

REPORT
OF THE VISIT OF THE
EDUCATION COMMISSION
TO
MADHYA PRADESH

(20th March—1st April, 1965)



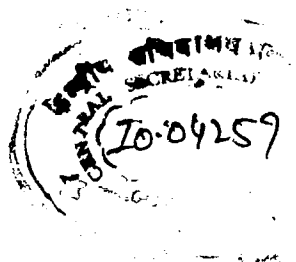
EDUCATION COMMISSION
GOVERNMENT OF INDIA
1965

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TO MADHYA PRADESH (25th to 28th March, 1965).

A REPORT OF THE DISCUSSIONS HELD AT BHOPAL DURING
THE VISIT OF THE EDUCATION COMMISSION TO MADHYA
PRADESH (25th to 28th March, 1965).

I. Discussion with the Principals and Teachers of Secondary Schools selected from all over Madhya Pradesh held at Bhopal on 25.3.1965:

The following points emerged in the course of the discussion at the meeting:

(1) The development of personality of students in secondary schools through games, sports and other physical education activities should be included among the Aims and Objectives of Secondary Education.

(2) The duration of school education should preferably be 12 years as greater maturity is required of students who proceed to the university. But this extension of the school period can be brought about without dis-organising the existing educational structure in the different states.

(3) Wherever possible middle school classes should be attached to secondary schools even though the first 7 or 8 years of elementary education is regarded as a continuous integrated course.

(4) The twelfth year should be added to these higher secondary schools which have the accommodation, staff, equipment and other necessary facilities for the purpose. The other alternative of constituting a separate unit called a Junior College consisting of Classes XI and XII should also be explored.

(5) The open-door policy in secondary and higher education adopted by certain State Governments has led to considerable deterioration of standards. No qualitative improvement is possible unless selective admission is introduced at least at the higher education stage.

(6) ~~The curriculum is over-loaded~~ and the burden of language learning is very heavy. It is possible to have at the secondary stage two languages for compulsory study and the third language as an optional.

(7) The congestion existing in the average school today prevents the introduction of dynamic methods of teaching. Whatever is learnt in the training colleges cannot be implemented because of lack of accommodation, equipment and other necessary facilities. Unless better environment exists for the learning process, there cannot be much qualitative improvement.

(8) The external examination will continue for a long time to come. But its evils can be minimised if better techniques are devised for internal assessment. The experiment of internal assessment which was tried in Madhya Pradesh had to be abandoned as it was not carried out with proper checks and safeguards.

(9) The standard of the Higher Secondary School Examination as a qualifying test for admission to the universities is not high enough. It is necessary that the standard of this examination should be raised and brought on a par with that of the Indian School Certificate Examination.

(10) Private enterprise has a great role to play in the development of secondary education in the future. Therefore voluntary efforts in the establishment and promotion of secondary educational institutions should be encouraged by State Governments.

II. THE EDUCATION COMMISSION MET 1TEACHER EDUCATORS FROM MADHYA PRADESH FOR A DISCUSSION ON 25.5.65. DURING WHICH THE FOLLOWING:-

Primary Teacher Education:

1. Differing educational standards of trainees in Primary Teachers' Institutions, such as Middle-pass, S.S.C., Intermediate, make the classes very heterogeneous. In a unit of 125 students, 50 are direct recruits and 75 are untrained teachers already working in schools. The direct recruits are S.S.C. pass, except those belonging to Scheduled Castes and tribes number 333 per cent many of whom may be middle pass. The untrained teachers are generally middle pass teachers, but there are a few matriculates and intermediate pass amongst them. Some better methods of grouping and classification, need to be tried.
2. The untrained middle pass readers working in schools should be given special opportunities to bring their general education and their knowledge of the schools subjects to the S.S.C. levels.
3. The two-year training institutions which prepared teachers for the middle school level and which had a programme of further study of the school subjects have been recently abolished. All primary training courses should be of two years' duration so that proper attention could be given to general education and the study of contents along with professional education.
4. All Primary Teachers Training in the State is oriented to the Basic pattern. Out of the total instructional time of 6-8 hours per day, one hour is given to the main craft every day and 30 minutes to the optional crafts. The Primary teachers should develop some skill in the crafts taught in the schools but if they are not required to teach them, so much time need not be devoted to craft every day.
Children younger than 9 plus should have handwork rather than a craft, which may be introduced in standard III or IV.
5. There should be at least a few graduates in the middle schools.

6. Primary trained teachers are in need of in-service training but at present the facilities providing it are extremely limited.

Only 2 of 119 B.T. Is. in the State offer such programmes.

7. For the backlog of untrained teachers it would be possible to start correspondence courses, or Teaching Courses on the Radio.

Supervised Practice Teaching should be included in these courses.

Headmasters selected for the purpose should do the supervision after receiving some orientation from the Training Institution staff.

Secondary Teachers Education:

8. In 1960, all Secondary Teacher's Colleges were converted into Post-Graduate Basic Training Colleges and a curriculum suitable for work in Basic and Post-Basic schools was introduced. The majority of the teachers trained here work in Higher Secondary schools through their course of training equips them for the Basic Education Programme. As there is no scheme for converting all secondary schools to the Basic or the Post-Basic type, it appears that the majority of the Secondary Training Colleges should be oriented to the programme of secondary schools. There may be one or two post-graduate colleges which may concentrate on the training of supervisory personnel needed for Basic Schools and of the staff of B.T.I. for the Primary level.

9. It is true that secondary teachers lack adequate knowledge of the subjects they teach either because many years have passed since they studied these subjects for their first degree or because they offered subjects like Philosophy, Sociology etc. for their first degree and never studied school subjects at the degree level. It may not be possible to include content courses in the present B.Ed. course which is already over-crowded. It would be desirable to organise seminars and summer courses for the purpose.

10. Though there appeared to be some difficulties about the 4 years integrated courses offering general and professional education together, it would be worthwhile trying the experiment in every State.

11. In the subject-areas such as Science, English, Mathematics, vocational subjects where there is a shortage of qualified teachers,

it would be worthwhile to get certain Training Colleges to specialise in certain school subjects such as mathematics and Science; social studies, language arts. These colleges could be suitably equipped for the purpose and they could include the teaching of these subjects in pre-service as well as in-service programmes. Subject-Inspectors could be attached to such colleges. They should participate in the teaching programme and the staff of the Training Colleges could assist them in their school inspections.

12. - Discussion with the Principals of Arts and Science Colleges at Bhopal on 25th March 1965.

A: The Education Commission met the Principals of Arts and Science Colleges in Madhya Pradesh on March 25, 1965. The following points emerged in the discussion :-

(1) A student is declared successful on the basis of sessional marks as well as marks secured by him in the Public Examination. It was pointed out that the sessional marks, which form 25% of the total, are given without proper assessment. A student who may have actually failed in the Public Examination is promoted in view of the high sessional marks secured by him. The result is that he fares very badly in the first year of the Degree course. As many as 70% of the students usually fail in the first year of the Degree course. In the second and third years, the pass percentage is between 70% and 80%.

(2) The Government is following an open-door policy as a result of which whosoever knocks at the door has to be admitted. This, together with the situation arising out of the internal assessment, is depressing the quality of the students and making the working of the Colleges very difficult. Even the elementary facilities for teaching in the shape of laboratories, equipment, etc. do not exist, particularly in the newly established Government and private colleges. The number of students, however, is continuously increasing while there is often a reduction in the contingent expenditure and little or no increase in the staff.

(3) There is considerable delay in the disposal of applications for grants from private colleges. Sometimes it takes a year before the necessary sanction is issued.

(4) It was pointed out that the Universities have laid down regulations for granting recognition to new institutions but somehow the Management is able to satisfy the Inspectors about their financial position and the Inspectors then recommend the recognition of the institution on a temporary basis. It is also sometimes able to get a grant from the University. In this way the provisional recognition drags on for several years till the institution is able to fulfil the desired conditions - if, at all.

(5) In regard to the criteria for admissions, the following suggestions were made:-

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(b) In our ^{dem.} colleges are
admissions to when there are no
degree stage, difficulty can to some
This was not, 16 hours of work.

(c) It was difficult to restrict
for admission to upto the first
the study to have to be followed.

For the left over work b
the shape of even correspondence courses etc.

(d) It was pointed out that while some institutions may
have a very large number of students, this is not so in the
case of others. It was therefore suggested that institutions
should maintain waiting lists and transfer the surplus
candidates to other institutions where the number may not be
large;

(e) The need for restricting the number at the post-graduate
stage is greater. It was suggested that only those who had
taken up Honours course should be allowed to go in for post-
graduate study and the M.A. course should be of two years'
duration. That is, an Honours student should put in 15 years
and the pass students only 14 years.

(f) Another alternative suggestion put forward in this
connection was that all those who have secured 45% marks in the
B.Sc. should be given admission in the post-graduate classes.
Alternatively, all those who fail below the prescribed level
should be given a test and interview by the College and the
best of them admitted, the number depending on the seats
available. They should also be eligible to appear in a supplementa

basis of seniority. It will be desirable if some of the posts are
filled through open competition or selection;

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examination to improve their division.

(6) The following suggestions were made to improve efficiency and the capacity of the teachers:

what should be done to ensure that the knowledge and interests of the teachers, who are active in Colleges for 15 to 20 years, are maintained? Knowledge is increasing so fast that a good teacher is apt to get out-dated, unless he keeps abreast with the developments. Probation should be done for the new teachers: they should be called upon to give a tolerable account without undergoing any kind of apprenticeship. Most of these teachers are called upon to give a tolerable account without undergoing any kind of apprenticeship. Most of these teachers are called upon to give a tolerable account without undergoing any kind of apprenticeship.

(a) The problem is two-fold. Firstly, knowledge and interests of the teachers, who are active in Colleges for 15 to 20 years, are maintained. Knowledge is increasing so fast that a good teacher is apt to get out-dated, unless he keeps abreast with the developments.

Probation should be done for the new teachers: they should be called upon to give a tolerable account without undergoing any kind of apprenticeship.

(b) The new teachers may be appointed on a probationary basis, say, for five years and, if after this period the Principal is satisfied with their work, they may be made permanent. Otherwise their contract may be extended for another period of five years and they may be asked to improve their qualifications and efficiency.

(c) Their emoluments, social status, service conditions, etc. should be improved. It is the Principal's responsibility to create conditions in which the teachers can work with satisfaction. He should recognise the good work done and when necessary, pull up the slackers.

(d) They should be given all the necessary facilities in the shape of books, journals, laboratories, sabbatical leave, etc.

(e) To purchase books, teachers may be eligible for reimbursement of the amount spent upto a stated proportion;

(f) The teachers at present follow the same old mechanical method of teaching, namely, lecturing and dictating notes. It was suggested that different methods, e. g. like the Dalton plan, assignments, may be tried. According to this method a particular subject is taken, an outline is given, reference books are provided and there is later an opportunity for discussion. This would, of course, imply some reduction in the number of formal lectures but would ensure more effective supervision of the students' work by the teachers. It will also develop in the students as well as the teachers the habit of studying and using books intelligently.

It was pointed out that this method would be possible where the number of students is small but in the existing situation it may not be practicable. It could be tried at the postgraduate stage.

(g) It was suggested that since much of the improvement in the Faculty depends on the Head of the Department, his work may be judged after three or four years and merit may be specially rewarded.

(h) The practice of the teachers being elected to the various bodies of other universities should be discouraged so that the teacher-politicians are eliminated. This was reported to have been done in the Agra University;

(i) There should be a rule that no teacher should undertake examination work whose remuneration will exceed Rs. 1200 in a year;

(j) An Efficiency Bar should be placed after every four years. Before a teacher is allowed to cross it, his work may be judged by a Committee appointed by the University. This will help in keeping up standards;

(k) At present promotion to higher grades is given mostly on the basis of seniority. It will be desirable if some of the posts are filled through open competition or selection;

(1) At present many teachers concentrate upon research for their Ph.D. at the cost of their other duties. While a teacher should no doubt carry on research, it is equally important that he should take interest in teaching and general welfare of the students.

(7) For bringing about emotional integration of the country, students should be taught something about India's past culture so that they may appreciate and understand what the country has stood for. It was, however, pointed out that the solution of this difficult problem would depend on a variety of factors - general atmosphere of the institution, behaviour of the teachers, the impact of the subjects taught on the mind of the students, the atmosphere of community life etc. Every single subject in the college or the university has to be taught in such a way that it makes a real contribution to the development of the right kind of mind.

(8) The postgraduate teachers in colleges should be regarded as on par with university teachers as regards emoluments etc. if they have the same qualifications and do the same kind and quality of work.

B - The Commission then met the Representatives of the Students and the following points emerged in the course of the discussion:-

(1) Quality and quantity should be given the same importance

(2) The universities should not have politicians at their back. Even educationists should be away from politics.

(3) In Madhya Pradesh, there are degree colleges in which there are no adequate facilities for science students.

(4) The examination system is very unsatisfactory. There should be some better test ascertain the candidates' real intelligence.

There is a drawback in the yearly examination because

a brilliant student may be ill at the time of the examination and fail. Supplementary examinations should be introduced throughout India.

(5) Elections to the students union in the colleges as well as universities should be abolished immediately. There is deep relationship between students and political parties. The best method would be that a Principal with a selected professor and seniormost students form a committee and they should regulate the social and cultural activities of the college.

(6) The students' strike in Bhopal was not, in fact, a students' strike. It was a political strike.

(7) For disciplinary purposes, there should not be so much of free time for students. There should be more tutorials. They should also form small societies and clubs in the colleges where they can meet for a discussion.

IV The following points emerged at the meeting of the Commission with the Officers of the Directorate of Public Instruction, Bhopal on 25th March, 1965:-

(1) The State has 8 years of elementary education followed by 3 years of secondary education. Three years are too short a period for good secondary education. If necessary, the duration of elementary education should be cut down and more time given to secondary education.

(2) The experiment of higher secondary schools has not been very successful because they are opened even in very small localities and this makes them expensive.

(3) The introduction of the scheme of internal assessment has raised the results of the secondary school examination to almost 90%.

(4) Open-door policy of admission to secondary and collegiate education has resulted in an increase in the number of sub-standard institutions.

(5) The State is able to secure good quality teachers in the humanities and languages. As regards Science, the State is compelled to appoint third class M.Sc.s as lecturers because even second class degree holders are not willing to join the teaching profession.

(6) There are some difficulties in the way of regular inspection of schools (a) The number of schools per division is large (b) The means of transport is poor (c) Heavy rains occur during the months of July to September. Only D.S.Es. are authorised to inspect and not A.S.Es.

(7) The State Education Department is considering a proposal to have the Board of Secondary Education organise inspections with the help of a panel set up with assistance from Training Colleges and D.S.Es.

(8) The State is trying to build up standard institutions with suitable incentives, one in each district, but due to the vast expansion in education, all of them do not come up to the required standard.

V In the discussion which the Commission had with the Educationists in Bhopal on 26th March, 1965 the following points emerged:-

(1) The training period for primary teachers should be two years.

(2) Salaries for teachers should be improved.

(3) A rational policy should be evolved about the transfers of teachers.

(4) Accommodation should be provided for women teachers in rural areas.

(5) The practice of adding internal assessment marks to external assessment has given rise to high results and low standards. Private candidates, who are not allotted to any school, suffer under this system.

(6) Recognition is granted to schools even when basic essential conditions are not fulfilled. Schools in close vicinity of each other should not be permitted.

(7) Twelve years of secondary education is necessary. There should be bifurcation after the middle stage. Boys who are inclined towards vocational studies after class VIII be provided with facilities for vocational education, although it might be more practicable to have the bifurcation at the end of Class X.

(8) The medium of instruction should be English in technical and science and medical subjects. In other subjects, it should be optional even at the university stage. Sanskrit should also be taught along with Hindi from Class IX. Hindi should be made as simple

- as possible. One does not only need a working knowledge of a foreign language, and this could be acquired in one or two years.
9. Girls' education should be expanded and a separate Joint Director for Women's Education should be appointed.
 10. There has been organisational confusion due to the three-tier and two-tier structure of school education. This is the main hurdle in working out a common policy.
 11. All education should be a concurrent subject. One agency should be responsible for education at all levels.
 12. In respect of schools under private bodies, there is considerable mismanagement, particularly in respect of teachers' salaries. The Government should take over these schools and pay the teachers' salaries.
 13. The regional language should be the medium of instruction at all stages.
 14. In the Hindi States, people should have freedom to choose their language. Sanskrit is the only competent language to take this position, since new words for technical education can be created in this language.
 15. The standards have fallen in the university, and one of the reasons is that the human material that now comes to the universities, is generally speaking of poor quality. At the same time, it is very difficult to restrict admissions to receive higher education and should be given this facility.
 16. The open-door policy has certainly benefited people in rural areas. It is difficult to restrict this policy so long as we do not know what else the

the students should do after passing out of the secondary schools.

17. The results in the first year of college are very poor, as only 20% of the students pass the examination. This results in a great national wastage.

18. The teaching staff is not adequate to manage the large numbers of students, and consequently, attendance in the colleges is disappointing.

19. The P.U.C. has not been a wise step. Adding Class XI to the high school is better.

20. Laboratory facilities in higher secondary schools are disappointing and practical examinations are not done satisfactorily, but examiners try to pass the candidates on humanitarian grounds.

21. The candidates have such a wide choice of questions that many of them attempt only school-standard questions and avoid intermediate-standard questions. Thus a first class at the examination does not signify much.

22. Even students who put in only 10% attendance are allowed to take the examination because of political pressures.

23. The pattern of education should be 8 years of elementary education + 2 years of high school education + 2 years pre-university course + 3 years degree course. Admissions in the university should be selective. The examination at the end of the two-year P.U.C. course should be conducted by the university.

The ten-year course should mark a terminal stage. The first 8 years will be general education and for everybody. There should be diversion to vocational courses for those students who do not wish to continue further education. Those who pass the high school

should pass a two year P.U.C. course, after which again there should be some bifurcation. This will solve the problem of the present rush on the university.

24. One of the main functions of the university is research, and this will be possible only if admissions are restricted. Alternatives should be provided for those who are denied admission to universities.

25. The constitution of universities throughout the country should be regulated by a Common Act.

26. The Research work done by universities should be taken up in consultation with the U.G.C., so that it may be well-coordinated, avoiding repetition.

Discussions with the Chairman and Secretary of the Board of Secondary Education, Madhya Pradesh State, Bhopal.

On the morning of the 26th March 1965, the Education Commission met the Chairman and Secretary of the Board of Secondary Education, Madhya Pradesh, Bhopal. The following main points emerged in the course of the discussion:-

(1) The Board conducts as many as 12 different examinations. The most important of these are, however, two: (a) the Intermediate Examination to which about 53,000 students appear at present (out of which about 25,000 are from Madhya Pradesh only); and (b) the Higher Secondary 'A' Examination which is taken by about 81,000 students at present and which qualifies for entrance to the three year degree courses. The Board also conducts a separate Secondary School Certificate Examination for adult women which is an interesting feature.

(2) The future of the Intermediate Examination is undecided at present. This examination was very popular when the Intermediate course actually existed. It has continued to prosper and attract students even after the liquidation of the Intermediate course because many students, especially from rural areas, find it advantageous to take this examination which entitles them to join the second year of the three year degree course. The State Government is of the opinion that this examination should be restricted to students from Madhya Pradesh only because it is very difficult to control students who come from outside. On the other hand, there is also the view that the examination should be abolished because it does not serve any useful purpose. There is also a financial aspect to the problem because the Board

makes a net saving of Rs 4 per candidate per year which means an annual income of about Rs 2 lakhs. The whole question was recently examined by the Board when it was decided that this examination should, in future, be restricted only to those students from Madhya Pradesh who take it up under a system of correspondence education which is proposed to be introduced. The Commission broadly welcomed the proposal.

(3) The High Schools in Madhya Pradesh State were converted into Higher Secondary Schools almost overnight. This has resulted in the establishment of many sub-standard institutions. Several Higher Secondary Schools are also extremely small and uneconomical. It is not possible for the Board to control these sub-standard institutions. In the first place, the Board does not have any inspecting agency of its own and all inspections of schools are made, on its behalf, by the officers of the State Education Department. Naturally, these officers cannot refuse recognition to Government Higher Secondary Schools whatever their condition may be. The Board also finds it difficult to ignore the wishes of the Government because there is a very large proportion of government servants on the Board and almost all its members are nominated. If the Board has to exercise its rights properly and see that no sub-standard institutions are established, even by Government, the entire problem will have to be examined *de novo*, and the Board will have to be given a status of sufficient authority and adequate autonomy.

(4) The load of the curriculum and examination is very heavy in the three-year Higher Secondary Course. Probably, the best way would be to lengthen the duration of the course to four years. Since that was not possible, the

Board has decided to introduce a system of phased examination. Some subjects will be examined at the end of class IX; others would be examined at the end of class X; and only a few important subjects would be examined at the end of class XII. It is felt that, under such a system, the load of study on the students would be considerably reduced. The Board has also made certain curricular changes which are intended to reduce this burden of curriculum still further.

(5) It was stated that, under the new scheme proposed by the Board, craft will be taught for two periods a week in class IX only. It was agreed that this would reduce the burden of the curriculum to some extent. But it was pointed out that there is hardly any point in teaching craft in class IX only for two periods a week when it is not taught in classes VI - VIII.

(6) It is not possible for Madhya Pradesh to adopt the policy of Rajasthan or Punjab and to have a complete examination at the end of class X.

(7) The system of internal assessment has not worked satisfactorily. It has been abused by most schools and probably the abuses have been worse in the weakest educational institutions. On account of this misuse, the percentage of passes has gone beyond 80 in the last few years and about 60 per cent of the students get a first class. In the course of the analysis, it was also found that the system of internal assessment is very defective in itself. Further, no preparation was done by way of training teachers to utilise it properly. The Inspecting Officers also took no interest in training teachers for a proper use of this system and in watching over their performance. These are avoidable defects

which can be remedied. The Board has, however, decided to suspend this scheme from the next year. The Commission felt that this would be a retrograde measure and suggested that the whole question might be reexamined. The general view was that the system should be continued with necessary modifications rather than be summarily abandoned.

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DISCUSSION WITH HEADS OF DEPARTMENTS

VII. The same morning, the Education Commission met the Heads of Departments : Director of Public Instruction, Director of Employment, Director of Health Services, Director of Tribal Welfare and Director of Technical Education. In the discussion which followed, the following main points emerged:-

(1) The State is finding itself in severe financial difficulties. It is already spending about 29 per cent of its total budget on education. In spite of this large expenditure, which next only to Kerala, there are no funds available for opening even a single primary school during 1965-66. There has been a drastic cut in the contingencies of schools. Even the T.A. allocation of Inspecting Officers has been reduced and they are not able to do justice to their responsibilities.

(2) The State has adopted an open door policy at all stages and no admission is refused to any child or student wanting to study further at any stage. This is true not only at the middle school stage but also at the secondary and collegiate stages. This has led to an enormous increase in enrolment and expenditure.

(3) It is not possible for the Education Department to insist on the fulfilment of conditions laid down for recognition and to refuse recognition to sub-standard schools. There are two reasons for this : In the first place, the Government institutions themselves are very often sub-standard; and because of this, it is not possible to insist on proper maintenance of standards in private institutions also. Secondly, there is such an

immense political pressure for opening of new institutions under any circumstances that most of the new institutions are sub-standard and there are no funds left to improve the existing ones.

(4) No precise data is available about small and uneconomic educational institutions. These institutions come into existence mainly because of a policy of Government under which expansion was emphasized. The new Education Minister has, however, ordered an enquiry into the matter and has stated in the Legislature that he would not be afraid to close down an institution which is extremely uneconomic. Detailed information is, therefore, being collected in this matter and would be available in the next two or three months.

(5) All new recruitment to the Education Department is done either at the level of the Assistant Master or that of the Lecturer. All further posts are filled by promotion based on seniority. The consequence is that persons with adequate talent are not available to fill the higher posts. There is need to change this system is the work of the Department is to improve.

(6) The District Education Officers are in class II at present. There is a proposal to raise their status to class I.

(7) The P.G.B.T. Colleges are proposed to be integrated in the scheme of supervision and guidance to secondary schools. This will be a new experiment.

(8) In the Mahakoshal area, primary schools were conducted by Municipalities and Janpad Sabhas. Recently, Government has taken over all teachers

into its service and is paying their salaries direct. This has left very little responsibility and work for the Janpad Sabhas and Municipalities. They are now proposing that either the old status should be restored or Government should take over the entire responsibility for primary education.

(9) There is a good opportunity now for lengthening the duration of the training course to two years, mainly because it is not possible to absorb all the output of training institutions. This proposal should be examined in detail for implementation in the Fourth Plan.

(10) The primary and middle schools in tribal areas have been transferred to the Tribal Welfare Department. This is a good move. If there is a separate cadre of teachers for tribal areas, they tend to stay there and take greater interest in their work. In a general cadre, no teacher is prepared to work in tribal areas. (There is of course the disadvantage that the quality of recruits would go down considerably if there is a separate cadre of teachers for tribal areas; but it was asserted that this has not happened in Madhya Pradesh).

(11) A State Institute of Education has been recently started. It is suffering from want of proper funds and assistance.

(12) The Education Commission should examine the working of the Centrally sponsored schemes. The general feeling is that these schemes are not working well. They are readily accepted by the State Governments because the Centre provides all the expenditure on a 100 per cent basis; but later on the funds are diverted to other purposes and the institutions are made to starve. The Vijanan Mandirs

scheme, the Science Consultants scheme and similar schemes are illustrations.

(13) There are 23 I.T.Is in Madhya Pradesh. In the past, they used to recruit a number of students who had passed class VIII. But now the recruitment is more or less restricted to those students who have passed the higher secondary examination because they are available. This policy creates pressure on expansion at the secondary stage, because hardly any opening is available at the end of the middle school stage.

(14) The population in Madhya Pradesh is not very mobile. While people from Kerala come and get jobs in Madhya Pradesh, the students from one district of Madhya Pradesh are not prepared to go to another.

(15) The scheme of junior technical schools has been adopted in Madhya Pradesh with slight modifications and these are now called Secondary Technical Schools. They have become very popular and most of the students coming out from them get good employment immediately.

(16) There is not much provision for agricultural education at the secondary stage in Madhya Pradesh. (The point could not be discussed in detail because the Director of Agriculture was not present).

(17) The courses for Polytechnics are prepared by Boards of Studies which consist not only of educationists but of representatives from industry as well.

(18) There are four centres in Madhya Pradesh where part-time diploma courses in technical education are provided. This is a new experiment which needs the attention of the Commission.

(19) It is very difficult to get staff for technical institutions.

(20) There is no programme of Health services for schools in Madhya Pradesh, except for programmes of school meals for about one million children (this programme is organised with the help of UNICEF).

DISCUSSION WITH VICE-CHANCELLORS

VIII. On the afternoon of the 26th March, the Education Commission met the Vice-Chancellors of Universities in Madhya Pradesh for a discussion during which the following main points emerged:-

(1) The State has adopted an open door policy in higher education under which admission is not refused to any student who has passed the higher secondary examination and desires to study further. This has created intensive pressures of expansion. On the Science side, the admissions are selective to some extent because the number of applicants is very large and the seats available cannot be indefinitely increased. The problem, however, becomes extremely difficult on the Arts side.

(2) A large number of new colleges that have come up in recent years (most of them are Government institutions) are sub-standard and overcrowded. It is not possible for the Universities to control this. Government gives an assurance that all the necessary facilities would be provided to the newly admitted students. The Universities are bound to accept such assurances and give recognition to Government colleges but these assurances are sometimes not fulfilled at all or fulfilled very late. Secondly, the Principals of the Government Colleges form an overwhelming majority in most universities. Consequently it is next to impossible for a university to take any decision contrary to the declared policy of Government.

(3) What happens in Madhya Pradesh is very similar to what happens in the State Universities in America. Every student who applies for admission to a university after passing the higher secondary school is admitted to the first year. But the results at the end of the first year examination are very strict. Only about 30 per cent of the students pass on the Arts side; and on the Science side, the results are as low as 10-20 per cent. Standards, therefore, improve from the second year of the three-year degree course.. It was pointed out to the Vice-Chancellors that

this is a very costly method of maintaining standards at the universities. But they felt that, under the circumstances, this was the only thing that could be done.

(4) There is nothing wrong in the open-door policy as such; but the number of admissions should be consistent with the availability of facilities. What is wrong in the present situation is the attempt to admit more students than could be justified on the basis of available facilities. It would, therefore, be a good idea for the State Government to hold a conference of all the Vice-Chancellors and Principals of Colleges in the summer vacation, to decide the maximum number of students that could be admitted to every institution of the collegiate standard at the beginning of the next academic year on the basis of the facilities that are available or could be provided, and to announce this list for information of the public sufficiently in advance. This will mean that admission would have to be refused to some applicants and that the decision with regard to such refusal may be taken on merits separately by each institution. If a system of correspondence courses is devised to meet the demand of those who did not get admission, the public clamour for admissions would also be lessened to some extent. While the desirability of such a procedure was admitted there were doubts whether Government would adopt it.

(5) A new pressure group of University Teachers is coming up - teachers who want to pander to all agitations made by the students to gain popularity. This pressure group is even worse than the politicians and is causing a great deterioration in standards.

(6) There should be some control on recruitment of staff to private colleges.

(7) The system of internal assessment adopted at the higher secondary examination is such that about 60 per cent of the students get a first class and about 85 per cent pass. This is another reason for the increase of pressure in admissions to universities. It is

a very common experience that students who obtain first class in the higher secondary school often fail in the first year degree examination.

(8) According to the present practice adopted in Madhya Pradesh, the universities do not, as a rule, prescribe the definite number of students to be admitted to a college. They only lay down the facilities that have to be provided for a given number of students and consequently there is a great time-lag between the admission of the students and the provision of facilities. It may be desirable to consider a change in this system.

(9) A question was raised whether the power of giving affiliation to institutions should be vested personally in the Vice-Chancellor in order to avoid the pressures which arise in the Academic Council or the Executive Council. Most of the Vice-Chancellors were of the view that this may not be practicable.

(10) It may be desirable to conduct Honours courses to which admissions should be selective. This may be one way of improving standards and it is possible to adopt it in spite of the open-door policy of the State Government.

(11) In some areas, the only college which existed was a Government institution and it has since been transferred to the University (e.g. the Madhav College at Ujjain). The consequence has been that the University is forced to adopt the open door policy which has been accepted by the State Government. The general feeling was that the Universities should not be placed in a position where they do not have the right to decide as to who should be admitted.

DISCUSSION WITH THE EDUCATION SECRETARY

- IX. The same afternoon the Education Commission had a discussion with Shri V.S. Krishnan, Education Secretary, in the course of which the following points arose :-
- (1) It is wrong to say that the High Schools were converted into Higher Secondary Schools overnight. It did take some time and involve considerable expenditure. It is, however, true that the standards of many of these institutions are very poor. Out of a total of 1100 higher secondary schools, not even 10 per cent would be satisfactory. This has been due to two reasons : (1) the large demand for higher secondary schools which has been coming from the public; and (2) the lack of resources with the State Government.
 - (2) The transfer of one year of the Intermediate College to the High School is not wrong in principle but it creates problems of staffing, laboratory, libraries, etc. As it has not been possible to solve them satisfactorily, the standards of higher secondary schools have remained unsatisfactory. It does not, however, mean that the standards of the old high schools were good.
 - (3) A top priority will have to be given to the improvement of the existing higher secondary schools in the fourth Plan. But here also it has not been possible to provide adequate funds, mainly to pressures of expansion. The Education Secretary, however, promised to have the point re-examined.
 - (4) The internal assessment is good in theory. But in practice, it becomes a race between institution and institution and teacher and teacher. The whole idea has proved to be a colossal failure. (It was pointed out that most of the teachers who abused this system were Government employees and a question was raised whether it could not have been possible for the Government to take action against them. The Education Secretary pointed out that the scale

of abuse was so large that it would be very difficult to take any action. Secondly, it would be next to impossible to prove any malpractice in assigning a larger proportion of internal marks).

(5) The open door policy adopted by the State means that every student who is eligible to get admission in the three-year degree course should be admitted to some college or the other. The philosophy behind this policy is two-fold:

(1) higher education is under-developed in Madhya Pradesh and needs expansion; and (2) it is a duty of the State to provide higher education to all who seek it and are qualified for it. It is, however, true that the resources available are not adequate to make satisfactory arrangements for proper education of the students who are admitted. It may, therefore, be necessary to restrict admissions to colleges on the basis of facilities available. The matter is now being examined by Government. There should be a close relationship between the intake of students and the facilities available in the college.

(6) The idea of starting correspondence courses is good and would be examined by Government.

(7) The existing system of recruitment to Education Department is unsatisfactory because all fresh recruits are only taken at the lowest level. It may be desirable to change the system.

X. THE EDUCATION COMMISSION MET THE MEMBERS OF THE STATE COUNCIL FOR WOMEN'S EDUCATION, MADHYA PRADESH, ON 26th MARCH 1965, DURING WHICH THE FOLLOWING POINTS EMERGED:-

1. Girls' education should be made free at all levels, in a State like Madhya Pradesh which is backward in respect of girls' education.
2. More girls' schools should be opened in rural areas. They should be staffed by women teachers. Members of the public should persuade parents in rural areas to send their younger girls attending standards I-V to mixed schools. There may be one or two women teachers in such schools.
3. Adult women should be appointed in rural areas. Such women are willing to work in rural areas, they are capable of looking after themselves and they will be a good influence in the rural areas.
Though middle-pass is accepted as a qualification for entry into the teaching profession for women, middle pass women are not selected when there is a sufficient number of S.S.C. pass women. These women are usually younger and are reluctant to go into rural areas nor would they be suitable. A certain proportion of posts in girls schools in rural areas should be reserved for adult women who may be middle pass. Middle pass women recruited to the profession should be selected for teacher training.
4. Cheap type quarters, such as are reported to have been constructed in Madras, costing about Rs 500/- each should be provided for women in rural areas, expeditiously and through other agencies than the P.W.D. A separate housing corporation may be established for this purpose.
5. Women going as teachers in remote rural areas should be given special allowances. Special hostel facilities may be provided for their children studying in secondary schools and colleges.
6. The amount allocated for women's education in the State budget should be used for the specific purpose and should not be diverted to other schemes.
7. It would be good to enlist the cooperation of the staff and pupils of girls schools for the programme of adult education for women. The school building could be used for the purpose.

MEETING WITH THE PERSONS INTERESTED IN TRIBAL
EDUCATION AT BHOPAL ON 26th March, 1965.

XI. Shri Shrikant, the Chairman, made the following observations by way of introduction:

Shri Wadiwa, M.P., Shri J.P. Naik, and myself, members of the Working Group on Education of Backward Classes, extend to you warm welcome. We would like to know your views with regard to the questionnaire issued by the Working Group and circulated.

We are dealing mainly with the problems of the Backward Classes i.e. the Scheduled Caste and the Scheduled Tribes. Generally we have left out Other Backward Classes as it is a controversial subject. The Government of India has adopted a policy of not maintaining a list of Other Backward Classes. I would not mind if you express your views in English or in Hindi, fully and frankly, regarding the progress of education at all stages about scheduled castes but scheduled tribes in particular.

You all will agree that the Scheduled Tribes comparatively are lagging behind among the Backward classes so far as education is concerned. The problem of Scheduled Tribes is a huge problem so far as Madhya Pradesh is concerned where the population is nearly 20% of the total population. I have a memorandum with me showing the progress of tribal education in M.P. during the last 17 years and which presents a very gloomy picture. We have to find out the right approach to the problem especially to make up for the leeway, in the fourth plan, so that the target mentioned in the constitution is reached.

Two things are very necessary. First, the pace of progress should be doubled or trebled and should be greater at least than the pace of education of the general population. Second, in order to reach the target in time, special efforts have to be made to attract tribal population to receive education in greater numbers.

There is a Department working for the Welfare of Backward Classes, including the tribal peoples, in every State. Some of these departments are also doing the work of education for the tribals. Maximum efforts should be made to make up for this leeway as the progress so far made is not satisfactory. We should find out firstly the reasons for the slow progress and secondly the difficulties in the way of reaching the target and the remedies thereof.

Dr. Naik, Research Institute of Chhindwara expressed his views as follows:

(1) The reasons as to why the progress is not satisfactory is that no preparation is thought of before the Plan begins to be implemented. Every plan should have a preparatory period. For instance, we have started schools in a climate where society is not ripe to accept it. Therefore before the schools are started the climate should be prepared first. The tribal society in general has not been able to understand the importance and need of educating their children, much more with regard to the girls.

(2) When the tribal gets education, he changes over to the way of life of non-tribals.

(3) In-service training to a teacher for the tribal area is very necessary.

(4) Free education should be given to the children of the teachers who are prepared to work in tribal areas because he has to incur a lot of expenditure for educating his children elsewhere. Generally people feel the tribal area is a Kalapai (Anadamans) and would not like to go there and serve there for a long time.

(5) The hostel in the form of an Ashram or otherwise should necessarily be attached to a middle or a high school and this may be in the beginning run by non-official agencies, as they have an insight and a spirit of devotion.

(6) With regard to the compulsion, it may not be introduced all at once as it will bring in corruption and coercion.

(7) Selection should be made of intelligent tribal students for being sent to some good schools and provisions made for their studies..

(8) If possible, correspondence courses should be started for good workers.

(9) Education of the tribals requires special and specialised education. Therefore if the education department has a cell for this, it may be run by the Education Department or in consultation with the Department for the Welfare of the Tribals and Backward Classes. At any rate there should be more coordination between the Department of Education and the Department for the Welfare of the Tribals and Backward Classes.

Shri Kalika

Shri Kalika made the following remarks.

(1) The education that is prevalent today is not linked with employment (bread-earning). So far this remains, tribals are not likely to be attracted towards present education. Vocational training should be included in the curricula of schools for tribals.

(2) There is a scheme for the purpose of giving in-service training to teachers for a period of three months. This may be extended in order that the training is adequate.

(3) Special allowance should be given to the teachers serving in tribal areas and in schools for the tribals, if not in cash, in kind, as referred to by Dr. Naik - free education to the children of the teachers.

Shri Leuva, Assistant Commissioner for S.C. & S.T. Government of India.

(1) The primary education cannot make any headway among the tribals unless their parents are tackled. In primary classes where large number of tribal students are

enrolled, the registers maintained are misleading because the real attendance is very poor. The fact is that the tribals have not begun to appreciate the present-day education.

(2) There should be compulsion for sending the children to the primary schools, even they may be fined if they do not send their children to schools. Otherwise it will take a very long time for educating the tribal society, in a measurable length of time.

Mr. N. Bapat, Vanvasi Seva Mandal

(1) The attendance of tribal students in schools is as the timing in the curricula is not suitable. They should not be asked to attend schools when there is agricultural work for them.

(2) A cadre of good women workers should be created like the missionaries for the spread of primary education. Non-official agencies should be entrusted with this kind of work and given adequate grants by the Government.

Shri Kashi Nathji of Talvi Ashram M.P.P.

(1) The schools for the tribals should be of basic type and that is the only education which should be more suitable for the tribals.

(2) We should have sufficient number of workers conducting Ashrams provided adequate grants are given by the Government. Non-officials can run the Ashram with qualified superintendents on the lines of Basic education because that alone will go a long way in spreading education among the tribals.

Dr. Kothari

Dr. Kothari suggested the following points for consideration:

(1) To find out the difficulties in the way of enrolment of sufficient number of tribals passing out at all the stages.

(2) Dr. Kothari posed the question that if the Government are not able to start schools in any area would the non-official agencies agree to take up this work upon themselves on the condition of getting grant from the Government..

(3) He posed another question whether some machinery is necessary:

(a) to select children for good schools so that good element is not wasted.

(b) to see that the maximum number of boys and girls go to attend the schools.

(4) He emphasised the point of emotional integration of the tribes with other society by paying special attention to this section in spreading the education as rapidly as possible.

XII. On the morning of 27th March, the Education Commission met Shri D.J.P. Misra, the Chief Minister of Madhya Pradesh, for a discussion during which the following points emerged:

(1) Madhya Pradesh is one of the educationally backward States due to a variety of reasons: the area consists mostly of the erstwhile princely States in none of which adequate attention had been paid to the development of education; the general poverty of the people resulting in the lack of adequate financial resources; a large proportion of the backward class population, the Scheduled Castes and Scheduled Tribes forming more than a third of the total population of the State. In fact, the educational progress of the State could be more concretely measured by the spread of education among the backward classes in general and the scheduled tribes in particular. The Government of India should make some special assistance available to Madhya Pradesh for the development of education among the tribal people. The problem had already been discussed with the Union Finance Minister who had called for a 12-year development plan which was now under preparation.

(2) It was not possible to educate the tribal children through their own dialects because they were far too numerous and varied from one area to another. It would be a better programme instead to teach them through the regional language or Hindi right from the beginning. It was, however, necessary that the teachers working in tribal areas should have a knowledge of the tribal language and of the life and cultural heritage of the tribes. There is also an advantage in using tribal dialects as media of instruction in the first two classes.

(3) The emphasis in the educational policy of the State so far had been on expansion. This had led to a general neglect of quality. There was also a considerable lopsidedness in educational development and faulty planning because the erstwhile Part C States (which had been integrated with Madhya Pradesh) received very liberal Central grants which were not always utilised to the best advantage. An educational survey of the entire State should, therefore, be carried out as early as possible; and, on the basis of such a survey, a good programme of educational expansion and improvement should be developed. This survey could be carried out on the basis of a Division; but the suggestion to conduct it on a District-basis could also be considered.

(4) The Chief Minister was not in favour of the open-door policy at the university stage. He wanted to take steps to see that the admissions to colleges were kept in line with the facilities for teaching available in these institutions. He was personally of the view that college education should not be regarded as the birthright of every child.

(5) The Chief Minister agreed with Prof. Mathur's suggestion that there should be some quality institutions maintained by the State Government at all levels of education. Admissions to these institutions should be strictly on merit and teaching should be of a high standard. He was of the view that a programme of this type should be included in the Fourth Plan itself.

(6) The indiscriminate opening of new universities was not a good policy. More attention should be given to the development of existing universities rather to the opening of new ones.

(7) The Chief Minister felt that there should be a Central university in every State. This programme would promote national integration and raise the standards

of education. He was also of opinion that the University of Sagar is most suitable to be taken over by the Government of India as a Central University. If a new university is to be started for this purpose, it may be located at Bhopal.

(8) The Chief Minister was of opinion that the Government colleges located at the headquarters of universities should be transferred to universities rather than be maintained by Government. He wanted to evolve a common policy in this regard which could be extended to all universities in the State.

(9) Referring to student indiscipline, the Chief Minister stressed the need for a firm policy. He felt that there should be a law under which every student who joined a strike or agitated in an unconstitutional manner should be removed from the rolls of the educational institutions automatically for one year. A firm policy of this type, he said, would go a long way in controlling this evil. He agreed that the authorities were often in the wrong and that they did not heed even to the legitimate demands of students in time. He also conceded that adequate facilities were not provided for them very often. These matters, he said, should be adequately and promptly attended to. But all the same, there should be a firm policy in dealing with an unconstitutional agitation undertaken by the students.

(10) Dr. Jha referred to the Students' Councils set up by the newly founded Essex University in England. The Chief Minister expressed interest in the proposal and said that he would have the proposal carefully examined and act upon it in Madhya Pradesh.

(11) The institutions teaching pure Ayurveda should be wound up as early as possible. An Ayurvedic section should be started in each Medical college to enable all

medical students to learn the good points in the system. Simultaneously, research in Ayurveda should be encouraged to the utmost.

(12) The Chief Minister assured that he would examine the feasibility of lengthening the duration of training for primary teachers to two years.

(13) The study of Sanskrit should be encouraged; but the students of Sanskrit should also be given modern knowledge so that they are placed on a par with other students.

(14) A time has now come in the history of India when a very vast and intensive effort is needed to improve the standards of educational system as a whole and to implement sincerely the plans for educational development. From this point of view, the report of the Commission would be eagerly awaited and would make a valuable contribution.

(15) There is a large discrepancy at present in the educational standards in different universities. Some steps should be taken to see that these are minimised.

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DISCUSSION WITH THE EDUCATION MINISTER

XIII. The Education Commission then met the Education Minister for a discussion during which the following points emerged:

(1) The ultimate policy should be to develop Hindi as a medium of instruction at the university stage. On the side of the humanities, Hindi is now being largely adopted as a medium of instruction. The teaching of science subjects, on the other hand, is done mainly through the medium of English. It is, however, possible to teach these subjects also through Hindi. An attempt should be made in this direction.

(2) In Madhya Pradesh, the students are given the option to answer their examination papers either in English or in Hindi. A very large proportion of students take the benefit of this concession; but no comparative study has yet been made to find out whether the standard of attainment of the students writing through the Hindi medium is better or lower than that of students writing through the English medium. There is, however, a general feeling that the quality of answers in Hindi is better.

(3) The policy of the State Government is not to place any restrictions on the development of primary education. In fact, it has to be spread as quickly as possible and in doing so, quality occupies a second place. But the position with regard to secondary and collegiate education is entirely different. Here, a concentration on quality is essential. Government, therefore, is considering a revision of the open-door policy. A stage has now been reached when it is necessary to concentrate and consolidate rather than to expand.

(4) There are many lacunas and weaknesses in the

existing system of grant-in-aid adopted by the State Government. That is why a committee has been appointed under the chairmanship of Shri Mandloi, the former Chief Minister, to go into the entire question and advise Government regarding the reforms needed. Government will take action as soon as the report of the Committee is received.

(5) The Government of India will have to take a definite decision regarding the pattern of school and college classes. We will have to decide whether we should go back to the old Intermediate system or not. If the Commission so advises and the Government of India agrees to go back to the old Intermediate system, there would be no difficulty in making all the changes necessary in the existing system of higher secondary schools. It would, however, not be desirable to make any changes in a hurry or to adopt any interim measures, unless the final shape of things to come is definitely known.

(6) The education of girls is very much under-developed in the State. The main difficulty is that women teachers are not available in sufficient numbers. The State Government is trying to get teachers from all possible sources. Condensed courses are being encouraged; houses are being provided to women teachers in rural areas; and other schemes recommended by the Durgabai Deshmukh Committee or the Bhaktavatsalam Committee are also being implemented. The main difficulty is inadequacy of funds.

(7) There is no programme at present for the training of middle-passed teachers in Madhya Pradesh because admissions to training institutions are generally thrown open to those who have passed the Higher Secondary Examination. This position creates problems for middle-passed women teachers. The attention of the Government has been drawn to this problem and it is being examined.

(8) The Education Minister was not very much in favour of the system of correspondence courses. But he had an open mind and was prepared to give it a trial if it would be recommended as a sound policy by the Education Commission.

(9) Some check is necessary on admissions to higher education. It is, however, not possible to decide easily what this check should be. The advice of the Education Commission would be very welcome in this regard.

(10) Religious or moral education is of very great importance. The Education Commission should give its attention to this problem.

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DISCUSSION WITH SECRETARIES TO GOVERNMENT

XIV. The Education Commission finally met the Secretaries to Government. Those present included the Chief Secretary, Finance Secretary, Planning & Development Secretary, Agriculture Secretary and the Education Secretary. The following points emerged in the course of the discussion :

(1) The Third Five Year Plan of the State was about Rs.300 crores. The total outlay in the Fourth Plan is likely to be Rs.600 crores. Out of this, about Rs.80-90 crores would be for Education.

(2) One major reason for backwardness is the failure to develop human resources. The development of education has, therefore, to be emphasized in all the backward States like Madhya Pradesh. Even while agreeing to this general proposition, the Chief Secretary felt that it would not be possible to allocate more resources to education than what has now been proposed.

(3) The possibility of levying an Educational Cess in Madhya Pradesh, on the lines of that levied in Maharashtra or Gujarat, was examined in the State. It was felt that the total receipts from the Cess would not be very large and that its levy would create several problems. The idea was, therefore, dropped.

(4) It was pointed out to the Finance Secretary that, owing to the 5 per cent cut imposed in the budget of the Education Department, the contingency grants of all educational institutions had been very severely cut and that, in consequence, the quality of education had been adversely affected. The Chief Secretary agreed that this matter could be examined.

(5) There is a sudden change in the medium of instruction between school and college and this has a very adverse effect upon standards. Either the medium of instruction in the school

and the college should be ~~the same~~ ~~or~~ adequate preparation should be made to enable students to receive education through a foreign medium at the collegiate stage. In the present system, there is no such provision at all and consequently the results at the end of the first year degree course are very poor.

(6) It was pointed out that, when the Government Agricultural Colleges were recently handed over to the new Agricultural University, all the teachers in Agricultural Colleges who were formerly Government servants were suddenly transformed into University employees. There is a good deal of dissatisfaction about this since their wishes were not consulted at all. The Chief Secretary promised that this could be looked into.

(7) The idea of instituting School Improvement Funds was discussed in some detail. Government should provide the minimum expenditure necessary for contingencies in all schools. In addition, it should be open to parents to make contributions to supplement the facilities provided. This could be done by instituting school improvement funds. These would be levied separately for each school, in accordance with a scheme prepared by the headmaster in consultation with the parents and approved by Government. All the receipts from the fund would be pooled together at the school level. Government would also give a grant-in-aid of the local collections on certain well-defined principles. The entire amount thus collected should be utilised for improving the facilities provided in the school. It was felt that this would be ^a good idea for supplementing the resources available to education and that it should be examined further.

(8) The Panchayat Samitis in the State were not constituted as yet; and no decision had been taken with regard to the transfer of education to their control. One thing, however, was certain. The teachers would all continue to be Government servants.

XV. THE EDUCATION COMMISSION MET THE PRINCIPALS OF ENGINEERING COLLEGES AND TECHNICAL INSTITUTIONS AT BHOPAL, ON 28.3.65 DURING WHICH THE FOLLOWING POINTS EMERGED:

Shri V.S. KKrishnan, Education Secretary, Madhya Pradesh Government, conducted the proceedings on behalf of the Education Commission - Prof. W.G. Garde, member of the Task Force on Technical Education participated in the discussions.

(i) Pattern of Technical Education at Secondary Stage:

Prof. V.G. (Garde) summarised the thinking of the Task Force on this issue. The following tentative decisions of the Task Force taken at its 4th meeting held on 10.3.65 were placed before the meeting, for discussion:

Viz (a) there should be Technical, Vocational, Agricultural or Commerce schools of 4-year duration at the end of 8th standard.

(b) boys completing this course should be held eligible for admission to the 2nd year of the 3-year polytechnic course, commencing after the 10th standard,

(c) the standard in General Education subjects attained at the end of this 4-year course should be the same as that of 10th standard of General Education stream. The need for the 4-year duration for the Technical Course at the end of 8th standard was further stressed in the light of the inherent defects of the present 3-year J.T.S. scheme and the question was thrown open for discussions.

The members were generally of the view that the existing vocational institutions at the end of the 8th standard have not been able to attract good students, as the prospects for the successful trainees are in no way bright. The introduction of 4-year course now suggested at the 8th standard (in place of the present 3-year course of J.T.S.) would not in any way remedy the situation unless the boys completing this 4-year course are shown some preferences for admission to the Polytechnic by way of reservation of seats. Similarly they should have scope for joining the engineering college also. (This is necessary because parents naturally desire to put their children only into those courses where highest

education is open to them). Any condition that these trainees should receive one additional year of training before they can be admitted to engineering colleges would clearly serve as a deterrent in attracting bright boys to the course.

Some members also felt that general education and vocational education should not be mixed up. According to them, there is already enough confusion by way of parallel training institutions run by both the Ministries of Education and Labour. They wanted that the 8th standard public examination should be revised, and depending upon their performance, the students should be channelled into either the general education or technical education streams. On the necessity of continuing both I.T.I. and J.T. Institutions, it was agreed that the present I.T.I.s would not be in a position to meet even 1/5th of our requirements of technicians in the Fourth Plan and it is, therefore, necessary to continue both the types of institutions to meet current requirements.

Regarding the comparative professional competences of the I.T.I. and J.T.S. boys, it was pointed out that the local industries would prefer J.T.S. trainees to I.T.I.s. Though the I.T.I. trainees have a higher technical skill, the general education background given to J.T.S. would help the latter do better in the long run.

After considerable discussion, the pattern of technical education evolved by the Task Force on Technical Education was generally adopted subject to the following provisions:-

(a) The trainees of the four-year technical, vocational, commerce or agricultural schools at the end of the 8th standard should get preference for admission to the polytechnic courses. A certain percentage of seats in the polytechnic should be treated as reserved for these boys, if adequate numbers of them are forthcoming.

(b) These four-year courses should not be attached to higher secondary schools where the Headmasters would be non-technical persons. Instead, they should be under the Director of Technical Education.

(c) It should be ensured that the skill of the boys completing the four-year training course should be the same as, if not more than, that of I.I.T. boys.

(2) Medium of Instruction in Technical Institutions

The members generally endorsed the decision of the all-India Council of Technical Education that the medium of instruction should continue to be in English.

(3) Discussion on the questionnaire issued by the Task Force on Technical Education.

The members desired to have more time to study these questions in detail. They agreed to send their detailed replies to the office of the Education Commission.

(4) Measures to raise the professional competence of engineers

The following suggestions were made:-

(a) If the standard of the technicians/engineers is not very high, it is mostly because of the poor quality of instructors recruited to the various institutions. Under the present rules, services of experienced engineers are denied to Engineering institutions for want of attractive scales of pay. The need to recruit experienced engineers is all the more keen in view of the specialised courses that would have to be introduced necessarily hereafter. Emoluments offered to the different members of the staff recruited from the industry will have to be based upon their experience.

(b) Most of the institutions suffer from inadequately equipped workshops. A suggestion was, therefore, made that the workshops attached to different polytechnics should be centralised to run a Central zonal workshop. It was claimed that this would give proper orientation to the trainees admitted to the polytechnics. Principal Savan who made this suggestion agreed to send a detailed note on his proposal.

(c) It would be necessary to run specialised diploma courses on different subjects (as sheet metal work, welding, fitting, etc).

(d) At present in institutions where the system of semesters

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is introduced, a 'pass' in each semester is not insisted upon. This has led to deterioration of quality of trainees.

(e) For running specialised short-term courses based on the local demand, necessary powers are to be delegated to the State Governments. At present this power vests in the all-India Council of Technical Education. This delegation is necessary to establish healthy relationship between industries and institutions.

(f) As all the students coming out of Engineering institutions cannot as a rule turn out to be competent designers, it is necessary to have two branches of engineers: (a) Science oriented; and (b) Technology oriented. This bifurcation should be done at the end of the 2nd year of the 5-year engineering course.

(g) At present there is considerable interference by the University's Academic Council and the Syndicate in internal matters pertaining to different departments. These academic matters are often decided in a non-academic way. It should be left to heads of institutions to take a final decision in such cases based on merits of each case.

(h) Desirability of having a separate Technical University on the lines of Agricultural University was discussed and the members were generally of the view that this practice would lead to deterioration of standards.

MAIN RECOMMENDATIONS THAT EMERGED IN THE
DISCUSSIONS HELD AT THE DIFFERENT CENTRES
IN MADHYA PRADESH (Except at Bhopal 25th March
- 28th March, 1965).

A - DISCUSSIONS AT GWALIOR

I. On 22nd March, 1965, the Commission met the Vice Chancellor and the Executive Council of the Jiwaji University. The following points emerged in the discussion:-

- (1) The present work-load on students is light and there is considerable wastage in colleges. The courses should be more substantial than they are at present.
- (2) The real desire to learn is not there in the students. Teaching should be intensive and the examination should test not the superficial knowledge but the students' knowledge in depth. For this purpose the Jiwaji University, being a new one, should be able to start new experiments in the system of examination.
- (3) There should be schemes for the professional orientation of new teachers so that they may discharge their duties adequately.
- (4) There should be flexibility in the service conditions of teachers - quick promotions, extra increments, etc., for good work, and penalisation for poor work. First appointment should be on a contract basis, confirmation following a period of satisfactory work and progress.
- (5) Fresh appointments should be made as tutors and not as lecturers. After two or three years of service, the tutors could be promoted as lecturers.
- (6) Science teachers should be given sabbatical leave every four or five years for further training or research.
- (7) Student-teacher ratio is becoming increasingly unfavourable. Unless higher secondary education is improved, university education cannot be improved.
- (8) There should be a two-year intermediate course before the first degree, and it should preferably be located in the colleges.
- (9) Ph.D. students should normally be expected to do some teaching work also.

(10) The initiative for healthy changes in methods of teaching, examination, etc., should come from the universities themselves and not be imposed from outside.

(11) Government colleges follow an open-door policy for admission with no selection procedures or minimum qualifications. Political pressure is exercised in this matter on the colleges as well as on the Government.

(12) Students may be invited to do social work for about six months during their period of university education.

(13) The staffing position in the higher secondary schools makes teaching standard unsatisfactory, and students who pass out of them are often ill-equipped.

(14) There is need to try out new methods and techniques for handling large classes adequately without lowering standards. If this can be done (vide T.V. lectures on zoology, etc. in some American Universities), the time and man-power saved could be used for tutorial work etc.

(15) So long as a foreign language is the medium of instruction, standards are not likely to rise appreciably.

II. The same afternoon, the Education Commission met some members of the staff of the Jiwaji University, Principals and Professors of Colleges. The following points emerged in the meeting:-

(1) The main cause of the fall in standards of education is the very rapid expansion under political pressure which has resulted in quick promotions, inadequate staff and equipment.

(2) Our education is becoming more and more job-centred instead of caring about general educational objectives.

(3) Teacher training programmes need strengthening.

(4) High school education should be so oriented that it is related to our present-day problems.

(5) General education can be improved only if education becomes a community responsibility.

(6) There is no proper coordination between the persons who frame the syllabus at the higher secondary level and those who frame the syllabus at the college level.

(7) At present, options in the examination question papers are provided in such a way that candidates can attempt three or four questions out of a much large number. This encourages the students to learn only a portion of the syllabus.

(8) The system of internal assessment for the Higher Secondary School Examination in Madhya Pradesh has failed. As a result of this assessment the pass per centage has shot up very high and the number of First Divisions is disproportionately large.

(9) Library facilities should be increased and young teachers who want to learn should be allowed to do so.

(10) There should be some uniformity of attainment at various stages in all the universities.

(11) In the sciences, there should be (if available) at least two professors in each subject, one of them being mainly concerned with research.

(12) It is not necessary to make English compulsory for all at the secondary stage.

(13) The conditions for post-graduate research are not satisfactory. Professors who are called upon to do 16 periods of teaching every week in the post-graduate classes cannot attend to research work.

(14) Arrangements should be made to keep every university informed of the research being carried on in other universities in various fields.

(15) Indian culture and Indian studies should occupy a more important place in the curriculum.

III. On the same evening, the Education Commission met some representatives of students. The following points emerged in the discussion:-

(1) Science teaching is too theoretical at present.

There should be science workshops during holidays and students should be encouraged to attend them.

(2) There is over-crowding in science classes and too much use is made of guess papers.

(3) There should be an entrance test for admission to colleges for students who do not have a first or second division in the higher secondary examination.

(4) The standard of teaching of English in high schools should be improved.

(5) A pre-engineering course should be introduced.

(6) Selection of the different branches of engineering to be taught in the second and third years should be made according to the aptitudes of the students.

(7) The teaching staff in the Medical colleges in Madhya Pradesh is inadequate and needs improvement.

(8) Adequate financial assistance should be given to poor and deserving students to prosecute higher studies as professional education is much costlier.

(9) Facilities for post-graduate education should be reduced from 5 years to $4\frac{1}{2}$ years. The distribution of subjects in Medicine is illogical - too few in first year, and too many in fourth year. There are not enough jobs for aspiring house-surgeons.

(10) Mid-term transfers of teachers should be avoided as it affects teaching very much.

(11) There is not enough contact between students and teachers even where the tutorial system exists.

(12) Technical books are very costly. It is necessary to publish them at lower prices.

(13) Travel facilities should be provided at the university to enable students to witness national and State games.

IV. On the afternoon of the 24th of March, 1965, the Education Commission met the following educationists for a discussion:-

1. Shri K.C. Shukla
2. Shrimati Chandrakala Sahai.
3. Shri L.C. Gupta, Commissioner, Gwalior Division.
4. ,, B.L. Gupta.
5. Dr. C.N.Haksar, Director, Jiwaji Industrial Research Laboratory, Gwalior.
6. Prof. K.L. Saxena,
7. Shri J.L. Dar, Principal, Scindia School, Lashkar
8. Miss Ganner.

The following main points emerged in the course of the discussion:

Shri B.L. Gupta: The basic education as envisaged by Mahatma Gandhi has not been given a fair trial, it is bound to remove many of the present ills. To begin with, it should be introduced in a few institutions, preferably in residential institutions.

Instead of raising the teachers' salaries, it would be a good thing if certain amenities such as facilities for the education of their children, study tours etc., could be provided to give a better status to teachers in the eyes of the public.

Shri L.C. Gupta: There is a great deal of wastage in higher education on account of heavy failures and the standards are low.

The most important reason is the unrestricted admission to colleges. Students who are not really fit enough to profit from higher education are often admitted. Secondly, a larger number of students are admitted than there are facilities for. Thirdly, post-graduate study and research do not get good calibre students because most of them are diverted to engineering and medical colleges. It is, therefore, essential that the status of the teaching profession in other colleges should also be raised to attract the right type of students.

Shri K.C. Shukla: There should be a school education of 10 years, followed by two years pre-university and three years for the degree course.

No student should be admitted to the University

before the age of 17 or 18.

Shrimati Chandrakala Saha: If the passing of the tenth class is recognised as minimum qualification for certain appointments, the tenth class could be made a terminal point and schools which do not come up to the higher secondary standard could be downgraded.

Dr. C.N. Haksar: Standards can be raised only if there are some restrictions on admissions to colleges.

In order to attract brilliant talent to the teaching and research profession, relaxations should be made in the amount of teaching experience, etc., required for appointments to Assistant Professors and Readers. At present, however, brilliant candidate may be he is taken only as a lecturer.

V. The same evening, the Education Commission met the Principal and Lecturers of Higher Secondary School at J.G. Mills. The following main points emerged at the discussion:-

- (1) The pattern of external examination needs change, Internal assessment involving periodical tests should be given its due place in the examination system.
- (2) Introduction of two new languages in the same year in Madhya Pradesh has created difficulties for the students.
- (3) Craft included in the higher secondary syllabus should be divided into two parts; one of a general nature for those who go in for higher education and the other of a special nature for those who go in for vocational courses.
- (4) Compulsory education of English comes in the way of the development of Indian languages.
- (5) Science laboratories are starved for the lack of a proper grant-in-aid system.

VI. On the morning of the 24th of March, 1965, the Education Commission held a discussion with Teacher Educators. The following points emerged in the discussion:-

- (1) The shortage of science teachers in higher schools could be met by the establishment of more four-year degree

- (2) The absence of proper laboratories and science equipment has brought about a break-down of science teaching in higher secondary schools.
- (3) Training colleges should assume academic leadership so that the trainees who complete the course get guidance in the work that they do in the secondary schools.
- (4) There should be more summer institutes for providing an intensive in-service programme to the higher secondary schools teachers of science.
- (5) The new extension units which have been introduced in training colleges should be replaced by full extension centres as the existing extension units are not able to do effective follow-up work.
- (6) A separate seminar department should be established in each training college for conducting seminars, workshops and other in-service programmes.
- (7) In the secondary training colleges, students should not be allowed to take subjects or special methods unless they have taken these subjects at the degree level.
- (8) Special arrangements should be made for providing content course in science and other subjects for teachers of secondary schools.

VII. The same afternoon, the Education Commission had a discussion with members of the staff of the Rani Lakshmbai College of Physical Education, Gwalior. The following main points emerged in the discussion:-

- (1) The open-door policy followed in institutes of higher education in Madhya Pradesh is not applicable for admission to this college. Selection is made after elaborate screening consisting of tests, interviews and discussions, spread over a period of four days.
- (2) The system of internal assessment has worked very satisfactory. Sessional marks have served as an excellent motivation for good work.

- (3) There should be only one examination at the end of the three-year course.
- (4) Physical education instructors in secondary schools should do a certain amount of academic teaching so that they are regarded as part of the teaching faculty and acquire a proper status in the school.
- (5) There is an acute shortage of play-grounds for school children particularly in crowded cities. In every school where a play-ground is not available, at least a covered hall should be provided in the school building for indoor games and activities.
- (6) Records of physical education achievement are not properly kept in schools as this is not a compulsory examination subject. Unless this record forms part of the regular school record, the importance of physical education will not be realised by students and parents.
- (7) Too much emphasis is being placed on the production of champions in athletics and games at the cost of promotion of the overall programme of physical education. The basis for good health should be developed before champions can be produced.
- (8) N.C.C., is some area where the programme of physical education has been the least successful in colleges. The N.C.C., training should therefore be on a voluntary basis. The new scheme of National Fitness Corps conveys a limited concept of "fitness". For developing comprehensive programmes of physical education, a wider approach is necessary.

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B - DISCUSSIONS AT SAUGAR AND JABALPUR

Dr. V.S. Jha paid a visit to Saugor on 20th March 1965. He then went to Jabalpur where Miss S. Panandikar joined him.

VIII. The following points emerged in the course of discussion with Shri G.P. Bhutt, Vice-Chancellor and Shri Ishwar Chandra, Rector, Saugar University on 20.3.1965:-

Admissions: (1) Ordinarily, no third class students are admitted in the first year except on the recommendations of Deans. In the faculty of arts, this rule is normally relaxed and the university opens a new section to accommodate third class students. In post-graduate classes no third class student is admitted in the faculty of arts, except when he is a product of the university. The policy of the university, it was stated, is to exclude third divisioners, except when there are vacancies in the departments. The result is that almost all third class students seeking admission to the university get it.

(2) In affiliated colleges there is an open door policy. No one is refused admission. There are 22 affiliated colleges teaching Science. These colleges also follow open door policy in regard to admissions even though there is lack of proper teachers and equipment.

(3) Initially the university affiliates colleges which provide the minimum requirements for affiliation laid down and which promise to develop into good institutions. The university has standards of recognition which are all relaxed owing to pressure from students, politicians and Government. Government Colleges, Bina is an example which has been recognised in spite of the fact that it has no laboratory equipment and staff.

(4) The Vice-Chancellor makes a distinction between permanent and provisional affiliation. In the latter case, it can continue as such indefinitely without any consequential disadvantage. On the contrary, it will continue to enjoy all privileges of a permanently affiliated college. The Vice-Chancellor sends out inspection teams to ascertain whether the managements of the colleges which apply for affiliation are doing their best to satisfy conditions laid down for affiliation. So far as this university is concerned, only two non-Government institutions have been given permanent affiliation - the rest have been given only temporary affiliation. Most of the Government colleges are given permanent affiliation even though they do not satisfy the conditions for affiliation.

(5) It was stated that most of the students come from families without educational background. In order to prevent rush into these universities, there should be bifurcation at earlier stages. The first diversion should take place at Class VIII and the next at the completion of higher secondary stage. It is not possible for the university to impose restrictions. There is a large number of failures in the first university examination from those who pass high school certificate examination in first classes.

Structure: (6) In accordance with the views of the Vice-Chancellor we have blundered twice: (1) when the student has good memory but not intellect: between age of 5-10 when he has powers of memorising. At this stage memory should be exercised freely to help growth of intelligence at a later stage. As it is, memory work is neglected at the primary stage.

(7) At the secondary stage, certain basic subjects should be intensively studied in order to train faculties of the brain: faculties being analytic, synthetic and aesthetic. Mathematics, history, geography, language and basic sciences must be studied intensively.

(8) Pre-university period of 11 years' education has not been given a fair trial so far. With the present quality of staff and equipment, lengthening of the duration of pre-university schooling to 12 years will not make a difference. It would be a waste of time to increase the period to 12 years. At the secondary education stage, some subjects should be taught compulsorily but not for examination in order to give general education.

Examination System: (9) The present system should be supplemented by monthly examinations. This is to prevent the load of examination on the students and to make them regular.

(10) Evaluation of papers is not properly done by evaluators. Examiners leave out some questions unexamined. Evaluation differs from examiner to examiner. A student who fails by 5 marks should be promoted and given pass division. Third division should be abolished.

(11) The university tried the method of giving 33% in internal and 66% in external examinations requiring the students to pass in each separately. The scheme did not work.

Selection of talent (12): Nothing has been done to spot talent and to give special attention to them.

Methods of Teaching (13): The Vice-Chancellor himself attended some classes in affiliated colleges, but this was resented. When the Vice-Chancellor taught as Professor

of Law he followed the following method: he gave substance of the subject - expanded it - and ended by asking questions. He then gave to the students a small written note on the points which he had made. The Vice-Chancellor was requested to have a Seminar on the methods of teaching in the university and send its report to the Commission.

(14) It was stated that audio-visual aid is resorted to in the teaching of Hindi, Linguistics and English. Tape recorders are also being used. These are not successful because the teachers are not interested in them.

(15) Uniqueness of the university: The university teaches the following subjects which are not taught in the other universities in the State:-

1. Applied Geology
2. Pharmacy
3. Anthropology
4. Applied Geography
5. Linguistics

The Vice-Chancellor was of the view that syllabuses, rules for admission and examination of the universities in the whole State should be unified and that there should be common examination for all universities in the State. The purpose of this proposal is to have common standards for the universities in the State and to make migration of students from place to place easy. This principle was accepted by the meeting of the Vice-Chancellors of the State which was presided over by the Governor. No specific steps have so far been taken to implement it so far. He promised to send a note on the subject..

Medium of Instruction (16):: The Vice-Chancellor was of the view that English should be the medium of instruction. In support of this view, he gave the following points:-

1. There is no standard Hindi vocabulary which cannot be built up artificially. Words must be current over a period before they can have meaning.
2. Contact with the world knowledge can be maintained through English.
3. It was stated that the university teaches through Hindi in undergraduate art classes and in English in postgraduate classes and science classes.

(17) The Vice-Chancellor was of the view that Saugar University should be taken over by the Centre. This would enable the university to escape political pressures. He was also of the view that the university education should be a central subject.

(18) The Vice-Chancellor also stated that the university should be converted into a postgraduate university. Undergraduate education should be provided by Government in affiliated colleges.

(19) The Vice-Chancellor was of the view that grants from the U.G.C. should come to the universities direct and they should not be subject to matching grants by the State Governments.

IX. The following views were expressed during the course of the discussion with the Heads of Faculty of Arts, Saugar University on 20.3.1965:-

(1) Admission at the undergraduate level should be open to all; at postgraduate stage it should be selective.

(2) Saugar University should be allowed, as a special measure, to adopt the system of tutorials teaching. By tutorial, they meant counselling.

(3) The university has more seats than students seeking admission and, therefore, everybody who seeks admission should be admitted. In view of this principle, the number of new colleges should be restricted.

(4) Another view expressed was that aptitude tests at the end of secondary stage should guide admissions to the university.

(5) The students seeking admission to the humanities wing of the university indicate growing decline in quality. The Faculty of Arts has to be content with left overs. There should, therefore, be two courses, one for the inferior type of students who come for enjoying corporate life and fun and other for the serious academic type. The university should have a serious test for Honours course, while pass degrees to the rest should not demand much scholarship. The university should also provide correspondence courses and evening classes for those who fail to get admission.

X. The following views were expressed in the course of the discussion with the Heads of Faculty of Science, Saugar University on 20.3.1965:-

(1) It was stated that grants to universities should be made direct by the U.G.C. to avoid delays and difficulties caused by State Governments.

(2) Procedures for granting of licenses and foreign exchange for scientific equipment should be liberalised.

(3) The scales of pay of teachers should be raised in order to meet the situation created by the fact that the university teachers are attracted by better salaries offered by I.I.Ts. and Regional Colleges of Engineering. This process depletes the universities of talent.

XI. The following points emerged in the course of discussion at the Home Science College, Jabalpur on 22.3.1965:-

1. It was stated that this college should consider having a wing for teacher training and other wings for nursing and other professions particularly suited to women.

2. Wastage is considerable. This could be remedied if tutorials are introduced.

3. Much of the difficulty is due to the open door policy of Government. No student howsoever unsuitable is denied admission.

4. Better organisation and use of new techniques are necessary to improve quality.

5. Compulsory N.C.C. is not working very well.

6. There has been no change in the syllabus. What was studied in 1940 is taught in 1965.

7. Science teachers have no facilities for research in the college.

8. The college undertakes no extension work and no programme to extend benefits of knowledge to the local uneducated women.

XII. The following points emerged in the course of a discussion with Dr. Ghosh, Rector and Shri Govil, Registrar, Jabalpur University on 23.3.1965:-

1. The university has not flourished as the original plans were slipshod. Money was not available. Dr. Ghosh stated that as Professor of Chemistry he had no laboratory for doing his work. The boys were keen and worked with great interest in research, but facilities were negligible.

2. The yearly grant sanctioned to the university consists of Rs. 1 lakh. This is absolutely insufficient. The Vice-Chancellor has to beg for more funds to keep the pot boiling and after repeated attempts and visits to Bhopal, he is able to secure about four lakhs more. In this circumstance,

there can be no planning for the future. Most of the funds are released towards the end of the financial year.

3. At the initial stage towards the end of second Five Year Plan, the university asked for provision for teaching humanities subjects - History, Sociology, Economics, Philosophy and Political Science. No funds were asked for Science subjects and this was initial blunder. Post-graduate classes are run in cooperation with affiliated colleges and the university has to depend upon them for everything. In the third Plan, university asked for opening of Science Departments. Funds were sanctioned but the university did not implement the schemes. U.G.C. sanctioned its share and the State Government sanctioned matching grants. But for no accountable reason the university failed to implement the schemes. The Chemistry building is now nearly ready, but the university cannot appoint staff because there are no ordinances relating to appointment of staff.

4. The university site consists of 40 acres of land of which 19 acres are totally unsuitable for building purposes. This was a bad choice. The university is not thinking of acquiring more land.

5. In matters of admission, the affiliated colleges follow the open door policy. As a result, the percentage of failures in the first university examination is 80%. In mathematics group it is as low as 10%. The university is described as a federal and works as an affiliating university. The concept of federal university has not been worked out.

6. The university made no attempt to investigate the problem of deterioration of standards systematically at any time. The university only contends itself with holding examinations. At postgraduate level, an attempt is being made to lay down certain standards of admission; but it is to be seen whether the university will be able to resist pressures.

7. It was stated that the equipment in Government colleges is poor. These colleges which once enjoyed great reputation for quality have deteriorated into miserable substandard institutions. The only resultant gain is unmanageable numbers. The university has not exercised any control to improve standards. Even in the matter of admission of candidates to examinations, the requirement of 75% of attendance is relaxed under pressure. Candidates with the percentage of attendance as low as 10% are allowed to appear at the examination. There are no standards and no attempt to maintain them on the part of the university.

XIII. The following points were brought out in a discussion with Principals of Colleges and Heads of Departments, Jabalpur University, on 23.3.65:-

1. A study should be made of the university products in the past. The result is heart-rending. It will be found that the money spent on teaching incompetent students is wasted. It was stated that the financial status of the students coming to university is deplorable. The nourishment provided in the hostels is very poor. This is due to economic conditions of the parents. Fifty per cent of the students have to earn their own living while in colleges.

2. So far as admissions are concerned, 30% of the students in the first year are above 21 years of age. There are even students of the age of 24 years in the first year. The policy of open door admission is responsible for over-crowding. The university itself lays down no standards of admissions. The performance of older students is particularly bad and they constitute bad elements. It is desirable to lay down some policy to limit admissions. The limitation should not be in terms of age. Students seeking admissions to the Science Departments are comparatively young. As a matter of policy, the Principals should be left free to admit

the best candidates who are likely to gain by university education. Another view expressed was that in a democratic society, admission should be open to all. A uniform criteria for all will leave out of consideration those who belong to backward classes. It was suggested that there should be different types of criteria for these classes. Moreover, diversions should be provided after the higher secondary stage. The university courses should be supplemented by evening classes and correspondence courses.

3. The best talents are not attracted to the teaching profession. Amenities and service conditions of teachers should be on par with those in other similar fields of employment. There should be uniform scales of pay for university staff, government colleges and private colleges.

4. There should be a statutory Commission on the lines of University Grants Commission in the State to consider the needs of private colleges and universities and to take decisions on matters of standards and grants.

5. The nature and content of education has been out-landish. Education is not correlated with the physical, economic and social life of the country.

XI. The following points were raised in the course of discussion with the Research Students at the Jabalpur University on 23.3.1965:-

1. Better equipment is necessary for research. Foreign exchange rules and rules for the grant of licence for equipment required for research should be liberalised.

2. The university has no atmosphere for research. There are no books, no laboratories and other facilities for higher studies. Hostels and other social facilities are also lacking.

3. There should be better discipline in the universities and opportunities created for cultivation of moral attitude and progressive outlook.

XV. The following points emerged in the course of discussion with Principals and Teachers of Secondary schools at Jabalpur on 24.3.1965:-

1. There has been no change in the pattern of high school education. The duration of the course of 11 years remains the same, but the courses have been stiffened. It is impossible to deal with the heavy courses. Overcrowding of the syllabus is a very serious problem.

2. Problem of private schools is the problem of finance. Government meets the total recurring expenditure. Private Institutions cannot get donations.

3. Some latitude should be allowed to schools in the preparation of syllabuses. The schools should be given freedom for final assessment of the students attainments.

4. The universities should hold entrance examination. Some officers prefer full external examinations. Internal assessments have failed on the grounds of lack of integrity.

5. There is shortage of teachers for Science, English and vocational subjects.

6. Moral and religious instruction in some form should be given.

XVI. The following points emerged in the course of discussion with the Vice-Chancellor and members of staff of the Jawahar-lal Nehru Agricultural University, Jabalpur, on 23.3.1965:-

1. Agricultural education at the secondary stage has made no headway in the country because boys are not prepared to drop out after finishing it as a terminal course. At the high school stage, agricultural education cannot be done seriously. Attention should be given to the drop-outs who have passed or failed matriculation and stay in villages. In fact, matriculates with agriculture who drop out and stay in villages create a problem.

2. General concept of education in the country is theoretical - not practical. The people in villages rank

agricultural education low. Opening for agricultural graduates in the Agriculture Departments are limited and chances of promotion are poor.

3. To give modern bias in education, emphasis should be on science - and for this teaching of agriculture is the best medium.

4. From the drop-outs from high schools, a vocational type of agricultural education should be given. Boys coming from agricultural schools will be admitted to this university - as well as those from other streams for whom special orientation course will be necessary.

5. It is sad that good agricultural graduates are not given a start at higher levels in agricultural service. As a result there is poor leadership in the service.

6. In some colleges teaching and research are separate. A good researcher must teach - and a teacher must be a researcher. According to the organisation in this university, the teacher will be given experience as a teacher, a researcher and an extension worker. These experiences are essential to a good teacher in an agricultural university.

7. Agricultural colleges have not succeeded in producing better methods of teaching agriculture. A student should learn to identify a problem and find out answers. Problem-solving-attitude is lacking. The result is that the needs of an area are neglected. The colleges are much burdened by trying to teach too much. All subjects and all requirements of all areas are taught. The courses in agriculture are theoretical. Much of agronomical teaching is empirical: it emphasises how to learn facts not how to apply knowledge. Confidence comes to a man by working. University is asking professors to prepare economic projects to be worked out in realistic conditions. Boys will be given

the realistic projects of economic nature to work out in order to gain confidence by independent work. Later the project will be extended on a wider scale and supported by loans.

8. Some courses in agriculture at the secondary stage should be so oriented as to be terminal courses. There should be an opening of a profitable nature for those who leave the school after matriculation.

The university would like to experiment with a secondary school in a block. It would pick up boys who are not likely to go beyond matriculation stage and to experiment with a type of vocational agricultural course for them.

Importance to theoretical knowledge is not less essential and it should not be ignored at the cost of practical work.

9. The criteria of selection of students for admission adopted at present is just marks obtained in the high school certificate examination. Agriculture does not need persons with good marks only; they should have additional qualifications - initiative, capacity for observation and interest in applying knowledge on spot.

10. The university proposes to limit admission to the actual capacity which exists in the university and constituent colleges. Other colleges in the university in other parts of the State are unified with the university. Basic courses in Science and Humanities are introduced in all colleges. The university is planning agricultural engineering courses with the help of the local engineering college.

XVII. The following points were raised in a discussion with the Principal and other staff of the Government Engineering College, Jabalpur on 24.3.1965:-

1. The purchase of equipment is difficult because of red tapism in procedures. The Principal cannot purchase articles worth more than Rs. 1,500. It is difficult to get

import licences in time.. The allotment lapses before the licences come. The condition that 90% of the cost should be deposited imposed by firms is not approved by Government in time. Procedure requires that the Western Regional Committee of the Council of Technical Education should process the list of requirements. This further delays purchase of equipment.

2. As regards admissions, applications are arranged merit-wise. The lists are pooled and decisions are made at Bhopal by a Committee of Principals of Engineering Colleges. The system of interviews has been abolished. Merit is considered on the basis of performance at the higher secondary certificate examination. The college was built for intake of 70 - now the intake is 300. Staff is short by 23 of the approved strength. The college requires 51 more members of the staff than the approved number. The post-graduate classes require additional 17 members. The staff is most inadequate.

3. Readers and lecturers get U.G.C. scales of pay but not professors who get only Rs. 1000-1200. It is difficult to get suitable men on the salary offered for professor-ship.

4. Seven more hostels have been sanctioned for 700 additional students. Accommodation at present exists for 600 but actually there are 1,000 in hostel. The hostels are over-crowded. The total enrolment in the college is 1650. Accommodation for lecturer rooms, laboratories, etc. is all very short. Library is in need of considerable improvement.

5. There are 7 postgraduate departments in Engineering and 3 in Applied Sciences. For Engineering, there are 50 scholarships of Rs. 2550/- each. There are five more scholarships of Rs. 400 and Rs. 500 for senior students.

6. Special equipment is required for research work. Equipment can be prepared in the workshop; but workshop is designed for instructional purposes only. If a little more equipment is purchased and a good workshop established for making precision instruments, some valuable apparatus could be prepared without much cost. Small workshops should be attached to each department for making precision instruments. Students can make instruments, if they have facilities.

7. There are two Russian Professors here for a short time. They do not have the apparatus required for their work. The apparatus which they require would cost Rs. 40,000 which would enable them to make valuable contribution. Unfortunately, funds are not made available. The Russian Professors can get a couple of such apparatus prepared in the workshops. It was stated that there is a lot of delay and red tape in getting the requisite apparatus. If Professors think that apparatus is necessary, it should be financed.

8. The higher secondary system has failed. Two years following 10 years course is necessary for training right type of entrants into the university.

XVIII. The following points emerged in the course of discussion with local educationists at Jabalpur on 24.3.1965:-

1. So far as primary education is concerned, in the past no work was expected to be done at home by children. Now a boy goes to the school with so many books and note books, but does nothing there. The teachers are not anxious to teach. Extension of primary course to five years does not lead to better education. Books change every year, middle school course includes parts of high school course and high school course includes college course. The curriculum is loaded. Four year course for graduates was much better at the university stage. There is haste and chaos all over.

2. Schools have not been inspected for the last ten years or more.
3. Books prescribed are full of mistakes.
4. Discipline exists because the teachers have failed to inspire confidence. There is indiscipline among teachers. Teachers are not competent and they cannot answer questions.
5. It is essential to teach Sanskrit according to the old methods. (This was the opinion of some Sanskrit scholars present.)
6. One opinion was emphatic that boys of the age of 3 years should not be accepted for pre-primary education. Mothers are glad to get rid of children, but mothers must accept the responsibility of teaching them.
7. Training in normal schools is poor. Matriculates are admitted to normal schools. They have no interest in teaching. They are anxious to improve their qualifications by appearing at examinations as private candidates. Secondary education should be of not less than seven years' duration.
8. Internal assessment shows great dishonesty. Students fail in the first year examination in very large numbers. Freeships should not be given. This makes people irresponsible. Promotions in classes are given on recommendations of people.
9. Ph.Ds. should be stopped. They are worthless and create a class which is not much liked nor much useful.
10. Pre-primary schools should be attached to primary schools. Parents do not take interest in the education. Teachers do not take interest in tuition. Recruitment of persons to the profession of teaching is not properly done. Teachers should be carefully selected. One year's training

course for graduates in the training colleges is insufficient. The staff in teacher training schools is incompetent. Double shift system has failed. Three hours shift is not good at all. Nationalised books are not in the market and they are seldom available in time. Equipment in schools is poor.

11. The administration of primary education should be in the hands of Central Government.

12. Janpad Sabhas give grant to all stages of education. Private enterprise at the secondary stage should be encouraged. Private schools should be properly financed as the sources of private donations are not there. Grants to schools are not released in time. Government should provide all funds which the schools require for all purposes: the managing bodies of such schools should only manage.

13. Entrance age to primary school should be five, not six years.

14. Middle school pass teachers are incompetent. Training in training institutions is poor in quality and character.

15. The previous Commissions did not prepare time table for implementation and indicate priorities. The Commission should also study question of personnel required for the implementation of the recommendations.

16. The Headmaster is the key person and he should be properly selected. There should be Assistant Headmasters in high schools and good young men should be selected for the job. Good professors and teachers should not be appointed as Principals if they do not make good administrators. They should be given higher salary by way of compensation. Inspectors should be carefully selected and trained. B.Ed. training course of nine months is too short. The subjects which the teachers will be required to teach

in schools should be taught in the training colleges. There should be constant interchange between headmasters of training colleges and assistant professors in the universities and colleges.

17. Primary teachers are most concerned with getting degrees and improving their prospects than in teaching/ profession. They should be paid well.

18. Creches should be opened in rural areas.

19. The school buildings are very bad. They are not well equipped. Women teachers should have good houses. In rural areas separate girls schools or co-educational schools with men teachers are desirable. Primary schools should be under Government control.

20. Qualifications of matriculation for teachers should be relaxed in the case of women. Mrs. Deshmukh's scheme of condensed course has been a failure.

21. There should be an all-India Education Service.

22. There should be specific budget provision for library services.

23. High school course should be of ten years 4plus3plus3 after which there should be public examination. Public examination is rampant with corruption. Invigilators are threatened. Reform in the examination system is necessary. Internal marks are not good. The Board of Secondary Education is unmanageable. There should be Divisional Boards.

24. The classes in schools should be of smaller size.

25. Grants-in-aid rules are differently interpreted in different parts of the State.

26. Private schools are unable to provide building for the schools.

27. English in high schools should not be compulsory.

28. Agricultural education is necessary.

secondary schools should be required to take university diploma of the B.A. stage in the subject which they choose to teach in secondary schools. Composite B.A. plus B.Ed. course is desirable but it is not a success. Untrained teachers can be trained merely through correspondence courses to a certain extent.

XIX. The following are the points brought out in the course of discussion with local educational officers held on 24.3.65 at Jabalpur.

1. Graduate teachers with the additional degree B.Ed. (Basic) are usually required to teach in secondary schools. Methods of basic education are not of much use to them. Moreover, this additional training narrows somewhat their field of training in a training college. Philosophy of Basic Education can be taught in one week consisting of five periods of 40 minutes each. In the absence of post-basic higher secondary schools in the State it is waste of time to teach methods of correlation. The limited advantage of such training that it trains District Inspectors of schools and staff in Basic Training Institutions.

2. Those who have done B.Ed. without basic education are not considered fit for posts of lecturers in normal schools. Preference is given to B.Ed. (Basic). B.Ed. should be a general course. Special training for inspectorate and training institutions staff in methods of basic training should be given in service training. Another view expressed is that the training in training colleges should be so oriented as to provide excellent training to teachers for higher secondary schools as well as necessary acquaintance with the philosophy and practice of basic education. The period of training is so brief that no specialisation is possible. In the training colleges there should be one year of general training followed by six months' orientation course and six months' inservice training. M.Ed. course should specialise in certain fields as is done at Baroda. There is also need of organising courses in the methodology of teaching subjects at a higher level.

3. Entrants to B.Ed. course who did not study at the B.A. stage the subjects which they are required to teach in

(4) The number of colleges and universities in the State should be restricted in order to ensure quality. The participants deplored indiscriminate opening of new universities and colleges.

(5) Standard of English of students is poor. They cannot read books in English and understand them. International technical terms must be used in high schools and universities. Instruction up to secondary stage should be in the regional language. At post-graduate stage, it should be in English. At post-graduate stage, it should be in English. At under-graduate level, teaching should be partially in the regional language and partially in English. Another view expressed was that at under-graduate stage the medium of instruction should be English. If the medium at under-graduate stage is regional language, the standard at post-graduate stage will suffer. Another view was that at under-graduate level, the medium should be regional language with international terms. Regional Science Colleges should be encouraged.

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C - DISCUSSIONS AT INDORE-UJJAIN

The programme of the Indore-Ujjain group included the following :-

INDORE

1. A visit to Maalharashram which is a purely residential higher secondary school for boys conducted by the State Government.
2. A visit to the Degree College and Higher Secondary School at Indore conducted by the local Muslim community.
3. A visit to the Fine Arts College, Indore, conducted by the State Government.
4. A visit to the Indore University and discussions with the Vice-Chancellor and Members of the Executive Council.
5. Discussion with the Principals of Colleges and Teachers of the Indore University.
6. Discussion with students at Indore.
7. A discussion with the Officer Commanding, N.C.C., Madhya Pradesh.
8. A discussion with the Headmasters of local Secondary Schools at Indore.

DEWAS

9. Visit to the I.P.G.B.T. College, Dewas.
- UJJAIN
10. Visit to the Higher Secondary School, Ujjain, conducted by the local Gujarati Samaj.
 11. Visit to the I.P.G.B.T. College, Ujjain, and talk to students.
 12. Discussion with Headmasters of Higher Secondary Schools and Principals of Basic Training Institutes.
 13. Visit to the Vikram University and discussion with Vice-Chancellor, Heads of University Departments and

14. Visit to the Madhav College, Ujjain.
15. Visit to the Scindia Oriental Institute, Ujjain.
16. Discussions with local educationists at Ujjain.

The main points which emerged in these discussions have been briefly enumerated in the following paragraphs.

XX. Malharashram, Indore: This is a purely residential Higher Secondary School conducted by Government. In so far as its teaching programme is concerned, it is precisely similar to all other Higher Secondary Schools in the State. But the main difference is that all the students have to live in the hostels. The total charges per student (excluding tuition) come to Rs. 730 per annum and it is claimed that this is the cheapest public school available. The total enrolment at present is 261 out of whom 24 are Harijans, 32 are Adivasis and 38 are Vimukhatjis. The results of the schools are very good (more than 90 per cent every year and in some, even 100 per cent), with a large number of students coming in the first and second classes. The total teaching staff is of 27 persons giving a pupil-teacher ratio of about 9 : 1. This low pupil-teacher ratio combined with residential arrangements and good individual supervision is mainly responsible for the good results. The staff is well qualified although the Principal complained of frequent transfers in recent years. He said that the teachers did not like to remain in the school because they had to work harder than in other schools and did not receive any compensatory allowance or special pay. The cost per pupil to Government for tuition comes to Rs. 460 per annum as against about Rs. 112 for all the Higher Secondary schools in the State. I think that this school may be taken as a model for the quality type of institutions that we propose to run in selected centres.

XXI. Islamia Karimia Degree Colllege and Higher Secondary School, Indore: There is a fairly large Muslim Community in Indore (the total population is about 80,000). It has been conducting a higher secondary school (established in 1902). The institution is fairly well-staffed and well-conducted. The total enrolments are: 71 Nursery section; 554 Primary section; 142 Middle School section and 259 Higher Secondary section. The students are mostly Muslims; although there is a sprinkling of other communities as well. Recently, the management have also started a Degree College with Science courses. The main demands of the institution included the following :

- (a) The College is very badly in need of additional land and has applied to Government for the grant of some adjoining property. The matter is pending decision for a very long time.
- (b) There is a great delay in sanctioning grants for equipment to private colleges. The procedure needs to be simplified.
- (c) It is necessary to sanction liberal grants-in-aid for library books in colleges, especially in newly established institutions. There is hardly any provision for this in the existing rules.

XXII. The Fine Arts College, Indore: This institution arose out of an Arts School conducted by the old Holkar state (established in 1927). It is a small institution with 51 students and a teaching staff of four. But it is doing work of a high quality. The total expenditure is about Rs. 28,000 per year at present. The institution provides courses for the Fine and Applied Arts: Diploma and Advanced Diploma as prescribed by the Madhya Pradesh Board of Technical Education (this is based on a similar course approved by

the All-India Council for Technical Education). There is no separate building for the institution which is now held in a portion of a Middle school building. The Principal pressed the view that the institution should be developed into a Faculty of Fine Arts of the Indore University on the lines of the Faculty of Fine Arts in the Baroda University.

XXIII. Discussion with the Vice-Chancellor and Members of the Executive Council of the Indore University: Indore is a city with a population of five lakhs. There are 13 colleges with a total enrolment of about 11,700 which is expected to increase to about 17,000 by the end of the Fourth Plan. It is, therefore, a good decision to establish a University at Indore which can give a meaningful direction to the development of higher education in the area. The following points emerged in the discussion with the Vice-Chancellor and the Members of the Executive Council :-

(1) The present fourth-year plan of the University is dominated by one concept, viz., that it is the first duty of the University to provide for all the additional enrolment that is likely to come up during the Fourth Five Year Plan (estimated at about 5000-6000). It was suggested to the University that this may not be a right decision, especially in view of the open door policy adopted by the State Government in higher education and that most of the resources that would be available to the University would be eaten up by mere expansion if this decision were to be fully implemented. As an alternative, it was suggested that the responsibility for providing higher education for all the additional students that might be enrolled in the Fourth Plan - whether on the basis of an open door policy or otherwise - should be left to the State

Government and that the University should concern itself mainly with the education of a comparatively smaller number of the more gifted and purposeful students who would be admitted on a selective basis. This purpose would be served if the University conducted one or two colleges where admissions would be selective and where high standards would be maintained.. The best students would naturally seek admission to these institutions conducted by the university and the others would seek admission in other local colleges, whether conducted by Government or by private enterprise.

(ii) The University should introduce Honours courses with either the same duration (3 years) or a longer duration of 4 years. A beginning may be made in some subjects in which facilities and teachers are available and the programme may be extended to the other subjects as facilities and teachers can be provided. The Honours courses may preferably be conducted by the University; but it would be worthwhile to share this programme without duplication or overlapping with the other affiliated colleges also in a planned manner.

(iii) The decision of the University to institute a Faculty of Education is commendable; but it may not meet the need of the situation if it takes the routine form of establishing a P.G..B.T. College. What is needed is a new programme. The proposed Faculty or Department of Education should include the following important activities amongst others :-

- (a) Research and experimentation for improving the methods of instruction in colleges;
- (b) Orientation to lecturers in colleges;
- (c) Intensive school improvement in the area of the University by providing programmes of

inservice education to teachers of secondary (and even primary) schools within the area of the University;

- (d) Extension services to secondary schools in the area of the university to improve their standards; and
- (e) Identification of talent early enough at the secondary stage and providing it with the best opportunities to grow, under the guidance of university teachers.

(iv) Another new programme which the University may consider is the establishment of an Extra-Murale Department for purposes of Adult Education. A special programme which needs consideration in this context is the provision of short training programmes to rural leadership within the area of the University. This could also be made a State-wide programme.

A general point was emphasized in the discussion that a new university has a reasonable chance of cutting new ground and starting vital but unconventional programmes. This possibility generally lasts for about 2-3 years; and if it is not utilised during this time, the conventional pressures assert themselves and things fall into the familiar old routine. It was suggested that a new university like Indore should make an intensive effort to avoid this real danger.

XXIV. Discussion with Principals of Colleges and Teachers

at Indore: In the discussion with the Principals of Colleges and Teachers at Indore, the following were the main points that emerged:

- (a) The point which was discussed most related to the pattern of school and college classes. A number of speakers expressed their dissatisfaction with the existing

higher secondary course and felt that a pattern of 10 2 3 would be better. However, there was some opposition to this point of view and it was claimed that the cost to parents and the opportunity costs of education would increase very considerably if one year is to be added to the school stage in the near future. Too frequent changes in educational pattern were also condemned. Some were of the view that instead of lengthening, the existing duration of school and college stages should be reduced, if possible.

(b) The pre-professional year in the Medical colleges, it was asserted, was not fruitfully utilised in the present set up. The same view was put forward about Engineering Colleges also.

(c) It was suggested that the Vice-Chancellor should constitute a committee to examine the problems of higher education in detail and to send a memorandum to the Commission in reply to its questionnaire on higher education at an early date.

XXV. Discussion with Students at Indore: A representative group of students of the different colleges affiliated to the Indore University came for discussion. The following were the main points raised :-

(i) There is a great scarcity of hostel accommodation at Indore. A large number of students are staying in private houses and have to pay a very high rent - as high as Rs. 40^{per} student per month. A liberal provision for construction of additional hostels especially in the local Medical College is, therefore, an urgent need.

(ii) The present system of examination when the fate of the student is decided merely on the basis of the final examination alone is not good. Some system of internal assessment of the work of the students throughout

(iii) There are no post-graduate courses in the local Women's Colleges and many girls lose the opportunity of receiving post-graduate education because their parents object to co-education. It would be a good step if post-graduate courses are introduced in women's colleges also.

(iv) English should not be a compulsory subject of study in the university stage. The medium of instruction should be changed to Hindi as early as possible.

(v) Students' Unions should be allowed to develop a programme of providing ancillary services to needy students or other worthwhile programmes.

XXV. Discussion with the Officer Commanding, N.C.C. in

Madhya Pradesh: The Officer (Commanding, N.C.C. in Madhya Pradesh met the Commission on the evening of the 23rd March. He was very much opposed to the idea of making N.C.C. voluntary. His own view was that, for the defence of the country, young men had to be made defence-conscious and provided orientation to military training. This was being achieved under the present programme of compulsory NCC. He felt that the scheme must be tried for a minimum period of another five years before any final decision is taken.

XXVI. Discussion with Headmasters of local Secondary Schools

at Indore : The Headmasters of local Secondary Schools met for a discussion on the morning of the 24th March. The following main points emerged at the discussion :-

(1) All the Secondary Schools in Indore are overcrowded. Some schools have enrolments of more than 1400. It was felt that, to achieve the best results, no high schools should have an enrolment of more than 700.

(ii) There was a great shortage of buildings in all the local institutions. Several institutions were being held in shifts from morning till night. In spite of this heavy work, the Principals were not given any special allowance or pay.

(iii) Recently there had been a very bad cut in the contingency of the schools and several programmes were suffering. Experiments could not be performed in some schools simply because there was no money to purchase hydrochloric acid or other chemicals. Adequate contingency has to be provided as a minimum essential.

(iv) There is no pattern of staffing higher secondary schools decided as yet. Some schools are, therefore, overstaffed while others are under-staffed. It is necessary to evolve a suitable formula for this purpose at an early date.

(v) The present curriculum is extremely overcrowded and too much time is given to languages. The teaching of craft becomes merely a farce especially because no provision for craft teaching is made at the middle school stage.

The Headmasters of local Schools agreed to hold a discussion group and to suggest the manner in which the secondary schools in the State could be adequately staffed. There was a strong feeling that the existing course is too heavy and that it may be desirable to lengthen the duration of secondary education to four years as in the past and to introduce the system of Intermediate Colleges.

XXVIII. Visit to the P.G.B.T. College, Dewas: On the morning of the 24th March, a visit was paid to the P.G.B.T. College, Dewas. This is a good institution. Some of the trainees (who were admitted afresh for training) complained that they did not receive any financial assistance. Another

~~interesting point raised was that, under the present rules~~ of the State, a matriculate and trained teacher who obtains the B.A. degree later on, is still required to undergo the full course of training for one year if he is to be regarded as a trained graduate. It was pointed out that some concession should be shown to such teachers and that they should be required to undergo only a shorter course of training.

XXII. Visit to the Higher Secondary School, Ujjain: The

Higher Secondary School at Ujjain conducted by the local Gujarati Samaj was visited next. This is a good institution. The following points emerged in the discussion :-

- (1) The grant-in-aid to private schools in Madhya Pradesh is fixed once in three years. This causes several hardships.
- (2) Although the rules of grant-in-aid in Madhya Pradesh are very liberal in theory, the actual grant received by this institution is very low.
- (3) The curriculum of the Higher Secondary Course is extremely over-loaded and it is not possible to do justice to it.

XXIII. Visit to the P.G.B.T. College, Ujjain: The P.G.B.T.

College, Ujjain, was then visited. This is an excellent institution and has all the potentialities for development as a comprehensive teacher training institution in the fourth Five Year Plan and this may be kept in view by the State Government. The following points emerged in the discussion with the staff :-

- (1) The present system of examination at the end of the B.Ed. course was traditional and contrary to all the principles of evaluation we teach in training colleges.
- (2) It is necessary to introduce a better system of evaluation in training colleges as early as possible.

XXI. Discussion with Headmasters of Higher Secondary

Schools and Principals of Basic Training Institutes: In

the afternoon of 24th March, a discussion was held with the Headmasters of Higher Secondary Schools and Principals of Basic Training Institutes who were invited to Ujjain. The following points emerged in the discussion :-

(1) The curriculum is over-loaded at present and needs simplification. Some steps to this end would be taken in the new scheme proposed by the Board of Secondary Education. But these are not enough.

(2) Some of the Higher Secondary Schools are so small that their cost is unnecessarily high. Some attempt at rationalisation of the location of Higher Secondary Schools will have to be made.

(3) There have been drastic cuts in the contingencies of higher secondary schools. This is affecting the efficiency of education very adversely.

(4) The duration of the school course should be increased to 12 years. This will secure more mature entrants to university education and will help in raising standards at the school stage.

(5) There should be an examination at the end of class VIII on passing which, students should be regarded as eligible for admission to general secondary schools.

(6) The teaching of crafts is very poorly done at present. There are no craft teachers in several schools; in others, their number is very inadequate. The tools and equipment are not properly provided. The time allowed is also very meagre - two periods a week for one year only. Either the teaching of crafts should be discontinued or it should be done in a proper fashion.

(7) While it is true that internal assessment has been largely mis-used, it is necessary to improve the situation and try to make the experiment a success. To give up the

programme now would imply a permanent and final condemnation of the teachers as a community.

(3) Regular progress cards of students should be maintained.

(9) The scales of pay of Principals of Higher Secondary Schools should be improved.

The Headmasters who had gathered at the meeting presented the Commission with a memorandum on secondary education and also with another memorandum containing their replies to the questionnaire. These are being summarised separately.

XXXII. Visit to the Vikram University, Ujjain: On the morning of the 25th a visit was paid to the Vikram University, Ujjain. The buildings which are now under construction (for the postgraduate science departments) as well as those which have been completed (library, students' hostels, etc.) were seen. The progress has been rapid and satisfactory. There was then a meeting of the Heads of University Departments and Principals of affiliated colleges. The following points emerged in the discussion :-

(a) There is a lack of coordination between postgraduate teaching and research. The quality of research leaves much to be desired and its organisation is poor.

(b) The Department of Ancient Indian History & Culture in the Ujjain University needs to be developed, especially as Ujjain has been a seat of ancient learning. The work of this department has to be integrated closely with that of the Scindia Oriental Research Institute and also the Sanskrit Department of the University.

(c) College teachers should be given study leave with full pay periodically and exchanges of teachers among the universities should be promoted.

(d) The subject of philosophy is very much neglected, particularly in Madhya Pradesh. Facilities for the teaching of philosophy should be provided in every college.

(e) No new university should be established for at least 10 years and emphasis should be laid on the development of the existing universities.

(f) The new universities do not get copies of old books which are now rare. In departments like Chemistry, for example, no research work is possible unless the old issues of standard journals are available. Steps have to be taken to provide these to every new university.

(g) There should be more abundant opportunities to university teachers to participate in seminars, symposia, etc. so that they can keep themselves in touch with other workers in the field and abreast of the latest knowledge.

(h) The programme of starting Honours courses was discussed and generally approved.

XXIX. Visit to Madhav College, Ujjain: A visit was then paid to the Madhav College, Ujjain. This is a very big institution with about 3200 students. There is a great shortage of accommodation and the college has to run in three shifts from 7.30 A.M. to 9 P.M. This affects standards adversely. The students also complained about the lack of adequate accommodation. There seems to be a general feeling that, while Government finds money to construct buildings for colleges at other places, the claims of Ujjain generally tend to get neglected.

XXXIII. Visit to the Scindia Oriental Institute: The next institution to be visited was the Scindia Oriental Institute, Ujjain. It has a very beautiful collection of old manuscripts. These have to be recatalogued and the catalogue has to be published. Satisfactory arrangements have also to be made to preserve these manuscripts. By and large, there was a feeling that the claims of this Institute are being neglected and that it is being starved for want of funds. At present, its expenditure is limited to the amount of Rs.18,000, which is given as a block grant-in-aid by the State Government. Programmes of expansion are needed and there was a suggestion that these should receive sympathetic consideration in the U.G.C.

XXXIV. Discussions with local educationists: In the afternoon there were discussions with local educationists in which the following points emerged :-

- (a) It would be desirable to go back to the system of Intermediate Colleges. The higher secondary system has not been successful.
- (b) The textbooks now prepared are very poor in quality. A national effort is needed to improve them.
- (c) The political parties incite the students and use them as tools for their electioneering purposes. This leads to indiscipline and the trend has to be rigidly controlled.
- (d) The officers of the Education Department are so busy with administration that they have no time to visit the schools. The departmental staff has to be strengthened.
- (e) The educational facilities are very unequal in the different parts of the country. There should be some systematic effort to equalise them.
- (f) The existing system of examination is very

unsatisfactory and needs to be improved. We have to introduce a system of autonomous colleges.

(g) The traditional system of learning Sanskrit should be preserved. This is dying out rapidly for want of patronage from Government.

(h) English should not be taught as a compulsory subject at any stage, including the university. It should be possible for a student to get the highest degree in education without being required to have the knowledge of English or any other European language.

(i) It is necessary to cut down the cost of educational buildings very greatly. Some work in this direction has been done by the Vikram University but a good deal more can be done. In particular, it is possible to improve designs of hostels for university students and to reduce the cost by 15-20% through the provision of improved and better designed furniture.

D - DISCUSSION AT RAIPUR & BHILAI

XXXVI The following points emerged in the discussion with Principals of Colleges and University Teachers at Raipur on 22nd March, 1965:-

(1) The students who come to Medical Colleges are ill-equipped with Mathematics. Medical College entrants should also have good grounding in Mathematics.

(2) There should not only be a regulation for minimum attendance but the minimum number of lectures to be delivered per subject should be prescribed.

(3) All grants including State government grants to universities and colleges should come through an autonomous body like the U.G.C.

(4) Religious and moral education should be emphasised in the curriculum.

(5) Colleges of Science and Colleges of Engineering and Technology should be merged into one.

(6) There should be a prize like the Nobel Prize for promotion of Indian Scientific opinion and original work should be recognised.

(7) Young lecturers should have special seminars at the hands of senior people during 'Preparation Leave' for about a fortnight in the month of March or so.

(8) Only persons of character and integrity should be recruited to the profession.

XXXVII During discussion with Educationists at Raipur on 22.3.1965 following points emerged:-

(1) Condensed course classes for women were started by the Raipur Women's Association for their prospective employment as women teachers but they are not now being admitted to the training course. All this effort and money is thus being wasted.

(2) Local body teachers have been taken over by the State Government. The teachers do not come under the discipline of the local bodies. The municipalities are only expected to provide buildings, peons and contingencies. This is leading to indiscipline among teachers.

(3) Frequent changes of text-books and syllabi should not be made.

XXXVIII The Education Commission met the Principals and Teachers of Higher Secondary Schools for a discussion at Raipur on 22nd March, 1965. The following points arose out of the discussion:-

(1) Primary education should be entrusted to females only.

(2) The present examination system should be improved.

(3) Education should be a concurrent subject in the Constitution, for active and effective control of education.

(4) An Indian Educational Service should be established to have qualified teachers and administrators of education.

(5) There should be a national pattern of pay scales for all teachers and uniform service conditions. Triple-benefit scheme should be made compulsory. There should be a central enactment for the security of service conditions of teachers.

(6) Teachers constituencies should not be abolished because only teachers can speak about education.

(7) There should be a national teachers' union and the teachers should be encouraged to join this union, which should be recognised.

(8) On the lines of the J.G.C., there is need for Secondary Education Commission in the country.

XXXIX The following points emerged during the Commission's visit to the Kamaladevi Sangeet Mahavidyalaya, Raipur on the 23rd March, 1965:-

(1) The system of grants-in-aid to music colleges should be revised.

(2) Ceiling of grant per student should not apply in the case of music students.

XL The following points were made during the Commission's visit to Science College, Raipur on 23.3.1965:-

(1) There should be no difference in salary scales for teachers in Universities, Engineering Colleges and Science Colleges.

(2) Teachers in temporary service should also be allowed medical leave.

(3) There should be only one grade of pay for professors of science subjects in Government Science Colleges and Engineering Colleges.

(4) Only persons who have achieved eminence in teaching should be appointed Vice Chancellors.

(5) There should be no University Departments but only constituent colleges.

(6) University and constituent college professors should go to affiliated colleges as visiting professors.

IXL The following points were made when the Commission visited the Engineering College, Raipur on 23.3.1965:-

(1) There is considerable wastage as many students entering Engineering colleges are not interested in Engineering but are forced entry to such centres by parents.

(2) Candidates for teachers' jobs should be picked up during their studies in colleges by suitable methods of pre-selection.

(3) Government should permit teachers to write books and accept royalties.

VIIIL When the Commission visited the Sanskrit College Raipur on 23rd March, 1965 it was pointed out that

(1) Sanskrit is not even an optional paper in the Higher Secondary examination; and

(2) There should be a compulsory Sanskrit paper for the Higher Secondary Examination.

VIIIL The following points emerged during the Commission's visit to the Durga Arts College:-

(1) There is too much emphasis on quantity.

(2) All persons are not fit to enter universities and all M.As. are not fit to be teachers.

(3) The examination system should be revised in such a way that the students would be busy throughout the year. This will help avoid indiscipline among students.

VII

During the discussion with Teacher Educators on 23rd March 1965 the following points emerged:-

- (1) The duration of training should be lengthened.
- (2) Training colleges should be linked with workshops.
- (3) Training of Primary school teachers should be separate.
- (4) Correspondence courses should be introduced for teachers. Theory can be through correspondence and practicals can be arranged.
- (5) There should be provision for mobile training institutions.
- (6) 'Education' should be introduced as a stream in multipurpose schools..

VI

During discussion with Vice-Chancellor, Ravi-shankar University, Raipur the following points emerged.

- (1) There should be intimate contact between neighbouring colleges.
- (2) There should be no single subject universities. Single subject institutions should be called only centres or institutes for learning in that particular subject.
- (3) There should be at least one Central University in every State.
- (4) Matching grants are a problem which many universities have to face. These should be done away with.
- (5) There should be only one medium of instruction throughout the country. A time limit may be prescribed for the adoption of Hindi as the medium. There may be regional languages as media but at least one college with Hindi medium in every State.

(6) As a first step the language of Administration in the Hindi speaking States should be made Hindi

(7) English as a medium of instruction up to the Higher Secondary level should be abolished.

(8) So long as preference is given to English educated people in the services, Hindi cannot flourish.

IVL During the interview with student leaders the following points were made:-

(1) System of examinations should be reformed. Regular periodic tests should be held and students should be given weightage for their performance.

(2) Textbooks should be published according to the syllabus and made available to students. At present several books have to be consulted to cover the entire syllabus.

(3) There should be some machinery to understand the problems of students and to solve them.

(4) For technical education, the syllabus should be uniform all over the country.

(5) Third Division in post-graduate examinations should be abolished.

(6) There should be no disparity in fees in Government and private colleges. Fees for girls should be lower.

IIII During the visit to the Government Dani Girls Multipurpose Higher Secondary School, Raipur, the following points were made:-

(1) The present Higher Secondary system has not worked satisfactorily. It is not equivalent to the old Intermediate.

- (2) The work load of teachers should be reduced.
- (3) Admission should be based on test of ability and not on guardians insistence.
- (4) Internal assessment is not successful.
- (5) Model schools specialising in particular subjects should be started rather than trying to improve everything everywhere.

DISCUSSION WITH THE LEADERS OF THE ADVISASI COMMUNITY,
KORBA, MEMBERS OF COMMUNITY DEVELOPMENT BLOCKS, KORBA
AND KARTALA.

XXXXVII. The following points were made in the course of the discussion:-

1. They need a good high school. The present high school with 350 students meets part-time in the Tribal Welfare Department Middle School. This arrangement is unsatisfactory and discourages students. The high school should have two main streams- agricultural and technical.
2. The teaching in primary school is not very good, and there are no middle schools in the vicinity. There should be more middle schools in the aboriginal area. These middle schools should be given suitable training in order to enable them to profit by later education in Industrial Training Institute and secondary schools. At present education in middle schools is nominal.
3. Boys and girls in the aboriginal areas are still reluctant to go to primary schools. There is greater reluctance to attend schools which run in two shifts. Accommodation in schools is very poor, unattractive and shabby. There should be more class-rooms. The people are willing- as they actually do - to provide labour free for construction of school buildings. Seventeen schools were constructed at the cost of Rs 1000/- each. The villagers provided labour worth Rs 500/-. The schools thus constructed were small, ungainly and congested from the very start.
4. Wastage is due to the fact that while the villagers can spare children for the school between the ages of six to eight, they are unable to spare them after they reach the age of 8 or 9 when they can do odd jobs to help the family. If schools for such boys are held in the evenings, they would be able to attend. The boys cannot attend school during sowing and harvesting seasons or when boys are sent out to pick up " MAHUA" and other forest products. Hence attendance in schools is very irregular. The school should meet through-out the day in order to meet the convenience of all sections of the tribal community. The evening classes should be for those who cannot attend during day time.

5. Primary Schools should be kept open in summer vacations and schools in summer should be held in the morning and evening according to the convenience of the students.
6. In order to encourage education of girls, there should be separate schools for girls, more particularly middle schools.
7. There should be arrangements for teaching adult men and women in the schools. The Social Education Summer Camps were very good and did a lot of useful work. Such camps are very much needed.
8. There is a Kanya Ashram for girls in Korba. As soon as the building is complete, it will provide middle schools classes. Girls are provided free food, clothes, books and other requirements. The Ashram will have a "Balwadi", "Adult Education Centre" and "Health Unit". No guarantee is given by the girls in regard to do service in return for free schooling in the Ashram. General opinion is that the local girls should be encouraged with liberal scholarship to become teachers for the area. There would be about 50 girls in the hostel when the building is ready. At present there are 23.
9. Mid-day meals are absolutely necessary in the aboriginal areas. Children are poor. They come from long distances walking. This measure would also improve attendance.
10. Tribal Welfare Department opens middle schools and provide hostels. Residents are given Rs 20 per month to cover boarding and other expenditure. This is attractive. This means that distance does not matter because the students can stay in hostels.
11. There should be a college at Korba, especially suited to the needs of the aboriginal population.
12. Delay in distribution of scholarships causes great difficulties.

7. Students entering the Institute must complete 18 years of age and must not be above 25.
- 8- There should be follow up of the students after they get jobs. There are no evening classes or part-time courses of instruction.
9. The Institute caters for six districts of Madhya Pradesh, Bilaspur, Raipur, Drug, Bastar, Raigarh and Sārguja. If there are vacancies after admitting students from these districts, tribal students from other parts of Madhya Pradesh can be admitted.
10. The Principal and the Area Organiser, Tribal Welfare, Korba feels that the standard of instruction would improve if there were other non-tribal students in the Institute.
11. There are three Institutes in the State of this kind for the Scheduled Tribes, the two other being at Mandla and Dhamlod (Dhar District).
12. Boys who pass class VIII prefer the jobs as teachers. Those who cannot become teachers or managers of Cooperative Societies come to the Institute for admission. The starting salary of teachers and managers is Rs 90.p.m. After training from the Institute, a trainee starts on a salary between Rs 100 to Rs 150. If they show good work, they can rise to higher posts.
13. There are 250 students in the Institute, all of whom live in the hostel. There is a whole-time hostel superintendent and Assistant Medical Officer. Boys run their mess under the supervision of the Hostel Superintendent.

III. A Note on the Industrial Training Institute, Korba, which was visited 31.3.65.

1. The Institute is meant entirely for Scheduled Tribe Students. No other students are admitted even if there are vacancies. This has double disadvantage. The courses remain uneconomic and the tribal students have no opportunity of mixing with non-tribal students.
2. Eighteen months' courses in the Institute are provided in eleven trades: Smithy, Carpentry, Moulding, Fitter, Turner, Motor Mechanic, Machinist, Welder, Wireman and Electrician.
3. Admission qualification for electricians is matriculation (10th class) with mathematics and science. A pass in the Higher Certificate Examination at the end of the 11th class held by the Board of Higher Secondary Education is not a necessary qualification. For smithy, carpentry and some other courses a pass in class VIII is considered adequate. After eighteen months' course, students are required to put in six months apprenticeship training in some workshop. Some factories pay stipend to apprentices. Where they do not get this, the Department of Tribal Welfare pays Rs 60 as stipend.
4. All students get the jobs for which they are trained, except black smiths and carpenters for whom the demand is low.
5. Students under training are given Rs 50 p.m. as stipend. They are provided free accommodation and furniture in the hostel. They need not purchase any books. In fact they are not expected to read books except those which are in the library. They depend upon notes given by class teachers. The training given to students is essentially practical. They have no Hindi books which they can read. The few books available are not of the best type. While preparing their lessons, the teachers have to consult English books. The students knowledge is second hand.
6. In spite of the award of scholarships, not more than 75% of the seats in the Institute are filled by tribal students. Electrical course requiring higher qualification is the worst casualty, It is indeed a pity that the institute cannot admit tribal pupils even if the vacancies exist.

SUMMARY OF THE MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION IN MADHYA PRADESH

SUMMARY OF THE MEMORANDA SUBMITTED TO THE
EDUCATION COMMISSION IN MADHYA PRADESH

1. Dr. Baldeo Prasad Mishra, Divisional Vigilance
Officer, Bilaspur Division, Bilaspur (M.P.)

The educational authorities should be directed to impress on the minds of the students the permanent values of life and to watch the development of national character in the students. They should consider it their primary duty to see that the students are alive to the present needs of the country.

Curriculum, specially upto the Secondary stage of education, should be qualitatively improved.

Students should have ample time and opportunity to consult with interest either from libraries or other sources, the standard and desirable books connected with their subjects. For this purpose, the reduction in subjects taught and number of books prescribed, deserve careful consideration.

The prescribed text-books, specially of language, should be thoroughly scrutinised before they reach the hands of the students.

There should be religious or moral instruction for the development of catholicity of mind and broadness of outlook. A few class-room lessons should not be considered as enough.

Extra-curricular activities need proper scrutiny. Only such activities which are helpful to the students in their regular study need encouragement.

In bigger towns, there should be at least one school where admission should be allowed exclusively on intellectual merits irrespective of caste or creed or other influences and really good staff and equipment should be provided there. Similar arrangement is necessary in connection with higher education as well. At least one College in each State should be reserved for best talents.

Poverty should not come in the way of the talented students to get education at all stages. They should be helped by the Government in all possible ways.

The Government should provide really good research centres and encourage talented graduates to work there with devotion and perseverance. Their success should be amply patronised and rewarded.

More technical institutions should be provided for boys who cannot be admitted to the higher education courses.

Some sort of practical training in field work i.e. social service or work-shops or agricultural or industrial centres, should be made a condition precedent to the award of any certificate or diploma or degree.

The question-paper in the examinations as a trial may be divided into two parts - in the first part requiring memory-test may be oral or written; in the second part the students may be allowed to consult books in the examination hall.

Frequent transfers and specially mid-term transfers of teachers; burdening teachers with activities other than teaching; and encouragement of keys, notes, short-cuts and things like these, should be stopped.

2. Shri M.K. Chitale, Bilasour (M.P.)

Teaching of Sanskrit should not be discontinued in the XI Standard of Matriculation Examination in Madhya Pradesh.

Sanskrit should be placed as a third language in all the Hindi-speaking States and it should be taught as a co-existing language either with Hindi or with the regional language in non-Hindi-speaking States.

Recommendations of the Sri Prakasha Committee's Report relating to the teaching of religious and philosophical education and building up of the moral character of the students should be implemented in all educational institutions in India. Idealism and patriotism should have their proper place in the ambitions of our youths.

Sanskrit course and religious-philosophical (not communal) education pattern should be made compulsory in schools.

Sadhu Samajj should be made an effective machinery to eradicate corruption.

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3. Shri Shyam Manohar, Principal, Panchayati Raj Training Centre, Vanvasi Dham, Mandla (M.P.)

A policy and reasonably effective programme of tribal education should be formulated to promote maximum possible social security, employment and community development problems of the tribal areas.

Educational institutions for Tribals should aim at quality and should not be content with quantity alone. Practical training and instruction apart from the 3 R's should also be imparted in such subjects like forestry, agriculture, vocational and technical training suiting the area, culture and traditions of the tribal areas. Education should be related to occupational activities.

Separate teacher training institutions should be started where prospective teachers for

4. Shri P.C. Malhotra, Bhopal (M.P.)

Higher education should aim at preservation and strengthening of Unity in Diversity. It must give a national outlook and produce national leaders who would not only keep the Nation bound as one unit and thus make it rise from strength to strength but would also encourage diversity to be enriched by releasing and even generating the latent talents and intellects spread throughout the country. It should also fit in and promote Democratic Socialism.

Each State must have one National University or Central University which should serve as a model for excellence in academic standards and national outlook.

The All-India Service in Education should be revived.

It is time that some firm decision is taken with respect to expansion of College Education and starting of new Universities in the different States in the country. Consolidation in College and University education is the necessity of the hour.

Quality in Education should be the sheet-anchor of our policy in Collegiate and University Education.

College Education for majority should be a two-year Pass Course Degree after Higher Secondary of twelve years. After this there should be one year Honours Course added to the two-year Pass Course Degree or a three-year Integrated Honours Course to qualify for admission to a two-year Post-Graduate Course.

Immediate National Policy is needed in respect of the wave of converting the so-called Degree Colleges into Post-Graduate Colleges.

Each Post-Graduate College Hostel should have a good library and reading room of its own.

Library Re-imbusement Scheme should be introduced as an experiment for the benefit of lecturers having a salary upto Rs. 500/- per month to begin with. Full re-imbusement of an expenditure on books upto Rs. 300/- per year and partially on an expenditure upto Rs. 500/- per year is suggested. The library re-imbusement may be allowed during the first five years of a lecturer's service..

The selection of the Principals for Colleges and particularly for Post-Graduate Colleges is a matter of great importance. His status and emoluments should be on par with a University Head of a Department over and above some additional facilities for a proper discharge of his responsibilities. He should also be on par with age of superannuation in University Teaching Departments.

the tribal areas should be trained. Prospective tribal school teachers should be drawn from tribal youth who already have a rural and tribal background and are accustomed to live in tribal and their own peculiar environment.

The Government must grant additional allowances to tribal teachers placed in remote areas and inaccessible jungle crevices and also provide them with housing accommodation to create an incentive in them to work as teachers in their own communities and not be lured away by the glittering life in urban areas.

The tribal school teacher should be groomed for leadership qualities in a teacher training school where he should be taught practical health, education, agriculture, handicrafts, re-creation, co-operation, socio-economic, technico-economic, ethnographical and cultural survey techniques.

The scheme of Education for the Tribals should aim at paving the way for integration of tribal groups into general economic life of the country by assisting them scientifically to carry their traditional activities more profitably or by guiding them towards new activities.

Vocational and technical training schemes should form a part of larger projects of education, social welfare and community development. The entire educational-cum-training scheme must be related to the development of general education and employment.

Under the Government of India scheme to run Tribal Development Blocks, a system of Tribal school groups with a full-fledged school at the apex should be organised/opened in each of the Tribal Development Block - consisting of the attachment of a number of tribal schools in a particular region to a Central School, the staff of which has been specially trained to direct the activities both of the school at the apex and the branch schools. The group should serve as extension centre for general education and vocational and technical guidance and training-cum-production centre..

New occupational facilities will have to be provided in the syllabus and the bias and the slant will have to be given right from the pre-primary stage, gradually taking a final shape when students reach higher secondary stage such that the students discontinuing study at any stage finds himself/herself capable to taking to gainful employment without the aid of and assistance from any outside agency. The vocational and technical trades selected should bear reasonably good relationship with the raw material available in the region.

For developing a National outlook and preserving National Unity, the advantage of English which is a link language at present among the intellectuals throughout the country must not be sacrificed.

Since each State has come to have a number of Universities, the need for having a State University Grants Commission or State Inter-Universities Board is urgent.

Problems of Universities can only be solved by energetic and immediate assistance and co-operation of all State Governments, of Central Government, of Business and Industry, and of Private Agencies/Benefactors.

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5. Shri V.V. Sarwate, Principal, Government Engineering College, Bilaspur (M.P.)

If India is to survive as a Nation, an educational pattern to impart knowledge effectively to children should be evolved as early as possible. This can be created only if we restore education to its sacred place on a pedestal from which we have pulled it down and we begin to look upon our educational institutions as temples of learning rather than fish market.

The status of the teacher should be raised. It is the teachers who carry out educational policies and, therefore, they should have hand in framing them and the policy-makers should consult them before any such educational policies are framed.

Our educational system is 'failure-oriented'. Since failure in examinations closes the door to employment opportunities, we modify our educational system to suit the convenience of the failures. Intelligent students fail to find the intellectual challenge that is so vital for progress. The new educational system should, therefore, look to the needs of all types of children.

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6. Shri Shyam Manohar, Maandla (M.P.)

All-India Shikshak Samaj under the All India Federation of Education Association should be constituted to bring about a neat and appealing balance between the loyalty to the teaching service and the interest of the children served.

The status of teachers should be raised by improving their salaries, conditions of employment, legal protection and the quality of service they give. Nation's progress and well-being, the people's welfare etc. depend mostly on the labours of a teacher. Conditions of work for quality teaching should be created.

Fine Arts Education unfolds the hidden creative powers and leads to the release of emotional tensions. All-round development of Fine Arts Education should be promoted - drawing and painting, dance and drama, poetry and music, folk music and folk dancing, sculpture and modelling etc.

The teaching of Fine Arts Education should be made compulsory in the early stages of education. At the pre-primary or nursery stage it can best be imparted through training the child in painting, music, dance, modelling and allied creative activities. It should be an optional subject in the Higher Secondary School Curriculum.

Central and Regional Institutes of Fine Arts Education should be established with a view to offer facilities for higher training and research.

The Fine Arts Education Teachers and Educators must be treated on par with other Teachers placed in similar positions.

7. Shri J.N. Moudgill, Principal & Secretary,
Maulana Azad College of Technology,
Bhopal (M.P.)

Deterioration of standards in Engineering Education is, perhaps, due to lack of academic freedom to Engineering Faculties in Universities. Necessary changes in the University Acts, Statutes, Ordinances, Rules and Regulations may be made so that the Academic Bodies may meet more frequently and discuss academic problems in the way these problems deserve to be discussed, and so that Professional Faculties are allowed to work unhampered by the majority rule of Arts and other Faculties.

Professional Faculties may be given a great degree of autonomy in their affairs so that they can serve the cause of technical education in the best manner possible and that they do not have to copy the methods of other Faculties.

It has been reported that the standard of engineering graduates from Madhya Pradesh is low as compared to graduates of Universities in many other States. It is for consideration of the Education Commission as to how this state of affairs can be improved in the Vikram University and to recommend remedies for the same.

8. Shri Badri Nath Dewangan, Lal Bagh,
P.O., Jagdalpur, District Bastar (M.P.)

Along with Physical Development through Physical Education, students should also get food for Spiritual Development through Spiritual Education.

Spiritual Education should, therefore, form a part of General Education at all levels of Education.

Spiritual Education only can bring peace, prosperity and happiness to Mankind. It will eliminate the distinction of caste and creed and will bring about emotional integration.

9. Shri Veer Chand Nathu Bhai, Chhotapara,
Raipur.

Summer Vacations, Diwali and Winter Vacations should be curtailed and the list of Gazetted and Local Holidays should be limited to a desirable extent.

The number of actual working days for instructional work should be at least 250 days in a year.

Regular teaching hours which also include Physical Education should be from 10.30 A.M. to 5.30 P.M. daily.

During Summer Vacation from 1st June to 30th June, the School should be run in the morning only.

Winter Vacation should be abolished immediately as it looks like a farce.

Periodical examinations should be stopped. Test examination of each subject should be taken on every Saturday and the marks noted in a register. Seasonal marks should be given on the basis of these test examinations.

The Annual Examination should be taken after 15th April and completed in 10 days. Classes should be promoted before the 30th April.

10. Prof. D.R. Bhawalkar, Dean, Faculty of
Science, University of Saugar, Saugar.

Science Departments of Universities and Colleges should have better equipment, more staff and other facilities.

Methods of teaching both in the classroom and in the laboratory should be modified to create interest in the students.

Teaching load of teachers should be reduced so as to enable them to guide research and keep themselves in touch with the recent developments in Science.

Tutorials and Seminars should form an integral part of the modern methods of teaching Science.

The recurring as well as non-recurring grants to Science subjects/Departments need immediate revision.

More grants are needed to equip the Libraries of Universities.

Advanced Centres of Studies should be started at the University for fields of specialisation in Science.

Workshops of Science Departments need more equipment and the modern equipment needs greater precision.

All grants given by the U.G.C. for equipment, building, appointment of staff etc. should be on 100% basis without any condition of matching grants from the University.

Research scholarships and fellowships of the Ministry of Education and the U.G.C. should carry with them a contingency grant of at least Rs. 1,000/- as in the case of the C.S.I.R. Scholarship.

The amount of research scholarships are too low to attract good students. They should be raised so that good students can be attracted.

Pay scales of teachers in Science Faculties and Universities should be made the same as in I.I.Ts and Technical Institutions.

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11. Jawaharlal Nehru Krishi Vishwavidyalaya,
Jabalpur

Agricultural Colleges should produce specialists who could run short vocational courses for practising farmers and carry out the supporting field extension work.

Each Agricultural College should produce graduates who are familiar with the problems of agriculture in which the College is located.

It should be possible for each Agricultural College to provide for greater degree of specialisation even at the under-graduate level.

Agricultural Universities established on the pattern of Land Grant Institutions should provide wider opportunities for specialisation.

Teaching of agricultural education should be made problem-oriented. The teachers in Agricultural Colleges and Universities should work with the farmers to identify and solve their problems and from the experience gained orient the teaching and research.

Agricultural Colleges and Universities should also provide cultural and social education to students in addition to the technical education on agriculture.

There should be an examination of the funds spent by the educational institutions in relation to the achievement. A body like the Public Accounts Committee composed generally of educationists might take up this work which would help in creating a public opinion in favour of wise investment.

A system of independent accreditation needs to be developed and the States and the Universities have to be persuaded not to give grants to those institutions which have not been approved by the Accreditation Committee.

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12. The Secretary, Government College of Science, Raipur.

The Three-Year Degree Course should be abolished and Intermediate and B.Sc classes should be restored in their original forms.

Academic Heads of Departments in Post-Graduate Colleges should be provided administrative facilities similar to those existing in the Universities.

Incentives for scholarship of the teachers by way of financial rewards (independent of promotions) should be instituted.

More refresher and orientation courses should be provided to bring the teachers up-to-date in their subjects.

The number of students in any College should be strictly limited to below 1000.

The teacher-pupil ratio in Colleges should not be less than 1:10.

The U.G.C. should undertake the task of standardisation of (a) duration of courses, (b) basic content of courses, and (c) examinations.

The U.G.C. should exercise greater academic control over Post-Graduate teaching in Colleges and Universities.

Award of III Class in M.A./M.Sc. examinations should be abolished.

Scholarships, loan schemes, freeships etc. should be related to the realistic needs of the area.

The National Scholarship Scheme should be extended.

Hostel facilities need further extension in under-developed areas where rural students population predominates.

Practical aspect of Curriculum should be more stressed. The Curriculum should be less extensive but more intensive in certain fields.

Suitable facilities for conducting research should be provided to teachers and students.

Frequent transfer of teachers should be avoided.

Differentiation between pay-scales of Science teachers in Science Colleges and Technical Colleges should be abolished. Conditions of services and other facilities and allowances etc. should be uniform all over India.

Every teacher must be compulsorily insured.

Liberal freeships, scholarships and reservation of seats in public schools should be made available to the children of teachers in Colleges and Universities.

Every University should institute Teachers' Welfare Fund to help families of teachers in distress and emergencies.

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13. Members of the Executive Committee of the Board of Secondary Education, Bhopal.

The content of 9 subjects in the Higher Secondary Diversified Syllabus is too heavy for the students. Enough time cannot be devoted to the co-curricular activities expected of the students.

System of Internal Assessment in the Board Examination should be reformed or abolished.

Class X examination should be introduced covering courses of Classes IX and X.

System of Secondary Schooling from Classes VI to XI should be introduced and adopted as a continuous integrated course over a period of 5 years.

Education Examination should be introduced by the Board.

The three-language formula is beyond the capacity of a large student population. Let English be suitably Indianised so that the strain that it puts on students is lessened and minimised.

The status and function of the Board of Secondary Education in each State should be like that of the University Grants Commission.

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14. The Principal, Prantiya Shikshan Mahavidyalaya, Jabalpur.

A workable formula should be evolved which would serve to unify the grants-in-aid available to different Managing Bodies entrusted with the enforcement of Compulsory Primary Education.

Provision of adequate accommodation, equipment and teaching staff should be made to Primary Education Schools in the Mahakoshal region.

Administrative staff for the supervision and inspection of primary schools in the Mahakoshal region should be strengthened.

Local bodies should be urged to pay adequate attention to the provision of accommodation, repairs and upkeep of buildings, provision of equipment and apparatus, allotment of contingency and control over the Class IV staff for the primary education schools in the Mahakoshal region.

The two-year Diploma Course in Training Colleges for Primary School Teachers of the Mahakoshal region should be revised and preference should be given to these trained teachers in Middle Schools.

The effectiveness of Basic Education should be reviewed.

Effectiveness of instruction given in primary schools should be reviewed and Primary Education should be under the Central control.

Unbridled expansion of Secondary Education should be stopped and adequate and prompt steps should be taken to consolidate Secondary Educational facilities so that all expenditure incurred in providing these facilities should be efficiently utilised..

Double-shift system in Secondary Education schools should be done away with.

Secondary Education schools should have adequate equipment, apparatus and teaching aids to carry on properly their day-to-day work of instruction.

Machinery for the supervision of high/higher secondary schools should be strengthened and a Divisional Superintendent of Education should have not more than 50 schools to supervise and inspect. Young, intelligent and capable persons should be recruited for the purpose and requirement of passing departmental examinations relating to rules and administration should be made compulsory.

Seminars of young Principals with little experience should be convened during vacations, where, with the help of senior and experienced hands, problems relating to school organisation and management could be thoroughly thrashed and guidance on the lines of work and approach to their duties can be given.

Teachers' Training Programme should be strengthened and only properly qualified, trained and those having liking for the profession should be recruited as teachers.

Effectiveness of the curriculum should be reviewed and a better distribution of contents of the syllabus from the period from Classes VI to XI is essential and the load of work should be modified.

A close study of the causes and short-comings which have necessitated a decision to abolish internal assessment should be made.

There should be a branch in the Inspectorate whose main duty should be to re-organise games, sports and other extra-curricular activities and see that the students are kept busy and also that the ground is made available to schools on payment of nominal fee adequate to meet the expenses of maintenance etc.

The unified grant-in-aid system aimed at giving financial relief to non-Government and private agencies should be revised and made more liberal and easy in its working.

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15. Principal, Government Engineering College, Jabalpur.

Additional staff requirements and additional accommodation for instructional purposes of undergraduate courses should be provided.

Buildings to house the canteen, dispensary, co-operative store, and a common hall for recreation should be provided to the College.

Accommodation for a cycle shed, a post-office and to the State Bank of India to open a Pay Office within the premisses of the College should be provided.

Four water-coolers and a swimming pool should be provided to the College.

Additional residential accommodation to students and staff of the College should be provided.

Buildings for a Guest House in the College should be provided.

Deficiency in equipment of the College should be made up.

Additional administrative staff of the College should be provided.

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16. Shri R.V. Vaidya, Retired Teacher, Bhide's Wada, M.L.B. Road, Lasakar, Gwalior.

Aim of education should be to achieve three kinds of training: - intellectual, physical and technical.

Present courses of studies should be cut down to an appreciable extent because much of it does not serve practical purpose. Compulsory physical attainment and technical training should also attend to the intellectual enhancement of students.

Studies upto the end of VIII Class should be done as far as possible without text-books except in Languages.

In the Higher Secondary Classes, there should be text-books containing the selected portions for intensive studies..

The subject-matter even from Class I to Class VIII should be presented in regular gradation avoiding repetition of a matter as far as possible.

There should be only one text-book in each Language and it should be taught fully in all its aspects; the difficulty in Languages should increase gradually from Class I to Class VIII and also from Class to Class in the Higher Secondary Classes.

In Hindi and other Vernaculars, a student ultimately should be able to read, write and converse fairly and freely; there is no need of poetry, or essay writing or composition; translation of sense from one language to other may be conveniently introduced, along with necessary grammar.

In English a student should be able to answer questions in small sentences; elementary grammar and translation is to be compulsory; the pupil must know the meaning of every word in the book as well as he should understand the meaning every sentence; the same system of teaching is to be continued in the Higher Secondary Classes.

The Middle School Education (Classes I to VIII) should be looked after by the Middle School Board and the Classes IX to XI should be controlled by the Secondary School Board.

Games and sports in the open air as well as drill along with other kinds of outdoor activities should form the compulsory daily routine in all schools.

Extra games' teachers should be supplied to all High Schools.

Tests of physical attainment should be held every year and at the end of Class X each student should have to pass in these tests to secure the Certificate of Matriculation.

The technical training should be imparted in two years' period of IX and X Classes and should be compulsory.

Work of technical training should ultimately go completely into the hands of the public. The Government will grant recognition to the technical institutions run by public and help them financially and in other necessary ways.

From Classes I to VI, class-work, home work and field attendance should be regularly given marks and promotions should be given on the strength of the total marks obtained.

In Classes VII and VIII, there should be written tests in Mathematics and Languages conducted by the Middle School Board.

In IX and X Classes the examinations should be written ones and looked after by the Higher Secondary Examinations Board.

A student should have to continue further study for one year i.e. Class XI, if he wants to take Arts Course; and two years i.e. one year after Class XI for Science Courses. These examinations should be conducted by the Higher Secondary Examinations Board.

The First Degree Examination should be a Three-Year Course after Class XI for Arts Courses and Class XI plus one year preparatory course for Science Courses.

The Post-Graduate Studies should continue to be as they are at present but the marks for passing should not be less than 55%.

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17. Jiwaji University, Gwalior.

There should be some minimum standard laid down for admission to B.A./B.Sc. Part I or students should be offered Correspondence Courses by which they can take a Degree in Arts and Commerce if not in Science at present.

A High-level Institute of Hindi should be established to make text-books and reference books available in Hindi; both translated and original supported in common by all the Universities in Madhya Pradesh.

English should be taught as a second language so that students are in a position to read English books and get better and more up-to-date knowledge of their subject.

To develop the University as a teaching and a residential centre, the State Government should make more liberal grants available. The pattern of U.G.C. grants should be modified so as not to insist on matching share in every case.

The State Government should establish a semi-statutory board of Vice-Chancellors and in consultation with it, draw up an Inter-University pattern of development to avoid duplication of the same type of project to be supported financially.

The University Grants Commission should consider favourably the proposals of the University for its development for the IVth Five Year Plan amounting to about Rs. two crores - about Rs. 72 lakhs for the development of the Campus and worth about Rs. 1.3 crores for teaching departments and other academic activities including student welfare.

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18. Shri V.N. Bagchi, Local Secretary, Sectional Conference and District Educational Officer, Indore.

Curriculum of Basic Education should be made activity-centred in place of its being subject-centred.

Curriculum of Basic Education should be made more and more flexible so that it may reflect the characteristics and the peculiarities of the social and physical environment to which the child belongs.

In developing curriculum of Basic Education, the human and material resources should be utilised to their optimum and the school staff should be given academic freedom to the extent that such individuals in the community with particular talents and interests may fruitfully serve as resource persons in developing certain parts of the curriculum.

Most efficient supervisory staff service should be made available for the proper growth of Basic curriculum.

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19. Shri P.N. Chinchore, Vice-Chancellor, Indira Kala Sangeet Vishwavidyalaya, Khairagarh.

Drastic changes in the present mode of music education should be made to make it more beneficial for the overall cultural development of the society.

The Education Department of the Madhya Pradesh State and the Central Government should include the Three-Year Degree Course in Music and Fine Arts proposed by the Indira Kala Sangeet Vishwavidyalaya, Khairagarh, in the Fourth Five Year Plan costing approximately Rs. 5 to 6 lakhs.

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20. Shri Y. Saran, Principal, S.V. Government Polytechnic, Bhopal.

Steps should be taken to carefully identify talented fresh engineers for Polytechnic teaching and to develop those already in the profession as efficient teachers.

Pay-scales of teachers for Polytechnics should be improved and made attractive. The salary paid to them must be more than what they could get elsewhere with the same qualifications and experience.

Teaching techniques in Polytechnics should be revolutionised and made up-to-date as they are in advanced countries.

The syllabus and the examination system of Polytechnic education should be revised and made more effective on the lines prevalent in advanced countries.

Specialised courses in technical education should be started in Polytechnics for catering to the needs of larger concerns and general courses for

catering to the needs of smaller concerns.

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21. Book Sellers & Publishers Association,
Patankar Bazar, Gwalior-1.

Only standard, authentic and comprehensive books in different subjects for different standards should be published.

Books should be written by the persons who are in direct touch with the teaching to a particular standard and are properly qualified, talented and enthusiastic.

Encouragement should be given to the individual authors and publishers for the publication of standard nationalised books. They are ready to co-operate with the Government and the reasonable prices the Government would suggest would be acceptable to them.

There should be a clear margin of at least 20% for the recognised booksellers who should be allowed to resell the books to the petty retailers at a reasonable discount and also be allowed to sell to the students at the usual discount and practice.

Book-printing and publishing upto the Higher Secondary Standard should be left free for the private sector.

Government should provide all possible help in the improvement of existing facilities for publication of nationalised books.

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22. Shri H.L. Kapoor, Lecturer in Chemistry,
Maulana Azad College of Technology, Bhopal

Research facilities for Science Teachers of Engineering Colleges should be provided at the Higher Institutes of Technology (at I.I.Ts and Technical Institutes). Research seats should be reserved exclusively for such teachers sponsored by the Engineering Colleges. They may be paid the same salaries as they may be getting in their parent institutions at that time (if necessary, shared equally by the Sponsoring College and the I.I.T. concerned).

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23. Shri Laxminarayan Das, M.P., President,
Kamaladevi Sangeet Mahavidyalaya, Raipur

Music as a subject in the Humanities Group upto Higher Secondary and upto B.A. in the Faculty of Arts should be sufficiently treated for an all-round development of students.

The music class should comprise not more than 10 to 15 students.

Pay-scales of music teachers in schools and colleges should be improved.

There should be a clear-cut policy regarding the preservation of Classical Heritage of Music and a sound system of financial assistance from Government in this regard.

No cut should be made in the Grant-in-aid to the non-Government Music Colleges in future and no refund should be insisted upon in regard to the grants already paid to these Colleges.

The post-graduate and research classes of Khairagarh University as well as the Post-Graduate Music Colleges affiliated to it, deserve adequate financial assistance from the U.G.C.

Research assistance to highly qualified and talented teachers working in the Khairagarh University and its affiliated Colleges should be given by the Ministry of Education, the U.G.C. and the State Government.

Sangeet Natak Akademi, New Delhi, and its State Akademis extend their helping hands only to professional troupes etc. in the fields of dance, drama and music. No grant is given to the institutions for the teaching purposes.

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24. Local Headmasters of Secondary Schools at
Ujjain

The duration of secondary education should be 12 years after the student is admitted to Class I at the age of 6. This should be followed by 3 years Degree Course at the College.

The age of admission to Universities and Professional Colleges should normally be 18 years, in no case should it be lower than 17 years.

There should be four clear stages with a

public examination for proper standardisation at the end of each stage as under:

- (i) Primary Education - Class I to V for age-group 6 to 11
- (ii) Middle Education - Class VI to VIII for age-group 11 to 14
- (iii) High School Education - Class IX to X for age-group 14 to 16
- (iv) Higher Secondary School Education - Class XI to XII for age-group 16-18

For the financial, economic and administrative convenience, it should be possible to run more than one stage (out of Primary, Middle, High and Higher Secondary stages) in the same building under the charge of preferably separate Heads conditioned by the number of students, subjects taught and accommodation available.

There should be a coherence between general education and vocational education and an effective liaison between Education and Industry.

Only those students who would go for Higher Education of academic nature and professional education of first level should study in Classes XI and XII. Class X should be of terminal nature for all those who would not go for Higher/University Education.

While specialisation would be introduced in Class XI, the education upto Class X should be of general nature with a provision for choice of subjects.

Minimum educational qualifications for entry to subordinate executive services should be Class X and undue weightage should not be given to Higher Education while selecting personnel for these services.

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25. Shri H.L. Kapoor, Lecturer in Chemistry,
Maulana Azad College Of Technology, Bhopal

Standard Universities (one in each State) should be set up in India with the co-operation of leading countries in the World. These National/Central Universities should serve as Model Institutions with highest excellence in academic achievements.

The staff for such Universities should be drawn from foreign countries as well as from the best talent available in India.

The admission policy should be so formulated that 50% of the students are drawn from all parts of India and the rest of 50% from the host State strictly on merit basis.

The pay-scales and service conditions of the teachers should be uniform in all such Universities and English should be the medium of instruction.

Each such University should have strong departments of Hindi and other regional languages of India.

Higher Education should be on the concurrent list of Constitution.

Foreign aid in the form of equipment and teachers should be desirable for such Universities.

In the wider sense of Commonwealth Co-operation, a serious attempt should be made for the establishment of a Commonwealth University which will serve as a nucleus of inspiration for the above-said National/Central Universities.

In case there is reluctance regarding setting up of new Universities during the Fourth Five Year Plan, as an alternative, a leading University of each State can be converted into a Central University by completely overhauling it and organising it on the pattern of the National/Central University described above.

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26. Shri Vinal Kumar, Jayaji Chowk, Gwalior-1
(Member, Lalit Kala Akademi, New Delhi)

Subjects relating to Fine Arts Education should be introduced at the primary school level and should continue upto the University Stage.

Efforts should be made for the uniformity in standards to be adopted for the recognition of degrees and diplomas in Fine Arts Education for purposes of jobs offered in this field and determining a uniform pattern of scale of pay.

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27. Shri Ishwar Chandra, Rector, University of Saugar, Saugar.

Education in its substance and contents should be attained and adapted to our time, place and circumstance; and the curricula for the students in Colleges and Universities should be framed accordingly.

The curriculum should be properly balanced to include Literature & Science.

To enable geographical mobility of students, it should be necessary to have the same syllabi for the same courses of studies at all the Universities in India.

There should be uniform schemes and standards of examinations and the rules for regulating gradations, divisions and compartments in all Universities in India.

The allotment of marks for Theory, Practical and Sessional work, for internal assessment and external tests should be identical at all the Universities in India.

Arrangements should be made to hold the examinations for various courses of studies on the same days or dates at all the Universities in India simultaneously and the results be declared simultaneously as well.

A frame of common ordinances should govern the examinations in all the Universities in India.

Within the State, when a student migrates from one University to another, a University Migration Certificate should not be insisted upon. A simple Transfer Certificate from the Head of the Institution the student had last attended should be deemed sufficient and authentic.

No migration or immigration fee should be charged from a student who migrates from one University to another within the same State, and a second tuition fee for the period for which the student has already paid, should not be charged.

The examination, tuition and other fees at all the Universities in India should be the same.

The Statutes governing the admission of Colleges to the privileges of the University; and the conditions of affiliation - including the affiliation fees, conditions of the service of the staff, the library, the laboratory, the play-grounds, hostel accommodation of students, living accommodation for members of the staff etc. - should be identical all over India.

The method and the mode of the appointment of the officers of the Universities and the academic staff including their qualifications, their salaries and service conditions,, teaching load at the various levels etc. should be the same at all the Universities in India.

The terms and holidays for all the Universities in India should be the same.

The autonomy and the academic freedom of the Universities all over India, at all levels, should be maintained and guaranteed.

At the Post-Graduate and Research levels, there should be a greater variety, flexibility and diversity of choice in the selection of subjects and the areas of specialisation.

Statutes, rules and ordinances framed in regard to the Universities all over India should be calculated to stiffen rather than soften the academic standards and the canons of conduct.

Universities in India should be kept away from power politics and elections.

The mode of the appointment of the Vice-Chancellor should be the same at all the Universities in India.

Pre-professional courses - Medical and Engineering- should be attached to the Medical and Engineering Colleges and their integrated courses should be extended accordingly.

Educational progress should not be allowed to get itself arrested due to lack of financial support.

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28. Shri L.C. Jain, Assistant Professor and Head of the Commerce Department, Government Degree College, Neemuch & Honorary Director, Institute of Business Administration, Gwalior.

Commerce Education should be given due importance in the National System of Education to be evolved. Every University should provide this facility.

That Commerce is a Faculty and as such there should be different departments of specialised study and research e.g. Accounts, Commerce, Economics, Banking, Business Management and Administration, Taxation etc.

Universities and the Government should provide facilities for practical training and research work in the field of Commerce Education just as they provide laboratories for scientific and technological education. Industries, business houses and public undertakings can easily provide such facilities. Moreover, under legislation, the Industries should be required to keep certain number of trainees and recruitment of only trained graduates should be enforced.

Properly qualified teachers of Commerce Education should be appointed. They should be provided with adequate emoluments, future prospects and importance in Society.

The examination system should be changed and the pattern of education prevalent in the U.S.A. should be adopted.

Whether in the educational institutions or the Government departments, it has to be seen that only people with the knowledge of Commerce Education are appointed to decide the cases.

Separate Commerce Colleges should be established and their administration should be looked after by Commerce Graduates who should be their Administrators or Heads.

Commerce staff in Colleges and Universities should not suffer from discrimination in the matter of promotions.

Appointments of persons in Industries, Business and Public Undertakings, should be regularised. Commerce Graduates should get preference irrespective of caste or creed.

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29. Shri M.K. Chitale, President, Sanskrit Parishad, Bilaspur.

Teaching of Sanskrit should not be discontinued in the 11th Standard of the Matriculation Examination in Madhya Pradesh.

Religious-philosophical education must be imparted in all educational institutions.

Sadhu Samaj is an effective machinery to erradicate corruption.

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30. Scindia School Teachers' Association, Fort, Gwalior

Secondary Education

Concept of Education should be re-defined and in the new system education lure of degrees and diplomas must go.

For the vast majority of children, a period of 10 years schooling should be sufficient to equip them for their citizenship duties. The relationship of this majority with land and industrial plants must be strengthened during this period of ten years.

The talented minority of children should be afforded all help and facilities to pursue higher professional, technical and academic studies. A very high standard of efficiency and achievement must be set for this group.

The social status and the monetary remunerations of the teachers must be brought on par with that of any other professional or technical group.

Residential schools should be encouraged.

Regional languages are the only media which can make educational growth possible.

31. Shri R.V. Vaidya,, Retired Teacher, Lecturer in Physics, Patel Vidyalaya, Gwalior

Re-oriented Aspect of General Science

The syllabus for Higher Secondary Course in General Science should be related with the life of every child, present or latter life, so as to prepare the child for a fuller and complete life.

Main aim of General Science teaching should be to arouse curiosity, a desire to know how and why of things and then to acquire a sort of pleasure and satisfaction of having found or learnt or achieved something new; it is this that constitutes living a fuller and more complete life.

The topics suggested for inclusion into the syllabus for Higher Secondary Course in General Science should mention clearly the extent to which they are to be dealt with.

In teaching General Science the teacher should supply the students with material to think over and explain their causes; and then supply explanation later on

32. Shri H.R. Gupta, Manager, Rajaborari Estate & Radhasoami Higher Secondary School, Thimarni Hoshangabad District:

Holidays in Educational Institutions

Government should take a bold decision and apply a drastic cut to the number of holidays in educational institutions and utilise the services of the teaching staff more effectively and efficiently.

33. Shri Iqbal Hussain Khan, General Secretary, Madhya Pradesh Dini-Talimi Conference, Near Masjid Shakkor Khan, Bhopal.

Harm done to the minds of Muslim boys by the present system of education prevailing in the primary and high/higher secondary schools in Madhya Pradesh

Text-books mis-represent the Muslim sovereigns and the Muslims period of Indian History in a manner and distort historical facts in a way that make any honest historian ashamed.

Urdu, one of the 14 languages guaranteed in the Constitution and the mother-tongue of at least 40 million persons in this country is being cold-shouldered out of its own home and birth-place and the Muslims are being deprived of their Constitutional right to study it.

Unsecular activities are not only indulged in but actively encouraged in educational institutions. They are a source of frustration to the Muslims.

34. Shri H.N. Shrivastava, 2772-Napier Town, Naveen Vidya Bhavan Marg, Jabalpur

U.P.S.C. Examinations

Students with specialised knowledge of Engineering and Technology should find proper scope in the syllabi for competition in the U.P.S.C. Examinations.

The syllabi of the U.P.S.C. Examinations and specially the syllabus for Telegraph Engineering Services Class I should be revised.

35. Shri Ishwar Chandra, Rector, Sagar University

University Grants Committee

Government should appoint a "University Grants Committee" - a statutory but non-official body - in each State to develop fruitful partnership between the State and the Universities in it. This Committee should serve as "the Bureau of the Budget" for the universities and should advise and assist them in the formulation of their programmes, plans and priorities.

36. Dr. A.P. Saxena, Professor & Head of the Department of Physics, Government College of Engineering & Technology, Raipur.

Teaching of Science and Technology

Colleges of Science and Colleges of Technology should be merged together and the merged institutions should be named "Colleges of Science and Technology", with more or less autonomous departments under a Director or a Principal, on the lines of Indian Institutes of Technology and other foreign institutions. These colleges should be affiliated to Universities.

Immediate changes in curriculum, methods of teaching and methods of learning for Science and Technology subjects are the need of the day. A high power Committee should be set up to draft skeleton courses for the entire country which should be revised every three years.

More of Summer and Winter Schools should be run especially to emphasise methods of teaching of Science and Technology subjects to cope with the increasing knowledge.

Good text-books on Science and Technology subjects should be produced to indicate the scope and teaching of the subjects.

Enhanced pay-scales, guaranteed house accommodation on transfer, security of service, reward for honest and sincere work, liberal research grants with permission to take away the equipment on transfer should be afforded to the teachers of Science and Technology.

Exchange of teachers of Science and Technology should be encouraged.

37. Shri B. Singh, General Secretary, Primary & Secondary Schools Teachers' Association, Raipur.

Curriculum

Time is long overdue to bid adieu to the subjects of Social Studies, General Science and Crafts from the Primary and Secondary Education Curricula.

38. Shri S.N. Nigam, Principal, Government Higher Secondary School, Nai Garhi (Rewa).

General Suggestions

Education, right from the primary grade I, should have technical basis to supply technical personnel (in particular) and to create various skills in people (in general)

Everyday Science should be a compulsory subject from grade III to VIII and instruction in this regard should include simple practicals also.

Government should concentrate on technical and scientific education. Government schools should offer only these diversified groups - technical and science elective groups - leaving the education of Humanities etc. in the hands of private institutions only.

Government should open Multi-purpose Higher Secondary Schools offering technical group - at least one in each district.

Number of Technical and Professional Institutions e.g. Polytechnics, Engineering, Technical and Medical Colleges, should be increased so that each district has at least one of these.

Courses in technical group in schools should be linked with courses in polytechnics, engineering and technical colleges.

Technical institutions - higher secondary and others should not be under the control of the Department of Education, but under the relevant technical department e.g. P.W.D., Industries, Mining etc.

Free education should be available upto grade VIII (13 +) and only one type of education upto (13 +) should be available in the country to all.

Admissions to the good schools e.g., Public Schools etc., should not be on the basis of the paying capacity of the guardians, but on the basis of merits of students.

Fee sufficient to meet at least 50% cost of education should be charged from grade IX onwards.

Students offering scientific and technical groups should be exempted from payment of all fees at all levels. In case of shortage of seats in these courses, admissions should be made on the basis of merit.

Meritorious students in Humanities etc. upto a limit of 20% of their number may also be exempted from payment of all fees.

Top 10% meritorious students in all subjects should be given good scholarships at all stages from grade I onwards.

A National Scholarship Corporation - on the pattern of Life Insurance Corporation, but reverse in function - should be instituted to loan our needed amounts of money to needy students recoverable with interest in suitable instalments after they are settled in earning jobs or professions.

Hindi should be the medium of instruction in all post-secondary institutions.

Medium of instruction upto Secondary classes should be the mother-tongue. One other regional language should be compulsory for Hindi-medium students and Hindi compulsory for non-Hindi medium students.

Steps should be taken to improve standards of education at all levels.

Internal assessmentss etc., wherever they exist may be post-poned off at once till we develop good tools of assessment which are reliable and we become able to use them judiciously.

39. Shri Kirti Dev Shukla, Gwalior Rayons, Birlanagar, Gwalior

General Suggesttions

Education should create in young generation a feeling of responsibility and service.

We should say good-bye to English from our Higher Educational system.

We should evolve a system of education less expensive yet more effective which may not make a youngman a Bubu but a craftsman.

The new educational system should create a sense of self-confidence and self-reliance in the youth of the country.

We should be wise in educational budgets and go in for "Ashrams" instead of palatial buildings for schools, colleges and universities and should spend the money on other things like libraries, well-equipped laboratories etc.

Hobby Centres should be opened.

Sports should be given more importance in educational institutions.

40. Shri Gargi Sharan Mishra, Principal, Janapada Higher Secondary School, Bagharaji

Rural Educational Problems

English should be made an optional subject and should no longer be a compulsory subject.

Agriculture or gardening must be introduced as a compulsory craft in the rural schools. For this purpose, a field of about 2 acres at least should be provided for every rural school. Qualified teachers should be appointed and agricultural implements, seeds and manures should be provided in addition to the contingencies to meet petty expenses.

Rural Schools should be managed by Government and some extra remuneration in the form of village allowance should be given to the teachers in addition to their security of service conditions.

Higher Secondary Schools in rural areas should be converted into Intermediate colleges and secondary education should finish at the end of Class X.

Pattern of Secondary Education should be uniform throughout the country.

Languages other than Mother-tongue, Hindi and Sanskrit should form a group of optional subjects in all Secondary and Higher Secondary Schools in the country.

One period for moral teaching should be allotted in the time-table in every school in the country.

Syllabus for every subject should be prepared keeping in view its practical use in life.

Mother-tongue should be the medium of instruction throughout the country and the aim should be to make the National Language a medium of instruction throughout the country in due course of time.

Primary Education upto the Class V should be in the hands of highly qualified lady teachers.

41. Dr DK. Singhai, Jabalpur:

Present Educational System

The present system of education has resulted in incomplete imbalance and wrong development of mental capabilities with abnormal reactions, without moral education or background.

Students have lost self-confidence and have failed to face the hard realities of life as a result of the present system of education.

The only way to reform the present system of education is to go back to the Pre-War system of education with modifications where needed.

42. Dr. Gian Chand Jain, Professor of Urdu, Hamidia Arts and Commerce College, Bhopal

University Education

Education upto the Higher Secondary level should be universalised.

At the degree stage, a vast majority of students should be channelled in scientific, technical, professional and vocational institutions. Only a small minority should be absorbed in Humanities.

The post-graduate course in Humanities should be open to the competent few.

Those getting less than 48% marks in a particular subject in the degree examination should not be allowed to take post-graduate examination in that subject.

Every State should have one or at the most two affiliating Universities to take care of all the Colleges in the State. The rest should be teaching Universities.

Every State should have one Central Teaching University.

National money should not be frittered away by opening post-graduate classes in subjects, like M.A. in Urdu or Linguistics, that do not attract many students. A University Department for them at only one place would be satisfactory.

Higher Education will remain lop-sided unless the U.G.C., and other authorities pay special attention to Colleges.

Colleges should be denationalised and handed over either to the Universities or to an autonomous body on the lines of C.S.I.R., The finances should continue to flow from the Government as at present.

For Science and Engineering subjects, English should be the medium of instruction and examination.

For Humanities, Regional Language and English should be two alternative media of instruction and examination. English medium will be chosen by the more brilliant.

At the Higher Secondary stage in Hindi States, the study of "History of South Indian Culture and Civilisation" should be substituted in place of the "South Indian Language" in implementation of the Three-Language Formula.

Roman rather than Devanagari should be a common script to Indian Languages.

Instead of three optionals at the degree stage, there should be two optionals plus one compulsory subject "General Education" comprising a minimum knowledge of every subject in Humanities.

Lecture system in teaching should be supplemented by tutorials in degree classes and discussion groups in post-graduate classes.

Leaders of political parties should be persuaded to withdraw from the Students' World.

All India Students' Organisations should be dissolved and membership of College Students' Unions should be made optional.

All students should be permitted to appear privately for B.A. and B.Com. examinations.

Those who have never done research themselves should not be allowed to guide research.

A thesis for examination should not bear the name of the candidate or the supervisor.

Pay-scales of teachers in Schools, Colleges and Universities should be uniform all over the country and there should be no great gulf between them. The gulf should be narrowed not only by raising the minimum but even by cutting the maximum.

A more sound method should be evolved for the selection of a Vice-Chancellor for a University.

Promotions of teachers in schools, colleges and universities should be on the basis of merit after due process of advertisement and selection commission. There should be no departmental promotion by seniority.

Teachers in Colleges and Universities above the category of Lecturers should be allowed to cross the "Efficiency Bar (E.B)" in their time-scale only on production of a Book or Collection of Papers approved by an Evaluation Committee in each Subject - consisting of experts wholly from outside the University jurisdiction. Such E.B. should be placed after every 4 years in the time-scale of these teachers.

The Ugra University system of appointments of Examiners by rotation according to a Seniority Panel is the most satisfactory and should be adopted.

43: Dr. P.N. Kawthekar, Professor of Sanskrit, Government Hamidia College, Bhopal

Higher Education

The old High School Examination should be revived and a new course of twelve years for the Higher Secondary stage should be fixed.

The course for the Honours Degree should be created.

The medium of instruction upto the Higher Secondary stage should be the mother-tongue.

The medium of instruction for the higher education should be either Hindi or English.

In the States where Hindi is the mother-tongue the third language to be taught should be Sanskrit.

The elections of the teachers to the various posts of the University should be done away with.

The new proposed cadre of the I.E.S., should be open to teachers also.

The pay-scales of teachers in Colleges should be on par with the pay-scales of teachers in Universities.

There should be a method of checking to judge whether the teachers in colleges contribute some work towards the advancement of knowledge. This scrutiny should be impartial and should take place after every three years duration.

Teachers in Colleges and Universities found doing some research in their respective fields should be given a special allowance.

Teachers in Colleges should be appointed in Universities. Such a panel should be prepared.

44. Dr. Dharma Bhanu, Professor of History, Government
Hamidia College, Bhopal

Higher Education

The study of Indian Culture must be made compulsory for all students of all Faculties, at the graduate level throughout the country.

There should be compulsory paper on the History of the Freedom Movement for the graduates of all the Faculties throughout the country.

Hindi is to be, and rightly so, the National language of the country, but a Link language that English is; it must continue as the medium of education at the University level for some more years to come.

English has got to be taught as a compulsory subject in all schools and colleges right from the V class to the Graduate level.

Unless the Indian Educational Service is teacher-based and greatly extended on the teaching side, it may defeat the very purpose for which it is being instituted.

There is no justification for the tremendous disparity in the pay-scales of college teachers and administrative officials.

The pay-scales of top-class teachers must be equated with the pay-scales of the top-class executives and administrators in the country as is the case in some advanced countries.

Regular sabbatical leave for study and research etc., should be granted to college teachers.

There should be at least one Central University in each State, preferably located in the capital of the State.

The State Governments should keep the State Universities nearer to the proposed Central Universities in regard to libraries, laboratories, equipment, staff etc.

Only filtered population should be allowed to go for university education.

The universities to be started in future must be teaching institutions primarily and not just examining bodies.

Research and higher learning alone should be the aim in the establishment of a university in any region.

Elections must be banned from University life and the atmosphere saved from further pollution.

Research guidance must be given to those teachers alone who have some experience of doing research themselves.

Promotions in colleges and Universities must be made on the basis of merit and merit alone through open selection.

In the promotion to higher posts in colleges and universities, the publication of books and papers must be counted as a qualification, while writing of cheap bazar notes and guide books must be penalised as a disqualification.

Strict administrative control is necessary in the matter of utilisation of grants for research works to teachers released by the University Grants Commission.

45. Shri Azimullah Khan, Principal, Saifia Higher Secondary School, Bhopal

General Suggestions

Education is bookish and mechanical with over-crowded syllabus and undue stress on examination.

Internal assessment has failed to produce the desired effects. Teachers also do not relish this system of internal assessment as the day-to-day increasing size of classes has made them over-burdened.

The number of subjects taught in secondary and higher secondary schools has reached the figure nine(9). They should be reduced to give (5) only.

Responsibility should rest with the Board of Secondary and Higher Education to see that the prescribed text-books are available in all the languages which are permitted for writing answers in the examination.

The length of the Secondary or Higher Secondary Course is eleven (11) years. The addition of one (1) year is an irksome burden on the pockets of the poor parents.

Scales of pay of teachers should be improved. The level of their economic status should be similar to those persons carrying out other public works and have equal qualifications.

Frequent transfers of teachers should be avoided.

Quarters should be given to teachers, particularly to lady teachers in rural areas.

If a husband and his wife happen to be serving the education department, they may be kept at one place in the large interest of education.

The teachers who are allowed to take examinations for the improvement and betterment of their qualifications devote their attention to their own studies and teaching work in the class suffers. Encouragement may be given in exceptional cases but generally this policy may not be favoured.

Schools should be opened in healthy localities and there should be ample facilities in them for physical education.

Mid-day meals and healthy environment are badly wanted for students in schools.

46: Shri Kashi Nath Trivedi, Gram Bharatiya Ashram, Tublai
District Dhar

General Suggestions

National System of Education should completely overhaul the present bookish system of education from the earliest stage to the highest stage and lay more stress on the practical aspect and create a new social order in which every person is self-reliant, independent and co-operative.

Effectiveness of Basic Education should be emphasised and it should be introduced even in Public Schools and other types of modern schools, at least from grade I to grade VIII.

Women Education should be encouraged so that every girl/woman should be a good house wife, an effective mother and a true partner of her husband in life.

Effective steps should be taken to liquidate adult illiteracy so that they also become an asset to the society.

Education from the primary to the university stage should be imparted through the medium of mother-tongue and English should go.

Positive steps should be taken towards the education of the Adivasis, Scheduled Castes, Scheduled Tribes and other Backward Classes.

Private tuitions should be discouraged.

Use of cheap notes, questions-answers and guess-papers to pass examinations by securing 33% marks should be discouraged and stopped.

Students should be induced to read their textbooks thoroughly.

Prizes and rewards tempt the students to become selfish and as such they should be stopped.

Punishments, rebukes and creating fears in the minds of the students should be stopped because they develop in them undesirable character traits.

Education should be in the hands of private agencies.

47. Shri Gayatri Sanskrit Vidyalaya (Sanskrit Shiksha Mandal)
Marhtal, Jabalpur

Sanskrit Education in Mahakoshal Region

Sanskrit Institutions/Organisations in Mahakoshal region should be developed and strengthened.

Certificates, diplomas and degrees awarded to students passing out from Sanskrit Institutions/Organisations in Mahakoshal region should be treated on par with those awarded by Sanskrit University at Varanasi in U.P., for purposes of employment as teachers in Schools and Colleges and other allied posts.

Sanskrit University should be established in Mahakoshal region with the same status as that of Sanskrit University at Varanasi, U.P.

48. Curator, Scindia Oriental Institute, Ujjain :

Sanskrit Education

The Scindia Oriental Institute, Ujjain, should be recognised as a Research Centre for Ph.D. Degree in Sanskrit.

Annual grant of Rs.20000/- should be released to the Scindia Oriental Institute, Ujjain, for the publication of manuscripts in Sanskrit..

Annual grant of Rs 20000/- should be released to the Scindia Oriental Institute, Ujjain, to continue the publication of journal entitled "Scindia Pracha Vidya Niketan".

Annual grant of Rs.10000/- should be released to the Scindia Oriental Institute, Ujjain, to prepare and maintain "Descriptive Catalogues" of the manuscripts already prepared and to be prepared in future.

Assistance should be given to the Scindia Oriental Institute, Ujjain for the translation of letters written in Persian language by the Mughal Durbar to the Kashmir Government.

Sanskrit graduates and matriculates should be treated on par with other graduates and matriculates in the matter of recruitment to Government service.

Positive steps should be taken to develop and propagate Sanskrit language and all Sanskrit Institutions should be developed and improved properly.

knowledge of Hindi and English should be appointed in every Higher Secondary School.

Merit scholarships should be awarded to deserving and brilliant Sanskrit students.

Sanskrit Board should be established to conduct examinations in Sanskrit in schools.

49. Shri N.R. Lalji, 11-Kachhi Mohalla, Main Road, Indore-3

Guess-Papers should be banned

Publication of cheap-notes, questions-answers, and guess-papers should be banned by legislation.

50. Shri Bhopal Rao Pawar, Janapad Sabha, Dhamtri, Raipur

General Suggestions

Physical Education and training in Agriculture should be stressed in schools.

Moral and spiritual education should form part and parcel of general Education in schools and colleges.

Schools and Colleges should be kept away from political activities e.g. Rashtriya Swam Sewak Sangh, Muslim League etc.

Primary Education should be under the control of Local Bodies and Organisations.

Dresses for students in schools and colleges should be prescribed so that students do not indulge in fashions.

51. Shri B. Singh, (General Secretary, Secondary School Teachers' Association, Durg

General Suggestions

Vacancies of teachers in schools and colleges should be filled up by local graduates and matriculates who should be provided facilities of training.

There should be suitable accommodation for residential purposes of the teachers within the campus of the educational institutions at seasonal rent according to salaries of the teachers.

Pay-scales, status and other conditions of service of teachers should be improved and made uniform all over the country.

Triple-Benefit-Scheme, Pensions Benefits, Gratuity and benefits of Provident Fund should be provided to teachers under Government service.

Promotion of teachers to higher posts should be on the basis of Merit-cum-Seniority and should be in the same District.

52. Publishers' Association, Bhopal

General Suggestions

A questionnaire on the "Nationalisation of Text-books" should be circulated to publishers, book-sellers, teachers, educationists, social workers/reformers and foreign speciallists to elicit their opinion thereon; and on the basis of the consensus of their opinion final decision should be taken and rules framed on its policy.

Book trade should be nationalised

Preparation of manuscript should be under the custody of Government and the work of publication should be entrusted to Publishers or Publishing Concerns by inviting tenders and accepting the lowest quotation.

53. Shri Raghunandan Vyas Vidhyavachaspati, Secretary, Rashtriya Bharati Vidyalaya, Sohore.

General Suggestions

Basic Education should be made more effective.

The present system of education should be overhauled from the very primary stage to the university stage so as to inculcate in the minds of students the appreciation of cultural heritage and good character.

Craft training and technical training should form the core of education from primary stage to the university stage.

Physical education, moral and spiritual education should form part and parcel of General Education at all stages of Education.

Examination system should be improved.

Education from the primary to the University stage should be through the medium of mother-tongue or regional language.

English should be made an optional subject.

54. The Secretary, Vikram Vishwavidyalaya Vikas Samiti, Ujjain

General Suggestions

Education should elevate the standard of living of an individual, should produce in the individual desirable character traits, like self-reliance, cooperation etc., and develop in the individual good conduct and strong moral character.

Spiritual/moral education should form a part and parcel of Education.

From Classes II to V, language, simple arithmetic, history, geography and social studies should be taught. As far as possible there should be less use of text-books. History, Geography and Social Studies should be taught through study tours, simple stories and with the use of maps and charts. Simple crafts training may also be taught. Personal crafts or family occupations should be developed in the individual children.

From Classes VI to VIII, detailed studies of what has been taught from Classes I to V should be taken up with the help of graded text-books. Hindi and Sanskrit should be made compulsory after Class VIII.

There should be diversified courses in the High/Higher Secondary stage.

Colleges should be under the control of universities and technical education should be the core of Higher Education.

New universities should be established only when there are sufficient funds and resources. The existing universities should be developed rather than opening new universities.

Education in Colleges and Universities should be imparted through the medium of Regional Language.

The U.G.C., should take positive steps to develop and strengthen the existing universities.

Research scholarships should be granted liberally to deserving students and teachers.

There should be emphasis on written work. Writing only makes perfect.

Examination system should be improved.

Colleges and Universities should be kept away from elections contests. Top students should be the office-bearers of Unions and Societies in the Colleges and Universities.

55. Shri Virendra Singgh Parihar, Research Scholar & Lecturers, Government Higher Secondary School, Budni, District: Sehore

General Suggestions

The present "Student Unions" should be named "cultural Groups" and their constitution and functions should be changed and re-defined. The office-bearers of these cultural groups should not be more than three for each group. There should be no use of microphones in such groups.

Curriculum in Higher Secondary Schools should include compulsory teaching of a regional language; Hindi and one of the foreign languages out of English, French and Russian; and two elective subjects out of Science, Arts

Examination system should be improved. Invigilation should not be done by local teachers. The question papers should test the applied side and should discourage cramming.

There should be a Conference of School Headmasters at the State level once in a year to discuss the problems of Education, School Management and Organisation and internal administration of schools.

Pay-scales and other service conditions of teachers in Secondary/Higher Secondary Schools should be improved. Local persons should not be appointed as teachers.

Inspection of schools should be done 4 times in a year.

56. The Secretary, Madhya Pradesh Sanskrit Sahitya Sammelan, Bharati-Bhavan, Ujjain.

Sanskrit Education.

Positive and effective steps should be taken to develop and propagate Sanskrit Education in the country.

A Board of Sanskrit Education should be established in every State. It should be an autonomous body.

A Sanskrit College should be opened in every District.

The status of Sanskrit Schools should be equivalent to Higher Secondary Schools.

There should be scholarships and stipends for Sanskrit students.

The pay-scales and other conditions of service of Sanskrit teachers should be on par with the teachers of Higher Secondary Schools.

Seminars and Group discussions should be held to discuss problems relating to Sanskrit Education.

A Faculty of Sanskrit should be opened/instituted in each University in India.

57. Shri A.S. Sar, Principal & Vice-President, Madhya Secondary Teachers' Association, Patan (Durg)

Secondary Education

Secondary Education stage should be from Class VI to Class XI. After Class VIII there should be a Board's Examination at District level.

From Class VI to VIII, Hindi should be compulsory; either English or regional language should be compulsory; and there should be subjects Maths, History & Geography, Elementary Science, Civics and Drawing.

If Craft training is to be introduced from Class IX to XI, it should be introduced from Class VI. and financial assistance to the Workshops and Industrial Centres to be used for craft-training should be given by the State.

From Class IX to XI, Hindi should be compulsory; Regional Language or English should be compulsory and all other subjects taught in class VI to VIII excepting Elementary Science.

After the Class XI there should be an examination by a Board at the State level.

Science Laboratories and libraries of schools should be well-equipped

Syllabus of Studies for different subjects in High/Higher Secondary Schools should be light and not heavy. There should be few subjects and well-treated.

Payscale of teachers and other service conditions, benefits of provident fund, pensions, gratuity and age of retirement (60 years) should be uniform for local-body-managed schools, privately-managed schools and Government Schools.

Transfers of teachers should be within the radius of 100 miles of their present schools.

Rules of promotion of teachers should be clear and firm.

Pattern of syllabus for Secondary Education should be uniform throughout the country.

Teachers' Constituency for State legislation should not be abolished.

Teachers' Exchange Boards should be established in all States.

Physical Education, Moral/Spiritual Education should form part and parcel of General Education at all stages of Education.

58. Shri Uday Jain, J.N.S. Degree College, Shujalpur:

General Suggestions

Teaching of Hindi from the elementary stage of education should be compulsory throughout the country.

English should be taught as an associate language.

Medium of instruction at the primary stage of education should be mother-tongue

Medium of instruction from High/Higher Secondary stage to university stage should be the regional language.

All India Services Examinations should be held in four languages - Hindi, English, Tamil and Bangla.

Viva-voce test at the University stage should be abolished and substituted by General Knowledge test.

Terminal/seasonals examinations should be abolished.

Instead of opening new universities, new Colleges should be opened.

Open air schools and colleges on the pattern of Shanti-Niketan should be started throughout the country.

59. Shri Gujrati Samaj- Higher Secondary School, Ujjain

Present Higher Secondary Education

To have nine subjects in Higher Secondary Education course is too much. The number should be reduced.

There should be proper grading of books meant for different classes of the Higher Secondary Education Course and these books should not be bulky.

English in Secondary Education course should be made optional. There should be proper grading and stress should be laid on language rather than on literature.

Science in Higher Secondary Education Course should be made practical from the very start and books should not be made bulky.

In Higher Secondary Education Course effort should be made for quality and not for quantity.

Craft, if it is to be taught in Higher Secondary Education Course, should not be taught half-heartedly. One third of the time of the Working hours should be devoted for it.

Books on Indian Languages in Higher Secondary Education Course should be properly graded. Merely compilation of lessons would not do.

Knowledge of Arithmetic, Geometry and Algebra in Higher Secondary Education Course should be sound and teaching of these subjects should be made attractive.

Teaching of Geography and its gradation in Higher Secondary Education Course is quite unscientific.

Knowledge of History needs to be a continuous whole and not in fragments. The present books prescribed for the Higher Secondary Education Course do not fulfil the need.

Teachers should be properly remunerated.

Nation should take the advantage of the experience of retired teachers who are physically fit.

There should be Government publication for the books in all the subjects and there should be the same text-books in each and every subjects throughout the State and no option.

Examination policy should be revised.

Each section in a Higher Secondary Education School should not contain more than 30 students.

60. Prof. R. Khanna, Principal, Western Region Institute for Technical Teacher Training, Bhopal.

Technical Education

About 80% of our Higher Secondary Schools should be switched over to either as Technical High Schools or Vocational Schools. The courses of Technical High School should be Science and Engineering oriented and those of Vocational Schools should lay more stress on quality, production and workmanship.

Facilities in regard to space, staff, equipments, libraries and reading rooms in technical/vocational educational institutions should be improved.

Pay-scales of technical-vocational teachers, their status and service conditions etc., should be improved.

There should be suitable staff quarters at nominal rent within the campus of the educational institutions.

Night classes for Diploma in Engineering for the benefit of Craftsmen; for the Degree in Engineering for the benefit of Diploma-holders; and for the Post-Graduate Diploma in Specialised fields for the benefit of Degree holders, should be started. Similarly, Correspondence Courses in Engineering for Craftsmen, and Diploma-holders should be started.

Legislation known as "Apprenticeship Act" should be passed by Parliament so that Engineering students could get proper training in Industrial Organisations. All practical training in such Industrial Organisations should be properly planned and should be a guided one.

A "Code of Ethics" should be prescribed for the teachers in Technical/Vocational Institutions to dedicate their services for the cause of Education.

61. Shri R.K. Yarday, Principal & Professor of Economics
Government Arts & Commerce College, Indore

Higher Education

There should be adequate openings to the students for diversified courses of studies e.g., Junior Agricultural school, Junior Vocational and Crafts Schools.

Facilities for staff, equipment, library and buildings accommodation in the Higher Secondary Schools should be improved so that they may turn out students fit for higher education.

The study of a link language either Hindi or English must form a part of education at some level or other, preferably at the earlier level.

The lack of good standard books in Hindi handicaps the students in pursuit of higher education. Good standard books in Hindi should be made available.

Correspondence Courses or Night Colleges should be started to avoid rush of admissions to Colleges and universities.

Candidates should be permitted to take University examinations as private candidates and degrees/diplomas awarded to them may be called "External Degree/Diploma".

Admission to Colleges should be restricted to those who qualify by getting at least 45% marks in their Higher Secondary School Examination for Pass Degree Course and 50% marks for Honours Degree Course.

Teacher-pupil ratio should be 1:13 in Technical Colleges; 1:18 in Science Colleges and 1:20 in Arts & Commerce Colleges.

40% of the students in colleges should be provided with hostel accommodation.

There should be two examinations in a year and students should be allowed to clear subjects in parts.

General lectures should be supported by tutorial work.

A 'University Teacher Service' on the lines of 'All India Education Service' should be instituted, financed and controlled by the U.G.C.

Junior teachers in Institutions of Higher Learning should be sent to undergo periodic course of Refreshers' Training.

A very good library and well-equipped reading room is a must for every Institution of Higher Learning.

A well-coordinated programme of health service including games and sports and other extra-curricular activities should be the back-bone of the Institution.

Institutions of Post-Graduate teaching must associate themselves with Under-graduate teaching.

Universities should have autonomy.

The U.G.C., should be strengthened with more funds by the Government of India and the State Governments; also should place their funds for a five-year period with the U.G.C., for disbursement to the universities according to their requirements.

Universities and the U.G.C., should assist colleges where very good post-graduate teaching and research is being done with sufficient funds and encourage them to do better work.

62. Shri Shyam Manohar, Principal, Panchayati Raj Training Institute, Mandla:

Education in a New Pattern

Education should be linked with economic growth and should promote socio-economic and cultural moral development.

Education should equip people to fully use their inherent potentiality for socio-economic, cultural and spiritual uplift of society and Nation at large.

Education should be related with occupational activities, vocational and technical training programmes so that students after completing it, are able to secure gainful employment.

Trades and training should gradually be developed in Educational Institutions. Techno-vocational skill, community development and gainful employment shall have to be blended. The bias and the slant should be given right from the Pre-primary stage to reach higher stages.

The Government should maintain a marketing unit which must undertake to dispose of the finished products turned out by the School Workshops.

63. Shri Shyam Manohar, Principal, Panchayati Raj Training Institute, Mandla

Education and Community Centres

School teachers should be made community-development minded and plan-conscious.

A short-term orientation training regarding community development and social education programmes for the village primary school teachers undergoing training at the existing Teachers' Training Institutes and for those who are already trained teachers to undergo orientation training in camps are welcome.

Educational Institutions should be integrated with village people so that in each Village people there are effective community workers and village leaders. Education & Rural Community Centres should be opened.

There should be a chain of Ashram Schools -cum- Community Centres in selected areas where practical training in Agriculture, elementary Forestry, Animal Husbandary, Local Crafts and Handicrafts, should be taught. Emphasis should be given to Nature Study, Regional Geography, Local History and Practical Economics.

64. The Teachers of the Motilal Vigyan Mahavidyalaya,
Bhopal

University Science Education in Madhya Pradesh

Special attention should be given to the problem of the relationship of the departments of Government Colleges and the future growth of the departments of universities in Madhya Pradesh. Legitimate interest of the teachers of Government Colleges in these university Departments should be protected.

The existing Post-Graduate Science Colleges at the various Divisional Headquarters should be strengthened and facilities for research should be provided in them to build strong centres of Post-Graduate Studies & Research

Suitable scholarships and other facilities to deserving students should be given liberally for studying in Post-Graduate Colleges at the various Divisional Headquarters instead of starting new Post-Graduate Departments at small places.

Pay-scales of teachers in Government Colleges should compare with those in University Department and their service conditions at all levels should be made reasonably well.

Indian Education Service should be made open to the College and University teachers.

Residential accommodation for all teachers should be provided by subsidising the rent upto a certain extent.

Promotion of teachers to higher posts should be on the principle of Merit-cum-Seniority.

Research grants should be made liberal to teachers of Degree Colleges and Universities. Rules for the grant of study leave for full time research work should be made more liberal and leave upto 48 months should be granted.

Open door policy of admission of students to Science Courses should be abandoned.

Publication of cheap-notes, questions-answers, and guess-papers should be banned by legislation.

There should be uniformity of syllabus upto B.Sc., level in all the universities in Madhya Pradesh.

Award of III Division in Post-Graduate Examinations should be suspended and minimum pass marks should be raised to 50%.

Import Licence should be liberally granted for the purchase of equipment, apparatus etc., not manufactured indigenously.

Libraries in Colleges and Universities should be well-equipped.

ENGLISH LANGUAGE TEACHING INSTITUTE
MADHYA PRADESH
BHO PAL

ENGLISH LANGUAGE TEACHING INSTITUTE

Madhya Pradesh, Bhopal

I. Setting-up: The ENGLISH LANGUAGE TEACHING INSTITUTE was set up by Order in Council and sanctioned by the State Government on May 29, 1964. The staffing scale was laid down as -

A. Director (1) Rs.1100 to 1,200
 Master of Method (1) Rs. 550 to 950
 Junior Master of Method (4) Rs. 360 to 700
 Lecturer (4) Rs. 275 to 575
 Librarian (1) Rs. 190 to 300
 Library Assistant (1) Rs.85 to 140

B. Office establishment:

Accountant-cum-Head Clerk (1) Rs. 115 to 220
Stenographer (1) Rs. 140 to 240
L.D.C. (2) Rs. 90 to 170
Peon (3) Rs. 55 to 65

The Order said that "the Institute will have a recognized status, a little higher than the ordinary PGBT Colleges." It would conduct research on the teaching of English at all levels it would grapple with problems "like Basic vocabulary, special aspects of teaching Engineering English at Polytechnics etc. etc." The Order went on to suggest possible University affiliation in future. "This Institute will above all not only train teachers but the teachers of teachers..."

II. Staffing: (i) The services of Miss C. Reid (M.A. Edinburgh, Diploma of Applied Linguistics, Edinburgh) had already been obtained on secondment from the British Council; until the Institute was established she was attached as a professor to the PGBT College, Bhopal (November 1963 to August 1964). The following staff, all trained at the Central Institute of English, Hyderabad, have now been appointed on a temporary basis:

(Director - Miss C. Reid)
Junior Master of Method - Mr. B.L. Indurkhya
(B.A.E.T.H.Ed.)
Lecturers - Mr. H.C. Pant (B.T.M.A.Dip.T.E.F.L..
London)
Mr. J.C. Kaushal (B.A.B.T.)
Mr. C.S. Verma (M.A.)
Mr. J.P.M. Tiwari (M.A.)

(ii) These temporary appointments, and the other vacancies, have to be confirmed and filled through the Public Service Commission, but the qualifications to be given in the advertisements, though first put forward in September 1964, have not yet reached the Commission in an acceptable form. As two members of the staff above are probably going abroad for English language study about September, 1965, the acquiring of new staff is now an urgent necessity.

(iii) Experience over the first six months of the life of the Institute has shown that higher salaries will have to be paid the staff if they are not going to be attracted away to better rates elsewhere (e.g. Regional Colleges, Board of Secondary Education etc.). The Institute demands higher qualifications than other institutions, and should be able to give, by promotion or by subsidy, higher salaries.

The question of salaries is exasperated by the housing situation in Bhopal, which is extremely bad. The ELTI staff cannot even be put on a waiting list for Government housing, as it is allocated on a "predecessor/successor" basis. One Junior Master of Method (Mr. V.M. Shrivastava) has already had to give up his job in the Institute as he could never afford to pay the house-rents demanded in Bhopal for his large family; two staff members

have had to leave their families in Indore; and one member is paying 17% of his salary for two small slummy rooms.

IV. BUDGET and ALLOCATIONS: The Institute is a State organisation whose expenditure will be covered by the Union Government. The estimates for the remainder of the financial year 1964/65 were given to the D.P.I. in June, re-submitted to the Government in December, and sent to the Union Government in January. No sanction, however, has been received for expenditure according to these estimates for this financial year. The Institute has been working on two allotments of Rs. 10,000 each made from the D.P.I.'s office; they have been spent on tables, chairs, bookshelves, beds etc - equipment for office, classroom, library and hostel.

V. PREMISES and EQUIPMENT: The Institute has been using, since it was set up, two rooms in a building attached to the PGBT College, Sultania Lines, Bhopal. The College, however, is in a very inaccessible position, and there is no accommodation available anywhere near it for hostel purposes. Every effort has been made to get a Government building elsewhere in Bhopal, unsuccessfully. Now a building suitable for renting has been found, large enough to house about 28 students, as well as the classrooms and office space needed; and it is very much to be hoped that the Institute will be able to occupy it very soon. The lack of premises so far has meant that all the courses run by the ELTI have had to be in vacation time, or else outside Bhopal.

The ELTI has already about 2,000 books on English language teaching in its library, as well as multiple sets

of certain texts for classroom use. The British Council has lent a gramophone and is supplying a staff reference library, and also periodicals for the use of the students. Two essential pieces of equipment, however, a typewriter and a duplicator have not yet, on April 2, reached us, though the orders were sent in September. The Institute has had to borrow a typewriter, and to use the Director's portable one; and it has had to duplicate outside, in almost every educational institution in Bhopal, the numerous stencils required for the textbook, and for the work on courses. Essential equipment for a hostel for 24 has been bought on the allocation for 1964/65.

VI. ENGLISH IN MADHYA PRADESH: 1) Although mention was made in the Order in Council of counteracting the deterioration in English by beginning to teach it in Class III, it cannot be too emphatically said that this is not a possible policy. There are not enough trained teachers of English for Class VI and above, and to provide teachers for all primary schools would be impossible.

2) A survey of English teaching in Madhya Pradesh would emphasise the following weaknesses -

- 1) The supply of English teachers seems to be diminishing, and enthusiasm for it in the schools is not encouraged by the present teaching methods.
- 2) The beginning - and most important - stages of English, in Classes VI, VII and VIII, are in the hands of the least well-trained teachers. Much of the Middle School teaching is done by teachers trained at B.T.Is. who are only matriculates. Very few of the B.T.Is. teach English, nor have they time to do it in their one-year course.

- 3) The most highly placed Secondary School teacher regards himself as at the bottom of the University ladder rather than at the top of the Secondary i.e. he has a 3rd class and so cannot become what he would like to become, a University lecturer. Teachers go on climbing the University ladder (B.A. to M.A. to Ph.D) rather than adding to their professional skill. In the classroom, they are lecture and literature minded.
- 4) The Madhya Pradesh textbooks for Classes IX, X and XI are very much too difficult for the students; they are completely unselected in vocabulary and in grammar; they concentrate on "topics" rather than on language; they encourage the teacher to read aloud, to explain, to paraphrase, to translate, and they encourage the student to listen only.
- 5) The B.Ed. course is heavily weighted on the side of educational theory and hampered by the exam standards; it encourages demonstration lessons on topics instead of on language points, and these lessons, like the teaching practice, never pay any attention to what the student actually knows. The teaching practice may be supervised by any member of the PGBT staff.. The B.Ed. students come out requiring another course to teach them the sounds of English, and how to teach the language effectively.
- 6) In most science, engineering, and polytechnic colleges English is never taught in the first year with reference to the use the students have to make of it later; the students need to learn more rapid reading of scientific materials - and they get Lamb and Keats. The lecturers lecture instead of teach, and the students listen instead of learn.
- 7) Teachers as a whole, and especially in rural schools, spend too long on formal grammar, skip half of their set textbooks, waste a great deal of time on unreliable exams, and do not manage to teach their students even what they know themselves. The students can learn, but the teachers don't allow them to.

VII POLICY of the ELTI

- 1) The ELTI cannot undertake the re-training of all the teachers of English in Madhya Pradesh, but its first step is to make teachers conscious that more efficient methods are possible. Its policy therefore has been to go out as much as possible to see the teacher in

the school and to show what can be done on the spot, with the present texts and the present classes, to make the teaching more lively, more interesting for the students, and more effective. It is felt that if one teacher is taken out from a school on a course he can be converted, but if a visit is also made to his school, and different methods demonstrated in every class, then the Principal and the other teachers may be converted as well. This continual visiting of schools is central to the ELTI's work. Publicity is also given to the newer methods by frequent talks to degree colleges, to teacher training institutes, to schools, the ELTI takes part in every conference or seminar that touches on English; its Director is a member of the Committee of Courses (Board of Secondary Education) and of the Board of Studies (Board of Technical Education). Every effort is made to improve the teaching of English at all levels, from Class VI up to the University, and to give advice and information and help with any syllabus, curriculum, test or exam. When the Institute has its own premises, it will act as an Information Centre for everything connected with the teaching of English..

2) The ELTI can undertake the re-training of many of the teacher-trainers in the State, and this is regarded as the first call on our resources. Our first long course, of 3 months duration, will be devoted to re-training one member from the staff of each of the B.T.I. in the State, so that English methods may be taught to a selected group of students in the B.T.Is. This proposal is bound up with the extension of the course

from one year to two, as there is not enough time in the present year's course to allow enough English to be given. The needs of PGBTs are more difficult to isolate and re-orient; a C.I.E. course would be the best thing for them. The ELTI will continue its policy of running courses for teachers in conjunction with the extension services of the PGBTs (as we did at Bhopal, Khardwa, Rewa, Raipur) in the hope that something will be taught them by example. The Institute hopes to help in overhauling the B.Ed. syllabus. It has already run one seminar (Parhamarhi, April 27 to 30, 1964) for general discussion among the English teaching staffs of PGBTs of problems met in their work.

3) Certain classes of teachers can be selected for re-training, for example, those teachers in Secondary Schools who have an M.A. degree but no teacher training. The State has been running for this group a series of summer schools of four weeks, designed to give them the B.Ed. course material within a period of three years; but there is not enough time on these courses for real subject teaching, and no teaching practice. The ELTI is going to run two courses, each of three weeks duration, to cover the English teachers from this group, to give them methods of teaching and some practice in it.

4) The B.Ed. teachers would be best served by an improvement in their present syllabus rather than by the Institute running a short additional course for them (though this has been tried, successfully, with the limited objective of teaching the sounds of English only - see Paragraph X (3)(iii) on courses, below).

5) At the moment the great mass of the teachers already in the schools can only be reached by short-term courses held in some local centre; the ELTI, if it has its full staff complement, would run one course in Ehopal, and then send out three lecturers to a provincial town to run three-week in-service courses for teachers, and to visit the teachers in their schools, as we have found that this follow-up is invaluable.

6) The lecturers of first year English in Arts Colleges need a separate course to be worked out for them; discussions are already going on between the ELTI and a University about running a vacation course for such lecturers. A separate course is necessary for Engineering and Science and Polytechnic colleges, and the ELTI could, in conjunction with the C.I.E. do something about this.

VIII. TEXTBOOKS and SYLLABI: The ELTI has been asked to produce a new text in English for Class IX (fourth year of English) and this opportunity has been seized, as we feel that we can influence more teachers by a text than by courses. The text, which is to be nationalized, is now in the hands of the Textbook Committee. It consists of two books, one for students, and one for teachers. It was based on a test given to 500 Class IX students, and it was tried out in two schools. It puts emphasis on learning the language by oral drills; the reading passages are all specially written; and it follows the syllabus exactly. Two rapid readers have also been made up, from material published elsewhere and adapted to our Word-list, and these are under consideration at present.

The Syllabus for Class IX has been re-written by the ELTI and those for Class X and Class XI are also being changed. The new syllabus is based on a list of teaching points which revise what has already been taught in the Middle School and add sufficient new items, including sentence patterns; it is based largely on the List of Structures produced by Allahabad ELTI. A Word-list of 315 words has been drawn up for Class IX, in addition to the 1,000 in the Middle School list.

Textbooks for Classes VI, VII, VIII: As there was not time enough to write new texts for the year 1965/66, the Institute proposed that the Allahabad series READ AND LEARN might be used, provided that a Teacher's Handbook would be written for it by us. This proposal is still under consideration but seems likely to be put off till 1966/67.

IX. RADIO LESSONS: The ELTI produced all the scripts for the English lessons for Class IX broadcast from Indore, Ujjain and Bhopal. There were sixteen scripts, broadcast twice on one day per week. The radio teaching was probably unique in India in that it relied on direct teaching to the listening classroom; the students were asked to respond to the Radio Teacher, to repeat sentences, reply to questions, and finish sentences. The classes enjoyed what they could hear. The weakness of the whole programme was on the material side, the provision of a set, audible reception, and regular listening. Lessons in English for Class X will be done for 1965/66.

X. COURSES and VISITS: From September 1964, the ELTI has run the following courses:

- 1) at Khandwa: 11 to 14 September: 21 teachers from Middle & Higher Secondary schools.
- 2) at M.L.B. College, Bhopal: 9 to 31 October: 54 teachers from H. Sec. schools in Sehore and Raisen districts.
- 3) at Raipur PGBT College: 9 to 21 November:
 - (i) 28 B.T.I. student-teachers under training
 - (ii) 15 Middle School teachers
 - (iii) 38 student teachers on the B.Ed. course (spoken English only).
- 4) at Rewa PGBT College: 4 to 16 January 65: 45 teachers from Middle Schools and from the B.Ed. course.

From September 1964 the members of the ELTI staff have visited schools and have taught demonstration lessons in them: many secondary school in Bhopal has been visited: many schools in Indore, and Jabalpur: every school in Rewa: selected schools in Raipur: schools in Jagdalpur, Bastar etc. H. Sec. schools within a 50 mile radius of Bhopal - Sehore, Ashta, Ghatrang, Begumgang, Raisen, Obeddullaganj. It should be said that this visiting is done without the help of any official transport.

Regular teaching was done in the Boys Model School in Bhopal for as long as our textbook was being tried out (October to February).

Testing: a test was given to six B.T.I.s to find out the level of the students in English. A test was made up of 500 students in Class IX to find out how much they had learnt from the Middle School course in English. Test items in English are now being prepared for the State Evaluation Unit.

Book-lists: Booklist have been prepared, and circulated, for PGBT Colleges, for Secondary schools, for scientific texts.

XI. M.A. Paper in the Teaching of English as a Foreign Language.

The Arts and Commerce College, University of Indore, decided to teach the final M.A. alternative paper in English as a Foreign Language. Dr. F. Subramanyam undertook to teach the course, for which 9 students enrolled themselves, and the ELTI helped with setting out the syllabus, did the teaching on methods and supervised the teaching practice. The course owed everything to Dr. Subramanyam's enthusiasm; it was arduous to teach, and to examine, and it is not the most efficient method of producing teachers for the schools, as those who get a first or second in their final M.A. papers are going to become University lecturers rather than school teachers. Also, as this paper is only one out of four final papers,

enough time cannot be given to it in the curriculum to produce the kind of trained language teacher that the University itself needs for its first year work. The course will be continued for another year, but discussions are going on about replacing it by a longer, more exclusively English language, course.

XII. FUTURE PLANS: There is no lack of work for the ELTI to do. The staff will be large enough for our purposes, and if we get a building soon with dormitory accommodation we shall be able to run courses almost continuously. We are starting to plan the textbook for English for Class X, and writing the radio scripts, also for Class X. Our first research will be into 1,000 answer books from the English papers of the Higher Secondary School Certificate Examination, and we hope to collaborate with the State Evaluation Unit in producing specimen exam papers for all levels of English. By attacking our problems at many different spots we hope to induce a gradual improvement throughout the State in the teaching and learning of English.

2 April, 1965
CR/cr

Director,
English Language Teaching
Institute,
Madhya Pradesh, Bhopal.

ANNEXURE I

PROGRAMME OF THE VISIT OF EDUCATION
COMMISSION TO MADHYA PRADESH STATE

The Commission divided itself into five Groups for its visit to Madhya Pradesh State and visited Gwalior (22nd to 24th of March), Saugor and Jabalpur (19th to 24th of March), Indore and Ujjain (23rd to 25th of March), Raipur (22nd and 23rd of March) and Korba (29th and 30th of March). The Commission as a whole was at Bhopal from 25th to 27th of March, 1965. On the 28th of March, a meeting of the Principals of Engineering Colleges, Polytechnics and I.T.Is was specially arranged at Bhopal.

GROUP I - GWALIOR:

Members:

1. Dr. K.G. Saiyidain
2. Shri A.R. Dawood
3. Prof. Jean Thomas
4. Dr. J.G. Fowlkes

The programme is given below :

22-3-1965

1. Discussion with the Executive Council of the Jiwaji University.
2. Discussion with a representative group of students at the M.L.B. Arts & Commerce College.

23-3-65

1. Visit to the Padma Vidyalaya Girls' Higher Secondary School.
2. Visit to the Scindia School.
3. Discussion with the Educationists at the University Office.
4. Discussion with the Principal and Teachers of Higher Secondary Schools (at J.C. Mills)...

24-3-65

1. Visit to the Agricultural College.
2. Visit to the B.T.I. and discussion with Teacher Educators.
3. Discussion with the representatives of local Publishers.
4. Visit to the Rani Laxmibai College of Physical Education and Sports.

GROUP II : SAGAR AND JABALPUR

1. Dr. V.S. Jha
2. Miss S. Panandikar (for Jabalpur only)

The programme is given below :-

20-3-1965

1. Discussion with Shri G.P. Bhutt, Vice-Chancellor and Shri Ishwar Chandra, Rector, Saugar University.
2. Discussion with Heads of Faculty of Arts, Saugar University.
3. Discussion with Heads of Faculty of Science, Saugar University.

21-3-1965

Visit to Marble Rocks.

22-3-1965

1. Visit to Prantiya Shikshan Mahavidyalaya.
2. Visit to Kalaniketan.
3. Visit to Model Multipurpose Higher Secondary School.
4. Visit to Home Science College.
5. Visit to Maharani Laxmi Bai Girls' Higher Secondary School.

23-3-1965

1. Discussion with Principals, Heads of University Departments and teachers of Jabalpur University.
2. Discussion with Research Scholars of University Departments.
3. Discussion with Principals and teachers of Secondary Schools.
4. Discussion with Professors and teachers of Jawaharlal Nehru Krishi Viswavidyalaya.

24-3-1965

1. Visit to Mahakoshal Mahavidyalaya.
2. Visit to Government Polytechnic.
3. Discussion with Professors at the Government Engineering College.
4. Interview with Local Educationists.
5. Discussion with local officers of the Education Department.

GROUP III : INDORIE-UJJAIN

Member

Shri J.P. Naik

The programme is given below :-

23-3-65

1. Visit to Malmarashram (a residential Higher Secondary School for Boys conducted by the State Government), Indore.
2. Visit to the Degree College and Higher Secondary School at Indore conducted by the local Muslim community.
3. Visit to the Fine Arts College, Indore, conducted by the State Government.
4. Visit to the Indore University and discussion with the Vice-Chancellor and members of the Executive Council.
5. Discussion with Principals of Colleges and Teachers of the Indore University.
6. Discussion with students at Indore.
7. Discussion with the Officer Commanding, N.C.C. Madhya Pradesh, Indore.

24-3-65

1. Discussion with Headmasters of the local Secondary Schools at Indore.
2. Visit to the P.G.B.T. College, Dewas.
3. Visit to the Higher Secondary School, Ujjain, conducted by the local Gujarati Samaj.
4. Visit to the P.G.B.T. College, Ujjain and talk to students.
5. Discussion with Headmasters of Higher Secondary Schools and Principals of Basic Training Institutes at Ujjain.

25-3-65

1. Visit to the Vikram University and discussion with Vice-Chancellor, Heads of University Departments and Principals of affiliated Colleges.
2. Visit to the Madhav College, Ujjain.
3. Visit to Scindia Oriental Institute, Ujjain.
4. Discussion with local educationists at Ujjain.

GROUP IV : RAIPUR

Member

Prof. M.V. Mathur

The programme is given below :-

22.3.65

1. Visit to Government Dani Multipurpose Girls' Higher Secondary School, Raipur.
2. Discussion with Principals and Teachers of Higher Secondary Schools, Raipur Division.
3. Interview with local Educationists at Raipur.
4. Visit to Bhilai and discussion with Education Officer and teachers of Bhilai Steel Project.

23.3.65

1. Visit to Government Science College, Raipur
2. Visit to Government College of Engineering and Technology, Raipur.
3. Visit to Sanskrit College, Raipur.
4. Visit to College of Arts and Painting, Raipur.
5. Visit to Durga Arts College, Raipur.
6. Discussion with Teacher Educators at P.G.B.T. College, Raipur.
7. Visit to Ravishankar University and discussion with Vice-Chancellor.
8. Discussion with student leaders at Raipur.
9. Discussion with Principals, Professors and teachers of Colleges and University at Raipur.
10. Visit to Kamala Sangeet Vishwavidyalaya, Raipur.

PROGRAMME OF THE EDUCATION COMMISSION AS A WHOLE
AT BHOPAL:

25-3-65

1. Discussion with the Principals and teachers of secondary schools selected from all over Madhya Pradesh.
2. Discussion with teacher educators selected from all over Madhya Pradesh.
3. Visit to Hamidia College and discussion with Principals of Arts and Science Colleges and meeting with students' representatives.
4. Discussion with Education Officers from the Directorate.
5. Discussion with individual educationists.

26-3-65

1. Discussion with the Chairman and Secretary of the Board of Secondary Education, M.P.
2. Discussion with the Director of Public Instruction, Director of Technical Education, Director of Employment Exchanges, Director of Health Services and Director of Tribal Welfare.
3. Discussion with the Vice-Chancellors of Universities in Madhya Pradesh.
4. Meeting with Shri V.S. Krishnan, Education Secretary.
5. Meeting with Prof. Mudgil and Principal Saran.
6. Discussion with the State Council for Women's Education.
7. Discussion with persons interested in the education of Scheduled Tribes.
8. Discussion with Dr. S.D. Sharma, Minister of Commerce and Industries.

27-3-65

1. Discussion with representatives of the management of Heavy Electricals, Bhopal.
2. Discussion with the Publishers' Association, Bhopal.
3. Call on the Governor.
4. Discussion with the Chief Minister.
5. Discussion with the Education Minister.
6. Discussion with the Chief Secretary, Finance Secretary, Planning and Development Secretary and Agricultural Secretary.
7. Press Conference.
8. AT HOME by the Governor.
9. DINNER by the Education Minister

28-3-65

Discussion with the Principals of Engineering Colleges, Polytechnics and I.T.Is selected from all over Madhya Pradesh.

Group V - Korba

Member

Dr. V.S. Jha

1. Visit to the Industrial Training Institute, Korba.
2. Discussion with the leaders of the Adivasi community, Korba and members of the Community Blocks, Korba and Kartala.

List of persons with whom discussions were held in
the visit of the Education Commission to Madhya Pradesh
(20th March to 1st April, 1965).

A - G W A L I O R

I. The following educationists gave evidence before the Education Commission at Gwalior on 23rd March, 1965:

1. Shri K.C. Shukla, Station Road, Lashkar.
2. Smt. Chandrakala Sahai, Laxmi Bai College, Station Road, Lashkar.
3. Shri L.C. Gupta, Commissioner, Gandhi Road, Morar.
4. Shri B.L. Gupta, Chitragupta Gunj, Near Gwalior Talkies.
5. Dr. C.N. Haksar, Research Laboratory, Station Lashkar.
6. Prof. K.L. Saxena, Near M.L.B. College, Lashkar.
7. Shri J.L. Dar, Principal Sindia School, Fort Gwalior.

II. The following Principals, Lecturers and Headmasters met the Education Commission in the J.C. Mills Higher Secondary School on the 23rd of March, 1965:

1. Shri R.M. Raje, Principal, Secondary School.
2. Smt. Mukarji, Principal, Secondary School.
3. Smt. Inamdar, Principal, Secondary School.
4. Smt. Jacob, Principal, Secondary School.
5. Shri R.S. Agrawal, Principal, Secondary School.
6. Shri R.D. Mishra, Principal, Elementary & Pre-Primary School.
7. Shri Raina, Principal, Secondary School.
8. Smt. Hukku, Principal, Elementary & Pri-Primary School.
9. Miss P.Hirwadkar, Lecturer, Elementary & Pre-Primary School.
10. Miss Dube, Lecturer, Secondary School.
11. Miss Mohite, Lecturer, Secondary School.
12. Miss Natrajan, Lecturer, Secondary School.
13. Shri Ghan Shyam Kashyap, Lecturer, Secondary School.
14. Shri Gore, Headmaster, Elementary & Pre-Primary School.
15. Shri Mahadeo Prashad, Headmaster, Elementary & Pre-Primary School.

16. Shri Thatte, Lecturer, Secondary School.
17. Shri R.U. Vaidya, Lecturer, Secondary School.
18. Shri Rudrappa Hanai, Lecturer, Secondary School.
19. Shri C.P. Pande, Lecturer, Elementary & Pre-Primary School.
20. Shri Shyam Mohan Bhatnagar, Lecturer, Secondary School.
21. Shri Aole, Lecturer, Secondary School.

B - Sagar and Jabalpur

III. The following persons who met the Education Commission at Sagar on 20-3-65:

1. Shri G.P. Bhutt, Vice-Chancellor, Sagar University.
2. Shri Ishwar Chandra, Rector, Sagar University.
3. Prof. N.D. Bajpeyi, Hindi Department, Sagar University.
4. Prof. R. Upadhyaya, Sanskrit Department, Sagar University.
5. Prof. H.S. Asthana, Psychology Department, Sagar University.
6. Prof. H.L. Gupta, History Department, Sagar University.
7. Prof. K.D. Bajpai, Ancient Indian History, Culture and Archaeology Department, Sagar University.
8. Prof. J.P. Mishra, Economics Department, Sagar University.
9. Prof. M.P. Sharma, Political Science Department, Sagar University.
10. Shri V.B. Amar, Urdu & Persian Department, Sagar University.
11. Prof. N.D. West, Department of Applied Geology, Sagar University.
12. Prof. S.M. Ali, Department of General & Applied Geography, Sagar University.
13. Prof. S.N. Sharma, Department of Pharmacy, Sagar University.
14. Prof. D.R. Bhawalkar, Department of Physics, Sagar University.
15. Prof. D.S. Srivastava, Department of Zoology, Sagar University.
16. Prof. S.B. Saksena, Department of Botany, Sagar University.
17. Prof. D.P. Jatar, Department of Criminology and Forensic Science, Sagar University.
18. Dr. B.D. Singh, Department of Mathematics, Sagar University.
19. Dr. Leela Dube, Department of Anthropology, Sagar University.

IV. Principals, Heads of University Departments and teachers of the University who attended the meeting with the members of the Education Commission on 23rd March, 1965:

1. Dr. S. Ghosh, Rector, Jabalpur University.
2. Shri H.D. Dubey, Principal-cum-Administrator, D.N. Jain College, Jabalpur.
3. Shri P.L. Baldua, Principal, G.S. College of Commerce and Economics, Jabalpur.
4. Shri B.M. Deshpande, Principal, Hitkarini Mahavidyalaya, Jabalpur.
5. Dr. S.K. Dani, Principal, College of Educational Psychology and Guidance, Jabalpur.
6. Shri B.P. Singh, Principal, Shri Tilak Rashtriya Mahavidyalaya Katni.
7. Shri G.R. Inandar, Principal, Government Science College, Jabalpur.
8. Dr. R.M. Sinha, Principal, Mahakoshal Arts Mahavidyalaya, Jabalpur.
9. Rev. De'Sa, Principal, St. Aloysius' College, Jabalpur.
10. Shri B.S. Tyagi, Principal, Shyam Sunder Agarwal College, Sihora (M.P.)
11. Shri G.M. Ranade, Principal, C.P. Mahila Mahavidyalaya, Jabalpur.
12. Shri A.L. Swamy, Principal, Government Engineering College, Jabalpur.
13. Dr. D.S. Chaudhari, Dean, Government Medical College, Jabalpur.
14. Shri G.V. Bernard, Principal, Praitiya Shikshan Mahavidyalaya, Jabalpur.
15. Dr. H.L. Jain, Head, Sanskrit Department.
16. Dr. U.N. Tiwari, Head, Hindi Department.
17. Shri Narendra Singh, Head, Law Department.
18. Dr. R.B. Pandey, Head, Ancient Indian History and Culture.
19. Dr. D.S. Nag, Head, Economics Department.
20. Dr. T. Pati, Head, Mathematics Department.
21. Dr. M.S. Jain, Lecturer, Hindi Department.
22. Shri B.N. Sharma, Lecturer, Ancient Indian History & Culture Department.

- V. Research Scholars of University Departments who attended the meeting with the members of the Education Commission on the 23rd March, 1965:
1. Shri Edathet Mathew Kurian,, Chemistry Department.
 2. Shri J.P. Shukla, Chemistry Department.
 3. Shri G.C. Raha, Chemistry Department.
 4. Shri S.K. Kolhe, Chemistry Department.
 5. Shri K.C. Nand, Chemistry Department.
 6. Shri J.K. Sthapak, Chemistry Department.
 7. Shri A.P. Modi, Chemistry Department.
 8. Shri S.S. Rathi, Chemistry Department.
 9. Shri Z.U. Ahmad, Mathematics Department.
 10. Shri D. Rathi, Mathematics Department.
 11. Shri R.N. Mohapatra, Mathematics Department.
 12. Shri G.C.N. Kulshreshtha, Mathematics Department.
 13. Shri Gokulananda Das, Mathematics Department.
 14. Shri V.P. Shrivastava, Mathematics Department.
 15. Shri Vishnu Nath Singh, Hindi Department.
 16. Shri B.S. Nigudkar, Sanskrit Department.
 17. Shri R.G. Tripathi, Sanskrit Department.
 18. Shri A.S. Marolia, Economic Department.
- VI. Principals and Teachers of Secondary Schools who met the Members of Education Commission at the Prantiya Shikshan Mahavidyalaya, Jabalpur on 23rd March, 1965:-
1. Rev. Robinson, Principal,, Christ Church Boys's Higher Secondary School, Jabalpur.
 2. Miss P. Warner, Principall, Nursery School, Jabalpur.
 3. Shri R.C. Shukul, Principal, Government Basic Training Institute (PSM), Jabalpur.
 4. Shri A.K. Mishra, Principal, Government Basic Training Institution, Jabalpur.
 5. Shri S.P. Nigam, Principal, Model Multipurpose Higher Secondary School, Jabalpur.
 6. Shrimati S.K. Jha, Principal, Government M.L. Bai Girls' Multipurpose Higher Secondary School, Jabalpur.
 7. Shrimati M. Chatterjee, Principal, K. Hitkarini Girls' Multipurpose Higher Secondary School, Jabalpur.

8. Shri S.S. Mishra, Principal, A.P. Narmada Higher Secondary School, Jabalpur.
 9. Shri K.L. Pandey, Principal, Naveen Vidya Bhawan Higher Secondary School, Jabalpur.
 10. Shri R.P. Guru, Teacher, Christ Church Boys Higher Secondary School, Jabalpur.
 11. Shri R.H. Pawar, Lecturer, Naveen Bhavan, Jabalpur.
 12. Shri B.D. Ruikar, Teacher, Maharashtra Higher Secondary School, Jabalpur.
 13. Shri M.G. Purchit, Lecturer, St. Thomas Higher Secondary School, Jabalpur.
 14. Shri D.V. Rao, Lecturer, A.P. Narmada Higher Secondary School, Jabalpur.
 15. Shri K.C. Tandan, St. Thomas Higher Secondary School, Jabalpur.
 16. Shri R.C. Tiwari, Principal, Shri Krishna Higher Secondary School, Jabalpur.
 17. Shri B.K. Pathak, Gorakhpur Naveen Bhavan, Jabalpur.
 18. Mrs. A. Thomas, Johnson Girls Higher Secondary School, Jabalpur.
- VII. Professors and teachers off Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur who meet the Education Commission on 23rd March, 1965:-

1. Dr. J.S. Patel, Vice-Chancellor, J.L.N. Krishi Vishwa Vidyalaya, Jabalpur.
2. Dr. D.K. Tiwari, Professor & Head, Section of Botany, Agricultural College, Jabalpur.
3. Dr. O.P. Dahama, Professor & Chairman, Extension Education, Agricultural College, Jabalpur.
4. Shri S.R. Nadgir, Professor of Animal Husbandry, Veterinary College, Jabalpur.
5. Shri R.M. Bakshi, Assistant Professor of Extension, Veterinary College, Jabalpur.
6. Shri R.S. Rangan, Resident Veterinary Officer, Veterinary College, Jabalpur.
7. Shri M.M. Rai, Professor of Chemistry, Agricultural College, Jabalpur.
8. Shri S.D. Chaubey, Professor of Agronomy.
9. Shri B.C. Ghoshal, Research Officer, Pharmacology, Veterinary College, Jabalpur.
10. Shri P.B. Kundu, Professor, Surgery, Veterinary College, Jabalpur.
11. Shri V.P. Mittal, Professor of Gynaecology and Obstetrics, Veterinary College, Jabalpur.

12. Shri M.L. Mehta, Professor of Medicine, Veterinary College, Jabalpur.
13. Shri M.N. Jandhar, Prof. Anatomy, Veterinary College, Jabalpur.
14. Shri S.P. Pant, Agricultural Economist, Agricultural College, Jabalpur.
15. Shri P.M. Tamboli, Agricultural Chemist, Jabalpur.
16. Shri S.S. Gour, Lecturer in Agricultural Economist, Incharge Library, College of Agriculture, Jabalpur.
17. Shri R. Shrivastava, Professor of Agricultural Engineering, Agriculture College, Jabalpur.
18. Shri S.S. Pathak, Agronomist, Jabalpur.
19. Shri R.P. Jyotishi, Professor of Horticulture.
20. Shri R.S. Shiwalkar, Principal, Tribal Orientation and Study Centre.
21. Shri R.L. Gupta, Dean, Agriculture.
22. Shri T.C.R. Menon, Registrar.
23. Dr. W.D. Buddemeins, Administrative Adviser to Vice-Chancellor.
24. Dr. J.P. Patel, Instructor in Agronomy.
25. Shri V.R.K. Rao, Professor, Veterinary College, Jabalpur.
26. Shri A.C. Jain, Plant Pathologist, Jabalpur.
27. Shri S.P. Nethe, Professor of Nutrition, Veterinary College, Jabalpur.
28. Shri S.K. Saxena, Professor of Physiology, Veterinary College, Jabalpur.

VIII. Professors who met the Education Commission at Government Engineering College, Jabalpur, on 24th March, 1965:-

1. Shri A.L. Swamy, Principal.
2. Shri B.R. Bhonsle, Professor of Mathematics.
3. Shri G.K. Mithal, Professor of Telecommunication Engineering
4. Shri V.J. Patel, Professor of Civil Engineering
5. Shri A.S. Khanooja, Professor of Civil Engineering
6. Shri R. Kaushal, Professor of Applied Chemistry
7. Shri H.N. Srivastava, Professor of Telecommunication.
8. Shri T.S. Murty, Professor of Applied Physics.
9. Shri A.G. Tyrichev, Visiting Professor of Mechanical Department.
10. Shri G. A. Dubov, Visiting Professor of Applied Physics
11. Shri R.A. Deshpande, Professor of Electrical Engineering.

12. Shri V.D. Gupta,
Professor of Mechanical Engineering.
13. Shri S.K. Sharma, Workshop Superintendent.

IX. Educationists interviewed by Education Commission
at Jabalpur on 24th March, 1965:-

1. Shri L.P. Yadav, Representative, Secondary School Teachers' Association, Jabalpur.
2. Shri Chhedilal Usrathe, Representative, Primary School Teachers' Association, Jabalpur.
3. Shrimati Savitri Bai Dhagat, Wright Town, Jabalpur.
4. Shri Y.B. Ranade, Retd. Principal, Prantiya Shikshan Mahavidyalaya, Jabalpur.
5. Shri G. V. Bhawe, Retd. Teacher, Wright Town, Jabalpur.
6. Shri Jaikumar Jain, Chairman, Finance Standing Committee, Janapada Sabha, Sihora, Jabalpur.
7. Shri Shaligramji Dwivedi, Retd. Supdt., Govt. Basic Normal School, Wright Town, Jabalpur.
8. Shri Vishwanath Shastri, Prabandha, Shri Gayatri Sanskrit Mahavidyala, Marhatal, Jabalpur.
9. Prancharya Pandit Sunderlalji Shukla, Near City Kotwali, Jabalpur.
10. Dr. Singhai, Manager, D.N. Jain College, Jabalpur.
11. Shri N.P. Indurkhaya, c/o The Nerbudda Printing Works, Educational Publishers, Jabalpur.
12. Shri G.S. Mishra, Principal, Janpad Higher Secondary School, P.O. Baghrajji, Distt. Jabalpur.
13. Shri M.L. Agarwal, Principal, K. Hitkarini Multipurpose Higher Secondary School, Jabalpur.
14. Shri U.D. Parasha, Secretary, Jabalpur Secondary Schools Teachers Association.
15. Pandit Balram Shastri, Corporation Sanskrit School, Jabalpur.
16. Mrs. Rowa Sengupta, c/o Dr. K.P. Sengupta, Civil Surgeon, Jabalpur.

X. Local officers of the Education Department who met the Education Commission at Jabalpur on 24th March, 1965:-

1. Shrimati K. Mehta, Principal, M.H. College of Home Science, Jabalpur.
2. Shri S.B. Singh, Divisional Supdt. of Education, Jabalpur Division, Jabalpur.
3. Dr. S.K. Dani, Principal, College of Educational Psychology & Guidance, Jabalpur.
4. Shrimati P.R. Deshpande, Asstt. Divisional Supdt. of Education, Jabalpur Division, Jabalpur.
5. Shri G.S. Shukla, Chief Librarian, Central Library, Jabalpur.

INDORE AND UJJAIN

XI. University and Collegiate Teachers, Members of the Executive Council who had discussion with the Education Commission at Indore on 23.3.1965:-

1. Shri R.K. Yardey,
Principal,
Government Arts & Commerce College, Indore.
2. Shri Narayan Sinh,
Principal,
Holkar Science College, Indore.
3. Shri R.P. Bhandari,
Principal,
P.M.B., Gujarati College, Indore.
4. Dr. C.W. David,
Principal,
Indore Christian College, Indore.
5. Dr. S.M. Das Gupta,
Principal, Shri Govindram Seksaria
Technological Institute, Indore.
6. Dr. Syed Anwar Ali,
Principal, Islamia Karimia College, Indore.
7. Dr. B.C. Bose,
Principal, College of Dentistry, Indore.
8. Smt. Indu Mehta,
Principal, Government Girls Degree College, Indore.
9. Shri P.K. Modi,
Principal, Government Sanskrit College, Indore.
10. Smt. S. Aserkar,
Principal, New Girls Degree College, Indore.
11. Smt. S. Mathai,
Principal, College of Nursing, Indore.
12. Shri I.B. Sastri,
Principal, Shri Rajkumar Singh Ayurved College, Indore.
13. Shri K.A. Chitle, Indore.
14. Shri M.P. Srivastava, Indore. C/o Indore University.
15. Prof. D.M. Borgaonkar, Indore.
16. Shri A.G. Sharma,
Dean, Faculty of Commerce, Indore University, Indore.
17. Dr. V.J. Isadas,
Chairman of the Board of Studies of English,
Indore University, Indore.

18. Shri P.K. Modi,
Chairman of the Board of Studies for Sanskrit,
Indore University, Indore.
19. Dr. S.G. Walimbe,
Chairman of the Board of Studies for Marathi,
Indore University, Indore.
20. Dr. I.B. Khan,
Chairman of the Board of Studies for
Philosophy and Psychology, Indore Univ., Indore.
21. Shri J.P. Dube,
Chairman of the Board of Studies for Political
Science, Indore University, Indore.
22. Shri R.K. Yardey,
Chairman of the Board of Studies for Economics,
Indore University, Indore.
23. Dr. S.N. Mehrotra,
Chairman of the Board of Studies for Geography,
Indore University, Indore.
24. Smt. S. Parashar,
Chairman of the Board of Studies for Home Science,
Indore University, Indore.
25. Kumari Suman Dandekar,
Chairman of the Board of Studies for Fine Arts
(Drawing, Painting & Music), Indore University, Indore.
26. Shri G.N. Pateria,
Faculty of Geology, Indore University, Indore.
27. Dr. P.P. Pandit,
Faculty of Law, Indore University, Indore.
28. Dr. K.N. Bhargava,
Faculty of Medicine (Group I), Indore Univ., Indore.
29. Dr. M.C. Mittal,
Faculty of Medicine (Group III), Indore Univ., Indore.
30. Dr. E.B. Ohri,
Faculty of Medicine (Group V), Indore Univ., Indore.
31. Dr. B.N. Jugalwalla,
Faculty of Medicine (Group VI), Indore Univ., Indore.
32. Dr. S.L. Mangi,
Faculty of Medicine (Group VIII), Indore Univ., Indore.
33. Dr. G. Paria,
Faculty of Mechanical Engineering,
Indore Univ., Indore.
34. Shri T.U. Pathak,
Faculty of Hindi, Indore Univ., Indore.

35. Shri L. Soloman,
Faculty of History, Indore Univ., Indore.
36. Dr. C.M. Abraham,
Faculty of Sociology & Social Work.
37. Dr. D.S. Joshi,
Faculty of Physics, Indore Univ., Indore.
38. Dr. S.G. Harmalkar,
Faculty of Chemistry, Indore Univ., Indore.
39. Shri D.W. Kshirsagar,
Faculty of Botany, Indore Univ., Indore.
40. Dr. K.S. Kulshreshtha,
Faculty of Zoology, Indore Univ., Indore.
41. Shri K.K. Varma,
Faculty of Mathematics & Statistics,
Indore University, Indore.
42. Dr. Akbar Ali,
Faculty of Medicine, Indore Univ., Indore.
43. Shri D.G. Dhavalikar,
Faculty of Civil Engineering,
Indore University, Indore.
44. Shri G.V. Trivedi,
Principal,
Government Sindhi H.S.S. Indore.
45. Shri B.H. Harde,
Government H.S.S. Sanyogita Gunj, Indore.
46. Mrs Kamla Sharma,
Sharda Kanya Vidyalaya, Indore.
47. Smt. Shivdevi Pande,
Malav Kanya Multipurpose Higher Secondary School,
Indore.
48. Mother Hermelanda,
Principal, Raphill's Higher Secondary School, Indore.
49. Shri B. Chakravarti,
Vaishnav Higher Secondary School, Indore.
50. Shri S.V. Nagar,
Principal, Malhar Ashram, Indore.
51. Shri I.H.K. Lodi,
Principal,
Maharaj Shivajirao H.S. School, Indore.
52. Shri D.N. Khazanchi,
Principal, Nutan Higher Secondary School, Indore.

53. Mrs. L. Jagadale,
Sanyogitagunj Girls H.S. School, Indore.
54. Shri R.N. Zutshi,
Daly College, Indore.
55. Miss S. Thakar,
Ahilyashram C.M.W., Indore.
56. Shri O.P. Rawal,
Higher Secondary School, Parasrampur, Indore.
57. Shri Joshi,
Principal, Arts College, Indore.
58. Shri Trikam Mehta,
Kasturbagram, Indore.

XII. Students' Representatives who met the Education Commission at Indore on 23.3.65:-

1. Kumari T.C. Marykutty,
College of Nursing, Indore.
2. Kumari Sosamma Eapen,
College of Nursing, Indore.
3. Shri Murlī Manohar Vyas,
Government Sanskriti College, Indore.
4. Shri P.N. Shukla,
Government Arts & Commerce College, Indore.
5. Shri R.C. Khandelwal,
Govindram Seksaria Technological Institute, Indore.
6. Shri Virendra Singh,
Govindram Seksaria Technological Institute, Indore.
7. Kumari Krishna Gattani,
New Girls Degree College, Indore.
8. Kumari Santosh Rathor,
New Girls Degree College, Indore.
9. Shri B.M. Sharma,
P.M.B. Gujarati College, Indore.
10. Shri R.N. Pahawa,
H.G.M. Medical College, Indore.
11. Shri P. Banerji,
H.G.M. Medical College, Indore.
12. Kumari Savita Mathur,
Girls Degree College, Indore.
13. Shri Kothari,
Holkar Science College, Indore.

14. Shri Pandit,
Holkar Science College, Indore.
15. Shri Kailash Maheshwari,
Indore Christian College, Indore.
16. Shri Madhusudan Shukla,
Indore Christian College, Indore.
17. Shri Ramesh Agarwal,
Rajkumar Singh Ayurvedic College, Indore.
18. Shri Krishnalal Agnihotri,
Rajkumar Singh Ayurvedic College, Indore.
19. Shri Sapan Kumar Bamerjee,
Islamia Karimia Degree College, Indore.
20. Shri Jawed Habeeb,
Islamia Karimia Degree College, Indore.

XIII. Representatives of the Department of Education, Indore,
who met the Education Commission on 23.3.65:-

1. Miss Lilavati Vyas,
Divisional Superintendent of Education,
Indore.
2. Shri A. Khan,
Asstt. Divisional Superintendent of Education,
Indore.
3. Shri P. Ghosh,
Assistant Divisional Superintendent of Education,
Indore.
4. Shri V.M. Bagchi,
District Education Officer, Indore.

XIV. Persons present at the meeting at the Gujarati Samaj
Higher Secondary School, Ujjain, on 24.3.65:-

1. Shri Nagjeebhai R. Pipalia,
Principal, Gujarati Samaj Higher Secondary School, Ujjain.
2. Shri Madhavprasadji Saxena,
Lecturer, Gujarati Samaj Higher Secondary School, Ujjain.
3. Shri Narayanarao R. Joshi,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
4. Shri Dwarkadas G. Joshi,
Assistant Lecturer, Gujarati Samaj Higher Secondary
School, Ujjain.

5. Shri Shantilal N. Kothari,
Lecturer, Gujarati Samaj Higher Secondary School, Ujjain.
6. Shri Briddhichandraji N. Jain,
Asstt. Teacher, Gujarati Samaj Higher
Secondary School, Ujjain.
7. Shri Satishchandra B. Gauttam,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
8. Shri Navinchandra S. Shukla,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
9. Kumari Anitaben Pratapsingh,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
10. Shri Ashok Kumar Jain,
Asstt. Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
11. Shri Raghunathrao N. Joshi,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
12. Shri Dinkarbai J. Patel,
Assistant Teacher, Gujarati Samaj Higher Secondary,
School, Ujjain.
13. Shri Somchand V. Jain,
Laboratory Assistant, Gujarati Samaj Higher
Secondary School, Ujjain.
14. Shri Arunkumar U. Joshi,
Assistant teacher, Gujarati Samaj Higher Secondary
School, Ujjain.
15. Shri Narmadashankar C. Joshi,
Assistant Teacher, Gujarati Samaj Higher Secondary
School, Ujjain.

XV. Persons who had discussion with the Education Commission
at Ujjain on 24.3.1965:-

1. Shri Brajendra Joshi,
Principal, P.G.B.T. College, Ujjain.
2. Shri Brajesh Kumar Gumasta,
Professor, P.G.B.T. College, Ujjain.
3. Shri Shyam Behari,
Professor, P.G.B.T. College, Ujjain.
4. Shri Brajkishore Dixit,
Professor, P.G.B.T. College, Ujjain.

5. Shri Pandri Nath Puranik,
Assistant Professor, P.G.B.T. College, Ujjain.
6. Shri Babulal Nagar,
Asstt. Professor, P.G.B.T. College, Ujjain.
7. Shri P.C. Sharma,
Assistant Professor, P.G.B.T. College, Ujjain.
8. Kunari Indi Havalkar,
Assistant Professor, P.G.B.T. College, Ujjain.
9. Shri Shyam Sundarlal Tripathi,
Assistant Professor, P.G.B.T. College, Ujjain.
10. Shri Babulal Gupta,
Assistant Professor, P.G.B.T. College, Ujjain.
11. Shri Bhavant Rao Kanungo,
Lecturer, P.G.B.T. College, Ujjain.
12. Shri Shrikrishna Saral,
Lecturer, P.G.B.T. College, Ujjain.
13. Shri Damodar Gajanan,
Lecturer, P.G.B.T. College, Ujjain.
14. Shri Vijay Shankar Mishra,
Lecturer, P.G.B.T. College, Ujjain.
15. Shri Babu Rao Govind Rao Satputay,
Kala Nirdashka, P.G.B.T. College, Ujjain.
16. Shri Vishvasharlal Chaturvedi,
Weaving Guide, P.G.B.T. College, Ujjain.
17. Shri Rajendra Prasad Munshi,
Karshi Mandashka, P.G.B.T. College, Ujjain.
18. Shri L.P. Chaturvedi,
Principal, Maharajwada H.E. Secondary School, Ujjain.
19. Shri A.L. Gupta,
Principal, Model Higher Secondary School, Ujjain.
20. Shri G.D. Singh,
Principal, Jiwaiganj Higher Secondary School, Ujjain.
21. Shri Man Mohan Saxena,
Principal, Govt. Higher Secondary School, Suvasra, (Mandsau)
22. Shri J.B. Saxena,
Principal, Government Higher Secondary School,
Narayangarh.
23. Shri T.P. Singh,
Principal, Grasim Higher Secondary School, Nagda (M.P.)
24. Mrs. Shakuntla Devi Saxena,
Principal, Women Basic Training Institution,
Ratlam (H.P.)

25. Smt. Lila Dutta,
Principal, Women Basic Training Institution,
Ujjain.
26. Smt. D.K. Kapuria,
Principal, Government Girls Higher Secondary School,
Neemuch (M.P.)
27. Miss A. Zubair,
Principal, Government Girls Higher Secondary School,
Rampura.
28. Shri B.M. Mishra,
Principal, Government Basic Training Institute,
Mangalneth, Ujjain.
29. Shri G.L. Sharma,
Principal, B.T.I. Shugalpur.
30. Shri C.S. Kavathekar,
Principal, B.T.I., Shajapur.
31. Shri P.S. Bhide,
Principal, B.T.I. Jaora.
32. Mrs. Veenadevi Thakare,
Principal, Vijaya Raje, Girls Multipurpose Higher
Secondary School, Ujjain.
33. Dr. Saroj Odhekar,
Lecturer, B.T.I., Ujjain.
34. Miss Z.B. Nawab,
Principal, Government Girls Higher Secondary
School, Agar (M.P)
35. Smt. S. Yeolekar,
Principal, Government Girls Higher Secondary
School, Shajapur.
36. Shri B.K. Dikshit,
Professor, Government Post-Graduate Basic Training
College, Ujjain.
37. Mrs. Tara Joglekar,
Assistant Divisional Superintendent of Education, Ujjain.
38. Shri Intzamuddin,
Assistant Divisional Superintendent of Education,
Ujjain Division.
39. Shri S.H. Mehta,
District Education Officer.
40. Maharaaj Maharaj Dr. Baghubhai Singh, Silaman, District
Mandasor.

., XVI. Persons who took part in the discussion held at Vikram University, Ujjain on 25.3.1965:-

1. Dr. G.L. Datta, Vice-Chancellor, Vikram University, Ujjain.
2. Dr. Shiv Mangal Singh 'Suman',
Dean, Faculty of Arts, Vikram University, Ujjain.
3. Dr. S.C. Chatterjee,
Dean, Faculty of Science, Vikram University, Ujjain.
4. Shri B.K. Joshi,
Dean, Faculty of Education, Vikram University, Ujjain.
5. Dr. H.N. Sharma,
Prof. of Chemistry, Vikram University, Ujjain.
6. Dr. W.V. Bhagwat,
Head of the Department of School of Studies in
Chemistry, Vikram University, Ujjain.
7. Dr. D.V. Gogate,
Head of the Department of School of
Studies in Physics, Vikram University, Ujjain.
8. Dr. G.S. Pandey,
Incharge Head of the Department of Zoology,
Vikram University, Ujjain.
9. Dr. B.M. Sinha,
Reader in Zoology, Vikram University, Ujjain.
10. D. L.P. Mall,
Head of the Department of Botany, Vikram University,
Ujjain.
11. Dr. S.D. Gyani,
Reader, Ancient Indian History and Culture,
Vikram University, Ujjain.
12. Shri D.M. Potnis,
Head of the Department of English, Madhav College,
Ujjain.
13. Shri B.G. Sharma,
Head of the Department of History, Madhav College, Ujjain.
14. Shri G.P. Tandon,
Head of the Department of Hindi, Madhav College, Ujjain.
15. Dr. Prakash Chandra,
Head of the Department of Political Science, Madhav
College, Ujjain.
16. Dr. S.F.L. Shrivastava,
Head of the Department of Psychology, Madhav College,
Ujjain.
17. Shri V. Venkatachalam,
Head of the Department of Sanskrit,
Madhav College, Ujjain.

18. Dr. M.G. Debhade,
Head of the Department of Marathi,
Madhav College, Ujjain.
19. Dr. S.D. Mishra,
Head of the Department of Geography,
Madhav College, Ujjain.
20. Smt. K. Deo,
Head of the Department of Sociology,
Madhav College, Ujjain.
21. Shri Shyam Behari Sharma,
Head of the Department of Educational
Psychology, Madhav College, Ujjain.
22. Prof. P.K. Banerjee,
Head of the Department of Library Science,
Vikram University, Ujjain.
23. Shri M.N. Passi,
Librarian, Central Library, Vikram University, Ujjain.
24. Shri V.S. Tilloo,
Curator, Scindia Oriental Institute, Ujjain.
25. Mrs. P. Indarkar,
Principal, Girls' Degree College, Ujjain.
26. Principal,
Government Polytechnic,
Ujjain.

XVII. Educationists who were present at the meeting
held at Grand Hotel, Ujjain on 25.3.1965:

1. Shri L.K. Jaywant,
Superintending Engineer, P.W.D., Ujjain Circle.
2. Shri S.S. Sareen, Engineer,
Vikram University, Ujjain.
3. Shri B.B. Ranade,
Department of Philosophy, Madhav College, Ujjain.
4. Shri Shiva Mangal Singh 'Sunan'
Principal, Madhav College, Ujjain.
5. Shri Sajjan Singh Mehta,
Municipal Commissioner, Ujjain.
6. Shri L.G. Nene,
Retired Deputy Director of Public Instruction,
Ujjain.
7. Shri R.S. Vasavady,
President, Gujarati Samaj, Ujjain.

8. Shri N.P. Pathak,
Division Superintendent of Education, Ujjain.
9. Shri Ghaiyur Qureshi, M.L.A., Ujjain.
10. Shri Bishwanath, Advocate, Ujjain.
11. Shri Shriniwas Rath,
Madhav College, Ujjain.

3- RAIPUR AND BHILAI

XVIII : Principals, Lecturers and Teachers of Higher Secondary Schools who met the Education Commission for a discussion at Raipur on 22nd March, 1965.

1. Shri J.C. Awasthi, Principal, Government, Higher Secondary School, Raipur.
2. Shri J.W.A. Narsiah, Principal, St. Paul's H.S. School, Raipur.
3. Shri N.N. Bhattacharya, Principal, S.S. Kalibari Higher Secondary School, Raipur.
4. Shri B.L. Chandravanshi, Principal, Lakhe Higher Secondary School, Raipur.
5. Shri R.P. Shrivastava, Principal, Public Higher Secondary School, Raipur.
6. Shri K.P. Aggarwal, Principal, Sapre, Higher Secondary School, Raipur.
7. Shri K.G. Maya, Principal, Ganpat Higher Secondary School, Raipur.
8. Shri L.K. Sharma, Principal, Gujarati Higher Secondary School, Raipur.
9. Shri M.L. Pande, Principal, Hindu Higher Secondary School, Raipur.
10. Shri B. Singh, Principal, Ramdayal Tiwari Higher Secondary School, Raipur.
11. Shri R. N. Kanauje, Principal, Rashtriya Higher Secondary School, Raipur.
12. Shri R.K. Amravat, Principal, Mahavir Higher Secondary School, Raipur.
13. Shri R.S. Dube, Principal, Eafadiah Higher Secondary School, Raipur.
14. Shri K.K. Thakur, Principal, Badriprasad Higher Secondary School, Raipur.
15. Shri A.S. Sav, Principal, Public Higher Secondary School, Patan, Dt. Durg.

16. Kum. H. Lawrencius, Principal, Salem Girls' Higher Secondary School, Raipur.
17. Smt. A. Sen, Principal, Laxminarain Girls' Higher Secondary School, Raipur.
18. Kum. S. Das, Principal, Municipal Ganj Girls' Higher Secondary School, Raipur.
19. Shri G.K. Varma, Government M.P.H.S. School, Raipur
20. Shri H. Bhattacharya, -do-
21. Shri B.N. Moghe, -do-
22. Shri L.R. Devangan, -do-
23. Shri R.L. Dani, -do-
24. Shri M. Khan, -do-
25. Shri M.S. Nandwan, -do-
26. Shri M. David, -do-
27. Shri J.P. Chaturvedi, -do-
28. Shri B.P. Agarwal, -do-
29. Shri B.K. Agnivanshi, -do-
30. Shri T.D. Pande, -do-
31. Shri Q.B. Ahmad, -do-
32. Shri V.N. Thakur, -do-
33. Shri R.M. Goswami, -do-
34. Shri T.V. Keshvani, -do-
35. Shri K.S. Pande, -do-
36. Shri N.K. Sharma, -do-
37. Shri S.D. Shrivastava, -do-
38. Shri B.P. Gupta, -do-
39. Shri Kailash Chandra, -do-
40. Shri Gurdiyal Ghei, Khalsa Higher Sec. School Raipur.
41. Shri I.P. Mishra, Mahavir H.S. School, Raipur.
42. Shri C.S. Parmar, B.P. Pujari Municipal H.S. School, Raipur.
43. Shri R.P. Sharma, -do-
44. Shri L.L. Sharma, Fafadih Municipal H.S. School, Raipur.
45. Shri P.Y. Ajimwale, Shri Gujarat H.S. School Raipur.
46. Shri K.R. Devangan, -do-

47. Shri S.N. Chaturvedi, Shri Gujarati H.S. School, Raipur.
48. Shri C.B. Singh, -do-
49. Shri B.L. Ganaudwale, -do-
50. Shri V.G. Tamarkar, -do-
51. Shri D.K. Bannerji, -do-
52. Shri A. S. Pandya, -do-
53. Smt. Guha, -do-
54. Kum. S. Naidu, Municipal Saraswati Girls' H.S. School, Raipur.
55. Smt. Kusum Chauhan, -do-
56. Smt. Chandrakala Pathak, -do-
57. Kum. M. Manki, Salem Mission Girls' H.S. School, Raipur.
58. Kum. I.S. Tikki, -do-
59. Kum. Kujur, -do-
60. Kum. Harish, -do-
61. Kum. S. Chauhan, -do-
62. Kum. R. Kumar, -do-
63. Smt. C. Francis, -do-

XIX: Educationists who met the Commission at Raipur on 22nd March, 1965

1. Shri J. Yoganandam, Founder and Principal, Chhattisgarh College, Raipur.
2. Shri Bulakilal Pujari, President, Municipal Committee, Raipur.
3. Shri Mohanlal Nathani, Chairman, Janpad Sabha Raipur.
4. Shri S.P. Tiwari, President, Rotary Club, and Secretary, Municipal Committee, Raipur.
5. Shri S.M. Shukla, Public Relations Officer, Raipur.
6. Shri S.S. Bhatt, District Education Officer, Raipur.
7. Shri Mahant Laxminarain Das, Ex-Chairman, District Council, Raipur, and former President, Madhya Pradesh Provincial Congress Committee.
8. Shri K.L. Varma, Dy. Chairman, Managing Committees, Lakhe H.S. School and Public H.S. School, Raipur.

9. Dr. M.Y. Rajivlale, Principal, Homoeopathic College, Raipur.
 10. Shri Narayanbhai, Chairman, Gujarati Education Society, Raipur.
 11. Shri Virchandra, Secretary, Gujarati Education Society, Raipur.
 12. Shri W.C. Kurchiniya, Professor, Government P.G.B.T. College, Raipur.
 13. Smt. Sarojini Sinha, Chairman, District Council for Women's Education, Raipur.
 14. Smt. N. Pinge, Member, Municipal Council, and Women's Social Welfare Department, Raipur.
 15. Smt. Vimla Sharma, Lecturer, Dani Girls' School, Raipur, and Member, M.P. Secondary Education Board.
- XX : Teachers of Elementary and Secondary Schools and others who met the Education Commission at Bhilai on 22nd March, 1965.

1. Shri B.N. Singh, Education Officer, Bhilai Steel Project.
2. Shri P.W. Phatak, Middle School No.1, Sector 1, Bhilai Steel Project.
3. Shri K.J. Kushavha, Primary School, Sector I, Bhilai Steel Project.
4. Shri D.P. Sharma, Primary School, Sector 7, BSP.
5. Mrs. J. Bedi, Girls Higher Secondary School, Sector V, Bhilai Steel Project.
6. Mrs. S.L. Sahay, English Primary School, Sector IX, Bhilai Steel Project.
7. Shri J.N. Sinha, Principal, Higher Secondary School, Sector I, Bhilai Steel Project.
8. Shri R.S. Misra, Principal, H.S. School, Sector VII, Bhilai Steel Project.
9. Shri R.N. Varma, Principal, Bhilai Vidyalaya, Sector II, Bhilai Steel Project.
10. Shri L.D. Damohe, District Education Officer, Durg.
11. Shri B.P. Pande, C.D. Officer, Bhilai Steel Project.

XXI : Teacher Educators who met the Education Commission at Raipur on 23rd March, 1965.

1. Dr. S. Chaturvedi, Principal, Government P.G.B.T. College, Raipur.
2. Shri W.P. Kurchania, Professor Govt. P.G.B.T. College, Raipur.

3. Shri R.B. Varma, Professor, Govt. P.G.B.T. College, Raipur.
4. Smt. V. Mittal, Asstt. Professor, -do-
5. Shri P.R. Richharia, -do- -do-
6. Smt. G. Shivramwar, Principal, Girls B.T.I. Raipur
7. Smt. V. Chauhan, Lecturer, B.T.I., Shankernagar
8. Kum. S.K. Yadav, Lecturer, Girls B.T.I. Raipur.
9. Smt. S. Waldulkar, -do- -do-
10. Kum. N. Ghatbe, -do- -do-
11. Kum. S. Rai, -do- -do-
12. Kum. V. Gupta, -do- -do-
13. Shri R.K. Dave, Principal, B.T.I. Raipur.
14. Shri S.P. Tiwari, Lecturer, B.T.I. Raipur
15. Shri P.R. Dwivedi, -do- -do-
16. Shri K.K. Gupta, -do- -do-
17. Kum. B. Mizon, -do- -do-
18. Shri B.P. Tiwari, Lecturer, B.T.I. Shankernagar
19. Shri L.N. Sonakia, -do- -do-
20. Shri Y.G. Girhen, -do- -do-
21. Shri Vaidya, -do- -do-
22. Shri R.S. Sharma, Asstt. Professor, Government P.G.B.T. College, Raipur.
23. Shri L.P. Bajpai, Lecturer, Government P.G.B.T. College, Raipur.
24. Shri R.S. Dubey, -do- -do-
25. Shri S.S. Bhatt, Dist. Education Officer, Raipur.
26. Shri V.A. Jamdar, Division Superintendent of Education, Raipur.
27. Smt. S. Pandey, Asstt. D.S.E., Raipur.
28. Shri K.L. Verma, Co-ordinator.

XXII : Student Leaders who met the Education Commission at Raipur on 23rd March, 1965

1. Shri C.D. Adwani, General Secretary, Engineering College (V. Mech.)
2. Shri Ashok Bhalla (V. Elect.), Engineering College.

3. Shri P.S. Shastry (IV C.E.) Engineering College.
4. Shri T.C. Ojha, President, Law College, Durga Mahavidyalaya, (M.A. Final).
5. Miss Lila Thakar (B.A. Final) Girls Degree College.
6. Miss Manjula Patre (B.A. Final) -do-
7. Shri J.S. Rajpal, Durga Mahavidyalaya (M.Com.Final)
8. Shri D.S. Tiwari, Govt. Ayurvedic College (IV Yr)
9. Shri Kishan Agrawal, Durga Mahavidyalaya (M.Com.Final)
10. Shri S.C. Awasthi (II Yr.Sc.), Science College, Raipur
11. Shri Raghwendra Gumasta (II Yr.B.A.), Durga Arts College.
12. Shri Dawesh Nandan, Ayurvedic College (Final Yr).

XXIII : Principals and University Professors who met the Education Commission at Raipur on 23.3.65.

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1. Shri P.C. Wadhvani, Principal, Engineering College, Raipur.
 2. Smt. Saran, Principal, Girls College, Raipur.
 3. Dr. Benawri, Principal, Medical College, Raipur.
 4. Shri J. Yoganandam, Principal, Chhattisgarh College, Raipur.
 5. Shri M.V. Ramchandran, Principal, Durga Arts College, Raipur.
 6. Dr. S. Chaturvedi, Principal, P.G.B.T., Raipur.
 7. Dr. Ravi Prakash, Principal, Science College.
 8. Dr. S.S.L. Dixit, Professor, Science College.
 9. Dr. B.D. Gupta, Principal, Ayurveda College.
 10. Shri B. Dube, Professor, Engineering College.
 11. Shri J.N. Das, Professor, Law College, Raipur.
 12. Shri S.L. Gupta, Professor, Law College, Raipur.
 13. Shri Jha, Professor, Law College, Raipur.
 14. Shri B.S. Verma, Professor, Engineering College.
 15. Shri N.L. Jain, Professor, Engineering College.
 16. Shri M.V. Kamath, Professor, Engineering College.
 17. Shri A.P. Saxena, Professor, Engineering College.
 18. Shri R.P. Shukla, Professor, Engineering College.
 19. Shri J.N. Das, Professor, Science College, Raipur.
 20. Shri R.N. Trivedi, Professor, Science College.

21. Shri R.P. Tiwari, Professor Science College.
22. Shri N.S. Varma, -do- -do-
23. Shri C.B.L. Varma, -do- -do-
24. Shri Y.G. Joglekar, Professor, Durga Mahavidyalaya.
25. Shri B.C. Shrivastava, -do- -do-
26. Shri Saraswat, Professor, Ayurvedic College, Raipur
27. Shri R.P. Shukla, Professor, Chhattisgarh College,
Raipur.

B- BHOPAL

XXIV List of Principals of Post Graduate Basic Training College and Basic Training Institutes who met the Education Commission on 25.3.1965.

1. Shri S.R. Chaturvedi, Post Graduate Basic Training College,
Raipur
2. Shri G.V. Bernard, Prantiya Shikshan Mahavidyalaya, Jabalpur.
3. Shri B.K. Joshi, Post Graduate Basic Training College, Ujjain
4. Shri S.N. Singh -do- Gwalior
5. Shri S.R. Dubey -do- Dewas
6. Shri C.P. Verma -do- Sagar
7. Smt. P. Timothy -do- Bhopal
8. Shri W.B. Bhave -do- Rewa
9. Shri G.S. Thakur -do- Bilaspur
10. Dr. S.K. Dani, Principal, College of Educational,
Psychology and Guidance, Jabalpur
11. Miss C. Reid, Director, State Institute of English Education
12. Dr. Upadhyaya, Principal, Regional College of Education,
Bhopal
13. Shri A.K. Adalti, Post-Graduate Basic Training College,
Chhatarpur
14. Shri R.G. Dave -do- Khandwa
15. Dr. J.P. Vyas, Prantiya Shikshan Mahavidyalaya, Jabalpur
16. Shri P.S. Parihar -do-
17. Shri H.N. Shrivastava -do- Sagar
18. Shri P.N. Russia, Basic Training Institutions Kundehwar,
Tikamgarh

19. Shri S.A. Das, Basic Training Institutions Karodina Inagarh
(Raigarh)

20. Ku. K.Saxena, Women's Basic Training Institution, Bhopal

21. Shri P.S. Bhide, Basic Training Institution, Jaora.

XXV Principal and Lecturers of Higher Secondary Schools
who met the Education Commission on 25.3.1965.

1. Shri K.L. Pande, Naveen Vidya Bhawan Education Society, Jabalpur
2. Col. R.R. Narang, Sainik School, Rewa
3. Shri R.N. Zutshi, Principal, Daly College, Indore.
4. Shri J.P. Choubey, Government Multipurpose Higher
Secondary School, Khandwa.
5. Shri S.N. Pathak, S.N.G. Higher Secondary School, H'Bad.
6. Shri I. Hussain, Keymore Higher Secondary School, Keymore (Katni)
7. Shri B.L. Verma, Principal, Government Multipurpose Higher
Secondary School, Betul.
8. Shri S.B.L. Verma, Principal, Government Multipurpose Higher
Secondary School, Balaghat.
9. Smt. S. Shukla, Kanle Mehru Government Girls Multipurpose
Higher Secondary School, Tatyatope Nagar, Bhopal
10. Shri L. Tigga, Loyala Higher Secondary School, Kunkuri.
11. Shri M.M. Scott, Principal, Mission Higher Secondary School,
Bilaspur
12. Mother Margaret Marry, St. Joseph Convent Higher Secondary
School, Bhopal
13. Shri M.B. Lalge, Director, Educational Programmes, Board of
Secondary Education & Principal, Model Multipurpose
Higher Secondary School, Tatyatope Nagar, Bhopal.
14. Shri A.P. Shukla, Principal, Mart & Higher Secondary School, Rewa
15. Shri Fazal Hussain, Principal Quadaria Boy's Higher Secondary
School, Burhanpur
16. Dr. Malti Bai Shrikhande, Principal, Maharani Laxmi Bai Girls
Higher Secondary School, Sagar
17. Shri D.N. Basu, Lecturer, S.F.G. Higher Secondary School,
Hoshangabad.
18. Kumari Prabha Saxena, Government Girls Higher Secondary
School, Vidisha.
19. Shri B.P. Shrivastava, Lecturer, Government Higher Secondary
School, Shahdol.
20. Shri Ved Singh Tomar, Government Middle School, Dathara,
District Morena.
21. Shri P.B.L. Ignihotri, Sindia School, Gwalior

XXVI. List of Principals of Arts & Science Colleges
who met the Education Commission on 25.3.1965

1. Smt. V. Johri, Principal, L.B. Girls Degree College, Bhopal
2. Shri P.C. Malhotra, Principal and Head of the Department
(Economics, Hamidia Arts & Commerce College, Bhopal)
3. Dr. M.S. Rao, Principal, Motilal Vigyan Mahavidyalaya, Bhopal.
4. Dr. Ashfaq Ali, Principal, Saifia Degree College, Bhopal
5. Dr. S.D. Saxena, Principal, Government Degree College, Bareilly.
6. Shri K.N. Nanda, Principal, Government Degree College, Sehore.
7. Shri B.R. Sen, Professor Physics Motilal Vigyan Mahavidyalaya,
Bhopal.
8. Shri Khandekar, Professor Maths. " " "
9. Dr. G.C. Jain, Professor & Head of the Department Urdu Government
Hamidia Arts & Commerce College, Bhopal.
10. Dr. B.B. Agnihotri, Professor of English, Hamidia Arts & Commerce
College, Bhopal.
11. Dr. Dharm Bhanu, Professor of History " "
12. Dr. P.N. Kaotekar, Professor of Sanskrit " "
13. Dr. R.D. Gaur, Professor-Botony, M.L.V.M.V.N. Bhopal

XXVII List of students who met the Education Commission
on 25.3.1965

1. Miss S. Nasurkar, H.Sc. Botony.
2. H.K. Pathak, H.Sc. Final Physics
for H.V.M. Bhopal.
3. Shri Rajendra Malhotra, B.A. Pt. IIIrd.
4. Shri Shukla, H.A. Final
for Hamidia College, Bhopal

XXVIII List of Educationists who met the Education
Commission on 25.3.1965

1. Shri Kunji Lal Dubey, Speaker, Vidhan Sabha, Madhya Pradesh, Bhopal
2. Smt. Chandrakala Sahai, M.L.A. Gwalior
3. Shri Bhawani Prasad Tiwari, M.P. Wright Town, Jabalpur
4. Lal Pradyuman Singh, Member, Public Service Commission,
Madhya Pradesh, Indore
5. Shri Tara Chand Shrivastava, Ex-Vice-Chancellor, Napier Town,
Jabalpur

6. Dr. Baldev Prasad Mishra, Divisional Vigilance Commissioner,
Bilaspur
7. Padmashri K.C. Shukla, Retd. Head Master, Sindia Public School,
Gwalior
8. Shri Bulakhi Bal Pujari, President, Municipal Committee, Raipur

XXIX. List of Directors who met the Education Commission on
26.3.1965

1. Dr. A.H. Misra, Director of Public Instruction, Madhya Pradesh,
Bhopal
2. Dr. V.N. Dokras, Director of Technical Education, Madhya Pradesh,
Bhopal.
3. Shri A.B. Vaidya, Director of Employment & Training, Madhya Pradesh,
Govind Bhavan, Jabalpur
4. Dr. G.L. Sharma, Director of Health Services, Madhya Pradesh,
Indore.
5. Shri B.K. Dubey, Director of Tribal Welfare, Madhya Pradesh, Bhopal.
6. Smt. F. Chaudhary, Director, State Institute of Education,
Sehore

XXX. List of Vice-Chancellors of the State Universities who met
the Education Commission on 26.3.1965

1. Shri G.L. Datta, Vice-Chancellor, Vikram University, Ujjain
2. Shri G.P. Thatte, Vice-Chancellor, Sagar University, Sagar
3. Shri H.S. Kamath, Vice-Chancellor, Indore University, Indore
4. Shri S.S. Bhandarkar, Vice-Chancellor, Jivajirao University, Gwalior
5. Shri B.R. Saxena, Vice-Chancellor, Pt. Ravishanker Shukla
University, Raipur
6. Dr. J.S. Patel, Vice-Chancellor, Jawaharlal Nehru Krishi Vishwa
Vidyalaya, Jabalpur
7. Dr. S. Ghosh, Vice-Chancellor, Jabalpur University, Jabalpur
8. Shri P.M. Chrichore, Vice-Chancellor, Indira Kala Sangit Vishwa
Vidyalaya, Khairagarh

XXXI. List of Members of the State Council for Women's Education
who met the Education Commission on 26.3.1965

1. Smt. Vimala Sharma, Chairman, S.C.W.E. 5, Civil Lines Bhopal
2. Smt. Manorma Trivedi, M.L.A., Member State Council for Women's
Education, Shivpuri, H.P.

3. Smt. Sushila Devi Dixit, M.L.A., Member State Council for Women's Education, Hoshangabad.
4. Smt. Hansaben Patel, M.L.A., Member State Council for Women's Education, Ujjain, M.P.
5. Smt. Narayani Devi Jha, M.L.A. Member State Council for Women's Education, Mandla, M.P.
6. Shri P. Malhotra, Member State Council for Women's Education, Bhopal.
7. Smt. F. Chaudhari, Member State Council for Women's Education, & Director, State Institute of Education, Sehore.
8. Smt. Savitri Dhagat, Member State Council for Women's Education, Jabalpur M.P.
9. Smt. Gayatri Devi Pamar, Member State Council for Women Education Chhatarpur, M.P.
10. Smt. Shalini Moghe, Member State Council for Women's Education, Indore, M.P. Bal Adhyapau Mandir, Pagnispaga.
11. Smt. Jayaben, Member State Council for Women's Education, Dhantari (Raipur) M.P.
12. Smt. A.M. Sinde, Member State Council for Women's Education, Rewa, M.P.
13. Smt. S. Kshdekar, Member State Council for Women's Education, Gwalior M.P.
14. Smt. R. Pandya, Secretary, State Council for Women's Education, Bhopal, M.P.
15. Smt. Premlata Dube, Member State Council for Women's Education, Bilaspur M.P.
16. Smt. Indira Shukla, Member State Council for Women's Education, Jhabua, M.P.

XXXII List of Principals of Engineering Colleges, Polytechnics & Industrial Training Institutes who met the Education Commission on 28.3.1965

1. Shri J.F. Moudgill, Maulana Azad College of Technology, Bhopal.
2. Shri V.V. Natu, Sanrat Ashok Technological Institute, Vidhisha.
3. Shri S.H. Das Gupta, Govindram Seksaria Technical Institute, Indore.
4. Shri Swanay A.L., Government Engineering College, Jabalpur
5. Shri P.C. Wadhvani, Government Engineering College, Raipur
6. Shri V.V. Sarwate, " " " " , Bilaspur
7. Shri S.R. Beedkar " " " " Rewa
8. Shri Rane K.S., Madhav Engineering College, Gwalior

9. Shri R. Khanna, Regional Technical Teachers Training Institute, Bhopal.
10. Shrinati M. Pandya, Women's Polytechnic, Bhopal.
11. Shri Y. Saran, Polytechnic, Bhopal
12. Shri R.G. Baldeo, Polytechnic, Jabalpur
13. Shri Borwanker S.K., Polytechnic, Seoni.
14. Shri M. Matin, Polytechnic Harda.
15. Shri V.M. Saxena, Central Technical Institute(Polytechnic)Gwalior
16. Shri S.N. Ramchandran, Polytechnic, Khandwa.
17. Shri V.G. Sathe, Industrial Training Institute, Bhopal.
18. Shri R.S. Keshwaiah, Kalaniketan, Jabalpur.
19. Shri K. Karnakuran, Industrial Training Institute, Koni, Bilaspur
20. Shri S.S. Pande, Industrial Training Institute, Indore.

List of Memoranda submitted to the
Education Commission in Madhya Pradesh.

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Sl. No.	Name and address	Brief subject.
1.	Dr. Baldeo Prasad Mishra, Divisional Vigilance Officer, Bilaspur Division, Bilaspur (M.P)	General Suggestions.
2.	Shri M.K. Chitale, Bilaspur, M.P.	Importance of Sanskrit Education and Religious- Philosophical Education.
3.	Shri Shyam Manohar, Principal, Panchayati Raj Training Centre, Vanvasi Dham, Mandla, M.P.	Tribal Education
4.	Shri P.C. Malhotra, Bhopal, M.P.	Expansion of Higher Education.
5.	Shri V.V. Sarwate, Principal, Government Engineering College, Bilaspur, M.P.	General suggestions.
6.	Shri Shyam Manohar, Mandla, M.P.	General suggestions.
7.	Shri J.N. Moudgill, Principal & Secretary, Maulana Azad College of Technology, Bhopal, M.P.	Deterioration of Standards in Engineering Education.
8.	Shri Badri Nath Dewangan, Lal Bagh, P.O. Jagdalpur, District Bastar, M.P.	Spiritual Education.
9.	Shri Veer Chand Nathu Bhai, Chhotapara, Raipur.	Improving the Standard of Secondary Education.
10.	Prof. D.R. Bhawalkar, Dean, Faculty of Science, University of Sagar, Sagar.	Science Education in Universities.
11.	Jawaharlal Nehru Krishi Vishvavidyalaya, Jabalpur.	Agricultural Education.
12.	The Secretary, Government College of Science, Raipur.	General Suggestions.

SI.	Name and address	Brief Subject.
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13.	Members of the Executive Committee of the Board of Secondary Education, Bhopal	Secondary Education in Madhya Pradesh.
14.	The Principal, Prantiya Shikshan Mahavidyalaya, Jabalpur.	Primary & Secondary Education in Madhya Pradesh
15.	Principal, Government Engineering College, Jabalpur.	Deficiency in staff, building and equipment at the college.
16.	Shri R.V. Vaidya, Retired Teacher, Bhide's Wada, M.L.B. Road, Lashkar, Gwalior	New aspects of Indian Education.
17.	Jiwaji University, Gwalior	Problems and Difficulties of Jiwaji University, Gwalior.
18.	Shri V.N. Bagchi, Local Secretary, Sectional Conference & District Educational Officer, Indore.	Primary Education & Basic Curriculum.
19.	Shri P.N. Chinchore, Vice Chancellor, Indira Kala Sangeet Vishvavidyalaya, Khairagarh.	Three year Degree Course in Music and Fine Arts.
20.	Shri Y. Saran, Principal, S.V. Govt. Polytechnic, Bhopal	Technical Education in Polytechnics.
21.	Book Sellers & Publishers Association, Patankar Bazar, Gwalior-1	General S uggestions.
22.	Shri H.L. Kargor, Lecturer in Chemistry, Maulana Azad College of Technology, Bhopal.	Research Facilities for Science Teachers of Engineering Colleges.
23.	Shri Laxminarayan Das, M.P., President, Kamaladevi Sangeet Mahavidyalaya, Raipur.	Music Education.

Sl. No.	Name and address	Brief Subject.
24.	Local Headmasters of Secondary Schools at Ujjain.	Secondary Education
25.	Shri H.L. Kapoor, Lecturer in Chemistry, Maulana Azad College of Technology, Bhopal.	National/Central Univer- sities in States of India.
26.	Shri Vimal Kumar, Jayaji Chowk, Gwalior-1 (Member, Lalit Kala Akademi, New Delhi)	Fine Arts Education.
27.	Shri Ishwar Chandra, Rector, University of Saugar, Sagar.	University Education.
28.	Shri L.C. Jain, Assistant Professor & Head of the Commerce Deptt., Govt. Degree College, Neemuch & Honorary Director, Institute of Business Administration, Gwalior.	Commerce Education
29.	Shri M.K. Chitale, President, Sanskrit Parishad, Bilaspur.	Sanskrit Language.
30.	Scindia School Teachers' Association, Fort, Gwalior.	Secondary Education.
31.	Shri R.V. Vaidya, Retired Teacher, Lecturer in Physics, Patel Vidyalaya, Gwalior.	Re-oriented Aspect of General Science.
32.	Shri H.R. Gupta, Manager, Rajaborari Estate & Radhasoami Higher Secondary School, Timarni, Hoshangabad District.	Holidays in Educational Institutions.
33.	Shri Iqbal Hussain Khan, General Secretary, Madhya Pradesh Dini-Talimi Conference, Near Masjid Shakkor Khan, Bhopal.	Harm done to the minds of Muslim boys by the present system of education prevailing in the primary and high/higher secondary schools in Madhya Pradesh.

Sl. No.	Name and address	Brief Subject.
34.	Shri H.N. Shrivastava, 272- Napier Town, Naveen Vidya Bhavan Marg, Jabalpur.	U.P.S.C. Examinations.
35.	Shri Ishwar Chandra, Rector, Sagar Univer- sity, Sagar.	University Grants Committee
36.	Dr. A.P. Saxena, Prof. & Head of the Department of Physics, Govt. College of Engineering & Technology, Raipur.	Teaching of Science and Technology.
37.	Shri B. Singh, General Secretary, Primary & Secondary Schools Teachers' Association, Raipur.	Curriculum.
38.	Shri S.N. Nigam, Principal, Government Higher Secondary School, Nai Garhi, (Rewa)	General Suggestions.
39.	Shri Kirti Dev Shukla, Gwalior Rayons, Birlanagar (Gwalior)	General Suggestions.
40.	Shri Gargi Sharan Mishra, Principal, Janpada Higher Secondary School, Bagharji	Rural Educational Problems.
41.	Dr. D.K. Singhai, Jabalpur.	Present educational system.
42.	Dr. Gian Chand Jain, Professor of Urdu, Hamidia Arts & Commerce College, Bhopal.	University Education.
43.	Dr. P.N. Kawthekar, Professor of Sanskrit, Government Hamidia College, Bhopal.	Higher Education
44.	Dr. Dharma Bhanu, Professor of History, Government Hamidia College, Bhopal.	Higher Education.
45.	Shri Azimullah Khan, Principal, Saifia Higher Secondary School, Bhopal.	General Suggestions.

Sl. No.	Name and address	Brief Subject.
46.	Shri Kashi Nath Trivedi, Gram Bharatiya Ashram, Tublai, District Dhar.	General Suggestions.
47.	Shri Gayaetri Sanskrit Vidyalaya (Sanskrit Shist Mandal), Marhtal, Jabalpur.	Sanskrit Education in Mahakoshal Region.
48.	Curator, Scindia Oriental Institute, Ujjain.	Sanskrit Education.
49.	Shri N.R. Lallji, 11-Kachhi Mohalla, Main Road, Indore-3	Guess Papers should be banned
50.	Shri Bhopal Rao Pawar, Janapad Sabha, Dhamtri (Raipur)	General Suggestions.
51.	Shri B. Singh, General Secretary, Secondary School Teachers' Association, Durg.	General Suggestions.
52.	Publishers' Association, Bhopal	General Suggestions.
53.	Shri Raghunandan Vyas Vidyavachaspati, Secretary, Rashtriya Bharati Vidyalaya, Sohore.	General Suggestions.
54.	The Secretary, Vikram Vishwavidyalaya, Vikas Samiti, Ujjain.	General Suggestions.
55.	Shri Virendra Singh Parihar, Research Scholar & Lecturer, Government Higher Secondary School, Budni (Distt.Sohore)	General suggestions.
56.	The Secretary, Madhya Pradesh Sanskrit Sahitya Sammelan, Bharati-Bhavan, Ujjain.	Sanskrit Education.

Sl. No.	Name and address	Brief Subject.
57.	Shri A.S. Sav, Principal & Vice President, Madhya Pradesh Secondary Teachers' Association, Patan (Durg)	Secondary Education.
58.	Shri Uday Jain, J.N.S. Degree College, Shujapur.	General Suggestions.
59.	Shri Gujarati Samaj Higher Secondary School, Ujjain.	Present Higher Secondary Education.
60.	Prof. R. Khanna, Principal, Western Region Institute for Technical Teacher Training, Bhopal.	Technical Education.
61.	Shri R.K. Yarday, Principal, & Prof. of Economics, Govt. Arts & Commerce College, Indore.	Higher Education.
62.	Shri Shyam Manohar, Principal, Panchayati Raj Training Institute, Mandla.	Education in a New Pattern.
63.	Shri Shyam Manohar, Principal, Panchayati Raj Training Institute, Mandla.	Education & Community Centres
64.	The Teachers of the Motilal Vigyam Mahavidyalaya, Bhopal.	University Science Education in Madhya Pradesh.

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