society. Now a body

should feel that he has to live in a socialist society and all curriculum and text-books should be devised accordingly. For instance, the cooperative sector or cooperatible bias in education should be given from the very beginning so that when a child grows as an adult citizen, he may behave better in the society. The Commission may think over this problem also.

In elementary education, the content of scientific education - everyday science - should be emphasized. Today, a child of 5 or 6 years handles a radio, runs a cycle. But he does not know how the radio works. Therefore, I feel that scientific bias must be introduced right from the start. The idea of crafts has completely changed in this scientific age. Basic education must be followed to the end; and the concept of basic education is to be introduced at the elementary stage.

In so far as the duration of education is concerned, we must have School Leaving Certificate Examination after ten years for those who do not want to go in for higher education. Those who want to study further, a two-year course of higher secondary education should be prescribed, followed by a three-year degree course. In this way, a boy will be a graduate in 15 years, providing a pattern of 10 plus 2 plus 3.

Text-books should be published in the public sector. Prices should be low. At present, books written by half-baked teachers are prescribed. The new text-books must be written by authors of eminence selected on all-India basis. They should be uniform throughout the country.

At present, ^{all} education is confined to the class-room and the personality of the child is not adequately developed. We must concentrate on the development of his mind. At the same time, the mind should not be built at the cost of his health. We have given more importance to the school buildings. But school buildings should have playgrounds also. The opening of a Faculty of Games and Sports in the Rajasthan University

must be thought of.

Holidays in the schools should be curtailed. At present, out of 365 days, only less than 50 per cent of the days are spent in imparting education. Vacations should be usefully employed. The students whose performance in vacation work is good should be given incentives by way of promotion.

So far as Central University is concerned, my Chief Minister is in favour, but I am not. Every university must be a good university. If it is not, it should be converted into a degree college. Whether the university is run from the funds of the State Government or Central Government is immaterial.

Education must remain a State subject. A controversy has been raised whether education should be a concurrent subject. We are against it. The constitution makers who made education a State subject saw a philosophy behind it. The Centre, which has more finances, desires to purchase the autonomy of the States, that is not desirable. There are many academicians who would like to have education as a Central subject in order to have better pay-scales; but that is not the correct attitude.

I am also in favour of residential schools; but at present they are a luxury for this country. They have created a problem for quite a few brilliant children whose parents are not rich and who cannot afford to spend Rs 200 per month on the education of a child. This creates class consciousness as only the children of rich can study in these schools. My submission is that you should have residential schools where the common man in India can afford to send his children.

Education means creating confidence amongst the youth. If that feeling is not created by education, the purpose of education is frustrated and educated frustration is more dangerous to society. Unfortunately, our educational system, as it is organised today, does not create that confidence in the youth. Every opportunity should be made available to the youth to get that.

Shri B.M. Kaul, Finance Minister:

In the rural areas, children are readily enrolled in schools; but they are not very regular or punctual. If you just analyse the reasons, you will find that their parents are not in a position to bear the expenditure which education needs. Hence the question before us is this: how can we lessen this burden? If we cannot solve the problem, we shall not be able to give proper education at the elementary stage.

We have tried for the enforcement of compulsory primary education but without much success. We cannot force the children to attend. Boys in the rural areas look after the cattle or do some other work at home or outside. Compulsory education thus deprives the family of the help that ^{the} boy gives and thereby causes hardship. My submission is that, unless such loss to the family is met by the Centre or the State, the boys will not attend schools in large numbers.

Side by side, we have to see that boys who come to the school, are properly educated. Their stay in a school for three or four hours a day will not be sufficient for their development. I feel that so long as the State or the Centre does not assume the responsibility to teach a boy in a residential school and give him that environment which is different from his home environment, he will not be able to become a fully disciplined boy. So I would request the Commission to emphasize proper education at the elementary stage. I fully realise that it will be difficult for the State to bear this expenditure and to take up the responsibility of giving proper education to every boy from the time he goes to the school and for looking after his boarding and lodging. But this expenditure is not a waste and unless we take up the responsibility of these children, no education will bear fruits in India at present.

Shri P.N. Kirpal:

There is a suggestion that the Central Government should establish a Secondary Education Commission for giving grants

to secondary schools for improving quality. I want to know what the Chief Minister thinks about this. The Conference of State Education Ministers, where the Chief Minister was also present, resolved that there should be at least one Central University in each State. The proposal was conceived in the context of national integration and it was felt that there should be certain universities where students from all over the country would be enrolled.

Miss S. Panandikar:

It was heartening to find that the Ministers for Planning and Finance emphasised the importance of nursery education. The State should give this education to as large a number of children as possible, by whatever means it can. It is for consideration whether we could extend pre-primary education by making it less expensive than it is today by placing local women teachers in charge. So far^{as} the education of women is concerned, the State of Rajasthan is lagging behind. Pre-primary education can serve a useful purpose in developing it. Pre-primary stage is from 3 to 6 years and the parents are willing to send their girls to mixed schools and have no objection if they study with the boys. This would start a new process and when the girls reach the primary stage, the parents will be ready to send them to mixed schools which have no women teachers.

Prof. Shumvosky:

I don't think I can give any suggestions; but I can explain the experience gained in USSR. At present, 44 million boys are in primary and secondary education; 4 million are in universities and in technical and junior colleges. This has been a long and difficult journey and we will be very glad to share our experience with our Indian friends. We started at the same level at which you are now. But I like to point out a few things which, I think, are very important.

The Chief Minister said that the main point is good

teaching. I agree. Unless there are very good teachers, there cannot be a standard of education.

In this State of Rajasthan, you have a Regional Engineering College at Jaipur. This institution is a centre of high standard of teaching in engineering and will help in spreading its ideals to the other engineering colleges. If this idea is extended to other areas, some kind of a moral responsibility to raise the standard of education will develop.

Another thing connected with standards is textbooks. I agree with the Planning Minister that the text-books should be uniform for the whole country and written by best people that are available in the country. These text-books should be in the national language. In Russia, the best book written in any one state is generalised to the country as a whole.

In Russia, each professor has to work for six hours at least per day. They also work for ten months a year. This includes all work-teaching and research. Research is done in universities. This raises standards and saves money.

I think that we, Indians and Russians, are so close friends that if you send some delegation from your country, consisting of educationists, to visit our various Republics, that experience will be very helpful.

In our country, lectures are delivered regularly in Universities by the Education Minister, Deputy Minister and other Ministers. We say there we are scientists first and then administrators.

Mr. Jean Thomas:

The Chief Minister emphasized the need in this country both for expansion of education and for raising standards. After being five days in the State and after the extensive discussion, we had with the various leaders, teachers and students, I think that no country can expect any substantial

progress in education if you are not able to provide a large number of very good teachers. I have no experience of this place because I am a foreigner here and this is my first real contact with education in India. But the standards of teachers^{here} are rather low. It has been urged by the various associations of teachers that the level of teaching profession should be raised. My impression is that the rate of salaries given in this country is very low. You recommend to the Government of India to make provision, at all costs, for much better conditions of service to teachers at all levels. I think, secondary level is a crucial one, may be, the most important level. I have heard intelligent and frank students saying that in the present conditions, we cannot expect very brilliant students choosing the teaching profession. I think that this is a very bad situation.

Shri K.G.Saiyidain:

The memorandum, which was submitted by the State Government, was studied by all of us with great interest. Going through the entire process of its compilation must have been of considerable benefit to the officers of the State. Many points have been highlighted clearly by the Chief Minister.

I wish to draw your attention to a few important points:-

(1) The suggestion that you have made, which also appears in the memorandum, is to the effect that there should be a certain number of well-equipped central schools at different levels.

This is a proposal which has come to us from various sources in slightly different forms and has been generally welcome.

(2) The second point was made by the Planning Minister who said that education in this country was failing to create a sense of confidence. I think this is one of the points on the ideological side which will need a close study.

(3) One ^{very important} problem refers to the creation of a scientific climate, particularly with regard to agriculture.

(4) I also suggest that, in the scheme of education that you formulate, adult education should be given an important place.

(5) The problem of girls' education in the State is so exceedingly important that, while I agree with you hundred per cent that central assistance in this sector should be considered, I would submit for the consideration of the Education and Planning Ministers that they should not make it an essential condition of central grant for putting this particular recommendation into effect. Even worst comes to the worst and the State does not get 75 per cent or 100 per cent assistance for this purpose, you must do something to adjust your programme and budget in such a way that this programme gets all the funds it so badly needs.

(6) At the school level, our teachers very often do not do enough work. We should expect people at the college also to do additional work. To succeed, we must create such a social climate that teachers will do much more work. But this reform should not be looked upon as a measure of economy and we should not calculate that, where 15 teachers are working at present, ten teachers will be able to carry on that work. On the other hand, this harder work is to be utilized to create proper working conditions and to raise standards.-

Shri J.P. Naik:

I have only two points to make. The first point is one on which I have a slight difference with the Chief Minister who described Rajasthan as the most backward State. From whatever we have seen, we feel that this is not quite correct. So far as secondary and university education is concerned, Rajasthan is not at the lowest end but much higher. It may be lower in respect of primary education and that also is mainly on account of girls. But even in respect of primary education, it is not the most backward. We should remember, however, that, in so far as the rate of growth in the last fifteen years is concerned, Rajasthan has surpassed all other States - the rate of expansion in the Indian Union is 6.6 % , but it is 12.5 per cent in Rajasthan. If it remains still backward, it is because it started with an enrolment of 15 %

which was a severe handicap. Regarding quality, this is good and, from whatever we have seen, we feel that the standards here are much better than in several other places. What impresses me particularly in Rajasthan is that it has a band of young enthusiastic teachers and officers who form a rich potential for growth. Rajasthan is now at a point where strong foundations have been laid down and given adequate financial support, ⁱⁿ the fourth Plan, I think, it can make a big leap ahead. That is my first point.

The second point is a little different. We decided to begin our tour with Rajasthan at a time when our mind was, not only open but blank. As we go from State to State, we will have some more ideas. The Commission would like to work with the State Government so that there is a continuous interchange of ideas and experience between the Commission and the State Government throughout the period of 18 months until ^{the} Commission gives its report. Such close coordination between the Commission and the State Government should be established and may help in developing a long-range plan of educational development in the State.

The meeting then terminated with a vote of thanks to the Chief Minister and the State Government.

MAIN RECOMMENDATIONS THAT EMERGED IN THE
DISCUSSIONS HELD AT THE DIFFERENT
CENTRES IN RAJASTHAN.
(except Jaipur)

MAIN RECOMMENDATIONS THAT EMERGED IN THE DISCUSSIONS
HELD AT THE DIFFERENT CENTRES IN RAJASTHAN (EXCEPT
JAIPUR)

I : GENERAL

1. National Integration: A common code of social behaviour for promoting national unity and national character in actual daily life should be prepared and it should form an integral part of our system of education. The code should be integrated with the educational programmes either by means of specific talks on the topics mentioned in the code or by incorporation of these topics in the syllabi of subjects like social studies and civics.

2. In every educational institution, the day should begin by the singing of the National Anthem and the reading aloud of a pledge of patriotism and service. The pledge should be displayed in bold letters at some prominent place in every office and the last slide in every cinema hall should show the pledge in Hindi, English or a regional language.

II : EDUCATION AT THE SCHOOL STAGE

SECONDARY EDUCATION

3.(a) The three-shift system prevailing in many higher secondary schools is not conducive to the maintenance of proper standards in education.

(b) If the shift system is to be continued at all, the time-table should be so planned that the teachers do not have to come twice on the same day.

4. High and higher secondary schools have been established in certain places without due consideration of the accommodation needed by and the facilities to be provided in such institutions.

5. A Secondary Education Grants Commission should be established on the pattern of the University Grants Commission for the maintenance of the standards in secondary

schools throughout India.

6. (a) The size of a class should be limited to 35 students.

(b) Besides the class-enrolment, the total enrolment of the school should be restricted as otherwise supervision becomes very difficult.

7. There should be more playgrounds and opportunities for extra-curricular activities. Common playgrounds for schools should be provided if necessary.

8. Scouting should replace A.C.C. and more importance given to it than at present.

9. School accounts need trained persons and not L.D.Cs who are now entrusted with it. The Headmasters' time should not be taken up with this work.

10. In some of the States, too many experiments have been conducted and too frequent changes have been made in the field of secondary education. Sound patterns of education have not consequently developed.

11. In the Secondary Schools, the technical course was discontinued only after two years, although it was quite popular. The machinery purchased for it has been lying idle ever since.

PUBLIC SCHOOLS

12. The merit scholars admitted to the school with the help of Government of India Scholarships have generally shown good results. They mix freely with other students who are sons of wealthy parents and show no diffidence or backwardness in their relations with the latter.

13. The public schools had a special role to play in the future and should be encouraged and supported by the Government.

SCHOOL ORGANISATION, CURRICULUM AND TEACHING METHODS

14. The school courses should be diversified after the middle school stage.

15. Teachers and those concerned directly with teaching should be associated with the framing of syllabuses.

16. Provision for moral and religious instruction should be made in the curriculum.

17. A variety of crafts is to be provided in schools if the purpose is to give real educational experience.

18. The curriculum at all levels is overloaded often with material which is out of date and not useful.

19. The syllabus is changed too frequently. Whenever a change is proposed, it should first be tried out as a pilot project in a few schools before it is extended to all institutions.

20. It is also necessary to study the various difficulties in individual schools and to find out how the process of teaching is incomplete and inadequate. The consensus of view was that this can be brought about by a cooperative venture.

21. There should be some definite uniform policy regarding the minimum age of admission to schools throughout the country. At present, many students going in for higher education are immature. An attempt should, therefore, be made to see that they at least reach the age of 18 by the time they complete secondary education.

22. It was emphasised that under no circumstances the strength of any section should be allowed to go beyond the optimum size proscribed. The attempt should be to open a separate section in such cases even though the number of students is a little less.

23. It was suggested that the curriculum should be broad-based and that there should be better correlation of educational opportunities and employment opportunities.

24. It was suggested that the Government should ban the publication of guide notes as these are mainly responsible for the lowering of standards. In this connection, it was pointed out that good reading habits should be cultivated among the students. The teachers should also try to set questions for the examination papers which cannot be solved

with the help of the guide notes.

25. There should be growing cooperation between parents and teachers in the activities undertaken by the School.

26. There is need for frequent informal meetings of Heads of institutions at least once in a month to discuss common problems.

27. It is necessary to categorise schools according to their performance.

28. There should not be frequent reshuffling of time-table during the course of one academic session.

29. It was pointed out that there were no separate Unions for Girls in boys schools and it was difficult for them to get funds for any of the extra-curricular activities.

EVALUATION

30. Rajasthan Board of Secondary Education, Ajmer: (a) Besides recognizing institutions conducting public examinations at the end of the secondary stage and prescribing courses of instruction, the Board is authorised to adopt measures to promote the physical, moral, cultural and social welfare of students.

(b) The Board has taken several steps for the improvement of the curriculum and examination techniques such as the establishment of an Academic Unit, the formulation of objectives of teaching in each subject, the organisation of workshops for training of paper-setters, the orientation of teachers of English, General Science and Sanskrit to the new concept of evaluation, and the introduction of cumulative records for the internal assessment of the students.

(c) Though the Board has set aside only 10 per cent of the total marks for internal assessment, it believes that increasing weightage should be given to such assessment. It was found, however, that there was no correlation between the results of the external examination and those of the internal assessment and the Board had to call for explanations from some of the headmasters. There was need of great vigilance in connection with the programme for increasing the weightage to be given to

internal assessment.

31. There should be adequate weightage given to internal assessment and the principal and teachers should be trusted.

III : LANGUAGE POLICY

32. English should not be made compulsory for all. It need not be made an examination subject, but should be introduced as an optional subject after the middle school stage.

33. (Views of school teachers) The place of English should be determined on the basis that Hindi is the link language. English should not be the medium of instruction at any stage. Children should be taught in the mother-tongue upto the higher secondary stage and thereafter the Hindi medium should replace it at the university stage. The three language formula is not useful and there should be only two languages. On the other hand, some persons (a minority) expressed the view that English should be the medium of instruction, both at the under-graduate and post-graduate level.

34. Hindi should be called 'Bharati' and should develop and be enriched with the help of the other languages.

35. A view was expressed that English should be introduced from class III onwards. But there was also a view that no suitable teachers were available for the teaching of English in primary schools. Moreover, since 70 per cent of the students who complete primary education, do not go for further education, there was no need to teach English to such students.

36. (Views of the college teachers). (a) So far as the medium of instruction is concerned, it was reported that, at the post-graduate level, English was the only medium. But at the under-graduate level, teachers could teach either in English or in Hindi and the examination could be taken in either.

The books that students read were mostly in English. However, some of the teachers stated that actually, both at the under-graduate and graduate level, English was practically the only medium of instruction.

(b) There was considerable difficulty in comprehending the terminology in Hindi . . . , at least for science subjects. It was thought the international notations etc. should not be translated into Hindi.

(c) The standard of efficiency was going down, not only in English but also in Hindi.

37. Grant-in-aid:

(a) Although grants are given to private educational institutions at the rate of 90 per cent of the admissible expenditure, the percentage is actually reduced to 60 as the amount of fee income is first deducted from the amount of the total expenditure.

(b) Grants are calculated on the basis of the previous year's expenditure. This creates financial difficulties for institutions that are in need of funds for their expansion.

38. Education of Girls:

Staff quarters for women teachers in rural areas are not adequately provided.

IV - HIGHER EDUCATION

39. As an experimental measure, a few colleges should be selected in each State and be given academic and administrative freedom so as to enable them to raise academic standards and to function as autonomous colleges.

40. In order to improve attendance and make undergraduate students work regularly, weekly tests should be held in the different subjects and a complete record of the students' performance in these subjects should be maintained. The tests should not be of an elaborate nature, and a student should not be examined in more than one subject a week.

41. There should be one university for degrees in Music, offering five-year professional courses after the Higher Secondary course. It should also train teachers. Other universities should not give degrees in music.

42. University education should be made a concurrent subject.

43. The Jodhpur University should be taken over by the Centre.

44. For improving academic standards in higher education the following suggestions were made:

- (a) exchange of outstanding teachers from one university to another;
- (b) research facilities for teachers;
- (c) subsidisation for the publication of research papers, journals, etc.
- (d) for senior persons, there should be personal posts if they cannot go on deputation to other institutions.

45. It was suggested that there should be no elections to the Council of the University. It would be constituted by nomination by the Vice-Chancellor, based on considerations of seniority and merit. While there may be need for forming Associations of Faculties concerned and also a sort of coordinating body of all such Unions, it is desirable that elections should be discouraged to ensure academic brotherhood.

46. It was noted with concern that the teaching profession had no social prestige and it was pointed out that even the Vice-Chancellors are not included in the Warrant of Precedence.

47. It was pointed out that discipline in professional faculties is high in comparison with Arts and Science Faculties, the reasons being two: (i) purposeful education and (ii) more work to do.

48. In view of the increasing demand for higher education, 'non-formal' ways of providing it (such as part-time evening courses and correspondence courses) should be found for those who cannot be accommodated in the regular educational institutions, including many non-graduate teachers whose number is considerable.

49. There is increasing pressure on science and technological courses which cannot be denied and, as a consequence, the study of Classics etc. have fallen into the background. This is creating a vacuum of values in life and it is necessary to think of suitable means for filling it up.

50. One of the reasons for student indiscipline is the exaggerated emphasis given to the Students Union. It was suggested that membership of the Union should be optional and not compulsory.

51. It was suggested that there should be selective admissions to post-graduate courses and a firm policy should be followed in all universities in this matter. In support of this view, it was pointed out that the admissions in the science subjects are made on a competitive basis and, in consequence, a large number of students are usually first-class or high second class and the pass percentage is quite good.

52. Difficulties are created by the fact that, under the rules, students are required to put in 80 per cent attendance in N.C.C. training. It was reported that, at present, there are about 400 students who have not put in the requisite percentage and cannot, therefore, under the rules, be allowed to take the examination. The university authorities are thinking of overcoming this difficulty by withholding their results till the necessary percentage has been made up. It was suggested

that many of the students have a feeling that the time they spend for NCC work is not being properly utilised.

53. In the University, there is generally overcrowding in classrooms and laboratories because no new buildings of laboratories have been constructed and the number of admissions goes on increasing from year to year.

54. At Jodhpur, all the teaching is done in the University and there are no affiliated colleges for carrying on undergraduate work so that the university proper cannot concentrate on post-graduate instruction and research.

55. The juxtaposition of pre-university students with students in higher classes upto the Master and Doctorate level creates many academic and administrative problems and handicaps.

56. Even when the U.G.C. provides its share of financial contribution, the State share is often not available and the university has no resources of its own to contribute the matching share. It was suggested that either 100% grant should be given by the Centre or at least grant-in-aid to the university should be on a non-matching basis.

57. It is necessary to insist on a certain minimum age for admission to universities because some of the students came to the university when they were comparatively immature.

58. It was suggested that there should be a pre-Ph.D. course to ensure proper standards at the Ph.D. level.

59. There is not enough initiative left to the Faculty in the conduct of the work of the colleges - in fact, there is greater regimentation and financial control after the attainment of freedom than before.

60. Science and Research:
Research work has to be improved and a second line of research workers has to be built up.

61. No provision is made for repairs of equipment in the laboratories.

62. Large purchases are made at the end of the financial year and these are not always suitable or even necessary.

V : TEACHERS

63. Regional Colleges of Education:

(a) The trainees who complete the four-year integrated course of the college are not appointed as senior teachers in higher secondary schools because their academic qualifications are not recognised as equivalent to the M.A. or M.Sc. degree. Steps should be taken to provide for such teachers an additional year's course in their special subjects so as to make them qualified for appointment as senior teachers.

(b) The facilities in the regional college should be considerably expanded to meet the requirements of the secondary schools.

(c) It was felt by some that the integrated course was too specialised in nature and it was difficult for a person completing it to find any employment outside the teaching profession.

(d) The integrated teaching courses given by the Regional Colleges should be spread over a wider area to provide facilities for those who want to take up teaching.

64. The position of teachers should be improved by increasing their salaries and giving them other amenities.

65. On important festival occasions like the Republic Day and other National Days, teachers should be given seats or places suited to the dignity of their profession.

66. Teachers should be made to put in longer hours of work. They should work in the school for at least six hours a day.

67. Admission into Training Colleges should be based on the result of aptitude tests.

68. Teachers who appear privately for examinations should be given study leave and have the opportunity to attend some lectures.

69. Private tuition should be banned and replaced by organised tutorial classes in the institutions.

70. The age of superannuation should be raised to 60 years so that experienced persons are fully utilised.

71. Separate teacher training is not necessary beyond the elementary stage. At the secondary stage, there should be an integrated course combining general education with training.

72. Trained teachers know at best only the method of teaching; but they are generally weak in the subject matter. Even when the syllabus is all right, it is mostly not followed in actual practice. A suggestion was, therefore, made that existing practices of teaching need close evaluation.

73. It might also be necessary to conduct aptitude tests in training institutions.

74. Since one of the main difficulties is the large percentage of untrained teachers, a suggestion was made that there should be vacation courses to train the untrained teachers.

75. Practical bias is lacking in the training of teachers.

76. It was also suggested that there should be a probationary period of one year for teachers.

77. A suggestion was also made that in order to meet the paucity of untrained teachers it would be an advantage to introduce education as an optional subject at the secondary stages.

78. It was also suggested that there should be a statutory committee to go periodically into the question of linking salary and cost of living on the pattern of the Burhman Committee in the U.K.
79. The service conditions of teachers should be improved by the provision of housing facilities, leave facilities and medical facilities. The suggestion was that these should be brought on par with Central Government employees. Regarding housing facilities, it was suggested that a definite percentage of the salary should be paid by way of house-rent or the quarters near to the University should be provided. This was particularly necessary for a residential university.
80. It was suggested that some form of scholarships or fellowships should be available for teachers over 35 years of age for higher studies in India or abroad as at present they are not eligible for many of the scholarships offered.
81. There should be only two grades of pay in all the universities to prevent frequent migration of teachers from one university to another - a graduated scale of Rs. 400-1500 (with suitable efficiency bars) for all teachers and the other a scale of Rs. 1200-1900 for Heads of Departments.
82. Enough recognition and rewards are not available for teachers who do really good work, with the result that they become disheartened and frustrated.
83. The best talent is not attracted to the teaching profession as there is less social prestige attached to it than to many All-India or State Services.
84. About 43% of the secondary teachers in service in the State are untrained and the bulk of the enrolment in the Training Colleges is from this group. A new and hopeful experiment has been started from last year in

Jodhpur University under which teachers in service above 40 years of age - and some younger candidates from outside - are admitted to a vacation course for two years, covering all the vacations in the year. The teachers under training, who were eligible to get their grades improved on the completion of the course, showed earnestness in their work and a sense of purpose. It was suggested to the Principal of the Training College, in the course of discussion, that some correspondence be maintained with the teachers during term time and assignments of study and work planned out.

85. The total duration of training for secondary teachers should be increased from one to two years; there should be realism in the training programme and teachers should be helped to face actual school-room problems.

VI - EDUCATIONAL ADMINISTRATION

86. An Indian Education Service should be established consisting of administrative and academic personnel. Below the Deputy Director's level, there should be a State Educational Service on the same lines.

87. Education should be freed from the influence of the politicians.

88. Education should be made entirely a Central subject.

89. There should be a permanent Education Commission to lay down educational policies.

90. Educational experiments should not be tried unless all the details are worked out, and should ^{not} be given up hastily.

91. The powers of the Inspectorates should be carefully defined. At present, their visits are merely formal ones. It is necessary to associate experts in different subjects with the visiting Inspector at the time of the inspection.

92. The Education Department exercises a rigorous control over the schools even to the extent of fixing the dates for the examination, for the declaration of the results, etc. The headmaster is given very little freedom in administrative matters.

93. There should be a Committee of Headmasters to assist inspectors who would meet at least once a month and have a discussion on administrative and academic matters.

Inspection by panels should be organised.

94. The posts of Headmasters and Inspectors should be of the same grade and inter-transferable.

95. Headmasters should be designated as Principals as is done in some of the States. This adds to their social status.

96. There should be inter-district and inter-State visits and tours of Headmasters.

97. The quality of inspection has to be improved considerably. One point made in this connection was that there should be subject inspectors who should be able to inspire the teachers and get them interested in teaching the subject concerned.

VIII. TECHNICAL AND VOCATIONAL EDUCATION : EDUCATED UNEMPLOYMENT

98. Vocational education at the secondary stage, particularly in agriculture, should be expanded.

99. Technical education should be linked up with industries and factories and not given in separate educational institutions.

100. The method of sandwich courses of training now introduced in Engineering Education is not very useful.

101. The six-months practical training prescribed for the engineering course has not produced satisfactory results

as the people in the factories are not interested in the trainees and do not give them proper opportunities of practical work. A better system would be to increase the period of training and evolve an apprenticeship system by which they earn as they learn.

102. Engineering colleges tend to neglect instrument technology.

103. It was suggested that the present trend of literary or academic education should not be allowed to continue and an attempt should be made to reverse this trend. It may be useful to aim at 70 per cent professional and vocational education and 30 per cent for Arts and Humanities. In this connection the example of Punjab was cited to show how it has become an industrial State

and how employment potential has been created there and technical and vocational education has been expanded.

104. In view of the rapid increase in the number of educated persons, the problem of unemployment is becoming increasingly acute and there is urgent need to think of ways of providing gainful employment for them in the Government and non-Government sectors.

105. Regarding employment potential for engineering students, it was stated that, barring mining engineering, there is generally no difficulty in finding employment after the completion of the course.

SUMMARY OF THE MEMORANDA SUBMITTED
TO THE EDUCATION COMMISSION
IN RAJASTHAN.

Summary of the Memoranda submitted
to the Education Commission in Rajasthan.

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1. Shri J.T.M. Gibson, Principal, Mayo College, Ajmer.

The method of examinations and particularly the sort of questions set in examinations need to be changed.

The students should stay longer at the school and should be allowed to join the university when they have become more mature.

2. Prof. D.N. Elhance, Head of Commerce Department, University of Jodhpur, Jodhpur.

Commerce Education must fulfil broad liberal requirements of University Education and should not be classified as technical education. An All-India body consisting of University Professors of Commerce may be set up to examine the problems of commerce education.

The present syllabus of commerce education is largely descriptive and its subject-matter is out-dated and unrealistic. The teaching material should be prepared by taking the current business practices, largely unknown today and lot of research work is indicated in this field. A high level central organisation may be formed which should finance, organise, co-ordinate and utilise these research work on a national basis.

English should be the medium of instruction in all business courses. Special courses in English may be devised for commerce students to meet their deficiency and peculiar requirements of the business world.

3. Shri Balbir Singh Bhatti, Physical Instructor, Government Basic S.T.C. Training School, Jaipur.

The subject-teacher should be the final authority to decide what he will teach, how he will teach and the type of equipment and facilities required.

The Members of the Commission should also discuss things with the members of the teaching staff (not only with headmasters) when they visit institutions.

The school time-table should be suitably adjusted to provide enough time for games and other co-curricular activities.

The Director and at least one Deputy Director of Education should belong to I.A.S. cadre.

The salaries of teachers should be improved.

A teacher should be allowed to teach in a pre-primary, primary or middle school according to his aptitude.

Refresher courses should be provided after three or five years.

Teachers should select one among them as their headmaster.

By an act of Parliament, all open spaces in cities and towns should be acquired for school and play-grounds.

Attendance at games should be compulsory and a regular record should be kept for each individual.

All Physical Education Instructors and P.D.S. Instructors should be integrated in a National Youth Physical Fitness Corpse.

Syllabus at all levels should be drawn up by only the experienced teachers of different subjects.

There should be a system of weekly and monthly tests.

Rabindra Manch should be available to students free of cost or at normal costs.

4. Dr. C.S. Shastri, Inspector of Schools, Jodhpur
Jaisalmer, Distt. Jodhpur.

The Board of Secondary Education, Rajasthan, has since abolished Technical 'D' course from the year 1963. This course should be re-introduced in multipurpose higher secondary schools. The students who pass this course should be admitted in the second-year of I.T.Is or C.T.Is.

5. Shri Narendra Kumar Mehta, Senior Teacher in
English, Government Secondary School, Bahilabagh, Jodhpur.

The social status of teachers should be improved.

The teachers should not be designated as 'teachers'. He should be called by a more impressive name like Education Officer, Instruction Officer or lecturer.

The teachers should have some 'strings' in the matter of evaluation of future career of pupils.

In every State a semi-government body consisting of officials and non-officials may be formed for social rehabilitation of teachers.

The present water-tight compartment between college lecturers and school teachers should be done away with.

Parent-teacher associations should be encouraged.

There should be no need for taking prior departmental permission for appearing at public examinations.

A more scientific scale for evaluating teachers may be drawn up taking into consideration teacher-pupil ratio, subject, number of years for which the class has been taught, number of periods, other activities assigned to teachers, etc.

A programme for the exchange of college and school teachers may be initiated.

Mobile training centres may be set up to bridge the gulf, between training methods and actual classroom conditions.

6. Shri Kishan Chand, Academic Officer, Board of Secondary Education, Rajasthan, Ajmer.

There should be greater delegation of powers in matters of ~~appointment~~, transfer and utilisation of funds to lower levels e.g. the District Inspectors and the headmasters.

The teachers should be specifically appointed for a particular school only even though they may have a place in the general departmental list of seniority but may be eligible for promotion on merit (not more seniority) whenever a \surd of higher post occurs in another school. \surd vacancy

The different aspects of personality development e.g. attitudes, interests, etc. should be more emphasised and suitable tools for evaluation of these aspects of education should be developed.

Students may be given two certificates- one for curricular subjects and the other for development and non-curricular areas of personality.

Along with the number of working days, the number of actual teaching days and teaching hours should also be prescribed in a school.

Pass percentage, with a suitable allowance for factors beyond the teacher's control, should form a major point in the evaluative criteria for teachers and schools.

The examinations should also assess achievements in accepted objectives of education and should also encourage a fuller and deeper coverage of the syllabi.

7. Shri Dhankal Singh, Assistant Headmaster, Chopasin M.H. Secondary School, Jodhpur.

Residential schools should be given a definite place in the secondary education system. Such schools are necessary not only in case of defence service personnel and persons liable to transfer from one place to another but also for the persons living in rural areas where they are not enough facilities for higher secondary education.

Residential institutions offer more and varied opportunity for the full development of the society.

It will also be necessary to prepare a new type of teachers who should be able to teach not only within the classroom but also conduct circles and take up supervision of the hostels.

If it is not financially possible to start a large number of residential schools, at least one such school should be established in each district.

In other cases the school day should be extended as much as possible. In this connection the author has referred to the Russian practice of day boarding schools in which school day lasts from 8.00 a.m. to 8.00 p.m.

8. Shri S.D.Derashri, University of Jodhpur,
Jodhpur.

The educational programme should attempt to mould students' character in desired direction for which it is necessary to define clearly the objectives.

Through proper vocational guidance, diversification of education and its re-orientation to the needs of the country, the aimless rush of students to higher courses should be minimised.

The institutes should run at near optimum size. Smaller units may be closed down and the bigger units may be bifurcated.

There should be a model primary or middle school in every Tehsil, a model higher secondary school in every District and a model college in every city with a population of one lakh or more and a Central university in each State.

Examination system should be reformed by introduction of internal assessment and greater reliance on objective tests.

The number of school days may be increased and holidays should be curtailed. There is also need for rationalising holidays to ensure intra-State uniformity (It has been pointed out that in Rajasthan holidays observed in different schools and colleges differ widely).

During summer vacation students and teachers may work for literacy campaigns and other non-building activities.

The experiment of Basic education has completely failed.

Three-language formula is basically sound.

At the secondary stage there is a clear need to simplify the courses and text books.

All secondary schools should be converted into multipurpose schools and the courses should be reoriented in such a way as to enable students to enter some occupation after leaving the school.

In the University there should be greater emphasis on research work. Greater emphasis should be laid on research which is not aimed at acquiring degrees.

Fundamental research should be left for National Laboratories or institute of higher learning. Other institutions should pay greater attention to applied research.

The institutions of higher learning should start extension schemes to disseminate results of research among the people and the community.

Regional languages should be the medium

of instruction even in an institute of higher education. Government should, in cooperation with universities, embark upon a mass programme of translating standard works. Even after complete switch over to regional languages, teaching of English should continue up to first degree standard.

A comprehensive system of tutorials, seminars and group discussions should be there to supplement the lecture system.

There should be a programme for inter-State exchange of students and teachers.

Higher education should be placed in the Concurrent List. Primary and Secondary education may, however, continue in the State List.

Institution of Indian Education Service will improve the tone of educational administration and retain talented persons in administration.

N.C.C. training should continue to be imparted on a compulsory basis, but it should be properly coordinated with academic and other co-curricular activities.

N.C.C. may be introduced to all students at the secondary stage and more quality training programmes for providing officers may be developed at the college and university level.

9. Shri A.K. Mathur, Principal, Sir Pratap Multipurpose Higher Secondary School, Jodhpur.

The Education Commission should educate the general public about the changes in pattern of life that have since taken place and that the blame for everything that goes wrong should not be placed on education alone.

Students should be saved from politics and agitative patterns of life.

A suitable agency should be evolved for inculcating in students appropriate social values. A.C.C., and N.C.C. have proved soulless and ineffective.

Educational fads like student unions or student parliament should be stopped.

The core subjects should try to develop a sense of patriotism in a student.

The students should be made Plan-conscious and more enthusiastic.

Plan education should provide the base for social studies. History, Civics, Geography, General Science, Agricultural and industrial progress with the scientific idea of country's development potential should be rolled into one synthetic whole.

Suitably graded textbooks should be prepared for Plan education and the author has offered to prepare such a set for Rajasthan.

Best teachers should be provided at both the highest and the lowest (Pre-primary and primary) stages of education.

Vocational guidance should be put on sound footings. If it is not possible to do so in each school, at least some information centres should be set up which could give information about (a) scope and employment potential of different courses, (b) conditions of eligibility, (c) training facilities, and (d) training costs.

10. Shri S.N. Balya, Principal, Shri Mahesh Teachers' College, Jodhpur.

A two-year summer vacation course may be organised for those untrained teachers of secondary schools who have got at least 4 years' teaching experience (on the lines of the one organised at Shri Mahesh Teachers' College, Jodhpur).

The State grant for strengthening of laboratory should not be given on a uniform basis to all schools but it should vary according to number of students and sections in a school.

The school should be allowed to start automatically new sections as soon as the number of students in a class exceeds a certain prescribed limit and provision for additional staff, furniture and equipment should be allowed.

Suitable play-ground arrangements must be made for all schools, specially for those in urban areas to improve the standard of games and discipline in schools.

11. The Secretary, Rajasthan Sangeet Natak Academy, Paota, Jodhpur.

Hindustani Music should be taught in South Indian universities and South Indian music in Northern Indian universities.

In pre-primary and primary stages, music should be used as a medium of instruction and also as a compulsory subject by itself.

At secondary and university stages, music should form an important part of extra curricular activities. Extra evening classes may be opened for music education. Education in music, dance and fine arts should be given as much importance as physical education.

Music should be an optional subject in all courses of education at all levels and in all faculties.

Although music is provided as an optional subject in the syllabus, facilities for its teaching are generally absent.

Although the Rajasthan Higher Secondary Board has drawn up a syllabus in dance education, not a single qualified teacher has been appointed for the purpose in any school in Rajasthan.

Although music is provided as an optional subject in graduation courses, there is hardly any teacher in colleges and consequently students do not offer the subject.

Every college should have the vocal and instrumental music teacher.

One of the universities in Rajasthan should have a fullfledged faculty of music and dance.

The Music College at Jaipur established by the Government of Rajasthan suffers from want of funds.

Regular music universities should be set up or alternatively faculty of music may be established in one of the universities.

There should be some sort of check on the standards in private music training institutions on the same lines as is done in the case of technical or engineering diploma institutions.

The music diplomas awarded by the Education Department in Rajasthan should be properly equated with other corresponding Degrees/Diplomas.

The salary of music teachers should be equal to that of teachers of other subjects.

Folk music, which is of a regional character, should be studied in greater detail.

Special institutions should be established to impart scientific education in stage-craft and dramatic art.

12. Shri S.P.C. Bhandari, Faculty of Commerce, University of Jodhpur, Jodhpur.

The teachers should be accorded due respect. Vice-chancellors and others should be included in the Warrant of Precedence.

The practice of democratic elections amongst the teaching staff of the University to different bodies of the University should be done away with.

Teachers should be fully compensated for the rise in prices.

13. Mr. Calla, Deputy Director of Rajasthan.

A number of trades (machine shop, cardboard, canning of chairs, Taps and chick making, chalk making, weaving, painting, hosiery work, tailoring and carpentry)

were organised at Bikaner on an experimental basis. On the basis of his experience, the author suggests that craft work along with academic work should be made a regular feature of institutions or in summer vacation when the boys have lot of time at their disposal.

14. Vidya Bhavan, G.S. Teachers College, Udaipur.

The duration of school courses should be 12-year and it should be divided as 8+2+2.

The medium of instruction at elementary stage should be mother-tongue.

Study of Hindi and English should be taken at the end of 3rd and 5th year of schooling respectively.

Hindi speaking students should learn some other Indian language-preferably a South Indian language.

There should be no diversification of courses till the end of 10th class. The first public examination should be at the end of 10th class.

English should be taught throughout. A pass in English should not be necessary for passing the high school examination for those who do not want to go for higher education.

Teaching of one craft should be compulsory at all stages.

Employers should be legally required to release their employees for 4 hours a week to attend courses in general education.

Diversification courses should be introduced at the higher secondary stage (classes IX - XII).

The medium of instruction at higher secondary stage should be regional language or the language that is used at the university stage.

Adequate facilities should be provided for educational and vocational guidance. Education should also be related to man-power requirements.

There should be two public examinations - one at the end of high school stage (10th class) and the other at the end of higher secondary stage(class 12th). In every subject the examination should be at two levels - 'O' level and 'A' level.

The public examination at the end of high/ higher secondary stage should not be conducted by the Universities.

Textbooks should not be nationalised.

State may compete with others in the field of textbooks but it should not have the monopoly of textbooks.

Several alternative textbooks may be prescribed in the same subject for the same level.

There should be a national salary scale for teachers, with definite rules for placing teachers at different stages according to their qualifications.

15. Shri Govindrao Rajurkar, Principal, Ajmer Music College, Ajmer.

A Central University of Music with uniform curricula of education and common degrees of examinations including teachers' training in Hindustani and Karnatak music should be set up by the Government of India. Alternatively education in different branches of music (vocal, instrumental and dance) should be imparted in separate music colleges.

Institutions for higher studies in music should be affiliated to University.

A committee should be constituted to go into the entire question of music education.

16. Shri Champa Shanker, Art Master, Government Teachers' Training College, Ajmer.

An art master in a training college should be given the same grade as a lecturer in the training college (The present grade of an Art Master is Rs.170-385 and that of a Lecturer is Rs.285-800).

The minimum academic qualifications for an Art Master (who has a five-year diploma in Fine Arts) should be high or higher secondary school.

17. Dr. K.M. Gupta, Post-graduate Head in Botany, Government College, Ajmer.

Some autonomous institutions should be set up in each State and the conditions therein may be further improved rather than opening new universities.

The autonomous institutions may have a governing body and be affiliated to a university. But they should be free to frame their own rules of admission, prescribe their own courses of study and have their own scheme of examinations.

The Central and State Governments should extend some financial assistance to these institutions.

The selection of these institutions should depend on the physical facilities available at the institutions - buildings, equipment, library, laboratories and also qualifications, experience and standing of the teaching staff.

The salaries and emoluments of the staff of autonomous institutions should be at par with that in the universities and they should also be given liberal grants for buildings, equipment and library.

The author has put forward the claim of the Government College, Ajmer to be considered for elevation to the autonomous status.

Up to elementary standard (class VIII) only three subjects, viz., Hindi/regional language, English and Mathematics should be taught. Text books should cover all topics such as history, scientific, biographical, general knowledge etc. At the higher secondary stage other subjects concerning Humanities and sciences should be introduced and only the fundamentals of these subjects should be taught. Theoretical details should be left over.

At the higher secondary stage those practical aspects which help the students to be fixed up in life should be stressed.

Admission to colleges should be restricted on the basis of merit only.

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No college should have more than 1000 students on its role.

Number of students in post-graduate classes should be limited.

As far as possible syllabus should be similar throughout the country except at the specialisation stage where local needs may be considered.

English should continue as medium of instruction at post graduate stage.

Work load of teachers doing teaching and research should be reduced. They should, however, not be allowed to neglect teaching altogether.

Research grants to individuals and departments should be a permanent item of expenditure in the budget of every post-graduate department.

Study leave on full pay should be given for refresh courses and advanced study.

There should be a programme of exchange of teachers between different colleges and universities- both within and without States.

The status of teacher should be at par with all-India services.

Education should be a concurrent subject.

Existing disparity between university teachers and those working in affiliated colleges should be removed.

Every State should have a Department of Scientific Research.

Staff quarters may be provided in post-graduate colleges.

18. Shri Om Parkash, University Prof. of Commerce and Director, University College of Commerce, University of Rajasthan, Jaipur.

Commerce education should be 'liberal' at the degree level and 'specialised' at the post-graduate level. 'Liberal' contents at post-graduate level could be partly retained by providing for compulsory study of management courses or subjects. At the degree level the study of subjects like languages and mathematics should be further strengthened.

The language books should contain some material on science, psychology, sociology, political science, history and culture to broaden the general out-lock of the students.

The courses of study may be revised to avoid repetition or duplication in some courses/subjects.

The post-graduate courses should aim at producing specialists to take important positions in business world.

Modern business requires a large number of functionaries -such as (i) business executives, (ii) Accountants or Chartered Accounts, (iii) Cost Accountants, (iv) Company Secretaries, (v) Personnel Officers, (vi) Labour Welfare Officers, (vii) Salesmen or marketing research officers, (viii) scientific officer, (ix) Bank managers, (x) Insurance agents or managers, (xi) cooperative officers, (xii) Wholesales dealers, (xiii) large-scale or small-scale retailers, (xiv) managers of small-scale/cottage industry, (xv) financial experts, (xvi) importers and exporters, (xvii) expert in external finance and foreign exchange, (xviii) stock broker, and (xix) transport experts. The scope of post-graduate courses should be amplified to provide for specialisation in each of these different subjects.

The training should be more practical. Three points have been made in this connection:

- (i) Frequent tours to industries and business concerns by students and teachers.
- (ii) Organisation of commerce museums and workshops, and
- (iii) extension lectures by competent and qualified business executives.

In every concern there should also be some provision for in-service training.

There is no need of starting specialised institutions or special boards for commerce education or for conducting examinations in special branches of commerce. Universities may be asked to institute diploma courses in addition to regular graduate and post-graduate courses.

The syllabus in commerce subjects in the Universities should be drafted in consultation with various business institutes such as Institute of Chartered Accountancy or of Cost Accountancy. There should be some mutual cooperation between universities and business concerns and between the universities and professional institutes.

19. A Retired Inspector of Schools, Sardarpur.

The Commission should pay surprise visits to a few primary, middle and high/higher secondary schools - both government and aided.

20. Shri Jumna Das Gujar, Headmaster, Govt. Middle School, Nathdawara, Rajasthan.

Education should be related to life.

Religious and moral education should be adopted in schools.

Text-books should be so written as to cater to the needs of different children.

The syllabus of first three classes should be re-drawn into four classes.

Drawing should be made a compulsory subject upto middle standard.

Number of students should not exceed 20 in any class.

There should be a separate Inspectorate for Academic work.

Pay-scales of teachers should be revised and they should be given some allowance to purchase reference books.

Teachers should not be entrusted with duties other than teaching. Teachers should be consulted in framing syllabus. There should be refresher courses for teachers.

21. The Students of the Rajasthan University, Jaipur.

The minimum age of admission to University should be raised to 17 by adding one more year to the higher secondary course. The entrance to the University should also be subject to scholastic aptitude tests.

At post-graduate stage the admissions should be on a highly selective basis - through viva-voce or suitable entrance examination.

Post-graduate courses should be run only by the university and not in affiliated college.

The minimum salary of university lecturers should not be less than Rs.600 and the teaching load should not exceed 12 hours a week.

Additional staff may be appointed to make tutorial work more effective.

Selection of teachers should be more strict. Due weightage should also be given to aptitude for teaching.

Substantial weightage should be given to organisational work.

There should be more tutorials and less of routine lecturers. At post-graduate level students may be asked to write papers and these should be assessed both by internal and external examination.

Medium of Instruction:

Regional language should be the medium of instruction at the primary and secondary stages. Hindi and English should also be compulsory subjects up to the secondary level and students should achieve a reasonably high standard of proficiency in them.

At the undergraduate level, there should be two media of instructions - Hindi and English. At the post-graduate level, English should continue to be the medium of instruction. To ensure this, General English should be made a compulsory subject for both science and art students at the under-graduate level.

If English is to be replaced at the post-graduate level, it should only be by Hindi.

Vocational Guidance Programme:

There should be large scale programmes for vocational guidance.

Suitable financial assistance should be given to those students who have the right aptitude to pursue higher education in any particular branch but are handicapped by financial resources.

The Vocational Guidance Programme should also play a role in the formation of right attitudes to different vocations.

Students should be provided adequate opportunities to utilise their leisure time profitably. At least one sport or co-curricular activity should be made compulsory for all students at the secondary stage.

The teachers should also take some interest in students' activities.

In order to encourage students to take part in curricular activities, a certain percentage of marks should be kept apart for participation in such activities.

Non-residential student centres should be established in all the universities on the lines of the one in the Rajasthan University to provide non-residential students opportunities for relaxation.

Due importance should be given to the development of right attitudes and proper values. These will help in checking indiscipline amongst students. The political interference also need to be minimised.

22. Shri P.S. Gupta, Deputy Inspector for Physical Education, Directorate of Education, Jaipur.

Greatest attention should be paid to human element.

Education should not be expanded to a point where its quality is diluted.

Education should be given only to such students as are fit to receive education.

23. Shri K.L. Bordia, Vidya Bhavan, Udaipur.

Education in the schools should be orientated to the values of Indian culture by emphasising the concept of Dharma as one's duty, respect towards elders and teachers, humility and simplicity of life, and reverent attitude to all living beings.

Education should emphasise national integration through a knowledge of life in different parts of India, readings from the lives of great men, readings from different languages of India translated into one's regional language, study of other languages and visits to different parts of India.

Study of literature, Geography and Civics should be orientated towards creating better international understanding.

Schools should emphasise teaching of science and for this they should have suitable laboratories, science museums, and nature study gardens. There should be emphasis on realising the revolutionary achievements of science and its possibilities of future, and development of a scientific attitude on life.

Education for democratic living should emphasise tolerance of differences, a sense of constructive responsibility, equality of opportunity for all. The principle for democratic process is one of mutual understanding rather than the rule of majority.

A student should be trained in habits of manual work and healthy living.

24. Shri K.L. Bordia, Vidya Bhavan, Udaipur.

Young lecturers should be advised not to take up the work for research degrees in the first five, or at least the first three years, of their teaching careers.

General Education:

Social study should form an essential part of technological studies.

A two-subject Honours Degree Course may be started, specially in Humanities, on the lines of such courses as in Mysore University. Specialisation in Honours Course should begin in the second year of the three year course.

Greater emphasis should be laid on community life.

Universities should become an open forum of discussion of important issues.

Courses on Indian and world culture should be introduced in the curriculum of first degree course.

Readings from great books should be included in the curriculum of the first degree course.

Research Institutions for Higher Education:

Research Boards of Universities with suitable agencies at the University and college level may be set up to promote research on actual problems of social and economic policies. Suitable financial assistance should be given for different colleges and there should be also some arrangement for guidance from experts of the research committees or teachers in charge of research projects in classes.

25. Shri Bhim Sen, Director, School of Basic Sciences and Humanities, Maharana Bhupal College, Udaipur.

English should be given distinctive role and status at both secondary and university levels. Its importance is greater at the university level but the desired proficiency in it can be attained only if it receives due attention at the school level.

Regional languages must be given the fullest encouragement and facilities and may also be used as medium of instruction at the school stage but English will have to be used in Universities for Science and Technology - may be with some admixture of regional languages. The teachers and students should have equal facility in the use of both languages.

English may be accepted as one of the Indian languages.

The teaching of Hindi in non-Hindi areas should go on.

26. Prof. V. Lakshmi Narayanan, Director,
Birla Institute of Technology and
Science, Pilani.

Top priority should be given to vocational, technical and professional education. School education should be of 11 years' duration and the age of admission 5 plus.

There should be three types of schools: (i) with regional language as medium of instruction, (ii) with Hindi as medium of instruction, and (iii) with English as medium of instruction. Migration from one type of school to another should be permitted and facilities should be provided to qualify in the language of instruction.

Manual labour should be compulsory in middle and secondary schools. All students should also be taught a basic course in science.

Greater attention should be paid at the school level on a detailed study of local region -- its geography, economic resources, agriculture, industry etc. Excursion to local community projects, social welfare schemes etc. should be a regular feature.

At the university stage also there should be three types of colleges (a) with regional language as medium of instruction, (b) Hindi as medium of instruction, and (c) English as medium of instruction. Migration should be permitted at any stage provided the student qualifies in the language of instruction.

The medium of instruction in all professional courses should be English. At Ph.D. level students should also take an additional foreign language.

The duration of a Hons. degree in Humanities or Science should be 4 years and that for pass degree 3 years. Hons. students may do their M.A. course in one year.

The duration of Engineering, technology, medicine, agriculture and other professional courses should be 5 years.

There should be no upper age limit for admission to professional colleges.

University should run model higher secondary schools.

No new engineering or technological college should be opened for next 5 years. The quality of existing colleges should be improved. Engineering colleges should receive financial assistance direct from Central Government or U.G. C./Government should give lump-sum block grants and colleges should have freedom to decide their requirements.

Present rules regarding selection of teachers are cumbersome and unpractical. Colleges should be given autonomy to select teachers and promote them.

Engineering colleges should have strong science department. Science, applied science, humanities, social sciences, engineering and technology should be integrated to supply intellectual persons for meeting requirements of the technological age.

27. Shri Hiralal Shastri, Bansthali Vidyapith,
Bansthali (Jaipur)

In a national system of education one cannot think of differences between one State and another. States should give full cooperation for the success of the national system of education and furtherance of national integrity. Due importance should be given to the essential values of Indian life.

The confusion about the language policy needs to be removed. Regional languages should be fully developed and the status of Hindi as national language should be duly recognised. English is a very useful language but limits to its use must be determined.

The various stages of education should be properly integrated and there should only be universities and not Boards.

At the elementary stage there may be more or less similar curriculum for boys and girls. So far as other stages are concerned, the question needs further consideration.

There should be some link between life at school and that at home. The school going child should not become a foreigner to the home.

The system of education should be related to the country's economy.

Elementary and secondary curricula must be composite one. Every child must produce something for the community.

Atmosphere in universities needs to be improved considerably.

Education, like any other field of national life, is suffering from the disease of corruption. The management, teachers, students and guardians all seem to be involved.

The author supports the idea of national institutions. Such institutions should have full freedom to experiment. Some such institutions should be exclusively for girls.

The scardness about Indian womanhood must be preserved at any cost.

28. Rani Lakshmi Kumari Chundawat, Lakshmi
Niwas, Bani Park, Jaipur.

Rajasthani language should be recognised as one of the Indian languages and should be separately incorporated in the Constitution.

29. Vidya Bhavan, G.S. Teachers College, Udaipur.
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Teachers' education should be included in the Concurrent List and Central Government should assume greater financial responsibility for teacher training.

National Council for Teachers Education should be set up at all India level and State Councils at the State level.

The State Councils should undertake coordinated programmes of research, extension and training.

Actual school problems should come to training institutions for solution and the solution reached through research should be tried in class.

Every training institution should be given a group of schools or at least one school within its area to demonstrate the new methods.

At least two-thirds of the teaching staff of training institutions should be practising teachers.

Selected teachers of practising or associated schools should be asked to give lessons and should be suitably remunerated.
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In every training institution a Professor for clinical work should be appointed who should guide the teacher trainees in their task of training and help the supervisors in improving techniques of supervision.

All teachers' colleges and at least one training school in each District should have a department of extension service.

Psychological studies of Indian children, their adjustment and other problems should be undertaken to bring about fundamental relations between theory and practice.

All teachers trainees should teach as regular teachers for at least 8 weeks.

Specific objectives of training course as a whole and of various papers and programmes should be worked out in detail before the courses and programmes are framed.

The diploma and first degree course in education should also include knowledge of the subject-matter content.

Teachers training course for matriculates should be of at least two years' duration and should be prolonged to three years at an early date.

In addition to Regional Colleges of Education, other teacher training institutions should also be given financial assistance to organise four-year degree course of integrated general and professional education.

Comprehensive teachers training college may be set up to provide training courses for primary, middle, high and higher secondary school teachers and for inspectors and other supervisory staff.

Summer institutions for science teachers spread over two or three years should be organised at selected training colleges.

Correspondence courses for teachers training may be organised as an emergency measure but these degrees should not be regarded equivalent to those given in whole time colleges.

Correspondence courses in teachers education should not be a substitute for a regular full time training course.

Liberal scholarships should be given to teachers under training. There should be a national pay scale for all categories of teachers.

Grants to training colleges should not be on a matching basis. Every training college should be supplied with minimum requirements, as worked out by the All-India Association of Training Colleges.

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30. Shri G.S. Mahajani, Vice-Chancellor, Udaipur University, Udaipur.

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At the school stage the language policy should be (a) to introduce child to speak English/Hindi in the third grade and to adopt 'mother's method' for this purpose, (b) to introduce formal teaching of English/Hindi in the late stage of third grade or early fourth grade, and (c) to teach subjects like mathematics and science through English, making a free use of regional language.

In the colleges (a) regional language should be used for humanities, arts and social sciences, (b) English should be used for science and professional subjects, and (c) English and Hindi should serve as link languages.

Some of the research work even in humanities will have to be rendered into English.

Popular scientific literature will have to be produced in regional languages.

In some areas of social sciences where treatment of the subject becomes scientific and mathematic, the use of English may be indicated.

In the scheme of general education, the students of humanities and arts should use English in general science.

To help migration of students every university should institute four to six month's course to give students working knowledge of the regional language.

Standard textbooks in regional languages/Hindi should grow from actual classroom lectures.

In place of the old bilingual policy of using regional languages in schools and English in colleges, a new bilingual policy should be adopted with use of both languages in schools as well as colleges.

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31. Rani Lakshmi Kumari Chundawat, Lakshmi Niwas, Bani Park, Jaipur, Rajasthan.

Adequate steps should be taken to preserve the folk literature of Rajasthan which consists in folk songs, folk tales, ballads, folk dramas, folk sayings and songs in praise of local heroes.

The State Government have set up the Rajasthan Academy of Letters and also one for Music and Dance. The Academy of Letters has not paid much attention to the preservation of folk literature and has spent only a sum of Rs.15,000/- on the development of Rajasthani language.

The Academy of Dance, Drama and Music should also take more interest in preserving folk dramas, folk songs, etc. of Rajasthan.

32. Sarveshri Janardan Rai Nagar and P.T. Thomas,
Udaipur School of Social Work, Saletia Ground, Udaipur
Rajasthan.

Courses in Social Work should be given due importance in our scheme of higher education.

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33. Shri Chand Karan, Teacher, Jai Lal Teacher Training
Institute, Aimer, Rajasthan.

University and Higher Education

Only such students should be admitted to colleges who agree to reside in the hostel or for whom any teacher or owner of the house where they live, agrees to become their guardian.

Students should put in one year's social work in rural areas before they are awarded degrees.

No more colleges should be opened in urban areas. Future colleges should be opened in rural areas only.

The educational system of India should be orientated towards the spiritual heritage of the country. Gurukul system of education should be adopted with suitable modifications.

No more new educational institutions should be opened until the educational system has been reorientated to the moral and spiritual development of man.

School Education:

Teachers should be given in-service training after every three years.

Those teachers who have taught high school classes for five years should be given preference for the grade of senior teachers.

A teacher should not be given more than 30 periods a week.

The private tuitions by teachers should be stopped.

The teacher should write out lesson plans.

Teacher should reside near the school.

There should be a national salary scale for teachers.

Agricultural farms should be attached to schools. Schools should be given loans and grants to develop these farms and the products of these farms should be distributed amongst teachers.

Teachers should be given P.T.O to visit places of historic and cultural importance.

There should not be more than 30 students in a section.

Schools should be fully equipped.

Post of First Assistant should be created in higher secondary schools to relieve Headmasters of routine office work. Separate pay scales should be prescribed for First Assistants.

A subject-wise list of all students should be compiled in which every subject-teacher should report on the progress of the students.

There should be no disparity between the salary of a lecturer in under-graduate colleges and the university.

There should be no restriction for admission in the B.A. pass degree but individual colleges may impose restriction if there is a large number of applicants.

The basic aim of post-graduate education should be the training of specialists in different fields.

The Hons. courses should be of three years' duration and should be introduced in universities only. The minimum requirement for Hons. course should be 45 per cent marks in the subject chosen for Hons.

Second class B.A. pass may be admitted to the final year of the Hons. course.

Universities should admit students only to post graduate and Hons courses. B.A. course should be provided in the colleges. Even if federal system is considered more suitable for larger towns with old and well-established colleges, its unsuitability for other centres should be clearly recognised.

The minimum qualifications for B.A. pass degree should be 45 per cent marks.

There should be no segregation of under-graduate students from post-graduate students by organising the former into separate constituent colleges with separate staff.

The practice by Rajasthan University of basing all teachers including readers (but not Professors and head of post-graduate departments) in one of the university colleges and organising under-graduate classes in art and science subjects, simultaneously at all of them should be stopped.

Ideally there should be a unitary teaching and residential university, undertaking both post-graduate and under-graduate work (initially both Hons. and pass courses and eventually Hons. courses only) Colleges if organised should only be places of residence and tutorial work.

Separate under-graduate constituent colleges for girls may continue to form a part of universities.

Instead of multiplying number of universities, the main effort should be to strengthen the existing ones. Even though it may increase the number of students on roll.

And enrolment of 10,000 should not be considered too large for a unitary teaching university.

Heavy work-load and lack of secretariat assistance is hindering research work in universities. Lecture-schedule should be less rigid and teachers should be permitted to spend some time at research centres.

Alternatively present three terms may be rearranged into two terms with longer vacation and fewer holidays.

Sabbatical leave should be introduced whenever it does not exist.

Universities should not insist on teachers signing bonds for long period of service as a pre-condition for the grant of study leave or financial assistance.

Teachers should not be bound for more than three years in return for study leave for two years - the period should be proportionately reduced for short term leave.

School Library

Two suggestions have been made, (a) books for students should be purchased by the Headmaster, (b) books for the use of teachers should be selected by a Central Committee which should be made available to all schools.

Text books:

(a) Text-books should be written by teacher of subjects concerned who have put in at least 20 years of service.

(b) Not more than one text-book should be accepted from any publisher.

(c) Text-books should be written with due regard to techniques of the teaching.

Examination:

There should be no examination in classes I to IV. Examination for class V should be at the Block level by the Panchayat Sammiti. For classes VI and VII, it should be at the District level and for class VIII at the Regional level.

Leave:

School holidays should adapted to harvest operations.

Teachers should get previlige leave in place of summer vacation.

Teachers:

No teacher should be recruited before he has reached the age of 20. Only those teachers who have reached the age of 50 should be allowed to participate in social service activities.

Language:

All children should be taught Hindi. Only such children should taught English whose parents want them to be taught English.

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34. Rajasthan University Teachers' Association, Jaipur.

Good under-graduate training is necessary to lay the foundation for good post-graduate and research work.

Under-graduate teaching should be done in the colleges. Post-graduate education and research should be in the universities only.

The relationship between colleges and university should be clearly defined.

Post graduate colleges should not permitted to conduct their own examinations and award degrees.

Certain percentage of marks should be reserved for internal assessment.

B.A. pass course should be organised as a complete course in itself rather than preparation for an M.A. degree.

The medium of instruction at the under-graduate (degree) level should be the regional language but the students should have adequate knowledge of English to use English text books etc.

The teachers may be permitted to make a proportionate refund of the grant money if for unavoidable reasons they want to leave service before the expiry of their bond.

B. Litt. degree should be introduced as an intermediate degree in preparation for Ph.D. degree, especially in humanities. The pay scales, sliding scale of D.A., city compensatory allowance etc. should be reviewed by the Commission. Teachers should also be given the benefit to subsidies medical help and housing.

The existing rate of contribution of 8 per cent of provident fund should be increased.

Annual increment of teachers should be automatically and should not depend on recommendation by heads of department.

The annual report to be written on teachers work should not be confidential. The proportion of senior posts (Professors and readers) to lecturers should be in the proportion of 2:1.

Scheme of provident fund-cum-pension-cum-insurance should be introduced for university teachers.

Representation should be given to readers and lecturers to various university bodies by rotation according to seniority.

Students should not only be provided facilities for recreation and relaxation but also adequate freedom for self-expression. Students guidance programme should be strengthened.

Merit scholarships should be instituted to enable certain proportion of students to be resident scholars.

Government should not interfere in the internal affairs of the University. Directions if issued at all should come from U.G.C. after due consultation with academic opinion.

Within a university, teachers should be more actively drawn in the work of running a university and academic opinion allowed free play. Majority of members of syndicate/Executive councils should be academician.

Vice-Chancellors should as far as possible be chosen out of university teachers. At least one Central University should be set up in every State. It should be a unitary university and residential university should be set up in each State. Central University should be organised at Jaipur with the present teaching department in the Rajasthan University as its nucleus.

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35. Principal, Dungar College, Bikaner, Rajasthan.

School education should be complete in itself.

Those who want to go for higher studies, should go through a separate screening process.

Moral and emotional development of a student should receive special attention at university stage.

Students should be allowed to professional, vocational technical and agricultural classes direct from the higher secondary school without going through the first year examination of the three-year degree course, as at present.

To promote adult education, survey should be held of the urban and rural areas. Some vocational courses may be organised for adult and certificates of attendance issued to participants. Evening classes or diploma courses may be instituted for adults.

School and college libraries should extend facility of lending books to general community.

At M.Sc. stage, talented students should be encouraged to study pure sciences. All classes should be provided with adequate library and science equipments.

Research work need not necessarily be for the award of a Doctorate degree.

Research centres may be spread all over the State.

There should be facilities for exchange of research materials.

Proper recognition should be given to research work.

Newly recruited teachers in universities or colleges should undergo a period of training in the art of teaching.

Training for summer camps may be organised for academic subjects as well as to discuss general problems of youth.

Teachers should be given study leave on full pay for approved research schemes.

Children of teachers should be provided with free education, including technical education.

Uniform scales for pay should be introduced in colleges and universities.

The Indian Educational Service should also include university teachers.

All educational institutions should provide such facilities as canteens, common rooms, play grounds, hobby centres guidance facilities, etc.

Financial assistance should be given to poor and needy children.

Scholarships should be given to all meritorious children irrespective of the income of their parents.

Class-room lectures should be supplemented by seminars, group discussions, debates, etc.

Medium of teaching all over the country should be Hindi.

Greater autonomy should be given to all institutions.

Heads of department should devote more time to the supervision of teaching.

Teachers' standards should be improved.

The academic year should be divided into two equal terms of three and a half months each with a break of one month in between which may be utilised for tournaments, N.C.C. camps, etc. without intrupting the flow of teaching work during the term.

36. Shri V.S. Murthy, Lecturer in Physics, Dungar College, Bikaner.

Training for Fresh Post-Graduates before they are appointed as Lecturers

The author has suggested that all fresh post-graduates before they are appointed as lecturers should undergo a course of training. This training should enable them to know:

- (1) Aims of Education
- (2) Responsibilities of a Teacher.
- (3) Better relations with the students
- (4) Philosophical out look
- (5) Good knowledge of College Education in advanced countries
- (6) Number of good reference books and
- (7) should have widely travelled in India.

He has also suggested that people of North should travel widely in South and vice-versa.

Teaching of Science in High and Higher Secondary Schools

The author feels that science teachers generally suffering from a lack of adequate theoretical knowledge and experimental skills. To make up their theoretical knowledge, he has suggested organisation of vocation courses and provision of suitable laboratories where the science teachers should have the opportunity to carry out all the experiments prescribed in the syllabus. These laboratories may also be provided with Audio-visual aids and teachers trained in the extensive use of such aids.

Improvement of Standard in Mathematics of Pre-University and First-year Science students.

Based on a experimental study at the college, the author feels that the knowledge of fundamentals of mathematics is very poor in the pre-university and first-year science students. To make up this deficiency, about 20 lectures should be provided for this purpose and these lectures should be given by lecturers of Physics only.

Change in Examination System in Physics Practicals.

The students should perform more practicals in the same time by taking lesser number of readings. New type tests should be introduced in practicals also and every student must be tested in as many experiments as possible.

Economising Expenses of Hostellers

Hostellers must not be allowed to keep any money with them. Wardens must be brought in picture in all money matters and parents should send money to wardens only.

School Syllabus

The syllabus should be clear and elaborate. It should cover all topics and sub-topics. There should be greater coordination between the school and the college syllabi. Syllabus should also be such as can be taught thoroughly within the allotted time.

Uniforms for College Students

There should be common uniforms for all college students.

37. Shri P.N. Bhatt, Headmaster, H.S. Sampurnan Vidya Niketan Gunga Sehar, Bikaner, Rajasthan.

Pre-primary education:

Government should take over education from pre-primary stage.

Private agencies should be encouraged in the field of pre-primary education.

Government is also partly responsible for mal-practices in private institutions.

A comprehensive programme should be taken up for the development of pre-primary education, which should include training of teachers, production of cheap apparatus, training centres for mothers, refresher courses for teachers, play materials, text-books, magazines, etc.

More qualified, experienced and conscientious teachers should be put in charge of pre-primary and lower classes.

Teacher's salaries should be improved.

There should be a uniform pay-scale for all teachers based on qualifications.

There should be no disparity between the emoluments of teachers and of those in other professions. Private tuition by teachers should be stopped. Teachers should be provided quarters near the school.

Children of teachers should be provided with free education.

Transfers and promotions of teachers should be with the consent of the Headmaster.

There should be no disparity between teachers in private and Government schools.

Age of retirement of teachers should be raised to 60 and those who are physically fit may be retained even after retirement.

Academic standards:

There should be uniform text-books.

There should be a departmental examination at the end of Primary stage (no examination up to 5th class).

In middle classes, there should be separate subject-teachers.

Teachers load of office work should be reduced.

The Boards and Universities and other examining authorities may not issue instructions to the effect that results should not fall below a certain percentage.

Instead of full fledged craft work, hobbies should be organised in primary schools and craft work should be organised in the middle schools.

To improve the general knowledge of the students, a teacher should occasionally check the notes made by the students on the basis of newspapers reports and radio broadcasts.

Daily, monthly and annual records should be maintained of the students.

Moral Education:

There should be compulsory prayers.

Students should speak in assembly on the lives of great men.

Best social service institution should be rewarded.

Separate records should be kept of social work done by students. Good students should be rewarded at regular intervals.

General

Lady teachers should be preferred in pre-primary classes.

Each district should have pilot school for experimental purposes.

Parents and teachers should meet frequently and should discuss the problems of the children.

Apparatus may be got locally prepared.

Mid-day meals should be more nutritious and a part of the cost should be met by the State.

School uniforms should be introduced.

There should be regular check - up of cleanliness of body, dress, etc.

At the higher secondary stage, English should be optional for those who do not want to go for higher studies and the failures in the subject may be allowed to take a supplementary examination.

Only meritorious students should be allowed for advanced post-graduate studies. Students should be admitted to Law and Medical courses only on the basis of merit and aptitude.

Education should be given a technical bias from middle school standard.

38. Shri Vidya Dhar Sashtri, Director, Hindi Vishva Bharti, Shodh Pratishthan, Bikaner.

Study of Sanskrit should be encouraged.

Students of Sanskrit should not reside in modern hostels.

As far as possible, Gurukul system of education should be introduced for Sanskrit education.

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39. University and College Teachers Association, Rajasthan.

Higher Education

A University Grants Committee may be formed in Rajasthan to ensure proper disbursement of funds and to maintain high academic standards in all educational institutions.

Grants-in-aid to colleges should not be given on a uniform basis. Due note should be taken of the number of students, number of degree and post-graduate departments, libraries, research facilities and special needs of the institutions starting new courses or papers.

There should be a fair proportion between the funds allocated to universities and colleges.

The Indian Educational Service should have two wings - one administrative and the other educational. The proportion between the two wings should be 1:2.

The Education Department in the State should be organised and manned entirely by Educationists, as in the case of the Union Govt.

A few colleges in each State should be given academic and administrative freedom to enable them to raise academic standards and to function as autonomous colleges.

English should be the medium of instruction for higher education.

Higher education should be made a Concurrent subject.

Government and Universities should organise symposia and seminars more frequently and at shorter interval.

The teacher-pupil ratio in institutions of higher education should be about 1:10.

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40. Dr. Robert Heilig, Bungalow No.20, Jaipur.

The standard of English among medical students is rather poor.

Steps should be taken to improve the standard of English at the Higher Secondary stage and first year of three year degree course.

The cultural outlook of pre-medical students should be broadened by including in the curriculum some knowledge of cultural history, history of world literature and history of art. These should not be examination subjects but given some weightage for admission to medical colleges.

To meet the shortage of qualified teachers in pre-clinical subjects like biochemistry and pharmacology, a medical degree should not be insisted upon for teachers of these subjects.

Medical colleges should not be established without ensuring properly qualified medical staff.

Small pox and contagious diseases could be eradicated from the country by insisting upon vaccination certificate before a child is admitted in a school.

We require not only more doctors but also auxiliary personnel such as vaccinators, sanitary inspectors, village health workers, sanitary engineers, etc.

Almost all medical colleges are under the control of State Health Department. It would be desirable if medical colleges are made integral part of university instead of merely affiliating them to universities.

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41: Shri R.K. Kaul, Principal, Government Teachers' Training College, Ajmer.

School Education.

Instead of emphasising self-sufficiency, correlated teaching and productivity in the scheme of basic education, we should stress the educational values of activities and try to inculcate among students qualities of cooperation, dignity of labour, social service and democratic way of life.

With the introduction of compulsory primary education, it would be necessary to expand middle school education.

Teacher training schools should lay more emphasis on quality rather than quantity.

The syllabus of teacher training schools should be on the same pattern throughout the country. It should be more realistic and practical.

The double or triple shift system in the schools should be stopped.

Secondary education should provide diversified courses to suit the talent, interests, attitude and aptitude of students.

Only brilliant students should pursue university and higher education.

The failure of multi-purpose schools has mainly been due to a lack of private educational and vocational guidance services.

There should be greater provision for technical education after secondary stage.

All States should be self-sufficient in respect of teachers training facilities.

Teacher training colleges should be residential.

Teacher training colleges should be separate entities with whole time staff and a separate independent campus and should not be tagged on to academic colleges or higher secondary schools.

The private colleges should be stopped from charging capitation fee or voluntary contributions for the development of institutions.

The correspondence courses will not produce right type of teachers.

To meet the present shortage of teachers it may be better to start short term orientation courses.

The age of retirement of teachers should be 60 years.

Publication of guide books and notes should be banned.

No private institution should be allowed to open a 'coaching shop' without the license from the Government.

English should be compulsory up to higher secondary stage and its teaching should commence from class IV.

There should be only one language as the medium of instruction at the University stage - English or Hindi - and it should be uniform all over the country.

In no case should the regional language be medium of instruction at the university level.

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42. Shri T.L. Dave, from Rajasthan.

Secondary Education

The duration of Secondary Schools course should be 12 years and it should be divided as 5+3+2+2.

Educational facilities should be related to employment requirements.

The courses at secondary stage should be of two types - one leading to higher education and the other terminal

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43. Shri Samant Singh, Bhupal Nobles' College, Udaipur.

Schools and College levels.

The library budget in secondary and higher secondary schools and colleges should be considerably raised.

The status of librarians should be equal to that of a Senior teacher in secondary schools and a Prof. in colleges.

The college libraries need better furniture.

44. The Headma-ster, Government Basic S.T.C. School,
Shahpura, Jaipur.

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The salaries and status of training staff in S.T.C. Schools should at least be on par with that of senior staff in Higher Secondary Schools.

The last date of admission in S.T.C. Schools should be 15th July (it should not extend from July to September).

The minimum age for S.T.C. Course should be 18 years.

The annual examination of Basic S.T.C. Training Schools should be controlled by the Board of Secondary Education and not by Registrar, Departmental Examinations.

Suitable rules should be framed for seniority of S.T.C. staff.

The maximum strength of S.T.C. Schools should not be above 100.

The present syllabus of S.T.C. Schools is too heavy for one academic session. It should either be reduced, or duration of the course increased.

The maximum age for the post of Headmaster in S.T.C. or High Schools should be raised from the present limit of 35 years.

Trainees in S.T.C. Schools should be given stipends.

Education, or atleast teacher education, should be Central responsibility.

45. Shri J. C. Shastri, Vice Principal, Sadul Public
School, Bikaner.

Public schools should not only be allowed to co-exist but positively encouraged with financial assistance from the Central and State Governments.

Public schools may follow the general principles and broad policies of the Government but they should otherwise be given full freedom to develop their own individuality.

Two nominees of the Government of India (one official and another non-official) may serve on the Board of Management of each public school.

Public schools should be given recurring and non-recurring grants.

The scope of the Government of India merit scholarships in residential schools should be widened. At least 50 per cent of the seats should go for merit scholars.

Public schools may introduce - either English or Hindi/Regional language as the medium of instruction and the parents may choose either medium.

Staff in public schools should be recruited from all over India and exchange of teachers between different schools should be encouraged.

The emoluments of a public school teacher should be higher than that of teachers in an ordinary school.

There should be very few holidays during the term but vacations (ordinarily two) should be longer.

The name public school may be changed if it is considered undesirable in the present context.

If any State or Central Government runs a school on public school lines, it should be put under an autonomous body.

A team of educationists may inspect every public school once in three years.

A thorough study may be undertaken to see how far the present costly set up in public schools is justified and to what extent economy can be effected.

All public schools should charge same fee and the courses of study should also be more or less alike.

46. Shri Vidya Dhar Shastri, Director, Hindi Vishva Bharti, Shodh Prithishthan, Bikaner.

An international Sanskrit University should be set up, preferably at Delhi or alternatively at any other religious place, to cooperate and collaborate with international agencies engaged in research of Sanskrit teaching.

47. Shri V. G. Garde, Malaviya Regional Engineering College, Jaipur, Rajasthan.

An integrated system of technical education at various levels should be drawn up.

Man-power requirements should be properly assessed.

In the field of technical education, greater attention should, for the time being, be paid to consolidation than to expansion.

Economic and social status of teaching profession should be improved.

Suitable changes may be brought about in the administrative set up.

The existing examination system should be modified.

Suitable opportunities should be provided to serving engineers to improve their qualifications.

Liberal financial assistance should be given to poor but talented students to pursue higher education.

Import license policy should be liberalised in favour of technical institutions.

The number of actual teaching days should be increased by reducing the holidays and curtailing the time spent on examinations.

The Governing Councils of Regional Engineering Colleges should be reconstituted by including more educationists.

Teacher training centres should be organised for teachers of technical subjects.

English should continue as the medium of instruction from polytechnics onwards.

48. Shri K. N. Srivastava, Deputy Director, Vidya Bhavan Rural Institute, Udaipur, Rajasthan.

Three Zonal Institutions of Higher Education may be set up which should be 'Deemed' as Universities. These Zonal Institutions may confer degrees in place of diplomas.

The Zonal Institutes should be independent autonomous bodies comparable to universities and should have representation on the Inter-University Board.

The Rural Institutes should be constituent institutions with a fair degree of freedom.

The Academic Council of Zonal Institutes should be assisted by three bodies - in taking up teaching, research and expansion works.

The Rural Institutes should be given 100% grants for the next 10 years.

The pay scales laid down by University Grants Commission should be made applicable in Rural Institutes.

The University Grants Commission should continue the scheme of stipends to deserving students from rural areas.

Students who pass the Higher Secondary Examination in first division should be given scholarships to study at Rural Institutes.

Rural Institutes which opt to join the universities should be considered at par with constituent Rural Institutes affiliated to Zonal Institutions in respect of financial assistance by the University Grants Commission.

Courses in Rural Higher Education should be upgraded to degree level.

Rural Institutes should start summer/correspondence courses to provide facilities to research workers.

Post-graduate department at Rural Institutes should be strengthened by introducing new subjects like Rural Sociology, Public Administration, etc.

Advance research work leading to Doctorate Degree should be started at some rural institutes.

A common core curriculum should be developed for all students at the rural institutes irrespective of the subjects offered by them.

The syllabus in different courses at the rural institutes should be reorganised in terms of academic training, study in the fields, and extension work in villages.

Regional languages should, as a rule, be the medium of instruction in Rural Institutes.

The Extension Department of Rural Institute should organise regular work in rural communities.

The class-room work of teacher in rural institutions should be cut down by about 1/3rd to enable them to participate in research and extension activities.

The syllabus of the Rural Institutes should be somewhat reorganised to lessen the burden on the students who may devote more time to field study and extension work.

Third language should be eliminated from the curriculum of Rural Institutes.

Field study and extension work should be considered as examination subjects.

The examiners for external examinations should be drawn equally from (a) Constituent Institutes affiliated to a Zonal Institution; (b) Other Rural Institutes, and (c) from other universities.

The final examination should not be held at the end of the year but should be spread all over the course.

The University Grants Commission should give stipend to students to cover half the cost of their education at Rural Institutes to attract a sufficient number of good boys.

To reduce the financial burden on the students, the three-year course may be extended to a four-year course, broken into work and a study periods, to enable them to work in a Production Centre.

Students in Rural Institutes should be allowed to make their own boarding and lodging arrangements if they so desire.

49. Dr. G. C. Pande, Professor and Head of the Department of History and Indian Culture, University of Rajasthan

At least one University in every State should be taken over by the Central Government.

For other State Universities, University Grants Commission should substantially reduce the requirements of securing matching grants.

University Grants Commission should refuse to help unnecessary duplication of facilities in the same State.

Multiplication of Regional Universities should be sharply restricted.

The task of promoting higher education in the country must involve upgrading its pattern, beginning with more promising cases.

Higher Education in India should not simply be dissemination of knowledge produced by research abroad.

Universities should have greater autonomy. Government must be the guardian of University autonomy.

There should be no interference in University affairs in the name of proper utilisation of Government grants.

A Finance Officer may be appointed on deputation from Central Services for audit and accounts of universities.

To curb student indiscipline, the Government should be prepared to support university authorities to deal firmly with instances of indiscipline.

ANNEXURE I

PROGRAMME OF THE VISIT OF THE EDUCATION
COMMISSION TO RAJASTHAN

The Commission divided itself into six groups for visiting different areas of Rajasthan: (i) Jaipur; (ii) Jodhpur; (iii) Udaipur; (iv) Bikaner; (v) Ajmer; and (vi) Pilani. The Commission as a whole was at Jaipur on 14, 15 and 16th January, 1965. The programmes of the different groups as well as the programme of the Commission as a whole at Jaipur are given in the paragraphs that follow.

GROUP I - JAIPUR: Miss S. Panandikar

The following institutions were visited:

10/11-1-1965

Banasthali Vidyapeeth

- (1) Primary School including Nursery Section
- (2) Multipurpose Higher Secondary School
(including the Sanskrita Middle Section)
- (3) Arts and Science College (including
special courses in Music, Painting and
Physical Education)
- (4) College of Education

12-1-1965

- (1) Handicrafts Training Institute for Teachers
- (2) Maharaja's Girls Higher Secondary Multipurpose
School
- (3) M.G.D. Girls Public School
- (4) Sanskrit College and Pathshala
- (5) Potdar Higher Secondary Multipurpose School
for Boys
- (6) Board of Nationalisation of Textbooks.

13-1-1965

- (1) St. Xavier's High School
- (2) Training School for Women
- (3) Primary School in Chandinipol
- (4) Industrial and Technical Institute

At all of the above institutions, discussions were held with the Heads and Senior Teachers and in some cases with the entire school staff.

Dr. Salamatullah and Shri V.S. Mathur, Members of the Task Force and the Working Groups on Teacher Training and Welfare who were invited to join in the discussions accompanied Miss Panandikar in all visits on the 12th and 13th and participated in the discussions.

On 12.1.65, Shri P.N. Kirpal, Prof. Shumovsky, Prof. Ihara, Prof. Jean Thomas, and Mr. J.F. McDougall came to Jaipur and on 13.1.65, they visited the following institutions along with Dr. Saiyidain:-

1. Industrial Training Centre, Jaipur
2. Malviya College of Engineering
3. Maharani's College

In the afternoon, the group was joined by Dr.D.S.Kothari Shri A.R. Dawood, and Prof. M.V. Mathur and they all visited the Rajasthan University.

GROUP II - JODHPUR: Dr. K.G. Saiyidain

The following institutions were visited:

11-1-1965

Jodhpur University

12-1-1965

- (1) Bal Niketan
- (2) Kamla Nehru College for Women
- (3) Rajmahal Higher Secondary School for Girls
- (4) Sardar Higher Secondary School
- (5) Ramesh Training College

Discussions were held with the following:

- (1) Vice-Chancellor, Jodhpur University
- (2) Members of the Science Faculty, Jodhpur University
- (3) Members of the Arts Faculty, Jodhpur University
- (4) Members of the Engineering Faculty, Jodhpur University
- (5) Headmasters of Secondary Schools and Principals of the Training College.
- (6) Staff of the Kamla Nehru Hall for Women
- (7) Local Educationists
- (8) University Teachers Association

GROUP III - UDAIPUR: Dr. D.S. Kothari and Prof. Lionel Elvin

The following institutions were visited:

11-1-1965

1. Udaipur University
2. Agricultural College, Udaipur
3. State Institute of Education
4. Vidya Bhawan Institutions
5. Mera Girls College
6. Rajasthan Vidyapeeth

12-1-1965

1. Rajasthan Mahila Vidyalaya, Udaipur
2. Girls Higher Secondary School, Udaipur
3. M.B. College, Udaipur

13-1-1965

1. Lambardar Higher Secondary School, Udaipur

The following discussions were held:

1. Staff of the University and its Colleges
2. Staff of the State Institute of Education
3. Director and staff of the Vidya Bhawan Institutions
4. Staff of the Rajasthan Vidyapeeth
5. Headmasters of S.T.C. Schools in the Region
6. Staff of the M.B. College, Udaipur
7. Headmasters of High and Higher Secondary Schools of the Udaipur Range.

11-1-1965

- (1) Sir Chhotu Ram Memorial Museum
- (2) Multipurpose Higher Secondary School
- (3) Teachers' Training School
- (4) Agricultural College
- (5) Craft school
- (6) Library and Public Reading Room
- (7) Girls High School
- (8) Bal Bharati and Children Museum
- (9) Government Primary School, Chotala, Punjab State in the neighbourhood of Sangaria

12-1-1965

1. Sadul Public School, Bikaner
2. Government Teachers Training College
3. Veterinary College (Udaipur University)
4. Maharani Sudarshana College for Women
5. Bikaner Mahila Mandir
6. Dungar Post-graduate College (Govt)
7. Sadul Sanskrit Vidyapeeth
8. Ramapuria Balaniketan
9. Sadul Multipurpose Higher Secondary School
10. Vocational Guidance Institute.

13-1-1965

1. Gandhi Vidya Mandir, Sardarshahr and its following institutions:-

- (1) Gandhi Vidya Mandir Teachers College
 - (2) Gandhi Vidya Mandir Basic High School
 - (3) Gandhi Vidya Mandir Balaniketan
 - (4) Gandhi Vidya Mandir Dairy
 - (5) Gandhi Vidya Mandir Aurvedic Medical College
 - (6) Gandhi Vidya Mandir Panchayat Training School
 - (7) Nchru International Centre
 - (8) Gandhi Vidya Mandir High School for Girls
2. Government High School
 3. Seth Budhmal Dugar Govt. College
 4. Middle School for Girls
 5. Montessori School
 6. Harijan Welfare Schools, Sardarshahr

The following discussions were held:-

- (1) Staff of the Granotthan Vidyapeeth
- (2) Principals of Training Colleges and the two Government Secondary Training Colleges and their staff at the Govt. Teachers College, Bikaner
- (3) Principals of Colleges and their staff at Dungar College, Bikaner.
- (4) Headmasters of Higher Secondary and Secondary Schools of Bikaner at the Sadul Multipurpose School.

GROUP V: AJMER: (1) Prof. M.V. Mathur and
(2) Shri A.R. Dawood

LIST OF INSTITUTIONS VISITED

11.1.1965

1. Regional College of Education, Ajmer.
2. D.A.V. College, Ajmer.
3. Savitri Girls' College and Higher Secondary School, Ajmer.
4. Board of Secondary Education, Rajasthan, Ajmer.
5. Government Teachers' Training College, Ajmer.

12.1.1965

1. Government Central Girls' Higher Secondary School, Ajmer.
2. Sophia Girls' College and Higher Secondary School, Ajmer.
3. Mayo College, Ajmer.
4. Government M.P. Higher Secondary School, Ajmer.
5. Government School for the Blind, Ajmer.
6. (a) Basic S.T.C. Training School for Girls. | Hatundi, Ajmer.
(b) Girls Higher Secondary School. |
7. Government Industrial Training Institute, Ajmer.
8. Ajmer Polytechnic, Ajmer.
9. Government College, Ajmer.
10. Saraswati Balika Vidyalaya, Ajmer.

13.1.1965

1. Government Degree College, Kishangarh (Ajmer)

LIST OF PERSONS INTERVIEWED ON 12.1.65

1. Shri Kailash Nath, Student, P.U.C. Class, Government College, Ajmer.
2. Shri A.R. Sarda, Government Polytechnic.
3. Shri H. Sethi, Vice-President, Teachers' Association, Ajmer Division.
4. Shri B. Garg, Secretary, Teachers' Association, Ajmer.
5. Shri R.S. Madnavat, Secretary, Teachers' Association, Nasirabad Branch.

6. Shri Chhote Lal, a retired teacher.
7. Shri Harichand Sharma,
Asstt. Teacher, D.A.V. High School, Ajmer.
8. Shri P.N. Mehra,
Treasurer, Rajasthan Shikshak Sangh, Ajmer.
9. Shri A.P. Sethi,
Teacher, Aggarwal High School, Ajmer.
10. Shri Parkash Goel,
Joint Secretary, Management Association,
Ajmer, and Teacher, Aggarwal High School, Ajmer.
11. Shri K.L. Verma,
Secretary, Rajasthan Shikshak Sangh, Ajmer.
12. Shri Bhagirat Mal,
Headmaster, Gautam Higher Secondary
School and Secretary Headmasters' Association, Ajmer
13. Shri Ramanand,
First Year Student, D.A.V. College, Ajmer.
14. Dr. Chauhan, Sofia College.

Persons present at the discussion
held on 13.1.1965:

1. Shri K.M. Bakliwal,
Lecturer, Government Teacher Training College,
Ajmer.
2. Shri M.L. Mathur, Headmaster, Government
T.C.J. Higher Secondary School, Ajmer.
3. Shri J.R. Mehta,
Government Jawahar Higher Secondary School, Ajmer.
4. Shri Govind Rao Rajurkar,
Principal, Ajmer Music College, Ajmer.
5. Shri L.R. Joshi,
King George's School, Ajmer.
6. Mrs. U.R. Mathur, Senior Teacher in English,
Government Central Girls Higher Secondary
School, Ajmer.
7. Miss H.S. Hiraki, Teacher, Government Central
Girls Higher Secondary School, Ajmer.
8. Shri D.K. Misra, Headmaster, Government Monia
Islamia Higher Secondary School, Ajmer.
9. Dr. G.R. Toshniwal,
Toshniwal Industries, Ajmer.

GROUP VI: PILANI: Prof. Sadatoshi Ihara
(The visit was paid on 20-21 January 1965)

The following institutions were visited:

1. Birla Institute of Science and Technology.
2. Central Electronics Research Institute.

Persons with whom discussions were held:

1. Prof. V. Lakshmi Narayanan.
2. Shri S.D. Pandey, Secretary, Birla Education Trust.
3. Shri Amarjit Singh, Director, Indian Electronics
Research Institute.
4. Dr. D.N. Gurtu.

PROGRAMME OF THE COMMISSION
AS A WHOLE AT JAIPUR

14.1.65

Forenoon

Discussion with the Education Secretary and the officers of the Education Department.

Afternoon

- (i) Discussion with the University professors, Principals of Colleges and College and University teachers.
- (ii) Discussion with the representatives of Rajasthan University and College Teachers Association.
- (iii) Discussion with the representatives of Rajasthan Shikshak Sangh.

15.1.65

Interviews with educationists.

16.1.65

Forenoon

- (i) Discussion with the Chief Secretary.
- (ii) Discussion with Headmasters of secondary schools and Teacher Educators. (This was continued on the 17th January also).
- (iii) Discussion with the members of the State Council for Women's Education.
- (iv) Discussion with the representatives of Panchayat Samitis and Zilla Parishads.

Afternoon

- (i) Discussion with the Vice-Chancellors.
- (ii) Discussion with the State Government.

LIST OF PERSONS INTERVIEWED AT JAIPUR
(14-16 January, 1965)

1. Principals, University Professors, College teachers
and Representatives of R.U.C.T.A.

1. Shri N. M. Kothari,
Head of Post-graduate Department of Commerce,
Government College, Ajmer.
2. Shrimati Savitri Bhartiya,
Maharani's College,
Jaipur.
3. Shri Bhim Sen,
M.B. College,
Udaipur.
4. Shri P. C. Saxena,
Physics Department,
Rajasthan University,
Rajasthan.
5. Shri S. Chandra,
History Department,
Rajasthan.
6. Shri V. G. Garde,
A/4, Gandhinagar.
7. Shri Y. Y. Joshi,
Chairman,
Board of Secondary Education.
8. Shri S. L. Agarwal,
Principal,
M.S. College,
Bikaner.
9. Shri S. P. Varma,
Professor,
University of Rajasthan.
10. Shri P. T. Thomas,
Udaipur School of Social Work,
Udaipur.
11. Shri S. S. Saxena,
Director,
University of Rajasthan College.
12. Shri G. S. Sharma,
Director,
University Law School.
13. Shri R. S. Kapur,
Government College,
Ajmer.
14. Shri S. K. L. Goswami,
Principal,
S. K. College,

15. Shri S. S. Dube,
Professor of Chemistry,
Government College,
Kota.

16. Shri L. S. Vaish,
Agarwal College,
Jaipur.

2. Representatives of Rajasthan Shikshak Sangh:

1. Shri P. C. Jain,
Principal,
Dungar College,
Bikaner.

2. Shri A. P. Gaur,
Sardar Multipurpose Higher Secondary School,
Jodhpur.

3. Shri C. P. Sharma,
S.D. Higher Secondary School,
Beawar.

4. Shri R. S. Saxena,
G. M. S. Residency,
Jaipur.

5. Smt. Gubindra Dubey,
H. M. Girls High School,
Sri Madhopur.

6. Shri Bishan Singh,
H. M. G.M.S. Residency,
Jaipur.

3. Individuals:

1. Dr. Raghu Vanshi,
Reader in History,
University of Rajasthan.

2. Shri M. M. Verma,
Moti Dungri,
Jaipur.

3. Shri Shankar Sahay Saxena,
Director,
Rajasthan College,
Jaipur.

4. Shri Devi Shankar Tiwari,
Chairman,
Rajasthan Council of Child Welfare,
Jaipur.

5. Her Highness the Maharani of Jaipur.

6. Dr. M. S. Mehta,
Vice-Chancellor,
Rajasthan University.

7. Dr. Ram Bihari,
Vice-Chancellor,
Jodhpur University,
Jodhpur.

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8. Shri J. T. M. Gibson
Mayo College,
Ajmer.
 9. Shri K. L. Bordia,
Director,
Rural Institute,
Vidya Bhawan,
Udaipur.
 10. Dr. F. L. Shrimali
Principal,
Vidya Bhawan Teachers College,
Udaipur.
 11. Dr. Lakshmi Narayanan,
Director,
Birla Institute of Technology & Science,
Pillani.
 12. Shri Janardan Roy Nagar,
President,
Rajasthan Vidyapeeth,
Rajasthan Sahitya Academy,
Udaipur.
 13. Shri D. S. Durgawati,
Secretary,
Mahila Vidyalaya,
Udaipur.
 14. Mrs. Shakuntala Pathak,
Mahila Ashram,
Hatundi.
 15. Shri P. K. Chaudhury,
Jaipur.
 16. Shri V. N. Kak,
Vice-President,
Sports Council,
Jaipur.
 17. Shri Prem Narain Mathur,
Banasthali Vidyapeeth,
Banasthali.
 18. Shri B. S. Mehta,
Chief Secretary,
Rajasthan Government.
 19. Shri H. K. Vyas,
Jaipur.
4. Representatives of Zilla Parishads and Panchayat Samitis
1. Shri Narayan Chaturvedi,
Pramukh Zilla Parishad,
Jaipur.
 2. Mr. Tyagi Pramukh Zilla Parishad,
Kotah.
 3. Shri Mohan Raj, M.L.A. and Pradhan,
Panchayat Samiti,
Bali, District Bali.

5. Representatives of the State Council for Women's Education.

1. Mrs. Kaul,
Deputy Director,
Women's Education,
Rajasthan.
2. Mrs. Agarwal,
Maharani Sudarshan College,
Bikaner.
3. Mrs. Sharda Bhargava,
4. Smt. Ratna Shastri.
5. Smt. Dakwakar.
6. Mrs. Dandiya.
7. Shri Vyas (Kotah).

6. Representatives of State Government:

1. Shri Mohan Lal Sukhadia,
Chief Minister,
Rajasthan State.
 2. Shri Haribhau Upadhyay,
Education Minister,
Rajasthan State.
 3. Shri Mathura Das Mathur,
Minister for Planning.
 4. Shri B. M. Kaul,
Finance Minister,
Rajasthan State.
 5. Officers of the Education Department.
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List of Memoranda submitted to the
Education Commission from
Rajasthan.

<u>S.No.</u>	<u>Name and address</u>	<u>Brief subject</u>
1.	Shri J. T. M. Gibson, Principal, Mayo College, Ajmer.	School Education.
2.	Prof. D. N. Elhance, Head of Commerce Deptt., University of Jodhpur, Jodhpur.	Commerce Education.
3.	Shri Balbir Singh Bhatti, Physical Instructor, Government Basic S.T.C. Training School, Jaipur.	General suggestions.
4.	Dr. C. S. Bhatta, Inspector of Schools, Jodhpur, Jaisalmer Distt., Jodhpur.	Technical Courses in Multipurpose Higher Secondary Schools.
5.	Shri Narendra Kumar Mehta , Senior Teacher in English, Government Secondary School, Mahilabagh, Jodhpur.	Tea-chers.
6.	Shri Kishan Chand, Academic Officer, Board of Secondary Education, Rajasthan, Ajmer.	Qualitative aspect of education.
7.	Shri Dhankal Singh, Assistant Headmaster, Chapsin H. H. Secondary School, Jodhpur.	Residential schools.
8.	Shri S. D. Derashri, University of Jodhpur, Jodhpur.	Problems of education.
9.	Shri A. K. Mathur, Principal, Sir Pratap Multipurpose Higher Secondary School, Jodhpur.	General suggestions.
10.	Shri S. N. Balya, Principal, Shri Mahesh Teachers' College, Jodhpur.	Vacation courses for Teachers.
11.	Secretary, Rajasthan Sangeet Natak Academy, Pacta, Jodhpur.	Music Education.
12.	Shri S.P.C. Bhandari, Faculty of Commerce, University of Jodhpur, Jodhpur.	Teachers.

13. Mr. Calla,
Deputy Director of Rajasthan. Earn While you-Learn
14. Vidhya Bhavan,
G.S. Teachers College,
Udaipur. Secondary Education
15. Shri Govindrao Rajurkar,
Principal, Ajmer Music
College, Ajmer. Music Education.
16. Shri Champa Shanker,
Art Master,
Government Teachers'
Training College,
Ajmer. Art Education.
17. Dr. K. M. Gupta,
Post-graduate Head in
Botany, Govt. College,
Ajmer. Autonomous Institute
of Higher Education.
18. Shri Om Parkash,
University Prof. of
Commerce and Director,
University College of
Commerce, University of
Rajasthan, Jaipur. Commerce Education
19. A Retired Inspector of
Schools, Sardarpur. Suggestions to
Commission.
20. Shri Junna Das Gujjar,
Headmaster,
Govt. Middle School,
Nathdawara, Rajasthan. School Education.
21. Students of the Rajasthan
University, Jaipur. University and Higher
Education.
22. Shri P. S. Gupta,
Deputy Inspector for
Physical Education,
Directorate of Education,
Jaipur. General Suggestion
23. Shri K. L. Bordia,
Vidya Bhavan,
Udaipur. Objectives of Indian
Education.
24. Shri K. L. Bordia,
Vidya Bhavan,
Udaipur. (i) Research work.
(ii) General Education.
25. Shri Bhim Seh,
Director,
School of Basic Sciences &
Humanities, Maharana Bhupal
College, Udaipur. Role of English in
Education.

26. Prof. V. Lakshmi Narayanan, Director, Birla Instt. of Technology & Science, Pilani. Professional, Vocational & Technical Education.
27. Shri Hira Lal Shastri, Bansthali Vidya pith, Bansthali. Jaipur. General suggestions.
28. Rani Lakshmi Kumari Chundawat, Lakshmi Niwas, Bani Park, Jaipur. Recognisati n of Rajasthani language.
29. Vidya Bhava-n, G. S. Teachers College, Udaipur. Teacher Educati n.
30. Shri G. S. Mahajani, Vice-Chancellor, Udaipur University, Udaipur. Language Problems.
31. Rani Lakshmi Kumari, Chundawat, Lakshmi Niwas, Bani Park, Jaipur. Preservati n of Rajasthani f lklare.
32. Servashri Janardan Rai Nagar and P. T. Thomas, Udaipur School of Social Work, Saletia Ground, Udaipur, Rajasthan. Social work.
33. Shri Chand Karn Teacher, Jai Lal Teacher Training Institute, Ajmer. University & Higher Education.
34. Rajasthan University Teachers' Association, Jaipur. Higher Education.
35. Principal, Dunge College, Bikaner, Rajasthan. General Suggesti ns.
36. Shri V. S. Murthy, Lecturer in Physics, Dunge College, Bikaner. (a) Fresh Lecturers. (b) Science Tea-ching. (c) Mathematics Standards. (d) Examinati n system in Physics Practicals. (e) Hostellers expenses. (f) School syllabus. (g) Uniforms for College student
37. Shri P. N. Bhatt, Headmaster, H.S. Rampuria Vidya Niketan Gunge Sehar, Binaker, Rajasthan. Pre-primary education
38. Shri Vidya Dhar Sashtri, Director, Hindi Vishva Dharti Shodh Prastishhan Sanskrit Education.

39. The University and College Teachers Association, Rajasthan. Higher Education.
40. Dr. Robert Heilig, Bungalow No. 20, Jaipur. Medical Education.
41. Shri R. K. Kaul, Principal, Government Teachers' Training College, Ajmer. School Education.
42. Shri T. L. Dave, Rajasthan. Secondary Education
44. The Headmaster, Govt. Basic S.T.C. School, Shehpura, Jaipur. Suggestions on S.T.C. Schools.
43. Shri Samant Singh, Bhupal Nobles' College, Udaipur. School and College levels.
45. Shri J. C. Shastri, Vice-Principal, Sadul Public School, Bikaner. School Education in
46. Shri Vidya Dhar Shastri, Director, Hindi Vishva Bharti, Shesh Prithishthan, Bikaner. Sanskrit Education
47. Shri V. G. Garde, Malaviya Regional Engg. College, Jaipur. Technical Education
48. Shri K. N. Srivastava, Dy. Director, Vidya Bhavan Rural Institute, Udaipur, Rajasthan. Rural Institute for Education.
49. Dr. G. C. Pande, Professor and Head of the Department of History and Indian Culture, University of Rajasthan, Jaipur. Higher Education.

